

BOSTON PUBLIC LIBRARY



3 9999 06655 897 2



Brookline Public Library

Given by

Boston School Committee

March 1912



Digitized by the Internet Archive
in 2014

GOVERNMENT DOCUMENTS
DEPARTMENT
BOSTON PUBLIC LIBRARY

DOCUMENTS

OF THE

SCHOOL COMMITTEE

OF THE

CITY OF BOSTON

FOR THE YEAR 1910



CITY OF BOSTON
PRINTING DEPARTMENT
1910

Boston School Com.

March 1912

537974

B65a

1910



INDEX TO SCHOOL DOCUMENTS

1910

Doc.

1. ANNUAL REPORT OF AUDITOR.
2. ANNUAL REPORT OF BUSINESS AGENT.
3. COURSE OF STUDY FOR HIGH SCHOOL OF PRACTICAL ARTS.
4. APPOINTMENTS FOR RE-ELECTION.
5. OUTLINES AND SUGGESTIONS TO ACCOMPANY THE PROVISIONAL COURSE OF STUDY IN GEOGRAPHY FOR ELEMENTARY SCHOOLS.
6. PROVISIONAL COURSE OF STUDY IN PHYSIOLOGY AND HYGIENE FOR ELEMENTARY SCHOOLS.
7. LIST OF CANDIDATES ELIGIBLE FOR APPOINTMENT AS TEACHERS.
8. PROVISIONAL COURSE IN PHYSICAL EDUCATION FOR HIGH SCHOOLS.
9. ANNUAL STATISTICS OF THE BOSTON PUBLIC SCHOOLS.
10. ANNUAL REPORT OF SUPERINTENDENT.
11. RULES OF THE SCHOOL COMMITTEE AND REGULATIONS OF THE PUBLIC SCHOOLS.
12. COURSE OF STUDY IN PENMANSHIP FOR ELEMENTARY SCHOOLS.
13. SUPPLEMENTARY LIST OF AUTHORIZED TEXT AND SUPPLEMENTARY BOOKS.
14. ANNUAL REPORT OF SCHOOL COMMITTEE.

SCHOOL DOCUMENT NO. 1—1910

AUDITOR'S REPORT

TO THE

SCHOOL COMMITTEE



CITY OF BOSTON
PRINTING DEPARTMENT
1910

AUDITOR'S REPORT.

MASON STREET, BOSTON, March, 1910.

To the School Committee:

The undersigned, in accordance with the rules of the Board, presents the following report for the financial year beginning February 1, 1909, and ending January 31, 1910.

Respectfully submitted,

WILLIAM J. PORTER,

Auditor.

Under date of February 15, 1909, and May 17, 1909, the School Committee appropriated the following amounts for the items specified:

Fuel and light	\$156,000	00
Supplies and incidentals	247,690	97
Total appropriation for above	\$403,690	97
Less amount transferred November 15, 1909, to rents of Hired School Accommodations	\$3,675	30
January 3, 1910, transferred to Salaries of In- structors	29,060	41
January 31, 1910, transferred to Salaries of Janitors	2,037	14
		34,772 85
Net appropriation	\$368,918	12

The expenditures for the year have been as follows:

SUPPLIES AND INCIDENTALS.

Text-books	\$63,172	43
Writing books	5,848	86
Reference books	513	55
Record books	470	50
Books for supplementary reading	1,436	74
Music sheets	71	10
		\$71,513 18
<i>Carried forward</i>		\$71,513 18

<i>Brought forward</i>			\$71,513 18
Stationery, including postage (\$2,155.06)	\$24,996 64		
Drawing material	10,387 28		
Blackboard material	503 60		
Manual training supplies:			
Lumber	\$7,923 01		
Tools, etc.	12,870 43		
	<hr/>	20,793 44	
Supplies for cookery classes	6,739 89		
Sewing material	4,120 98		
Pianos, covers, repairs, and moving	590 25		
Tuning and care of pianos	1,320 00		
Kindergarten supplies	1,438 92		
Philosophical, chemical, and mathe- matical apparatus and supplies, \$6,286 93			
Laboratory assistance, perishable supplies, and incidentals	1,380 90		
	<hr/>	7,667 83	
Globes, maps, and charts	470 15		
Commercial course in High Schools	3,753 12		
Typewriters and supplies	5,216 45		
Supplies for special and disciplinary classes	68 46		
General educational supplies	577 16		
Emergency supplies	25 23		
	<hr/>		88,669 40
Diplomas	\$2,153 32		
Badges and straps, licensed minors	278 35		
	<hr/>		2,431 67
School census	\$1,700 00		
Tuition paid town of Brookline	\$1,050 00		
Tuition paid city of Everett	50 00		
Tuition paid town of Norwood	192 00		
Tuition paid Massachusetts cities and towns for Boston wards	6,616 59		
	<hr/>	7,908 59	
	<hr/>		9,608 59
Car tickets, Horace Mann School (refunded by state)	\$3,043 63		
Car tickets authorized by the Board	1,791 27		
	<hr/>	4,834 90	
Janitors' and other supplies	11,151 89		
Removing ashes	1,800 00		
New flags and repairing of old	446 19		
	<hr/>		18,232 98
<i>Carried forward</i>			<hr/> \$190,455 82

AUDITOR'S REPORT TO THE SCHOOL COMMITTEE. 5

<i>Brought forward</i>		\$190,455 82
Reports of proceedings, School Committee (including binding), and newspapers	\$1,560 87	
Office equipment, typewriters, etc.	960 44	
Office supplies	314 90	
Refreshments, School Committee	160 95	
	2,997 16	
Printing and stock	\$9,598 06	
Account books	215 01	
	\$9,813 07	
Cost of work for delivering supplies, including salaries, expenses teaming, etc.	3,305 22	
Extra labor, teachers' examinations	678 00	
Advertising	222 05	
District telegraph and telephone	1,226 63	
Bath expenses: towels and washing same	1,023 44	
	16,268 41	
Travelling expenses, Superintendent and Assistants	789 91	
Subscriptions, educational journals	18 30	
Services of expert on cost of text-books	125 00	
A. L. Williston, expenses pertaining to Mechanic Arts High School	704 25	
Surety bonds	25 00	
Barnard Memorial, rents, etc.	300 00	
Permanent School Exhibit	89 69	
1915 Exhibit	979 94	
Spectacle Island School: rents, etc.	48 00	
Sundry small items	116 64	
	\$212,918 12	
Total for Supplies and Incidentals		\$212,918 12
Gross expenditures as above		\$212,918 12
Less the following credits:		
Sale of books and supplies	\$587 68	
Sale of badges to licensed minors	648 25	
Sale of material, Trade School for Girls	1,790 61	
Refunded by state on account of pupils' travelling expenses	3,043 63	
	6,070 17	
Net expenditures Supplies and Incidentals		\$206,847 95

FUEL AND LIGHT.

13,277 tons of coal from Burnham Coal Company		\$60,355 50
8,187 " " " Metropolitan Coal Company		39,409 80
		\$99,765 30
21,464 <i>Carried forward</i>		\$99,765 30

21,464	<i>Brought forward</i>		\$99,765	30
1,895	tons of coal from Massachusetts Wharf Coal Company,		8,524	64
1,251	“ “ “ Suffolk Coal Company		5,194	58
<hr/>				
24,610	tons in all, costing		\$113,484	52
(Average cost per ton, \$4.61.)				
	Expenses analyzing coal		289	04
	“ checking weight of coal		50	00
	Extra labor carting coal		2	50
311	cords of wood from Overseers of the Poor		3,444	08
(Average cost per cord, \$11.07.)				
	Electric light		21,246	15
	Electric power		5,834	53
	Gas		5,636	85
<hr/>				
	Total for Fuel and Light		\$149,987	67
<hr/>				
	Gross expenditures as above		\$149,987	67
	Less the following credits:			
	Use of baths in schools, fuel and light used	\$1,332	21	
	Rent of school buildings, fuel and light used	345	54	
<hr/>				
			1,677	75
<hr/>				
	Net expenditure, Fuel and Light		\$148,309	92

The net amount expended shows an increase of \$48,888.02 in supplies and incidentals, and \$16,546.44 in fuel and light,—a net total increase as compared with the cost for the previous year of \$65,434.46.

The cost for supplies and incidentals in 1908–09 was about 15 per cent less than the average cost for the seven years previous, notwithstanding the increase in the number of pupils. The cost the past year (1909–10), although larger than any previous year, was needed to make good the previous year's deficiency. It is hoped that sufficient money will be available the present year not only to furnish the text-books and supplies needed to carry out the course of study, but that a generous supply of supplementary reading may be furnished at least the elementary schools.

In the opinion of our educational experts a much larger proportion of the expenditures should go for supplies if our corps of efficient instructors are expected to produce the best results.

An inventory of the stock on hand in the supply room December, 1908, showed material which cost as follows:

Books	\$13,175 69
Stationery	2,466 40
Drawing material	1,134 39
Janitors' supplies	462 50
Miscellaneous items	943 92
	<hr/>
A total of	<u>\$18,182 90</u>

December, 1909, the stock on hand showed at cost price:

Books	\$12,135 26
Stationery	3,670 27
Drawing material	1,430 50
Janitors' supplies	506 26
Miscellaneous items	1,947 49
Kindergarten supplies	275 66
	<hr/>
A total of	<u>\$19,965 44</u>

The stock on hand shows a slight increase over the previous year, which is accounted for by the fact that certain materials formerly not charged to stock are now included. Much of the stock on hand is the accumulation of years and the demand for it is limited.

Under the appropriation granted for Physical Education there was expended during the year for

Regular supplies and equipment	\$4,413 23
Supplies and equipment for playgrounds	8,691 98
	<hr/>
Expenses of Physical Education (exclusive of salaries)	<u>\$13,105 21</u>

Under the appropriation Salaries and Expenses of Nurses there was expended (exclusive of salaries) for materials required to carry on the work \$451 55

The following table shows the net cost incurred annually by the School Committee for books, drawing materials, and stationery, since 1873-74, a period of thirty-seven years:

1873-74	\$67,937 47	1892-93	\$47,723 15
1874-75	78,181 67	1893-94	42,116 13
1875-76	72,372 35	1894-95	53,856 82
1876-77	75,629 76	1895-96	65,014 08
1877-78	61,057 13	1896-97	77,784 56
1878-79	63,473 78	1897-98	72,093 34
1879-80	76,621 67	1898-99	77,476 43
1880-81	21,003 26	1899-1900	80,707 78
1881-82	7,569 57	1900-01	85,368 28
1882-83	15,309 74	1901-02	94,728 91
1883-84	14,107 76	1902-03	105,987 89
1884-85	80,779 82	1903-04	71,131 69
1885-86	58,760 77	1904-05	72,096 87
1886-87	42,890 13	1905-06	85,531 00
1887-88	43,721 29	1906-07	87,008 88
1888-89	46,087 54	1907-08	95,290 30
1889-90	50,182 82	1908-09	76,604 18
1890-91	52,988 28	1909-10	106,309 42
1891-92 (9 months).	50,201 01		

Since the free text-book law went into effect twenty-six years ago the net charges to the city for all the books, stationery, and drawing material required by the schools amounted to \$1,822,441.37, or an average each year of \$70,093.90, which is equivalent to less than ninety cents per pupil.

The total number of text-books owned by the city and now in the schools, if replaced at publishers' prices, would cost about as follows:

High Schools	218,971 books at a cost of .	\$109,485 00
Elementary Schools	580,654 " " "	221,150 00
Evening Schools	25,054 " " "	8,350 00
Total number	<u>824,679</u> books, costing .	<u>\$338,985 00</u>

This shows a net increase of 48,518 books as against 14,393 last year.

The number of books reported lost during the year was as follows:

High Schools	960
Elementary Schools	2,351
Evening Schools	752
	<hr/>
Total number reported lost	4,063
The average number reported lost each year since 1885-86 (a period of twenty-four years) was 2,277, a total for the twenty-four years of	54,648
	<hr/>
Total number of books lost in twenty-five years	<u>58,711</u>

The number of books returned from the schools as worn out during the year was as follows:

High Schools	14,984
Elementary Schools	81,299
	<hr/>
Total number reported worn out	96,283
The average number reported worn out each year since 1885-86 (a period of twenty-four years) was 44,105, a total for the twenty-four years of	1,058,529
	<hr/>
Total number of books worn out in twenty-five years	<u>1,154,812</u>

In addition 1,148 books were destroyed for fear of contagion, and 7,419 books were returned by principals as not being wanted.

Since the free text-book law went into effect the schools have been supplied with 2,175,654 text-books. Of this number 824,679 are still in use in the schools, and the balance, 1,350,975, have either been lost or returned to Mason street as worn out or displaced.

The number of books charged January 1, 1910, used as text-books by the pupils of the High Schools was as follows:

	Number Books, January 1, 1910.	Number Books, January 1, 1909.	Increase for the Year.
Normal School	4,439	4,332	107
Public Latin School	18,729	19,014	*285
Girls' Latin School	16,655	15,311	1,344
Brighton High School	10,147	8,936	1,211
Charlestown High School	8,886	8,034	852
Dorchester High School	25,513	23,390	2,123
East Boston High School	10,543	9,084	1,459
English High School	21,401	19,539	1,862
Girls' High School	28,002	25,658	2,344
High School of Practical Arts	3,486	2,122	1,364
High School of Commerce	9,648	6,324	3,324
Mechanic Arts High School	16,454	14,067	2,387
Roxbury High School	19,961	18,876	1,085
South Boston High School	14,137	12,587	1,550
West Roxbury High School	10,970	8,992	1,978
Total number in High Schools	218,971	196,266	22,705

* Decrease.

Number of text-books charged to Elementary Schools
January 1, 1910:

	Number Books, January 1, 1910.	Number Books, January 1, 1909.	Increase for the Year.	Decrease for the Year.
Adams.....	9,404	8,264	1,140	
Agassiz.....	6,247	*10,740	.....	4,493
Bennett.....	8,349	7,965	384	
Bigelow.....	9,485	8,769	716	
Blackinton.....	8,993	7,626	1,367	
Bowditch.....	8,655	8,443	212	
Bowdoin.....	7,255	6,332	923	
Brimmer.....	6,197	6,237	.....	40
Bunker Hill.....	6,596	6,654	.....	58
Chapman.....	9,460	9,442	18	
Charles Sumner.....	7,319	6,896	423	
Christopher Gibson.....	8,527	7,313	1,214	
Comins.....	8,318	7,761	557	
Dearborn.....	12,557	11,816	741	
Dillaway.....	10,346	10,535	.....	189
Dudley.....	10,985	10,502	483	
Dwight.....	7,208	6,744	464	
Edward Everett.....	9,175	8,541	634	
Eliot.....	12,233	12,094	139	
Emerson.....	9,085	8,845	240	
Everett.....	8,136	8,127	9	
† Francis Parkman.....	4,653	.....	4,653	
Franklin.....	10,059	9,348	711	
Frederic W. Lincoln.....	7,976	7,439	537	
Frothingham.....	8,075	8,022	53	
Gaston.....	8,914	8,806	108	
George Putnam.....	7,568	7,334	234	
Gilbert Stuart.....	6,374	6,808	.....	434
Hancock.....	12,457	11,529	928	
Harvard.....	7,447	7,573	.....	126
Henry L. Pierce.....	9,094	8,478	616	
Hugh O'Brien.....	11,767	10,991	776	
Hyde.....	8,079	8,279	.....	200
Jefferson.....	6,295	6,184	111	
John A. Andrew.....	9,611	8,453	1,158	
Lawrence.....	7,488	7,065	423	
Lewis.....	11,554	10,943	611	
Longfellow.....	7,916	7,423	493	
Lowell.....	9,166	8,621	545	
Lyman.....	13,566	12,004	1,562	
Martin.....	6,454	6,363	91	
Mary Hemenway.....	9,683	9,466	217	
Mather.....	14,040	14,013	27	
Minot.....	4,875	5,052	.....	177
Norcross.....	6,416	6,583	.....	167
Oliver Hazard Perry.....	7,159	7,338	.....	179
Oliver Wendell Holmes.....	17,200	14,259	2,941	
Phillips Brooks.....	13,834	12,783	1,051	
Prescott.....	7,341	7,268	73	
Prince.....	7,611	7,317	294	
Quincy.....	7,039	6,620	419	
Rice.....	5,777	5,318	459	
Robert G. Shaw.....	6,284	6,164	120	
Roger Wolcott.....	12,405	12,218	187	
Sherwin.....	7,464	7,176	288	
Shurtleff.....	7,818	7,058	760	
Thomas Gardner.....	9,324	9,077	247	
Thomas N. Hart.....	9,091	9,295	.....	204
Warren.....	7,733	7,359	374	
Washington.....	12,005	11,582	423	
Washington Allston.....	6,974	7,332	.....	358
Wells.....	13,217	13,007	210	
Wendell Phillips.....	10,938	10,138	800	
William E. Russell.....	9,579	10,001	.....	422
Winthrop.....	7,804	7,708	96	
Total Elementary Schools.....	580,654	555,441	32,260	7,047

* Including Francis Parkman.

† New district.

The following text-books were charged to the Elementary Schools, January 1, 1910, having been ordered for the use of the pupils:

Adams' An Elementary Commercial Geography	3,137
Aldrich & Forbes' Progressive Reader, Book I.	3,035
" " " " Book II.	6,915
" " " " Book III.	7,550
" " " " Book IV., Part I.	3,954
" " " " Book IV., Part II.	3,000
" " " " Book V., Part I.	1,665
" " " " Book V., Part II.	1,316
Alexander's Spelling Book, Part I.	1,513
" " " Part II.	3,023
Arnold Primer	4,088
Arnold & Gilbert's Stepping Stones to Literature, First Reader	5,347
" " " " " Second Reader,	7,939
" " " " " Third Reader	8,435
" " " " " Fourth Reader,	4,861
" " " " " Fifth Reader	3,246
" " " " " Sixth Reader	2,968
" " " " " Seventh Reader,	3,099
" " " " " Higher Grades	1,876
Bailey-Manly Spelling Book, Book I.	1,900
" " " " Book II.	2,926
Blaisdell's Child's Book of Health	9,540
" Our Bodies and How We Live	7,822
" The Child Life Primer	485
" Second Reader	1,765
" Third Reader	984
" Fourth Reader	1,645
Blodgett Primer	428
" First Reader	195
Brown & Haldeman's Clarendon Dictionary	9,860
Brumbaugh's Standard Fourth Reader	1,091
" " Fifth Reader	841
Buehler & Hotchkiss' Modern English Lessons, Book I.	655
Channing's Short History of United States	3,390
Claude's Twilight Thoughts	2,070
Coe's A School Reader, Third Grade	295
" " " Fourth Grade	332
Conn's Introductory Physiology and Hygiene	775
" Elementary Physiology and Hygiene	1,250
Culler's First Book in Physics	461
<i>Carried forward</i>	125,677

AUDITOR'S REPORT TO THE SCHOOL COMMITTEE. 13

<i>Brought forward</i>	125,677
Cunningham's First Book	246
Cyr's Primer	8,022
" First Reader	3,241
" Second Reader	4,727
" Third Reader	6,438
" Fourth Reader	6,739
" Fifth Reader	1,447
Daly's Advanced Rational Speller	7,156
Dunton & Kelley's Inductive Course in English; Language Lessons	2,285
Finch Primer	2,744
Fiske's History of United States for Schools	626
Franklin Primary Arithmetic	8,560
" Elementary Arithmetic	1,916
" Written Arithmetic	856
" New Arithmetic, Book I.	19,043
" " " Book II.	23,711
" Readers	14,771
Gifford's Elementary Lessons in Physics	4,518
Gilbert & Harris' Guide Books to English, Book I.	1,226
Gordon Reader, Book I.	1,370
" " Book II.	710
Gordy's History of United States for Schools	1,777
Hazen's Fourth Reader	3,661
Heath's Primer	521
" First Reader	304
" Second Reader	947
" Third Reader	1,114
" Fourth Reader	1,219
" Fifth Reader	951
Higgins' Lessons in Physics	1,230
Higginson's Young Folks History of United States	2,170
James & Sanford's Our Government, Local, State, and National	2,849
Jones' First Reader	405
" Second Reader	1,080
" Third Reader	1,349
" Fourth Reader	973
King's Elementary Geography	6,287
" Advanced Geography	7,586
Krohn's First Book in Hygiene	164
" Graded Lessons in Physiology and Hygiene	1,018
Masterpieces American Literature	6,222
McMaster's Brief History of the United States	402
Meservey's Bookkeeping, Single Entry	1,866
<i>Carried forward</i>	<u>290,124</u>

<i>Brought forward</i>	290,124
Metcalf's English Grammar	18,987
" Language Exercises	6,685
Metcalf & Bright's Language Lessons, Part I.	8,347
" " " " Part II.	7,252
Monroe's New Fourth Reader	3,406
Montgomery's Elementary American History	7,746
" Leading Facts in American History	12,800
Moore's Second Book	175
Mowry's Elements of Civil Government	3,815
Murray's Wide Awake Primer	3,360
" " " First Reader	1,565
" " " Second Reader	2,712
" " " Third Reader	566
Myers' Arithmetic, Book I.	829
" " Book II.	946
" " Book III.	1,059
Redway & Hinman's Natural Elementary Geography	5,225
" " " Advanced Geography	6,627
Scott & Southworth's Lessons in English, Book I.	2,318
Sensenig-Anderson's Introductory Arithmetic	244
" " Essentials of Arithmetic	639
Sheldon-Barnes' American History	1,120
Spaulding & Bryce's Aldine Primer	884
" " " First Reader	419
" " " Second Reader	500
" " " Third Reader	316
Stone's History of England	679
Stowell's Healthy Body	8,684
Tappan's Our Country's Story	3,295
Tarbell's Introductory Geography	7,722
" Complete Geography	7,395
Tarr & McMurry's Geography, First Book	5,944
" " " Second Book	3,361
" " " Third Book	3,875
Varney's Robin Reader	1,260
Walton & Holmes' Arithmetic, Book I.	1,333
" " " Book II.	1,823
" " " Book III.	2,034
" " " Book IV.	1,821
Webster's Academic Dictionary	3,132
Werner Primer	1,081
Worcester's Comprehensive Dictionary	22,362
" New Pronouncing Speller	28,066
Cecilian Series of Study and Song	7,000
<i>Carried forward</i>	499,533

AUDITOR'S REPORT TO THE SCHOOL COMMITTEE. 15

<i>Brought forward</i>	499,533
Educational Music Course, First Reader	9,977
" " " Second Reader	5,384
" " " Third Reader	4,427
" " " Fourth Reader	4,819
" " " Fifth Reader	4,580
" " " Sixth Reader	2,655
National Music Course, First Reader	216
" " " Fourth Reader	748
Natural Music Course, Primer	2,229
" " " Reader No. 1	884
" " " " No. 2	726
" " " " No. 3	848
" " " " No. 4	539
" " " " No. 5	624
" " " Advanced Reader	569
" " " Harmonic Primer	2,386
" First Reader	1,866
" Second Reader	2,030
" Third Reader	1,720
" Fourth Reader	1,374
" Fifth Reader	873
Normal Music Course, First Reader	10,304
" " " Second Reader, Part I	5,177
" " " " " Part II.	58
" " " " " Complete	8,670
" " " Third Reader	2,640
Boyden's Algebra	2,616
Chancellor's Reading and Language Lessons	2
Collar's Gradatim	35
Collar & Daniell's First Book in Latin	232
Cooley's Philosophy	77
Grandgent's French Lessons and Exercises	195
Guerber's Contes et Légendes	1
Hotchkiss' First Book in French	203
Hunt's Geometry	371
Joynes' French Fairy Tales	50
Natural History and Language	195
Swinton's Language Lessons	309
Tweed's Grammar	330
Wallach's First Book in English	2
Warren's Geography	180
Total number in Elementary Schools	580,654

The schools were supplied with coal as follows:

HIGH SCHOOLS.

	Tons.		Tons.
Latin and English High	920	West Roxbury High.	266
Normal group	900	East Boston High	215
Mechanic Arts High	890	Brighton High	200
Girls' High	404	High School of Practical	
Dorchester High	375	Arts	72
South Boston High	305		
Charlestown High	300	Total	<u>5,117</u>
Roxbury High	270		

GRAMMAR BUILDINGS.

	Tons.		Tons.
Washington	420	Christopher Gibson	144
Jefferson	320	Bowditch	138
Phillips Brooks	285	Francis Parkman	135
Mather	275	Gaston.	135
Oliver Hazard Perry	272	Mary Hemenway	130
Bigelow	250	Rice	130
Thomas Gardner	240	Bowdoin	127
Dearborn	225	John A. Andrew	127
Longfellow	225	Prince	126
Edward Everett	224	Harvard	125
William E. Russell	215	Lawrence	125
Chapman	203	George Putnam	120
Hugh O'Brien.	198	Frothingham	118
Roger Wolcott	190	Charles Sumner	117
Franklin	183	Shurtleff	117
Oliver Wendell Holmes	182	Wendell Phillips.	113
Agassiz	181	Henry L. Pierce	112
Wells	181	Washington Allston	112
Dudley	180	Norcross	104
Frederic W. Lincoln	172	Bunker Hill	100
Hancock	150	Comins	100
Martin	150	Everett	100
Quincy	150	Adams	98
Sherwin	150	Dillaway	95
Eliot	147	Lyman.	94
Hyde	145	Emerson	90
Lowell	145	Gilbert Stuart.	90
Thomas N. Hart.	145	Lewis	90

AUDITOR'S REPORT TO THE SCHOOL COMMITTEE. 17

	Tons.			Tons.
Robert G. Shaw	90		Prescott	75
Bennett	83		Winthrop	73
Brimmer	82		Minot	58
Dwight	80			
Warren	78		Total	<u>9,709</u>
Blackinton	75			

The total amount of coal furnished the different grades of schools was as follows:

High Schools	5,117
Grammar Buildings	9,709
Primary Buildings and Special Schools	<u>9,784</u>
Total number of tons	<u><u>24,610</u></u>

Comparative statement of net expenditures of the School Committee for the past thirty-four years, under the items "Supplies and Incidentals" and "Fuel and Light."

YEAR.	Supplies and Incidentals.	Fuel and Light.	Total.
1876-77.....	\$122,673 25	\$55,490 16	\$178,163 41
1877-78.....	110,680 46	53,321 70	164,002 16
1878-79.....	111,343 68	47,678 94	159,022 62
1879-80.....	113,243 02	40,920 22	154,163 24
1880-81.....	65,562 93	57,483 62	123,046 55
1881-82.....	44,788 33	57,593 17	102,381 50
1882-83.....	46,858 31	60,863 11	107,721 42
1883-84.....	46,966 55	66,068 59	113,035 14
1884-85.....	118,123 97	61,325 41	179,449 38
1885-86.....	87,528 30	58,417 53	145,945 83
1886-87.....	67,103 54	57,216 67	124,320 21
1887-88.....	69,170 87	71,048 76	140,219 63
1888-89.....	77,407 97	75,067 07	152,475 04
1889-90.....	86,162 83	73,580 27	159,743 10
1890-91.....	85,108 95	69,524 54	154,633 49
1891-92 (9 mos.) .	79,217 13	56,665 22	135,882 35
1892-93.....	91,176 52	77,872 75	169,049 27
1893-94.....	85,331 74	86,666 99	171,998 73
1894-95.....	96,535 02	77,291 91	173,826 93
1895-96.....	114,442 25	75,900 29	190,342 54
1896-97.....	128,710 62	82,804 09	211,514 71
1897-98.....	128,557 41	96,016 29	224,573 70
1898-99.....	135,453 51	102,935 86	238,389 37
1899-1900.....	146,092 02	98,965 72	245,057 74
1900-01.....	157,165 91	96,528 01	253,693 92
1901-02.....	172,910 59	106,637 78	279,548 37
1902-03.....	200,143 58	96,394 61	296,538 19
1903-04.....	164,033 86	214,663 37	378,697 23
1904-05.....	173,937 82	159,164 65	333,102 47
1905-06.....	185,492 96	163,303 53	348,796 49
1906-07.....	176,462 10	135,575 11	312,037 21
1907-08.....	180,938 19	144,572 44	325,510 63
1908-09.....	157,959 93	131,763 48	289,723 41
1909-10.....	206,847 95	148,309 92	355,157 87
Totals.....	\$4,034,132 07	\$3,057,631 78	\$7,091,763 85
Average.....	\$118,650 94	\$89,930 35	\$208,581 29

SCHOOLS.

APPROPRIATION, 1910-1911.

MASON STREET, BOSTON, February 21, 1910.

To the School Committee:

The undersigned would state that the Board of Assessors has certified that the average taxable valuation of the city on which the sum allowed the School Committee is based amounts to \$1,323,892,973.85.

In addition to forty cents on each \$1,000 of the valuation, which may be appropriated solely for new school buildings, lands, yards, and furnishings, which can be appropriated later and is not waived by the present budget, the School Committee is authorized by statute to appropriate "for the support of the public schools," "for repairs and alterations of school buildings," and to provide for the payment of pensions to teachers, three dollars and thirty-one cents (\$3.31) upon each \$1,000 of the taxable valuation of the city. This amounts this year to \$4,382,085.74. The School Committee may also appropriate

Estimated income for 1910-11	\$60,203 16
Unexpended balance, 1909-10	7,920 06
Excess of income over amount estimated, 1909-10	4,791 04
	\$72,914 26

Of the amount appropriated last year solely for pensions to teachers, the unexpended balance, \$56,968.07, has been transferred to the permanent investment fund. Last year \$62,213.01 was transferred to said fund, making the total amount invested \$119,181.08. The unexpended balance on Physical Education, \$25.48, may be used in addition to the four cents on each thousand dollars of the valuation allowed by law each year. The total amount which the School Committee and the Schoolhouse Commission may expend for carrying on the schools, and for the maintenance of school buildings (excluding pensions) during the current year is \$4,388,830.83. Of this amount not less than \$330,973.24 (being twenty-five cents on each thousand dollars of the valuation) must be appropriated solely for repairs and alterations of school buildings, \$52,955.72 may be appropriated solely for expenditures pertaining to Physical Education, as authorized by chapter 295 of the Acts of 1907, and can be appropriated for no other purpose. In addition to this amount a further sum of \$15,000 is appropriated under the head of Physical Education, "Special," to pay salaries of additional instructors, and equipment that may be needed in that department. As authorized by chapter 589 of the Acts of 1908 the sum of \$66,194.65 is appropriated for the payment of pensions to teachers in the public day schools.

The appropriation as recommended is based upon the following:

\$2.95 per thousand on \$1,323,892,973.85, "Ordinary"	\$3,905,484 27
.25 per thousand, "repairs," etc.	330,973 24
.04 per thousand, chapter 295, Acts of 1907, "Physical Education"	52,955 72
.02 per thousand, chapter 357, Acts of 1907, "Appointment of Nurses"	26,477 86
.05 per thousand, chapter 589, Acts of 1908, "Pensions to Teachers"	66,194 65
Unexpended balance, 1909-10, general appropriation	7,920 06
Excess of income over amount estimated, 1909-10	4,791 04
Estimated income for 1910-11	60,203 16
	\$4,455,000 00

The amount of money available the coming year, exclusive of what is set aside for pensions and what is allowed the Schoolhouse Commission for rents and repairs of school-houses, will permit of an increase in expenses of \$186,561.60. The action of the Legislature the past year in allowing the School Committee to appropriate for school purposes a larger portion of the tax levy than formerly will enable the Committee to take care of the annual increased expenses occasioned by additional pupils, be more liberal in the furnishing of supplies, and also enlarge to some extent its sphere of action in the line of industrial education.

In accordance with section 1, chapter 448, of the Acts of 1901, and acts in addition thereto or amendments thereof, the passage of the accompanying order is recommended.

Respectfully submitted,

WILLIAM J. PORTER,

Auditor.

BASIS FOR APPROPRIATIONS RECOMMENDED,
1910-1911.

SALARIES OF INSTRUCTORS.

Normal School.

1 Head-master		\$3,780	
1 Master		3,204	
1 Master, Head of Department		2,916	
1 " " "		2,628	
1 First Assistant, Head of Department		1,836	
1 Supervisor of Practice		1,836	
5 Assistants	\$1,620	8,100	
1 Assistant		1,500	
1 "		1,440	
1 Instructor, Drawing		2,508	
1 Assistant		1,140	
1 Clerical Assistant		780	
			\$31,668

Latin and High Schools.

13 Head-masters	\$3,780	\$49,140	
22 Masters, Heads of Departments	3,204	70,488	
2 " " "	2,916	5,832	
5 " " "	2,772	13,860	
3 " " "	2,628	7,884	
2 " " "	2,484	4,968	
25 Masters	3,060	76,500	
1 Junior-master		2,916	
1 "		2,772	
5 Junior-masters	2,340	11,700	
4 "	2,196	8,784	
2 "	2,052	4,104	
1 Junior-master		1,908	
4 Junior-masters	1,620	6,480	
8 "	1,476	11,808	
3 Assistant Principals	1,836	5,508	
14 First Assistants	1,836	25,704	
10 " "	1,764	17,640	
2 " "	1,692	3,384	
2 " "	1,620	3,240	
2 Assistants	1,548	3,096	
2 "	1,476	2,952	
<i>Carried forward</i>			\$31,668
			\$31,668

	<i>Brought forward</i>					\$340,668	\$31,668
38	Assistants					\$1,620	61,560
8	"					1,548	12,384
8	"					1,476	11,808
3	"					1,404	4,212
7	"					1,332	9,324
3	"					1,260	3,780
5	"					1,188	5,940
8	"					1,116	8,928
8	"					1,044	8,352
9	"					972	8,748
3	Instructors					2,040	6,120
1	Instructor						1,800
1	"						1,560
2	Instructors					1,440	2,880
10	"					1,320	13,200
9	"					1,200	10,800
1	Assistant Instructor						1,260
4	" Instructors					1,116	4,464
5	" "					1,044	5,220
15	" "					972	14,580
12	" "					900	10,800
1	Special Instructor, Commercial Branches						2,400
1	" " " "						2,280
1	" " " "						2,160
2	" Instructors " "					1,800	3,600
1	" Instructor " "						1,560
6	" Instructors " "					1,320	7,920
2	" " " "					1,200	2,400
4	" Assistant Instructors, Commercial Branches					1,548	6,192
1	Special Assistant Instructor, Commercial Branches,						1,476
1	" " " " "						1,404
7	" " Instructors, Commercial Branches					\$972	6,804
4	Special Assistant Instructors, Commercial Branches					900	3,600
1	Special Instructor, Drawing						2,508
1	" " " "						1,620
2	" Assistant Instructors, Drawing					1,548	3,096
1	" " Instructor " "						1,476
1	" " " "						1,260
1	" " " "						1,188
2	" Assistant Instructors, Drawing,					972	1,944
1	" Assistant Instructor, Drawing and Manual Training						2,340
	<i>Carried forward</i>					\$605,616	\$31,668

AUDITOR'S REPORT TO THE SCHOOL COMMITTEE. 23

	<i>Brought forward</i>	\$605,616	\$31,668
1	Special Assistant Instructor, Drawing and Manual Training	2,100	
2	Special Assistant Instructors, Drawing and Manual Training	\$1,800	3,600
1	Special Assistant Instructor, German	2,040	
2	“ “ Instructors, French	1,404	2,808
1	Industrial Instructor	1,164	
3	“ Instructors	1,092	3,276
1	“ Instructor	960	
3	Special Assistants	816	2,448
1	“ Assistant	672	
1	“ “ Chemistry	1,044	
1	“ “ Cookery	936	
9	Clerical Assistants	720	6,480
	Lectures, High School of Commerce	750	
		633,894	

Mechanic Arts High School.

	1 Head-master	\$3,780	
5	Masters, Heads of Departments	\$3,204	16,020
2	Masters	3,060	6,120
2	“ Heads of Departments	3,060	6,120
1	Junior-master	2,916	
1	Master, Head of Department	2,772	
1	Junior-master	2,484	
2	Junior-masters	2,340	4,680
3	“	1,620	4,860
4	“	1,476	5,904
1	First Assistant	1,836	
1	Instructor	1,800	
1	“	1,560	
1	“	1,440	
6	Instructors	1,320	7,920
4	“	1,200	4,800
1	Assistant	1,476	
5	Assistant Instructors	1,260	6,300
2	“ “	1,044	2,088
2	“ “	900	1,800
2	Clerical Assistants	1,320	
	Temporary Assistants	4,208	
		92,204	

Elementary Schools.

Masters and Sub-Masters.

50	Masters	\$3,180	\$159,000
4	“	3,060	12,240
	<i>Carried forward</i>	\$171,240	\$757,766

<i>Brought forward</i>		\$171,240	\$757,766
1 Master		2,940	
1 "		2,820	
8 Masters		\$2,700	21,600
7 "	(three-fourths pay to September 1, 1910)		11,130
38 Sub-masters		2,340	88,920
3 "		2,220	6,660
8 "		2,100	16,800
3 "		1,980	5,940
7 "		1,860	13,020
4 "		1,740	6,960
5 "		1,620	8,100
8 "		1,500	12,000
			368,130
<i>Masters' Assistants, First Assistants, etc.</i>			
14 Masters' Assistants		\$1,308	\$57,552
2 "	"	1,260	2,520
5 "	"	1,212	6,060
2 "	"	1,164	2,328
2 "	"	1,116	2,232
4 "	"	1,068	4,272
3 "	"	1,020	3,060
1 "	Assistant, additional		96
29 First Assistants		1,212	35,148
4 "	"	1,164	4,656
1 "	Assistant		1,116
2 "	Assistants	1,020	2,040
1 "	Assistant		1,404
5 "	Assistants	1,080	5,400
1 "	Assistant in charge		1,212
73 "	Assistants in charge	1,116	81,468
4 "	" " " "	1,068	4,272
4 "	" " " "	1,020	4,080
2 "	" " " "	972	1,944
11 Assistants		1,032	11,352
2 "		984	1,968
907 "		936	848,952
92 "		888	81,696
70 "		840	58,800
85 "		792	67,320
30 "		744	22,320
70 "		696	48,720
90 "		648	58,320
119 "		600	71,400
138 "		552	76,176
<i>Carried forward</i>		\$1,567,884	\$1,125,896

AUDITOR'S REPORT TO THE SCHOOL COMMITTEE. 25

<i>Brought forward</i>	\$1,567,884	\$1,125,896
11 Assistants special and disciplinary classes	11,160	
51 Instructors in Sewing	41,341	
13 " on three-fourths pay to September 1, 1910	6,498	
7 Instructors on half pay	3,504	
10 Temporary teachers, 100 days	\$2,000	
40 Special Assistants, 100 days	8,000	

\$10,000

Less amount city will receive from absent teachers 7,000

3,000

1,633,387

Kindergartens.

Director	\$1,800	
1 First Assistant	888	
88 " Assistants	\$792	69,696
9 " "	744	6,696
7 " "	696	4,872
4 " "	648	2,592
3 " "	624	1,872
41 Assistants	624	25,584
20 "	576	11,520
13 "	528	6,864
16 "	480	7,680
18 "	432	7,776
82 Attendants, 180 days	7,380	

155,220

Horace Mann School for the Deaf.

Principal	\$3,180	
1 Assistant Principal	1,584	
12 Assistants	\$1,284	15,408
1 Assistant	1,140	
2 Assistants	1,068	2,136

23,448

Trade School for Girls.

Principal, 6 months	\$1,500	
1 First Assistant, 10 months	1,500	
1 Vocational Assistant, 10 months	1,050	
20 Instructors (Assistants, Helpers, and Aids)	12,530	

16,580

Carried forward \$2,954,531

<i>Brought forward</i>			\$2,954,531
<i>Day Industrial Schools.</i>			
5 Instructors			4,200
Teacher, School on Spectacle Island			600
Supervisor of Substitutes			3,180
Assistant Supervisor of Substitutes			1,764
<i>Summer High School.</i>			
11 Instructors and Clerk, 6 weeks			1,800
Director Evening and Vacation Schools			2,220
Medical Inspector			1,008
<i>Music.</i>			
Director		\$3,000	
1 Assistant Director		2,652	
3 " Directors	\$2,580	7,740	
4 Assistants	1,236	4,944	
			18,336
<i>Drawing and Manual Training.</i>			
Director		\$3,000	
Assistant Director		2,628	
Assistant to Director in Manual Training		1,860	
Assistant to Director in Drawing		1,500	
Assistant " "		1,356	
2 Assistants " "	\$1,284	2,568	
8 Instructors in Manual Training, Elementary Schools	1,200	9,600	
1 Instructor in Manual Training, Elementary Schools		1,152	
6 Instructors in Manual Training, Elementary Schools	1,104	6,624	
21 Assistant Instructors in Manual Training, Elementary Schools	996	20,916	
3 Assistant Instructors in Manual Training, Elementary Schools	948	2,844	
1 Assistant Instructor in Manual Training, Elementary Schools		900	
6 Assistant Instructors in Manual Training, Elementary Schools	852	5,112	
6 Assistant Instructors in Manual Training, Elementary Schools	804	4,824	
			64,884
<i>Carried forward</i>			\$3,052,523

AUDITOR'S REPORT TO THE SCHOOL COMMITTEE. 27

Brought forward \$3,052,523

Household Science and Arts.

Supervisor		\$1,500			
14 Instructors in Cookery	\$936	13,104			
1 Instructor "		888			
2 Instructors "	840	1,680			
1 Instructor "		792			
2 Instructors "	744	1,488			
5 " "	648	3,240			
5 " "	600	3,000			
5 " "	552	2,760			
					28,452

Evening High Schools.

1 Principal, 22 weeks		\$1,100			
4 Principals, 22 weeks		2,640			
58 Assistants, 22 weeks		25,520			
5 Special Assistants		1,600			
9 Laboratory and Typewriting Assistants		1,510			
					32,370

Evening Elementary Schools.

13 Principals, 22 weeks		\$7,150			
13 First Assistants, 22 weeks		3,575			
203 Assistants, 22 weeks		44,660			
					55,385

Evening Industrial School.

1 Principal, 66 evenings		\$528			
1 Assistant Principal, 66 evenings		396			
2 First Assistants in charge, 66 evenings		792			
24 Assistants, 66 evenings		7,920			
4 " 66 evenings		1,056			
4 Curators		528			
1 Tool-keeper		50			
					11,270

Total for Instructors \$3,180,000

SALARIES OF OFFICERS.

Superintendent		\$6,000			
Clerks to Superintendent (9)		8,460			
Six Assistant Superintendents	\$4,500	27,000			
Secretary		3,780			
Clerks to Secretary (5)		4,440			
Messenger to Secretary		720			
Auditor		3,780			
					\$54,180

Carried forward \$54,180

<i>Brought forward</i>	\$54,180
Clerks to Auditor (2)	1,848
Business Agent	3,780
Clerks to Business Agent (7)	4,663
Schoolhouse Custodian	2,004
Clerk to Schoolhouse Custodian	780
Messengers (5)	3,300
Truant Officers (23)	32,140
City Treasurer, Custodian	1,000
Assistants, Supply Department	2,940
Temporary service, etc.	1,365
	<hr/>
Total for Officers	<u>\$108,000</u>

SALARIES OF JANITORS.

High Schools.

Normal Group:	
Janitor	\$7,035 00
Matron	300 00
High School of Commerce Colony	699 92
	<hr/>
	\$8,034 92
Latin and English High:	
Janitor, Latin	\$1,920 00
“ English High	4,200 00
English High Colony	389 67
	<hr/>
	6,509 67
Brighton High	1,792 81
Charlestown High	2,457 22
Dorchester High and three portable buildings:	
Janitor	\$3,844 73
Matron	540 00
Lyceum Hall	312 08
Wardroom	207 30
	<hr/>
	4,904 11
East Boston High	2,567 59
Girls' High and two portable buildings	3,293 55
High School of Practical Arts:	
Sarah J. Baker	\$801 42
Lyceum Hall	312 07
Colony	120 00
	<hr/>
	1,233 49
Mechanic Arts High:	
Janitor	\$2,704 00
Engineer	3,120 00
	<hr/>
	5,824 00
Roxbury High and Annex	2,684 17
	<hr/>
<i>Carried forward</i>	\$39,301 53

AUDITOR'S REPORT TO THE SCHOOL COMMITTEE. 29

<i>Brought forward</i>	\$39,301 53
South Boston High:	
Janitor	\$3,172 95
Matron	540 00
	3,712 95
West Roxbury High:	
Janitor	\$2,557 70
Matron	540 00
	3,097 70
Total for High Schools	\$46,112 18

15 High Schools	\$46,112 18
207 Elementary Schools	180,500 00
106 Portable buildings	8,250 00
42 Special and Evening Schools	10,000 00
Trade School for Girls	1,339 00
Mason-street building (4)	3,548 00
Substitute janitor	600 00
Estimate for new buildings and temporary assistance	4,650 82
Total for Janitors	\$255,000 00

FUEL AND LIGHT.

25,000 tons of coal at \$4.90 (including weighing)	\$122,500 00
Expenses analyzing and inspecting coal	500 00
400 cords of wood at \$11 (including sawing, splitting, and housing	4,400 00
Gas	6,000 00
Electric light	22,000 00
Electric power	6,600 00
Installing Tungsten lamps	4,000 00
Total under the head "Fuel and Light"	\$166,000 00

SUPPLIES AND INCIDENTALS.

Text-books	\$67,000 00
Supplementary books, reference books, music sheets	6,000 00
Globes, maps, and charts	4,000 00
Musical instruments (new and repaired, covers, tuning, etc.),	3,000 00
Manual Training supplies and equipment	22,000 00
Drawing supplies	10,000 00
Science laboratories:	
(a) Apparatus and supplies	
(b) Laboratory assistance, perishable supplies and incidentals	10,000 00
	\$122,000 00
<i>Carried forward</i>	\$122,000 00

<i>Brought forward</i>	\$122,000 00
Educational supplies and equipment for:	
(a) Commercial classes in High Schools	} 20,000 00
(b) Kindergarten classes	
(c) Sewing classes	
(d) Cooking classes	
(e) Special classes	
(f) Disciplinary classes	
(g) Trade School for Girls	
(h) Pre-Apprentice School in Printing and Book-binding	
(i) General educational purposes	
Printing, stock for same, advertising, records, and account books	12,500 00
Stationery, office equipment, and supplies	32,500 00
Janitors' supplies	12,000 00
Delivery of supplies	3,300 00
Car tickets:	
(a) Horace Mann School pupils	} 5,500 00
(b) As authorized by the Board	
Tuition of Boston pupils:	
(a) Wards of the city	} 8,500 00
(b) Others	
Miscellaneous appropriation for:	
(a) School census	} 13,071 77
(b) Diplomas	
(c) Removing ashes and snow	
(d) Surety bonds	
(e) School Committee, contingent fund (carriage hire, refreshments, etc.)	
(f) Superintendent's contingent fund (traveling expenses, educational magazines and books, lectures, etc.)	
(g) Assistance at teachers' examinations	
(h) Permanent school exhibit	
(i) Telephone and telegraph	
(j) Bath expenses	
(k) Badges for licensed minors	
(l) Sundries — Balance unappropriated	
 Total for "Supplies and Incidentals"	 <u>\$229,371 77</u>

Physical Education "Special."

Salaries of additional instructors and for equipment, etc., that may be needed	<u>\$15,000 00</u>
--	--------------------

UNDER CHAPTER 295 OF THE ACTS OF 1907.

Physical Education.

Director of School Hygiene		\$3,756 00	
Clerk to Director of School Hygiene		840 00	
Temporary Clerk		300 00	
1 Assistant Director Physical Training and Athletics		2,400 00	
1 Assistant Director Physical Training and Athletics		2,280 00	
1 Assistant Director Physical Training and Athletics		1,920 00	
1 Instructor, Athletics		1,500 00	
6 Instructors	\$1,044	6,264 00	
1 Instructor "		972 00	
1 Head of Department Physical Training		1,692 00	
4 Special Instructors " "	1,200	4,800 00	
1 " Instructor " "		1,188 00	
2 " Instructors " "	1,116	2,232 00	
2 " " " "	1,044	2,088 00	
6 " Assistant Instructors, Physical Training	828	4,968 00	
1 Instructor Military Drill		2,004 00	
1 Assistant Instructor Military Drill		1,500 00	
1 Armorer		1,050 00	
Expenses Playgrounds, including new equipment, supplies and salaries of play teachers and assistants		11,227 20	
Total for Physical Education			<u>\$52,981 20</u>
Balance of appropriation unexpended		\$25 48	
Additional amount to be appropriated		52,955 72	
			<u>\$52,981 20</u>

UNDER CHAPTER 357 OF THE ACTS OF 1907.

Appointment of Nurses.

1 Supervising Nurse		\$1,428 00	
8 Assistant Nurses	\$792	6,336 00	
10 " "	744	7,440 00	
14 " "	696	9,744 00	
2 " "	648	1,296 00	
Supplies, etc.		233 86	
Total for Nurses			<u>\$26,477 86</u>

UNDER CHAPTER 589 OF THE ACTS OF 1908.

Pensions to Teachers.

Permanent Fund	\$119,181 08	
Appropriation 1910-1911	66,194 65	
		<u>\$185,375 73</u>

SCHOOLHOUSE DEPARTMENT.

Repairs and alterations of school buildings	\$331,000 00	
Rents of hired school accommodations	25,000 00	
Total for Schoolhouse Department		<u>\$356,000 00</u>

Ordered, That to meet current expenses of the School Committee and provide funds for repairs and alterations of school buildings, rents of hired school accommodations, pensions to teachers, etc., during the financial year beginning February 1, 1910, and ending January 31, 1911, the following sums be appropriated for the purposes stated:

Salaries of instructors	\$3,180,000 00
Salaries of officers	108,000 00
Salaries of janitors	255,000 00
Fuel and light	166,000 00
Supplies and incidentals	229,371 77
Physical education "special"	15,000 00
Physical education	52,955 72
Salaries and expenses of nurses	26,477 86
Pensions to teachers	66,194 65
Repairs and alterations of school buildings	331,000 00
Rents of hired school accommodations	25,000 00
Total amount appropriated	<u>\$4,455,000 00</u>

The above order appropriating the sum of \$4,455,000 for the purposes stated was passed by the School Committee under date of February 21, 1910.

SCHOOL DOCUMENT NO. 2 — 1910

ANNUAL REPORT

OF THE

BUSINESS AGENT

OF THE

SCHOOL COMMITTEE

FOR THE

YEAR ENDING JANUARY 31, 1910

CITY OF BOSTON

MARCH, 1910



CITY OF BOSTON
PRINTING DEPARTMENT
1910

BOSTON, MASS., March, 1910.

To the School Committee:

I submit herewith the annual report of the Business Agent for the financial year February 1, 1909, to January 31, 1910, both included.

Respectfully,

WILLIAM T. KEOUGH,
Business Agent.

REPORT OF THE BUSINESS AGENT.

DISCUSSIONS OF SCHOOL FINANCES.

In recent discussions of the school finances of our city comparisons have been made on the basis of the general per capita costs of different years, as computed by dividing the total cost of the school system by the total number of pupils in all schools.

It has been shown many times that such per capita costs are unreliable, either for comparison of the cost of one school system with another or for the comparison of the expense of a school system one year with another.

As, however, the custom of making such comparisons persists, the following attempt is made to show the danger of drawing any conclusions whatever from such figures.

One of the principal causes of the unreliability of such comparisons is that the difference in the per capita costs of high, elementary and evening schools is so great that any material variation in the ratio of any one to the others either in two school systems or in one school system in several years renders the comparison valueless.

To make this clear I submit the following three examples, showing the possible variations in per capita costs in a school system.

1. Assume the cost of a school system to be as follows:

10,000 high school pupils at \$80	\$800,000 00
90,000 elementary school pupils at \$30	2,700,000 00
10,000 evening school pupils at \$15	150,000 00
<hr/>	<hr/>
110,000 pupils	\$3,650,000 00
<hr/>	<hr/>
Per capita cost for the whole system	\$33 18

2. Next assume that in the following year the cost of every pupil in the entire system is increased by one dollar, but that the increase in number of pupils is not proportionate but as shown in the following table:

12,000 high school pupils at \$81	\$972,000 00
100,000 elementary school pupils at \$31	3,100,000 00
30,000 evening school pupils at \$16	480,000 00
<hr/>	<hr/>
142,000 pupils	<u>\$4,552,000 00</u>
Per capita cost for the whole system	\$32 06

That is, while every pupil in the whole system has actually cost *one dollar more* than the preceding year, the per capita cost for the system, as computed in this manner, is *\$1.12 less than the year before*.

3. Assume that the cost of every pupil in the entire system is one dollar less than in example 1, but that the increase in number of pupils is not proportionate nor in the same ratio as in example 2:

20,000 high school pupils at \$79	\$1,580,000 00
100,000 elementary school pupils at \$29	2,900,000 00
15,000 evening school pupils at \$14	210,000 00
<hr/>	<hr/>
137,000 pupils	<u>\$4,690,000 00</u>
Per capita cost for the whole system	\$34 23

That is, while every pupil in the whole system has actually cost *one dollar less* than the preceding year, the per capita cost, as computed in this manner, is *\$1.05 more than the year before*.

In example 2, although the actual cost of each pupil is greater, the abnormal increase in evening school pupils has brought about a reduction in the general per capita cost as compared with example 1; and in example 3, while the actual cost of each pupil is less than in example 1, the abnormal increase in high school pupils has brought about an increase in the general per capita cost.

If such activities as summer schools, where the per capita cost is less than \$8, and playgrounds, where the per capita cost

as less than \$3, are included in the computation, the results become more confusing and misleading, and the process all the more indefensible.

The *only reliable* method of comparison, either of the cost of a system one year with another or of one system with another, is 'to compare the per capita cost of each group of schools with the corresponding group in the other year or the other city; and in such discussions care should be taken to select for comparison cities that give instruction which is comparable. It is obviously unfair to select for comparison with a city which provides expensive instruction in physical education, drawing, music, manual training, cookery, sewing, etc., another which expends nothing on these important features, or to compare a city which provides a high salaried corps of experts to supervise the work of teachers in the class rooms with one which has little or no such supervision.

MONEY AVAILABLE FOR OPERATING EXPENSES.

In view of the recent increase in the amount of money available for the support of the public schools, the following brief summary of the limitations on school appropriations may be of some interest.

Prior to 1898 appropriations for the support of the public schools were made by the City Council. Chapter 400 of the Acts of 1898 provided that the School Committee by a vote of two-thirds of all its members might make appropriations for the support of the public schools to an amount not exceeding in the aggregate upon each \$1,000 of the average valuation of the city, on which appropriations by the City Council are based, the following sums for the periods specified: For the financial year ending on the thirty-first day of January in the year 1899, \$2.80; for the financial year ending on the thirty-first day of January in the year 1900, \$2.85; and for the financial year ending on the thirty-first day of January in the year 1901, and for each financial year thereafter, \$2.90. Of the total amount authorized as above, not less than

twenty-five cents on each \$1,000 of the above average valuation had to be appropriated only for repairs and alterations upon school buildings.

Chapter 448 of the Acts of 1901 authorized the School Committee to appropriate \$3.40 upon each \$1,000 of the average valuation of the city, on which appropriations by the City Council are based, and of this amount not less than forty cents upon each \$1,000 were required to be appropriated solely for new school buildings, lands, yards and furnishings, and not less than twenty-five cents upon each \$1,000 were required to be appropriated solely for repairs and alterations to school buildings. This left a sum not greater than \$2.75 upon each \$1,000 to be appropriated for general school purposes.

Chapter 295 of the Acts of 1907 authorized the School Committee to appropriate a sum equal to two cents upon each \$1,000 of the average valuation of the city, on which appropriations by the City Council are based, solely for physical education for the financial year 1907-08, and four cents upon each \$1,000 of such valuation for that purpose for each financial year thereafter.

Chapter 357 of the Acts of 1907 authorized the School Committee to appropriate a sum not exceeding \$10,000 for nurses in the public schools during the financial year 1907-08, and a sum equal to two cents upon each \$1,000 of the average valuation of the city, upon which appropriations by the City Council are based, for that purpose for each financial year thereafter.

Chapter 589 of the Acts of 1908 authorized the School Committee to appropriate the sum of five cents upon each \$1,000 of the valuation of the city, on which appropriations by the City Council are based, for the payment of pensions to teachers, and further authorized it to transfer any balance of such appropriation not needed directly for the purpose to a permanent pension fund.

Prior to the legislation of 1909, therefore, the total amount

of money that could be appropriated by the School Committee was as follows:

For general school purposes	\$2 75
For new buildings, lands, yards and furnishings	40
For repairs and alterations to school buildings	25
For physical education	04
For nurses	02
For pensions	05
Total	\$3 51

It should be said that the forty cents for new school buildings has never been appropriated by the School Committee but once (1902), and in that instance the appropriation order of \$446,000 was vetoed by the Mayor and the sum of \$90,000 was substituted therefor and approved by the Mayor.

Chapter 388 of the Acts of 1909 increased the sums which the School Committee was authorized to appropriate by the following amounts:

In the financial year 1909-10	10 cents.*
In the financial year 1910-11	20 cents.*
In the financial year 1911-12	30 cents.*

The sums of money available out of the tax levy per \$1,000 of average valuation of the city for the three years will therefore be as follows:

	1909-10.	1910-11.	1911-12.
General school purposes.....	\$2 85	\$2 95	\$3 05
New buildings, lands, yards and furnishings	40	40	40
Repairs and alterations to school buildings.....	25	25	25
Physical education.....	04	04	04
Nurses.....	02	02	02
Pensions.....	05	05	05
Totals.....	\$3 61	\$3 71	\$3 81

* Upon each \$1,000 of the valuation of the city, on which appropriations by the City Council are based.

ELECTRIC CURRENT.

A determined effort has been made during the past year to secure a lower rate for electric current from the Edison Electric Illuminating Company, which furnishes nearly all the current for our buildings.

The company was asked to grant a lower rate than the one now existing (about ten cents per kilowatt hour), and upon its refusal to do so the Board of Gas and Electric Light Commissioners was appealed to for assistance. That Board refused to recommend a discriminatory rate for school buildings upon the ground that all consumers in the same class should pay the same rate, and that special discounts to municipalities were indefensible.

The Finance Commission and the Chamber of Commerce have also been appealed to for advice and assistance, and his Honor the Mayor has been invited to investigate the matter with a view to possible co-operation in the construction of municipal electric generating plants.

The School Committee and the Schoolhouse Commission are now engaged in an inquiry into the economy of electric generation by isolated plants in school buildings. This line of investigation appears to promise much. As it happens that the period when electricity is used most for light coincides with the one when heat is needed in the buildings, the waste heat in the exhaust of the electric generating engine becomes available for heating purposes, and a considerable portion of the cost of fuel for generating current is saved. It is confidently expected that at least in those buildings used for evening school purposes electricity can be generated by isolated plants at a substantially lower cost than we are now paying the Edison Electric Illuminating Company, even after allowing for all such charges as interest, depreciation, etc.

TUNGSTEN LAMPS.

On June 15, 1908, the School Committee authorized the Business Agent to expend a sum not exceeding \$200 for the

experimental use of Tungsten lamps in certain school buildings. The high efficiency of this lamp had been called to the attention of the School Committee by the Committee of Oculists and Electricians in their report of November 26, 1907 (School Document No. 14, 1908). Laboratory experiments on the amount of light given and the current consumed had shown a saving in electric current of at least 60 per cent as compared with the standard G. E. M. lamps furnished by the Edison Electric Illuminating Company. The latter lamps have, however, been supplied by the company without charge, while up to the present time it has charged for all Tungsten lamps. When the committee submitted the above report the net charge for each 40-watt lamp was \$1.50. When the experimental lamps were ordered by this office the price was \$1, which has since been reduced to 75 cents. It is also extremely probable that the price will fall still lower in the immediate future. At a cost of 75 cents each, with current at 10 cents per kilowatt hour, a 40-watt lamp would save its cost in current in 125 hours' use (one-eighth of its rated life), or in about 42 evenings, or somewhat less than half the year in a building used for evening school purposes. There would, of course, be the added economy of current consumed during the day which would still further shorten the period within which the lamp would save its cost in current. After the lamps have saved their cost in current there still remains seven-eighths of their life, as rated by the manufacturers. Of course there is no net saving until after the lamps have saved their cost in current, and the question to be determined by the experiment was largely their life in actual school-room service rather than under laboratory conditions.

Two hundred of these lamps (32 candle power, 40 watts) were accordingly ordered, 140 to be installed in the Wells and 60 in the Comins School-houses. In attempting to install the 140 lamps in the Wells School-house, the representative of the Edison Electric Illuminating Company discovered that

there were not sufficient sockets suitable for Tungsten lamps, in consequence of which he put in but 120, but the matter was not reported to this office until too late to put them in elsewhere. In consequence, the experiment consisted of but 120 lamps in the Wells and 60 lamps in the Comins School-houses, all of 32 candle power, 40 watts capacity. They were all in the schools before they opened for the fall term, and were placed in class-rooms and corridors where artificial light is used the most.

Eight lamps failed in the Wells and 6 in the Comins during the period covered by the experiment as follows:

Wells School-house.

2 lamps after	7 hours' use.	
1 lamp " "	10 "	
1 lamp " "	50 "	
3 lamps " "	400 "	
1 lamp " "	450 "	
<hr style="width: 20%; margin-left: 0;"/>		
Total,	8 lamps failed, or 6 $\frac{2}{3}$ per cent of those installed.	

Comins School-house.

1 lamp after	10 hours' use.	
2 lamps " "	11 "	
1 lamp " "	193 "	
1 lamp " "	449 "	
1 lamp " "	1,023 "	
<hr style="width: 20%; margin-left: 0;"/>		
Total,	6 lamps failed, or 10 per cent of those installed.	

Probably some of the above lamps were lost because of the thoughtlessness or lack of experience of the janitors in cleaning lamps and shades during the early part of the experiment. With their increased knowledge of the fragile nature of the lamp there have been fewer failures.

The cost of current in each of the two school-houses for the two years 1907-08 and 1908-09 during the six months when the evening schools were in session was as follows:

Wells School-house.

1907-08.		1908-09.		Reduction.
October, 1907.....	\$58 00	October, 1908.....	\$32 00	\$26 00
November, 1907.....	110 40	November, 1908....	70 40	40 00
December, 1907.....	64 40	December, 1908....	50 00	14 40
January, 1908.....	99 20	January, 1909.....	66 40	32 80
February, 1908.....	123 20	February, 1909....	62 40	60 80
March, 1908.....	98 40	March, 1909.....	58 00	40 40
Totals.....	\$553 60		\$339 20	\$214 40

Comins School-house.

October, 1907.....	\$11 90	October, 1908.....	\$11 10	\$0 80
November, 1907.....	122 60	November, 1908....	93 60	29 00
December, 1907.....	109 10	December, 1908....	81 50	27 60
January, 1908.....	60 40	January, 1909.....	56 90	3 50
February, 1908.....	129 90	February, 1909....	78 60	51 30
March, 1908.....	130 80	March, 1909.....	83 90	46 90
Totals.....	\$564 70		\$405 60	\$159 10

It will be noted that there was a gross reduction in cost of electric current of \$214.40 and \$159.10 for the school-houses, or 38.7 per cent and 78.1 per cent respectively, or after deducting the cost of the lamps the net reduction in each was \$94.40 and \$99.10, or 17.1 per cent and 17.6 per cent respectively.

The extent to which the buildings were used for evening school purposes during the two years was as follows:

	WELLS.		COMINS.	
	1907-08.	1908-09.	1907-08.	1908-09.
Number of sessions.....	117	101	108	101
Average of attendance.....	491	407	426	402

I believe that the conclusion can fairly be drawn from the foregoing experiment that the life of the Tungsten lamp in ordinary school use, with the care that can reasonably be expected of janitors, is such as to insure an economy in consumption of electric current sufficient to justify its purchase and installation in school buildings when the net cost does not exceed that paid for those used in the experiment.

As the expenditures for electric current for lighting have amounted to more than \$21,000 during the past financial year, it is apparent that such a substantial improvement in efficiency as is shown by the Tungsten lamp is a matter of considerable importance.

INCREASE IN EXPENDITURES.

The increases in expenditures during the last year have been so notable as to be deserving of the most serious attention and study on the part of the School Committee.

The *increases* in operating expenditures for the year 1909-10 over the preceding year have been as follows:

Salaries of Instructors	\$130,829 52
Salaries of Janitors	7,058 09
Fuel and Light	15,966 73
Supplies and Incidentals	50,468 62
Physical Education	19,512 24
Nurses	3,202 88
Gross increase	<u>\$227,038 08</u>

The only decrease was as follows:

Salaries of Officers	394 83
Total net increase	<u>\$226,643 25</u>

The following increases were due to extensions to the school system:

Trade School for Girls	\$8,314 19
Summer High School	2,044 91
Pre-Apprentice School	149 00
	<u>\$10,508 10</u>
Deducting this increase from the total increase	10,508 10
Net increase	<u><u>\$216,135 15</u></u>

That is, exclusive of all new educational features, pensions, payments to pension fund and rents, the increase in cost of operation of the school system over the preceding year has been \$216,135.15.

The increase in the amount of money available during 1909-10 over that of the preceding year because of the increase in the valuation of the city was only \$64,724.64, including the increases for physical education and nurses. Chapter 388 of the Acts of 1909 provided an additional ten cents on each \$1,000 of the valuation of the city, amounting to \$130,086. This increase, together with unexpended balances and unexpected increases in income, made it possible to carry on the schools and leave a small balance at the end of the year.

Under the latter statute (chapter 388 of the Acts of 1909), an increase of ten cents per \$1,000 of valuation also becomes available in each of the years 1910-11 and 1911-12, so that by refraining from extending its activity to new fields, and by the exercise of economy, the committee will probably be able to carry on the system until February 1, 1912, without deficit.

But when salaries of teachers alone are increasing at a rate about twice as fast as the total increase in money available by increase in valuation of the city, it is clearly necessary that the cost of putting into effect any new features or any extension whatever should be carefully considered before action is taken.

COMPARISON OF PER CAPITA COSTS.

On pages 41-45 will be found a comparison of the per capita costs of the items (1) teachers' salaries, (2) books, (3) other educational supplies, (4) janitors' supplies, and (5) total for supplies and incidentals of all day schools for the two financial years 1908-09 and 1909-10.

With the exception of the Brighton and South Boston High Schools, all the high schools show a reduced per capita cost for teachers' salaries, the average for the whole group having been \$67.506 in 1908-09, and \$64.062 in 1909-10, a difference

of \$2.444. Applied to the average membership for the year (10,637) this reduction means a total saving of \$25,954.28 over what the cost of this item would have been had the per capita cost remained at the 1908-09 figure.

This reduction in the per capita cost of high school teachers' salaries, coming at the same time that the number of pupils assigned to each teacher has been reduced from 29.2 to 27.5, is most interesting and is largely due to the following causes:

1. The extraordinary growth in the number of pupils in the high schools during the past two years has necessitated the appointment of a large number of new teachers, the result of which is that a larger proportion of teachers are now on the minimum salary than hitherto.

2. The enforcement of the seventy year age retirement rule caused a large number of retirements of teachers at the maximum salary, these vacancies being filled with teachers at the minimum salary.

3. The growth in the size of the schools has not increased the number of principals or heads of departments, the highest salaried teachers in the high schools.

In the elementary schools the per capita cost of teachers' salaries has increased from \$24.275 in 1908-09 to \$24.672 in 1909-10, an increase of \$0.397 per pupil. Applied to the average membership for the year (88,271), this means an increase in teachers' salaries of \$35,043.59 in addition to the increase due to the greater number of pupils. This has been brought about by the decrease in the number of pupils per teacher, the quota in the grades on January 31, 1909, and January 31, 1910, being 45.6 and 43.6 respectively.

The year 1908-09 was one in which the most drastic economies had to be put into effect in order to carry on the schools without deficit. With the increased amount of money available in 1909-10, it has been possible to expend more money for much needed supplies, and in consequence the per capita costs generally show increases.

It will be noted that with two exceptions the high schools have increased their costs of supplies and incidentals, the increase in the average for the whole group being from \$3.954 in 1908-09 to \$5.812 in 1909-10, or \$1.858.

With fifteen exceptions the elementary schools have increased their costs of supplies and incidentals, the increase in the average for the whole group being from \$0.941 in 1908-09 to \$1.12 in 1909-10, or \$0.179.

I think it may well be doubted if the elementary schools have secured a fair share of the increase in the appropriation when the increase for such schools has been less than 18 cents per pupil, while the increase in the amount allotted to the high schools has been more than ten times that amount. When it is further noted that the per capita cost of supplies for high schools was 4.2 times that of elementary schools in 1908-09, and that this ratio has increased to 5.2 in 1909-10, the disparity in cost of supplies furnished these two classes of schools becomes even more striking.

The enormous growth in number of high school pupils, together with the increase in the cost of each pupil for supplies and incidentals, has resulted in such demands upon the appropriation that it has not been possible under existing conditions to supply the real needs of the elementary schools. It is of course true that it is false economy to appoint a teacher in a high school and then refuse to give him sufficient suitable materials to work with, but it does not follow that to adequately supply each pupil in a high school with such materials four or five pupils in an elementary school should be deprived of the books the law requires or the meagre quantity of other materials necessary to give them the instruction to which they are entitled.

Up to the present time, aside from text, reference and supplementary books and material, there has been no authorized list of supplies and no per capita quantities have been fixed. It is to this lack of system that the existing situation is largely due.

It would now appear to be time to devise some comprehensive plan of apportionment of supplies, and I know of no body more competent to handle the matter satisfactorily than the Board of Apportionment. With its knowledge of

the needs of all the schools and of the funds available to meet them, it would seem possible to arrive at some satisfactory scheme whereby each pupil in each school should receive that portion of the total amount available to which the importance of the work he is doing should entitle him.

INFORMATION.

The recent growth of interest in school finances, not only in our city but apparently throughout the country, has brought heavy demands upon the office for information which in many cases could not be furnished without much labor. In fact, these demands have at times been such as to impair the efficiency of the office and seriously interfere with the prompt completion of its regular work.

The proper use of valuable information of this kind is undoubtedly productive of much good, yet it cannot be furnished by an office organized purely for business purposes. If such demands are to continue, and it is the will of the School Committee that they be properly met, provision therefor will have to be made by the employment for the purpose of suitably trained assistance.

FINANCIAL REPORT.

On February 15, 1909, the School Committee made the following appropriations:

Salaries of instructors	\$3,008,000 00
Salaries of officers	107,000 00
Salaries of janitors	249,000 00
Fuel and light	156,000 00
Supplies and incidentals	117,604 97
Physical education	52,034 56
Salaries and expenses of nurses	26,017 28
Pensions to teachers	65,043 19
Repairs and alterations to school buildings	325,300 00
Rents of hired school accommodations	14,000 00
Total amount appropriated	<u>\$4,120,000 00</u>

A balance of \$62,213.01 from the appropriation for pensions to teachers for 1908-09, and available only for that purpose in 1909-10, was credited to that appropriation.

A balance of \$12,147.26 from the appropriation for physical education for 1908-09, available only for the same purpose in 1909-10, was credited to that appropriation.

Under the provisions of chapter 388 of the Acts of 1909 the School Committee on May 17, 1909, appropriated the sum of \$130,086 for supplies and incidentals, this sum being ten cents upon each \$1,000 of the valuation upon which the appropriations by the City Council are based.

On November 15, 1909, the School Committee ordered the transfer of the sum of \$3,675.30 from the appropriation for supplies and incidentals to that for rents of hired school accommodations.

Acting under authority conferred by the School Committee on December 6, 1909, I have made the following transfers:

From Supplies and Incidentals to Salaries of Instructors	\$29,060 41
From Supplies and Incidentals to Salaries of Janitors	\$2,037 14
From Salaries of Officers to Salaries of Janitors	\$2,800 67

With the above additions and transfers the final appropriations were as follows:

Salaries of instructors	\$3,037,060	41
Salaries of officers	104,199	33
Salaries of janitors	253,837	81
Fuel and light	156,000	00
Supplies and incidentals	212,918	12
Physical education	64,181	82
Salaries and expenses of nurses	26,017	28
Pensions to teachers	127,256	20
Repairs and alterations to school buildings	325,300	00
Rents of hired school accommodations	17,675	30
	<hr/>	
Total appropriations	\$4,324,446	27

The expenditures were as follows:

Salaries of instructors	\$3,037,060	41
Salaries of officers	103,429	73
Salaries of janitors	253,837	81
Fuel and light	149,987	67
Supplies and incidentals	212,918	12
Physical education	64,156	34
Salaries and expenses of nurses	24,879	15
Pensions to teachers	8,075	12
Payments to Permanent Pension Fund *	119,181	08
Repairs and alterations to school buildings and rents of hired school accommodations (by Schoolhouse Com- mission)	342,975	30
	<hr/>	
Total expenditures	\$4,316,500	73
	<hr/>	
Total appropriations brought down	\$4,324,446	27
Total expenditures brought down	4,316,500	73
	<hr/>	
Total balance	\$7,945	54

Deducting the following balance which is only available for the specific purpose for which the appropriation was made:

Physical education	25	48
	<hr/>	
Net balance	\$7,920	06

* During the financial year 1909-10 the following sums were by vote of the School Committee paid over to the treasurer of the Permanent Pension Fund for investment by the trustees of that fund:

February 1, 1909.....	\$62,213	01
January 3, 1910.....	56,968	07
	<hr/>	
Total.....	\$119,181	08

That is, the net balance at the end of the year available for general purposes next year as shown by the above was \$7,920.06.

PHYSICAL EDUCATION.

Expenditures under the appropriation for physical education were made as follows:

Salaries of teachers, regular*	\$33,702 88	
Supplies and incidentals, regular	4,413 23	
	<hr/>	\$38,116 11
Salaries of teachers, playgrounds	\$15,204 97	
Salaries of janitors, playgrounds	2,143 28	
Supplies and incidentals, playgrounds	8,691 98	
	<hr/>	26,040 23
Total expenditures		<u>\$64,156 34</u>
Appropriation for 1909-10	\$52,034 56	
Balance from 1908-09	12,147 26	
	<hr/>	
Total		\$64,181 82
Total expenditures brought down		<u>64,156 34</u>
Balance		<u>\$25 48</u>

All salaries and bills were paid with the exception of one item for salaries, \$51, and three bills, \$796.74, making a total of \$847.74, for which there were not sufficient funds available.

REPAIRS, ALTERATIONS AND RENTS.

The appropriations made for repairs and alterations of school buildings (\$325,300) and for rents of hired school accommodations (\$17,675.30) were expended under the direction of the Schoolhouse Commission as follows:

REPAIRS AND EQUIPMENT.

Carpentry:	
Repairs	\$53,333 74
New floors	5,125 43
Flagstaffs	1,103 35
Locksmithing	1,413 22
Hardware	159 21
	<hr/>
<i>Carried forward</i>	\$61,134 95

* Includes the salary of the Director of School Hygiene, the Assistant Directors of Physical Training and the teachers of various ranks who serve at the High Schools.

<i>Brought forward</i>	\$61,134 95
Furniture:	
New	20,541 57
Repairs	8,781 03
New curtains	1,433 92
Curtain repairs	787 22
New clocks	212 00
Clock repairs	829 35
Gymnasium apparatus	332 47
Blackboards:	
New	4,611 51
Repairs	2,501 65
Plumbing	18,063 20
Roofing	18,726 22
Painting	18,982 36
Glazing	3,308 90
Heating:	
Repairs	53,409 60
Ventilation	830 06
Motors and engines	582 66
Care of thermostats	679 66
Masonry:	
Repairs	30,927 08
Grading	187 68
Planting	1,468 51
Electrical:	
Electric light installation	13,730 57
Electric light maintenance	1,064 83
Electric bells and telephone installation	3,747 77
Electric bells and telephone maintenance	2,835 31
Electric clock installation	88 00
Electric clock maintenance	1,735 06
Gas appliance installation	1,285 32
Gas appliance maintenance	1,001 39
Fire-alarm maintenance	1,210 52
Miscellaneous:	
Iron and wire work	2,286 38
Janitors' supplies	653 66
Care and cleaning	1,345 47
Advertising	785 65
Teaming	1,297 50
Rubber treads and matting	357 43
Gypsy moths	1,196 93
<i>Carried forward</i>	\$282,953 39

<i>Brought forward</i>	\$282,953 39	
Architects' services	100 55	
Asphalt	80 00	
Cleaning vaults	25 00	
		<hr/> \$283,158 94

ADMINISTRATION EXPENSES.

Salaries, commissioners and clerks	\$12,886 13	
Salaries, inspectors	17,863 15	
Rental of offices	2,232 50	
Electric lighting of offices	349 01	
Care of office	307 00	
Postage	446 00	
Printing	1,396 87	
Stationery	784 45	
Telephone	814 34	
Messenger service	26 39	
Horsekeeping	1,032 81	
Automobile expenses	2,209 80	
Furniture	380 41	
Car fares, travelling expenses	1,300 37	
Ice	4 21	
Boiler insurance	54 78	
Subscription	111 00	
		<hr/> 42,199 22

RENTS AND TAXES.

Beech street (Eugene N. Foss)	\$125 00	
Bunker Hill street (Peter F. Kelly)	41 00	
Bennington street (Baker Congregational Church)	300 00	
Bennington street (Mary G. Gallagher)	240 00	
Blue Hill avenue, 301 (P. J. Kearns)	104 00	
Blue Hill avenue, 295 (P. J. Kearns)	46 67	
Berkeley street (Franklin Union)	227 50	
Church street, 30 (John Donahoe)	153 60	
Chambers street, 27 (Presbyterian Church)	842 04	
Chambers street, 38 (St. Andrew's Church)	600 00	
Chambers street, 38 (St. Andrew's Church)	480 00	
Chambers street, 103 (David Stern)	1,636 00	
Centre street, Dorchester (Edmund J. Baker),	200 00	
Columbus avenue, 1446 (All Saints' Hall)	2,400 00	
Columbus avenue, 1448 (Albert W. Engel)	240 00	
Columbus avenue, 1448 (Albert W. Engel)	80 00	
Chelsea street, 18 (Helen M. Newell)	67 33	
		<hr/>
<i>Carried forward</i>	\$7,783 14	\$325,358 16

<i>Brought forward</i>	\$7,783 14	\$325,358 16
Dudley street, 511-515 (John J. Lucas)	200 00	
Dorchester street (Barham Memorial Church),	105 00	
East Fourth street, 484 (G. A. Thayer, trustee),	613 00	
Eliot street, Jamaica Plain (Eliot Trustees)	300 00	
Hewlett street, 17 (Dawson Johnson)	140 00	
Lauriat avenue, 170 (Lillian M. Harvey)	600 00	
Lauriat avenue, 170 (Lillian M. Harvey)	600 00	
Louise park, 4 (Phillip L. McMahan)	138 00	
Huntington avenue (Mechanics Building)	2,500 00	
Saratoga street, 399 (Sarah Karp)	300 00	
South street, Roslindale (Unitarian Church)	350 00	
Terrace street (J. B. R. Lyons)	225 00	
Tremont street, 168 (Harriet M. Goddard)	1,350 00	
Warrenton street, 63 (C. E. Cotting, trustee)	1,213 00	
Washington street, 1008 (Boston Female Asylum)	600 00	
Washington street, 1008 (Boston Female Asylum)	600 00	
	<hr/>	17,617 14
Total		<u>\$342,975 30</u>

INCOME.

The income for the financial year was as follows:

Tuition of non-resident pupils	\$5,045 93
Tuition of deaf mutes (from the Commonwealth)	23,269 50
Salaries of instructors overpaid refunded	476 75
Smith Fund	324 00
Stoughton Fund	212 00
Travelling expenses of deaf mutes (from the Commonwealth)	3,043 63
Use of baths (from the Bath Department)	1,332 21
Sale of badges to licensed minors	648 25
Sale of books, etc.	587 68
Rents	294 21
Lighting school-houses (from the Election Department)	51 33
Sale of materials, Trade School for Girls	1,790 61
Schoolhouse Department, sale of furniture, old material, etc.	643 38
	<hr/>
<i>Carried forward</i>	\$37,719 48

<i>Brought forward</i>		\$37,719 48
Dog licenses	\$29,869 00	
Fines, unlicensed dogs	15 00	
	<u>\$29,884 00</u>	
Less damages by dogs, etc.	3,391 30	
	<u>26,492 70</u>	
Total		<u>\$64,212 18</u>

INCOME FROM TRUST FUNDS.

Bowdoin Dorchester School Fund income	\$180 00
Eastburn School Fund income	435 00
Franklin Medal Fund income	35 00
Gibson School Fund	\$2,587 50
Rents	2,600 00
	<u>5,187 50</u>
Horace Mann School Fund income	129 00
Teachers' Waterston Fund income	1,140 79
Total	<u>\$7,107 29</u>

The above total of \$7,107.29 from the income of the above funds was available only for and limited to expenditures under the provisions of these funds.

NET EXPENDITURES.

Total expenditures brought down	\$4,316,500 73
Total income brought down	64,212 18
	<u>\$4,252,288 55</u>
Net expenditures	\$4,252,288 55
Expended from the Gibson Fund	2,829 08
	<u>\$4,255,117 63</u>
Total net expenditures, exclusive of new school-houses, Expenditures for new school-houses, additions, etc. (by the Schoolhouse Commission)	794,548 05
Total net expenditures*	<u>\$5,049,665 68</u>

COMPARISON OF EXPENDITURES.

The following statement shows the expenditures for the financial years 1908-09 and 1909-10, with the increases and decreases in the several items:

* Exclusive of interest and sinking fund.

	1908-09.	1909-10.	Increases.
Salaries of instructors.....	\$2,906,230 89	\$3,037,060 41	\$130,829 52
Salaries of officers.....	103,824 56	103,429 73	† 394 83
Salaries of janitors.....	246,779 72	253,837 81	7,058 09
Fuel and light.....	134,020 94	149,987 67	15,966 73
Supplies and incidentals.....	162,449 50	212,918 12	50,468 62
Physical education.....	44,644 10	64,156 34	19,512 24
Nurses.....	21,676 27	24,879 15	3,202 88
Repairs and alterations to school buildings and rents of hired accommodations (by Schoolhouse Commission)...	333,500 00	342,975 30	9,475 30
Pensions to retired teachers...	1,678 50	8,075 12	6,396 62
Payments to Permanent Pension Fund*.....	.....	119,181 08	119,181 08
Mechanic Arts High School- house addition.....	3,900 00	.....	† 3,900 00
Totals.....	\$3,958,704 48	\$4,316,500 73	\$357,796 25

* In 1908-09 the sum of \$1,678.50 was expended in pensions to teachers. The balance of the appropriation of \$63,891.51, amounting to \$62,213.01 was on February 1, 1909, ordered by vote of the School Committee to be paid to the treasurer of the Permanent Pension Fund for investment by the Board of Trustees of said fund. On January 3, 1910, the School Committee ordered that the balance of the appropriation of \$65,043.19, amounting to \$56,968.07, be paid to the treasurer of the Permanent Pension Fund for investment by the Board of Trustees of said fund.

† Decrease.

COSTS IN DETAIL.

On the appended sheets will be found the costs of each school in detail, the average membership or the average attendance and the cost per pupil. For the evening schools, where the number of sessions varies, the cost per pupil per session is also given.

The costs of the several playgrounds is also given and the cost per pupil per session.

The total cost of each group of schools is also given, and the average cost per pupil is shown.

These figures give only the costs of the several schools or groups of schools, exclusive of costs of administration, supervision, etc.

To get the whole cost, the costs of administration, supervision, etc., must be apportioned among the several groups of schools.

The method adopted has been as follows: Any part of these costs which could be directly charged against a group of schools has been so charged. The remaining costs of administration, offices of superintendent, board of superintendents, secretary, auditor, business agent and schoolhouse custodian have been apportioned to the several groups of schools in proportion to the number of teachers therein.

The costs of the departments of drawing and manual training, music and supervisor of substitutes have been apportioned to the several groups of schools in proportion to the number of teachers therein coming under the supervision of these several departments.

The cost of the department of evening schools has been divided into thirds. One third has been charged to evening high schools, one third to evening elementary schools, and one third to the evening industrial school.

The whole of the costs of the offices of director of kindergartens and supervisor of household science and arts and the cost of the truant officers have been charged to the elementary schools.

The cost of the department of school hygiene has been apportioned as follows: The salaries of the director of school hygiene and the assistant directors of physical training and athletics have been apportioned to the several groups of schools and to the playgrounds in proportion to the time required on each as estimated by the director. The salary of the medical inspector has been charged to the elementary schools and the salaries and expenses of the instructors in military drill and the armorer and the costs of the annual parade to high and Latin schools. The salary paid the director of evening and vacation schools for assisting at the school-yard playgrounds has been charged to that group. The cost of the office of supervising nurse has been charged to elementary schools. Supplies have been charged to the schools or playgrounds to which they were sent, and the remaining costs of this department, including the salary of the clerk, have been apportioned one fourth to the playgrounds

and the other three fourths to the several groups of schools in proportion to the number of teachers in each.

None of the cost of administration has been charged to playgrounds.

This apportionment is, of course, to a certain extent arbitrary, but as these costs of administration and supervision are given in detail any other apportionment can easily be made.

All per capita costs are computed on the basis of the *average membership* in the day schools and on the *average attendance* in the evening high, the evening elementary, the evening industrial schools and the playgrounds.

These per capita costs are so computed for the reason that so long as pupils retain *membership* in a *day school* the cost of such pupils remains the same whether they are in school or not, as desk room and books must be reserved for them, teachers must be retained in the service in sufficient number to give the prescribed instruction, and the costs of heat, ventilation, light, etc., are not affected.

In the *evening* schools, on the other hand, only such parts of buildings as may be necessary are used, the number of teachers is fixed by the *attendance*, the compensation of janitors by the number of rooms used, and the costs of heat, light, etc., are approximately in proportion to the number attending. For the same reasons the costs of playgrounds are almost entirely dependent on the number of pupils in attendance.

COST OF ADMINISTRATION, SUPERVISION, ETC.

SECRETARY.	
Salary of Secretary	\$3,780 00
Salaries of clerks and stenographers (4) messenger (1)	3,895 50
Temporary clerical service	97 50
Supplies	227 05
Printing	204 13
Telephone and telegraph	100 51
Postage	499 64
Typewriters (2)	100 00
Boston Directory	6 00
Incidentals	1 00
Total	<u>\$8,911 33</u>

BUSINESS AGENT.

Salary of the Business Agent	\$3,780 00
Salaries of clerks and stenographers (six on full time, one on half time, one absent on half-pay)	4,568 17
Temporary clerical service	32 00
Account books	116 05
Supplies	70 30
Printing	50 97
Telephone and telegraph	110 65
Postage	115 30
Typewriter	93 15
Adding machine	225 00
Incidentals	60 00
 Total	 <u>\$9,221 59</u>

AUDITOR.

Salary of the Auditor	\$3,780 00
Salaries of copyist (1), clerk (1), assistants (3) and messengers (5)	7,959 67
Temporary clerical and messenger service	305 00
Account books	5 50
Boston Directory	6 00
Supplies	67 21
Supply room equipment	57 86
Printing	65 79
Telephone and telegraph	180 49
Postage	103 15
Surety bond	25 00
Messengers' car fare	191 27
Expressage, incoming	156 18
Expressage, outgoing	3,073 90
 Total	 <u>\$15,977 02</u>

SCHOOLHOUSE CUSTODIAN.

Salary of the Schoolhouse Custodian	\$2,004 00
Salary of clerk	710 00
Supplies	36 58
Printing	32 06
Telephone and telegraph	26 19
Postage	152 50
Car tickets	76 00
 Total	 <u>\$3,037 33</u>

SUPERINTENDENT.

Salary of the Superintendent	\$6,000 00
Salaries of clerks and stenographers (6)	5,159 17
Temporary clerical service	30 00
Supplies	485 66
Printing	214 17
Telephone and telegraph	161 92
Postage	404 00
Travelling expenses	258 90
Typewriters (3)	150 00
Incidentals	27 21
Total	<u>\$12,891 03</u>

BOARD OF SUPERINTENDENTS.

Salaries of Assistant Superintendents (6)	\$27,000 00
Salary of stenographer	676 00
Assistance at examinations	664 00
Janitor's services at examinations	14 00
Supplies, office	44 70
Supplies, teachers' examinations	16 90
Printing	63 39
Telephone and telegraph	111 92
Postage	102 80
Travelling expenses	450 00
Incidentals	16 80
Total	<u>\$29,160 51</u>

ADMINISTRATION ACCOUNT.

Mason Street Building:

Salaries of janitors	\$3,676 88
Fuel	346 65
Light	607 95
Janitors' supplies	42 10
Subscriptions to <i>City Record</i> and newspapers,	33 25
License, Justice of Peace Alexander M. Sullivan	7 00
Ice	30 00
Towels	102 22
Supplies and incidentals	33 32
	<u>\$4,879 37</u>

Tremont Street Building:

Salary of janitor	\$162 77
Light	12 86
<i>Carried forward</i>	<u>\$175 63</u>
	<u>\$4,879 37</u>

<i>Brought forward</i>	\$175 63	\$4,879 37
Janitor's supplies	17 90	
Supplies	2 29	
	<hr/>	195 82
School Committee:		
Stationery	\$24 97	
Postage	19 00	
Refreshments	160 45	
	<hr/>	204 42
Printing:		
Minutes	\$2,334 66	
Documents	1,663 10	
Teachers' examinations	1,478 58	
Manuals	535 38	
School Bulletin	24 00	
Pay rolls	291 68	
Bills and statements	36 25	
Requisition books, credit memoranda, etc.,	73 20	
Book labels	92 00	
High schools	445 90	
Elementary schools	563 48	
High and elementary schools	137 81	
Miscellaneous	30 84	
Stock for printing	367 97	
	<hr/>	8,074 85
Binding Minutes, Documents, Manuals and Records		228 23
		<hr/>
Total		<u>\$13,582 69</u>

DEPARTMENT OF DRAWING AND MANUAL TRAINING.

Salary of Director of Drawing and Manual Training (to August 31, 1909)	\$2,000 00
Salary of Assistant Director of Drawing and Manual Training	2,686 38
Salary of Assistant in Manual Training,	1,780 00
Salaries of Assistants in Drawing	6,291 04
Salary of clerk, half time	322 50
Supplies, office	36 25
Supplies	49 46
Printing	573 67
Telephone	9 25
Postage	55 50
Photographic prints and plates	16 20
Incidentals	50
	<hr/>
Total	<u>\$13,820 75</u>

DEPARTMENT OF MUSIC.

Salary of Director of Music	\$3,000 00
Salary of Assistant Directors (4)	9,866 25
Salaries of Assistants to Director (4)	4,917 23
Salary of clerk, half time	307 50
Supplies, office	6 61
Printing	110 71
Telephone	35 76
Postage	43 50
	<hr/>
	\$18,287 56
Tuning and care of pianos	1,320 00
	<hr/>
Total	<u>\$19,607 56</u>

DEPARTMENT OF SCHOOL HYGIENE.

	Physical Education Appropriation.	Regular Appropriation.	Nurses' Appropriation.
Salary of Director of School Hygiene	\$3,756 00		
Salaries of Assistant Directors of Physical Training	5,380 00		
Salary of Director of Evening and Vacation Schools	300 00		
Salary of clerk	630 00	\$210 00	
Office supplies	38 06	33 55	
Printing	644 44	23 34	
Telephone and telegraph	68 92	46 50	
Postage	69 00	73 00	
Pianist at mass demonstration	5 00		
Janitor's services at mass demonstration	10 00		
Travelling expenses of Director		75 00	
Reference books	17 29	4 45	
Exhibit—"Boston 1915"	128 10		
Advertising, Playgrounds	1 50		
Printing, Playgrounds	91 34		
Supplies, not severally charged to playgrounds	87 53		
Teaming, not severally charged to playgrounds	10 00		
Janitor's services at lessons to play teachers at Normal School	10 00		
Car tickets	100 00		
Travelling expenses of Director (to Congress of Playgrounds)	90 00		
Salary of Instructor and Assistant Instructor in Military Drill and Armorer	3,163 98		
Car tickets for same	69 00		
Military bands, lunches, etc., annual parade	1,053 50		
Salary of Medical Inspector		1,008 00	
Salary of Supervising Nurse			\$1,281 39
Office supplies		1 25	
Postage			21 00
Car tickets			340 00
Supplies not severally charged to schools			43 35
Sub-totals	\$15,723 66	\$1,475 09	\$1,685 74
Total			\$18,884 49

SUPERVISOR OF SUBSTITUTES.

Salary of Supervisor of Substitutes	\$3,096 33
Salary of Assistant Supervisor of Substitutes from September 8, 1909	531 10
Salary of clerk	630 00
Supplies	10 11
Printing	27 23
Telephone and telegraph	89 31
Postage	31 80
Text-book	32
Total	<u>\$4,416 20</u>

DIRECTOR OF KINDERGARTENS.

Salary of the Director of Kindergartens	\$1,777 50
Supplies	23
Printing	2 50
Postage	4 25
	<u>\$1,784 48</u>
Christmas tree fund not charged against the several schools	19 00
Total	<u>\$1,803 48</u>

SUPERVISOR OF HOUSEHOLD SCIENCE AND ARTS.

Salary of Supervisor of Household Science and Arts	\$1,362 00
Supplies, office	3 61
Printing	7 04
Postage	36 50
Total	<u>\$1,409 15</u>

EVENING SCHOOLS.

Salary of Director of Evening and Vacation Schools	\$2,080 00
Salary of clerk, half time	307 50
Supplies, office	24 78
Printing, office	4 00
Printing, Evening Schools	312 88
Telephone and telegraph	49 40
Postage	66 50
Incidentals	2 20
Total	<u>\$2,847 26</u>

TRUANT OFFICERS.

Salaries of Truant Officers (22)	\$30,900 22
Printing	18 10
Postage	12 50
Car tickets	600 00
Supplies	1 03
Supplies (for Supervisor of Licensed Minors)	1 97
Printing (for Supervisor of Licensed Minors)	25 00
Postage (for Supervisor of Licensed Minors)	40 00
Car tickets (for Supervisor of Licensed Minors)	15 00
Total	<u>\$31,613 82</u>

GENERAL ACCOUNT.

Salary of City Treasurer, Custodian	\$1,000 00
Permanent school exhibit	89 69
Weighing fuel	50 00
Testing fuel	289 04
Badges for licensed minors	278 35
Substitute janitor's salary (not otherwise charged).	230 87
Advertising	169 00
Census	1,700 00
Diplomas	2,153 32
Supplies	43 50
Removing ashes	1,800 00
Tuition, wards of the city	6,808 59
Tuition paid town of Brookline	1,050 00
Tuition paid city of Everett	50 00
Rebinding books	217 77
Report on Mechanic Arts High School	704 25
Report on cost of text-books	125 00
Stenographic report, hearing on pensions	25 92
Telephone consultant, services	25 00
Incidentals	17 32
Exhibit — "Boston 1915"	979 94
Total	<u>\$17,807 56</u>

SUMMARY — COSTS OF ADMINISTRATION, SUPERVISION, ETC.

Secretary	\$8,911 33
Business Agent	9,221 59
Auditor	15,977 02
Schoolhouse Custodian	3,037 33
Superintendent	12,891 03
Board of Superintendents	29,160 51
Administration account	13,582 69
	<u>\$92,781 50</u>
<i>Carried forward</i>	\$92,781 50

<i>Brought forward</i>		\$92,781 50
Department of Drawing and Manual Training,	\$13,820 75	
Department of School Hygiene	18,884 49	
Department of Music	19,607 56	
Supervisor of Substitutes	4,416 20	
Director of Kindergartens	1,803 48	
Supervisor of Household Science and Arts	1,409 15	
Department of Evening Schools	2,847 26	
Truant Officers	31,613 82	
General account	17,807 56	
		<u>112,210 27</u>
Total cost of administration, supervision, etc.		<u>\$204,991 77</u>

APPORTIONMENT OF COSTS OF ADMINISTRATION, SUPERVISION, ETC.

Normal, Latin and High Schools	\$24,652 97
Elementary Schools	161,698 08
Horace Mann School	699 36
Trade School for Girls	257 57
Evening High Schools	5,040 89
Evening Elementary Schools	8,358 56
Evening Industrial School	1,944 38
Summer High School	110 59
Park Playgrounds	1,264 68
School Playgrounds	964 69
Total	<u>\$204,991 77</u>

APPORTIONMENT OF INCOME.

Any part of the income which could be directly credited to a group of schools has been so credited, and the balance has been apportioned to the several groups of schools in proportion to the number of teachers in each.

The result is as follows:

Normal, Latin and High Schools	\$7,431 30
Elementary Schools	24,799 75
Horace Mann School	26,459 14
Trade School for Girls	2,065 46
Evening High Schools	1,207 98
Evening Elementary Schools	1,956 55
Evening Industrial School	262 81
Summer High School	29 19
Total income	<u>\$64,212 18</u>

No part of the income has been credited to the playgrounds.

NORMAL, LATIN AND HIGH SCHOOLS.

Cost of Normal, Latin and High Schools, exclusive of administration, supervision, etc.	\$838,270 92
Average membership	10,637
Cost per pupil, direct charges only	<u>\$78 81</u>
Above cost brought down	\$838,270 92
Cost of administration, supervision, etc.	24,652 97
<i>Total cost</i>	\$862,923 89
<i>Cost per pupil, total</i>	<u>\$81 12</u>
Above total cost brought down	\$862,923 89
Tuition received for 40 non-resident pupils	3,850 67
Total cost (of 10,597 resident pupils)	\$859,073 22
Cost per resident pupil, total	<u>\$81 07</u>
Above total cost (of resident pupils) brought down	\$859,073 22
Income	3,580 63
Net cost to the School Committee	\$855,492 59
Net cost per (resident) pupil	<u>\$80 73</u>

ELEMENTARY SCHOOLS.

Cost of Elementary Schools, exclusive of administration, supervision, etc.	\$2,603,210 61
Average membership	88,271
Cost per pupil, direct charges only	<u>\$29 49</u>
Above cost brought down	\$2,603,210 61
Cost of administration, supervision, etc.	161,698 08
<i>Total cost</i>	\$2,764,908 69
(As this includes the cost of tuition of pupils in the schools of Brookline and Everett and of wards of the City of Boston placed in other cities and towns, the average number of such pupils (359) should be added to the average membership in the schools.)	
<i>Average membership, total</i>	88,630
<i>Cost per pupil, total</i>	<u>\$31 20</u>
Total cost brought down	\$2,764,908 69
Income	24,799 75
Net cost to the School Committee	\$2,740,108 94
Net cost per pupil	<u>\$30 92</u>

HORACE MANN SCHOOL.

Cost of Horace Mann School, exclusive of administration, supervision, etc.	\$29,332 26
Average membership	153
Cost per pupil, direct charges only	<u>\$191 71</u>
Above cost brought down	\$29,332 26
Cost of administration, supervision, etc.	699 36
<i>Total cost</i>	\$30,031 62
<i>Cost per pupil, total</i>	<u>\$196 29</u>
Total cost brought down	\$30,031 62
Income	26,459 14
Net cost to the School Committee	\$3,572 48
Net cost per pupil	<u>\$23 35</u>

TRADE SCHOOL FOR GIRLS.

Cost of Trade School for Girls, exclusive of administration, supervision, etc. (3½ months)	\$8,056 62
Average membership	226
Cost per pupil for 10 months, direct charges only	\$101 85
Cost per pupil for 12 months, direct charges only	<u>\$122 22</u>
Above cost brought down	\$8,056 62
Cost of administration, supervision, etc.	257 57
<i>Total cost (3½ months)</i>	\$8,314 19
<i>Cost per pupil, total, for 10 months</i>	\$105 11
<i>Cost per pupil, total, for 12 months</i>	<u>\$126 13</u>
Above total cost brought down	\$8,314 19
Tuition from 7 non-resident pupils	190 16
Cost of 219 resident pupils	\$8,124 03
Cost per (resident) pupil for 10 months	\$105 99
Cost per (resident) pupil for 12 months	<u>\$127 19</u>
Above cost of resident pupils brought down	\$8,124 03
Income not from local taxation	1,794 75
Cost to city from local taxation*	<u>\$6,329 28</u>

*This cost includes \$99.32 for janitor service during the month of January, 1910, which is not included in the charge made to the State Board of Education, for whom the costs are made up through December 31, 1909.

Cost per resident pupil from local taxation, 10 months	\$82 57
Cost per resident pupil from local taxation, 12 months	\$99 09
Cost per resident pupil per month from local taxation	<u>\$8 257</u>
Cost to city from local taxation brought down	\$6,329 28
Other income	80 55
Net cost to the School Committee	\$6,248 73
Cost per resident pupil (net) for 10 months	\$81 52
Cost per resident pupil (net) for 12 months	\$97 83
Cost per resident pupil (net) per month	<u>\$8 153</u>

PRE-APPRENTICE SCHOOL OF PRINTING AND BOOKBINDING.

Cost of Pre-Apprentice School of Printing and Bookbinding,	\$149 00
--	----------

The above cost was wholly for equipment for the school. No salaries were paid to teachers or janitors, nor was any instruction to pupils given during the financial year.

EVENING HIGH SCHOOLS.

Cost of Evening High Schools, exclusive of cost of administration, supervision, etc.	\$42,741 09
Average attendance	2,267
Cost per pupil, direct charges only	\$18 85
Cost per pupil per session, direct charges only	<u>\$0 213</u>
Above cost brought down	\$42,741 09
Cost of administration, supervision, etc.	5,040 89
<i>Total cost</i>	\$47,781 98
<i>Cost per pupil, total</i>	\$21 08
<i>Cost per pupil per session, total</i>	<u>\$0 238</u>
Total cost brought down	\$47,781 98
Tuition from 17 pupils	127 50
Total cost of 2,250 resident pupils	\$47,654 48
Cost per resident pupil, total	\$21 18
Cost per resident pupil per session, total	<u>\$0 238</u>
Cost of resident pupils brought down	\$47,654 48
Income	1,080 48
Net cost of resident pupils	<u>\$46,574 00</u>

Net cost per resident pupil	\$20 70
Net cost per resident pupil per session	<u>\$0 232</u>

EVENING ELEMENTARY SCHOOLS.

Cost of Evening Elementary Schools, exclusive of cost of administration, supervision, etc.	\$74,308 73
Average attendance	4,290
Cost per pupil, direct charges only	\$17 32
Cost per pupil per session, direct charges only	<u>\$0 152</u>

Above cost brought down	\$74,308 73
Cost of administration, supervision, etc.	8,358 56

<i>Total cost</i>	\$82,667 29
<i>Cost per pupil, total</i>	\$19 27
<i>Cost per pupil per session, total</i>	<u>\$0 169</u>

Total cost brought down	\$82,667 29
Income	1,956 55

Net cost to the School Committee	\$80,710 74
Net cost per pupil	\$18 81
Net cost per pupil per session	<u>\$0 165</u>

EVENING SCHOOL EXTENSION.

Cost of evening school extension	\$699 04
Average attendance	217
Number of sessions	14
Cost per pupil	\$3 24
Cost per pupil per session	<u>\$0 23</u>

The above was the cost of extending the term of two of the evening elementary schools for the purpose of giving instruction in English to foreigners.

EVENING INDUSTRIAL SCHOOL.

Cost of the Evening Industrial School, exclusive of administration, supervision, etc.	\$13,439 30
Average membership	437
Number of sessions	69
Cost per pupil, direct charges only	\$30 75
Cost per pupil per session, direct charges only	<u>\$0 446</u>

Above cost brought down	\$13,439 30
Cost of administration, supervision, etc.	1,944 38
<i>Total cost</i>	<u>\$15,383 68</u>
<i>Cost per pupil, total</i>	\$35 20
<i>Cost per pupil per session, total</i>	<u>\$0 51</u>
Above total cost brought down	\$15,383 68
Income not from local taxation	18 59
Cost from local taxation	<u>\$15,365 09</u>
Cost per pupil from local taxation	\$35 16
Cost per pupil per session from local taxation	<u>\$0 51</u>
Above cost from local taxation brought down	\$15,365 09
Other income	244 22
Net cost to the School Committee	<u>\$15,120 87</u>
Net cost per pupil	\$34 60
Net cost per pupil per session	<u>\$0 501</u>

SUMMER HIGH SCHOOL.

Cost of Summer High School, exclusive of administration, supervision, etc.	\$1,934 32
Average attendance	260
Number of sessions	29
Cost per pupil, direct charges only	\$7 44
Cost per pupil per session, direct charges only	<u>\$0 257</u>
Above cost brought down	\$1,934 32
Cost of administration, supervision, etc.	110 59
<i>Total cost</i>	<u>\$2,044 91</u>
<i>Cost per pupil, total</i>	\$7 87
<i>Cost per pupil per session, total</i>	<u>\$0 271</u>
Total cost brought down	\$2,044 91
Income	29 19
Net cost to the School Committee	<u>\$2,015 72</u>
Net cost per pupil	\$7 75
Net cost per pupil per session	<u>\$0 267</u>

PARK PLAYGROUNDS.

Cost of Park Playgrounds, exclusive of cost of administration, supervision, etc.	\$11,372 06
Average attendance	5,269
Cost per pupil, direct charges only	\$2 16
Cost per pupil per session, direct charges only	<u>\$0 022</u>

Above cost brought down	\$11,372 06
Cost of supervision, etc.	1,264 68
	<hr/>
<i>Total cost</i>	\$12,636 74
<i>Cost per pupil, total</i>	\$2 40
<i>Cost per pupil per session, total</i>	<u>\$0 024</u>

SCHOOL-YARD PLAYGROUNDS.

Cost of School-yard Playgrounds, exclusive of cost of administration, supervision, etc.	\$15,198 28
Average attendance	5,973
Cost per pupil	\$2 54
Cost per pupil per session, direct charges only	<u>\$0 026</u>
	<hr/>
Above cost brought down	\$15,198 28
Cost of supervision, etc.	964 69
	<hr/>
<i>Total cost</i>	\$16,162 97
<i>Cost per pupil, total</i>	\$2 71
<i>Cost per pupil per session, total</i>	<u>\$0 028</u>

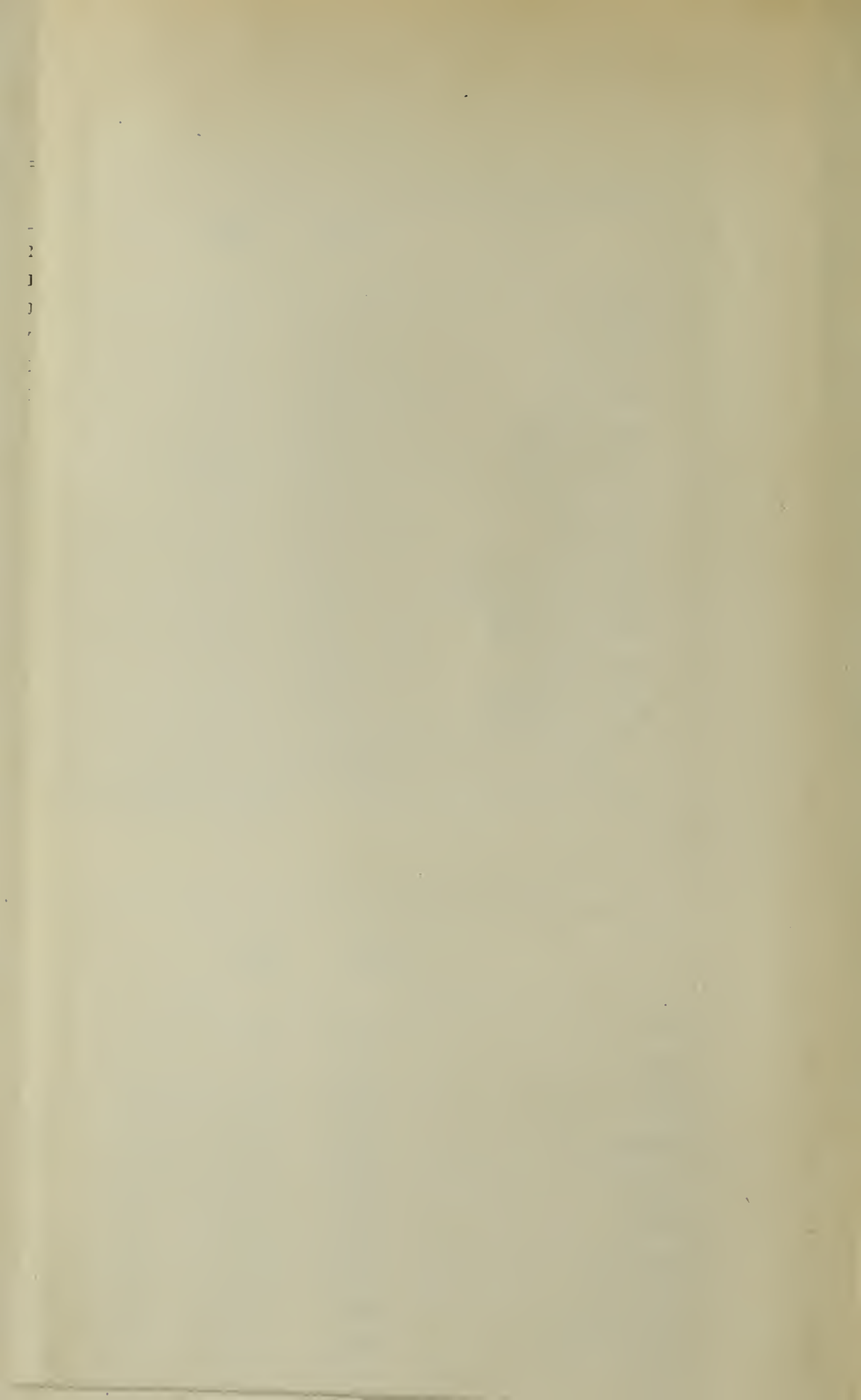
SUMMARY COSTS OF SCHOOLS.

	Costs Exclusive of Administration, Supervision, etc.	Costs with Costs of Administration, Supervision, etc., Added.	Costs with Proportionate Part of Income Deducted.
Normal, Latin and High Schools	\$838,270 92	\$862,923 89	\$855,492 59
Elementary Schools	2,603,210 61	2,764,908 69	2,740,108 94
Horace Mann School	29,332 26	30,031 62	3,572 48
Trade School for Girls	8,056 62	8,314 19	6,248 73
Pre-Apprentice School	149 00	149 00	149 00
Evening High Schools	42,741 09	47,781 98	46,574 00
Evening Elementary Schools	74,308 73	82,667 29	80,710 74
Evening School Extension	669 04	669 04	669 04
Evening Industrial School	13,439 30	15,383 68	15,120 87
Summer High School	1,934 32	2,044 91	2,015 72
Park Playgrounds	11,372 06	12,636 74	12,636 74
School-yard Playgrounds	15,198 28	16,162 97	16,162 97
Totals	\$3,638,682 23	\$3,843,674 00	\$3,779,461 82
Add costs of administration, supervision, etc.	204,991 77		
Total	\$3,843,674 00		
Deduct total income	64,212 18		
Net total	\$3,779,461 82		

COMPARISON OF COSTS 1908-09 AND 1909-10.

	Total Cost 1908-09.	Total Cost 1909-10.	Increases.
Normal, Latin and High Schools.....	\$757,860 83	\$862,923 89	\$105,063 06
Elementary Schools.....	2,678,552 37	2,764,908 69	86,356 32
Horace Mann School.....	29,728 71	30,031 62	302 91
Trade School for Girls.....		8,314 19	8,314 19
Pre-Apprentice School.....		149 00	149 00
Evening High Schools.....	42,732 61	47,781 98	5,049 37
Evening Elementary Schools.....	80,857 45	82,667 29	1,809 84
Evening School Extension.....		669 04	669 04
Evening Drawing Schools.....	9,316 61		* 9,316 61
Evening Industrial School.....	7,689 93	15,383 68	7,693 75
Summer High School.....		2,044 91	2,044 91
Park Playgrounds.....	4,898 78	12,636 74	7,737 96
School-yard Playgrounds.....	11,655 03	16,162 97	4,507 94
Totals.....	\$3,623,292 32	\$3,843,674 00	\$220,381 68

* Decrease.



COST OF EVENING SCHOOLS, SUMMER HIGH SCHOOL AND PLAYGROUNDS.*

EVENING HIGH SCHOOLS.

Table with columns for Teachers' Salaries, Janitors' Salaries, Fuel, Power, Light, Text Books, Drawing Supplies, Manual Training Supplies, Commercial Supplies, Laboratory Supplies, Music Supplies, Miscellaneous Teachers' and Pupils' Supplies, Printing, Postage, Advertising, Incidentals, Janitors' Supplies, Total, Number of Sessions, Average Attendance, Cost per Pupil, and Cost per Pupil per Session. Rows include Central High, Charlestown High, East Boston High, Roxbury High, South Boston High, and Totals.

EVENING ELEMENTARY SCHOOLS.

Table with columns for Teachers' Salaries, Janitors' Salaries, Fuel, Power, Light, Text Books, Drawing Supplies, Manual Training Supplies, Cookery Supplies, Sewing Supplies, Music Supplies, Miscellaneous Teachers' and Pupils' Supplies, Printing, Postage, Advertising, Incidentals, Janitors' Supplies, Total, Number of Sessions, Average Attendance, Cost per Pupil, and Cost per Pupil per Session. Rows include Bigelow, Bowdoin, Christopher Columbus, Comins, Eliot, Franklin, Frederic W. Lincoln, Hancock, Lyman, Phillips Brooks, Quincy, Warren, Washington Allston, Wells, and Totals.

EVENING SCHOOL EXTENSION.

Table with columns for Teachers' Salaries, Janitors' Salaries, Fuel, Power, Light, Text Books, Drawing Supplies, Manual Training Supplies, Cookery Supplies, Sewing Supplies, Music Supplies, Miscellaneous Teachers' and Pupils' Supplies, Printing, Postage, Advertising, Incidentals, Janitors' Supplies, Total, Number of Sessions, Average Attendance, Cost per Pupil, and Cost per Pupil per Session. Rows include Hancock and Wells, and Totals.

EVENING INDUSTRIAL SCHOOL.

Table with columns for Teachers' Salaries, Janitors' Salaries, Fuel, Power, Light, Text Books, Drawing Supplies and Equipment, Models, Miscellaneous Teachers' and Pupils' Supplies, Printing, Postage, Incidentals, Janitors' Supplies, Machine Shop Supplies, Total, Number of Sessions, Average Attendance, Cost per Pupil, and Cost per Pupil per Session. Rows include Central, Charlestown Branch, East Boston Branch, Roxbury Branch, Warren Avenue Branch, and Totals.

SUMMER HIGH SCHOOL.

Table with columns for Teachers' Salaries, Janitors' Salaries, Fuel, Power, Light, Text Books, Drawing Supplies, Manual Training Supplies, Commercial Supplies, Laboratory Supplies, Music Supplies, Miscellaneous Teachers' and Pupils' Supplies, Printing, Postage, Telephone, Incidentals, Janitors' Supplies, Physical Education Salaries, Physical Education Supplies, Total, Number of Sessions, Average Attendance, Cost per Pupil, and Cost per Pupil per Session. Row includes Summer High.

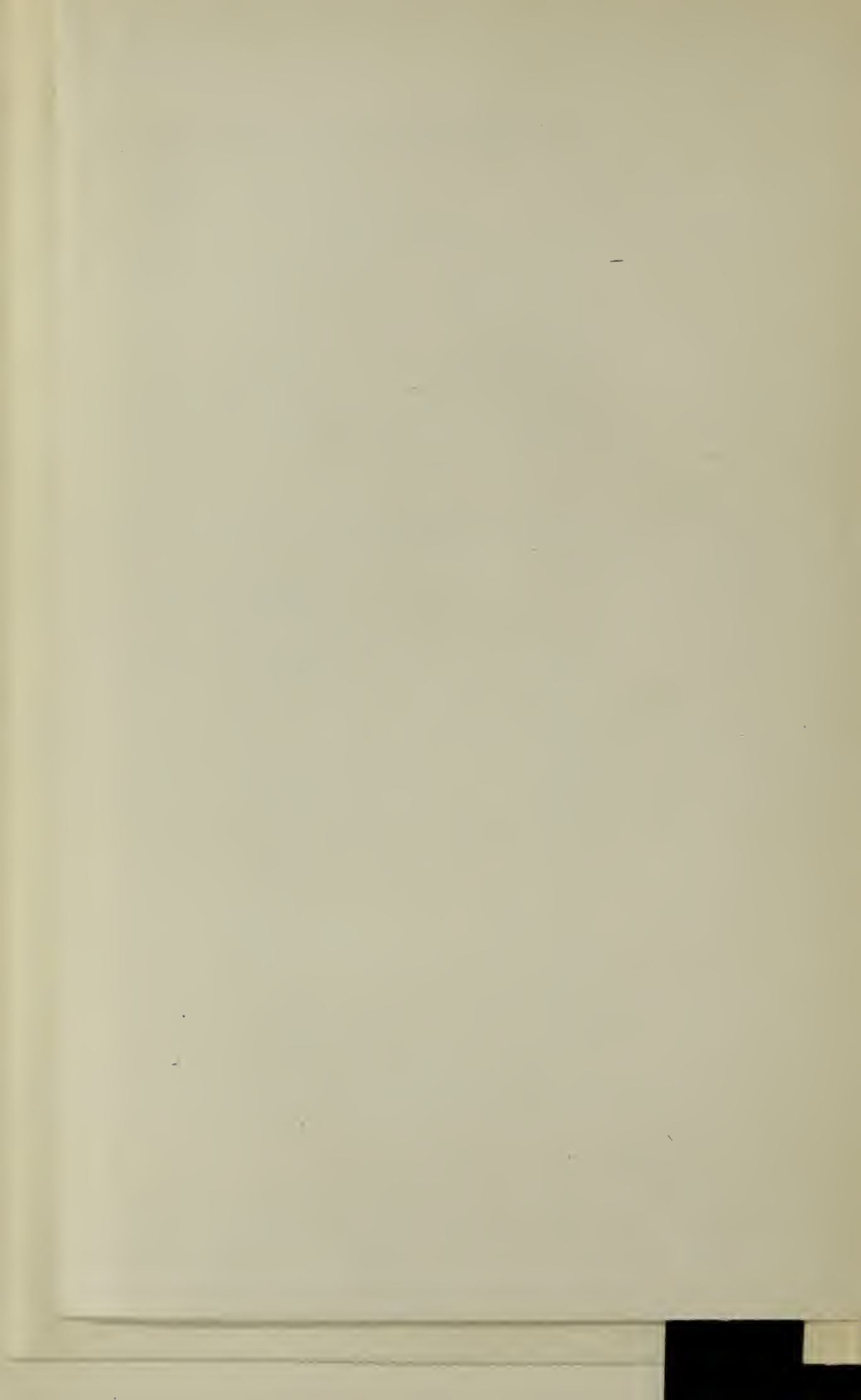
SCHOOLYARD PLAYGROUNDS.

Table with columns for Teachers' Salaries, Janitors' Salaries, Apparatus, Supplies for Athletics and Games, Supplies for Quiet Play, Total, Number of Sessions, Average Attendance, Cost per Pupil, and Cost per Pupil per Session. Rows include Adams and Chestnut-streets, Andrews, Benjamin Dean, Bigelow, Choate Barnham, Clinch, Comins, Cook, Copley, Cyrus Alger, Dillaway, Emerson, Frederic W. Lincoln, Frothingham, George-street, Hancock, Harbor View, Harvard, Hugh O'Brien, James Otis, Jefferson, Joshua Bates, Lawrence, Lewis, Lucretia Crocker, Lyman, Parkman, Phillips Brooks, Plummer, Polk-street, Pomfort, Prescott, Prince, Sarah J. Baker, Sherwin, Skinner, Tilton, Warren, Washington, Wendell Phillips, William E. Russell, William Wirt Warren, Winthrop-street, and Totals.

PARK PLAYGROUNDS.

Table with columns for Assistant Instructors' Salaries, Play Teachers' Salaries, Apparatus, Supplies for Athletics and Games, Supplies for Quiet Play, Labor and Teaming, Total, Number of Sessions, Average Attendance, Cost per Pupil, and Cost per Pupil per Session. Rows include Ashmont, Billings Field, Boston College, Boston Common, Charlesbank, Christopher Gibson, Columbus Avenue, Commonwealth, Cottage Street, Dorchester, Fellows Street, First and M Streets, Franklin Field, Franklin Park, Franklin Square, Hutchins Field, Jefferson Lot, Marcella Street, Minot Field, Murray Field, Mystic Park, Neponset, North Brighton, North End Park, Oliver W. Holmes Field, Orchard Park, Phillips Brooks Field, Platted, Prince Street, Randolph Street, Rogers Park, Roslindale, St. Botolph Street, Savin Hill, Strandway, Sullivan Square, Wood Island Park, and Totals.

* Exclusive of new buildings, rents, repairs, administration, supervision, etc.



COMPARISON OF PER CAPITA COSTS OF TEACHERS' SALARIES, BOOKS, OTHER EDUCATIONAL SUPPLIES, JANITORS' SUPPLIES AND TOTAL FOR SUPPLIES AND INCIDENTALS FOR THE YEARS 1908-09 AND 1909-10.

Normal, Latin and High Schools.

	* TEACHERS' SALARIES.		BOOKS.		OTHER EDUCATIONAL SUPPLIES.		JANITORS' SUPPLIES.		* TOTAL FOR SUPPLIES AND INCIDENTALS.	
	1908-09.	1909-10.	1908-09.	1909-10.	1908-09.	1909-10.	1908-09.	1909-10.	1908-09.	1909-10.
	Normal.....	\$151 62	\$146 91	\$0 92	\$2 32	\$3 89	\$8 32	\$0 92	\$0 91	\$5 73	$11 55
Public Latin.....	93 36	87 52	1 59	2 70	1 04	1 14	09	06	2 72	3 90
Girls' Latin.....	57 96	57 41	3 59	3 00	1 73	1 07	14	19	5 46	4 26
Brighton High.....	73 55	76 45	1 60	2 38	2 80	3 92	30	32	4 70	6 62
Charlestown High.....	65 54	61 96	1 83	1 28	2 10	4 19	33	26	4 26	5 73
Dorchester High.....	55 86	55 33	92	2 49	1 09	2 10	13	12	2 14	4 71
East Boston High.....	70 18	67 24	1 23	2 09	2 94	3 33	18	26	4 35	5 68
English High.....	79 91	72 44	83	2 14	1 91	1 85	18	19	2 92	4 18
Girls' High.....	47 00	43 29	83	1 48	2 12	2 96	13	09	3 08	4 53
High School of Commerce.....	76 61	68 25	5 77	3 98	9 78	2 63	46	26	16 01	6 87
High School of Practical Arts.....	72 95	67 72	4 06	3 41	3 94	7 81	16	31	8 16	11 53
Mechanic Arts.....	68 93	65 94	2 01	2 64	2 17	8 03	19	48	4 37	11 15
Roxbury High.....	61 80	58 28	1 24	1 71	1 68	2 58	16	13	3 08	4 42
South Boston High.....	58 64	58 99	95	1 53	1 70	2 51	32	16	2 97	4 20
West Roxbury High.....	63 01	59 58	1 45	2 36	1 90	2 99	22	21	3 57	5 56
Averages.....	\$67 506	\$64 062	\$0 157	\$2 291	\$2 187	\$3 303	\$0 197	\$0 218	\$3 954	\$5 812

* Exclusive of Physical Education.

Elementary Schools.

	* TEACHERS' SALARIES.		BOOKS.		OTHER EDUCATIONAL SUPPLIES.		JANITORS' SUPPLIES.		* TOTALS FOR SUPPLIES AND INCIDENTALS.	
	1908-09.	1909-10.	1908-09.	1909-10.	1908-09.	1909-10.	1908-09.	1909-10.	1908-09.	1909-10.
			\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Adams.....	\$22 31	\$22 11	36	49	53	48	08	09	97	06
Agassiz.....	28 57	29 65	28	48	92	88	09	07	29	43
Bennett.....	26 64	25 26	34	82	60	64	12	18	06	64
Bigelow.....	24 81	25 92	16	64	76	84	12	09	04	57
Blackinton.....	25 32	25 12	41	91	73	92	11	19	25	02
Bowditch.....	24 51	24 44	17	14	46	40	09	06	72	60
Bowdoin.....	23 94	24 08	31	66	43	36	17	09	91	11
Brunmer.....	24 92	26 09	15	39	55	82	10	10	80	31
Bunker Hill.....	28 41	28 35	09	36	76	63	07	12	92	11
Chapman.....	25 56	25 36	34	56	62	54	07	09	03	19
Charles Sumner.....	27 74	28 26	35	54	57	55	08	10	00	19
Christopher Gibson.....	25 08	25 94	09	75	52	58	08	10	69	43
Comins.....	21 32	22 41	36	40	39	43	07	10	82	93
Dearborn.....	22 59	23 19	24	48	44	46	07	08	75	02
Dillaway.....	23 83	25 32	16	30	40	41	08	11	64	82
Dudley.....	23 94	23 97	35	55	53	76	08	18	96	49
Dwight.....	26 52	25 91	13	40	59	52	08	11	80	03

Edward Everett.....	23 12	23 56	23	62	37	70	07	16	67	1 48
Eliot.....	22 38	22 76	26	25	43	46	10	09	79	80
Emerson.....	22 75	24 23	32	23	37	43	08	07	77	73
Everett.....	24 29	24 76	37	57	40	39	10	06	87	1 02
Francis Parkman.....	27 17	24 80	1 00	70	66	1 33	06	16	1 72	2 19
Franklin.....	21 71	20 91	30	40	33	40	09	10	72	90
Frederic W. Lincoln.....	25 27	25 72	35	40	56	63	06	05	97	1 08
Frothingham.....	24 37	24 72	28	37	39	45	07	06	74	88
Gaston.....	23 55	23 69	26	59	26	28	09	07	61	94
George Putnam.....	22 32	23 23	40	30	37	40	08	12	85	82
Gilbert Stuart.....	26 22	27 81	29	63	52	59	08	09	89	1 31
Hancock.....	24 34	23 80	16	34	66	60	07	10	89	1 04
Harvard.....	26 00	26 21	31	48	78	57	09	10	1 18	1 15
Henry L. Pierce.....	24 48	24 80	47	57	65	55	09	07	1 21	1 19
Hugh O'Brien.....	23 88	24 71	54	50	52	55	11	09	1 17	1 14
Hyde.....	24 76	26 73	09	24	46	48	06	09	61	81
Jefferson.....	26 16	26 86	26	57	71	68	13	11	1 10	1 36
John A. Andrew.....	24 32	23 42	18	51	61	59	05	07	84	1 17
Lawrence.....	25 20	25 16	35	45	50	47	14	14	99	1 06
Lewis.....	25 32	25 63	40	81	74	64	10	13	1 24	1 58
Longfellow.....	24 68	24 17	31	84	48	53	08	10	87	1 47
Lowell.....	25 27	24 09	24	41	59	54	07	10	90	1 05

Elementary Schools. — Concluded.

	* TEACHERS' SALARIES.		BOOKS.		OTHER EDUCATIONAL SUPPLIES.		JANITORS' SUPPLIES.		* TOTALS FOR SUPPLIES AND INCIDENTALS.	
	1908-09.	1909-10.	1908-09.	1909-10.	1908-09.	1909-10.	1908-09.	1909-10.	1908-09.	1909-10.
			\$0	\$0	\$0	\$0	\$0	\$0	\$1	\$1
Lyman.....	\$22 41	\$23 36	\$0 41	\$0 67	\$0 55	\$0 67	\$0 10	\$0 10	\$1 06	\$1 44
Martin.....	25 46	27 66	66	57	70	80	13	14	1 49	1 51
Mary Hemenway.....	24 59	25 90	29	54	57	54	09	12	95	1 20
Mather.....	23 63	23 64	20	35	53	48	08	12	81	95
Minot.....	24 95	25 51	24	41	60	50	08	08	92	99
Noreross.....	23 73	24 15	18	35	47	43	12	12	77	90
Oliver Hazard Perry.....	22 42	23 80	21	55	82	71	07	06	1 10	1 32
Oliver Wendell Holmes.....	21 98	22 31	38	67	61	74	07	07	1 06	1 48
Phillips Brooks.....	22 18	22 14	31	52	58	52	10	07	99	1 11
Prescott.....	25 23	25 78	33	25	50	44	09	10	92	79
Prince.....	28 28	29 31	45	65	82	64	08	07	1 35	1 36
Quiney.....	23 54	24 25	37	33	62	54	20	13	1 19	1 00
Rice.....	28 88	28 13	51	63	81	68	11	08	1 43	1 39
Robert G. Shaw.....	29 08	28 52	82	48	98	88	11	10	1 91	1 46
Roger Wolcott.....	23 74	24 33	48	46	63	53	15	11	1 26	1 10
Sherwin.....	26 43	26 57	26	36	68	97	09	09	1 03	1 42
Shurtleff.....	25 42	26 56	31	30	52	52	09	11	92	93

Thomas Gardner.....	24 01	25 11	17	22	59	12	12	88	93
Thomas N. Hart.....	25 39	26 09	29	32	53	07	08	1 00	93
Warren.....	25 19	25 57	21	54	40	10	09	76	1 03
Washington.....	20 55	21 68	30	33	49	07	09	86	91
Washington Allston.....	27 64	28 75	27	18	1 22	10	16	1 59	1 09
Wells.....	22 22	22 92	24	11	40	08	09	72	53
Wendell Phillips.....	24 44	25 32	39	26	32	07	06	78	77
William E. Russell.....	23 09	20 21	11	27	61	09	08	81	90
Winthrop.....	25 28	26 06	07	24	42	09	11	58	76
Spectacle Island.....	53 17	42 04	1 55	.....	28	4 37	01	6 20	4 07
Averages.....	\$24 275	\$24 672	\$0 296	\$0 458	\$0 556	\$0 089	\$0 099	\$0 941	\$1 12
Horace Mann.....	\$151 41	\$153 21	\$0 12	\$0 46	\$28 41	\$0 23	\$0 31	\$28 76	\$23 16

* Exclusive of Physical Education.

SCHOOL DOCUMENT NO. 3—1910

BOSTON PUBLIC SCHOOLS

COURSE OF STUDY

FOR THE

HIGH SCHOOL OF PRACTICAL ARTS



CITY OF BOSTON
PRINTING DEPARTMENT
1910

IN SCHOOL COMMITTEE, June 10, 1907.

Adopted.

Attest:

THORNTON D. APOLLONIO,
Secretary.

IN SCHOOL COMMITTEE, June 7, 1909.

Revised course adopted.

Attest:

THORNTON D. APOLLONIO,
Secretary.

IN SCHOOL COMMITTEE, May 9, 1910.

Revised course adopted.

Attest:

THORNTON D. APOLLONIO,
Secretary.

COURSE OF STUDY

FOR THE

HIGH SCHOOL OF PRACTICAL ARTS

COURSE OF STUDY FOR THE HIGH SCHOOL OF PRACTICAL ARTS.

INTRODUCTION.

1. Pupils are admitted to the High School of Practical Arts by action of the Board of Superintendents, as follows:

(a) Graduates of the Boston elementary schools.

(b) Graduates of private schools whose standards are satisfactory to the Board of Superintendents may be admitted on presentation of certificates signed by the proper authorities.

(c) Other candidates are admitted on examination equivalent to that required for graduation from the elementary schools of Boston. These examinations are held on the second Friday and the preceding Thursday in June, and on the second Wednesday and following Thursday in September.

(d) Candidates for admission from other secondary schools should apply to the head master of the school, and should be recommended by him to the Board of Superintendents for admission. On presentation of satisfactory evidence, which may consist of certificates signed by the proper authorities, or of examinations, the head master will determine the subjects and the number of points for which advanced standing may be given, and will issue certificates therefor.

2. The school is in session five and one-quarter hours per day for five days in the week. Of this time

ten minutes are given to opening exercises and thirty minutes to recess. The rest of the time is divided into periods of about forty-five minutes each.

The school building will be open until four P. M. in order that pupils may, if they choose, work in the shops or study in the class rooms under the care of the teachers.

COURSE OF STUDY.

The purpose of this school is to give full opportunity for the development of that type of students whose talents lie more in lines of doing and expressing than in lines of acquisition.

The course of study is presented under two general heads — academic and industrial — and will usually demand four years for its completion.

The course of study during the first year is the same for all pupils. During the three years following no electives are offered in the academic work, but the pupils are allowed to choose different lines of vocational training.

The Academic Departments are English, History, Mathematics, Science, Art. The Industrial Department at present offers these courses: Dressmaking, Millinery, Household Science. The course in Household Science is offered to girls who desire to make an intelligent study of the home from the standpoints of sanitation, furnishing, decoration and care. The Dressmaking and Millinery courses aim to give ideals, taste and skill which shall have money earning value for the possessor.

Diplomas are awarded to those who have satisfactorily completed the course of study elected.

HIGH SCHOOL OF PRACTICAL ARTS.
PROGRAM OF STUDIES.
First Year.

REQUIRED.	Periods Per Week.	ELECTIVE.	Periods Per Week.
English.....	5		
History.....	3		
Mathematics: applied Arithmetic, Algebra..	4		
Art.....	4		
Sewing.....	6		
Cooking and Housewifery.....	4		
Choral Practice.....	1		
Physical Training.....	2		
	<u>29</u>		
<i>Second Year.</i>			
English.....	4	Dressmaking Course.....	10
History.....	2	Millinery Course.....	10
Mathematics: Plane Geometry.....	2	Household Science Course.....	10
Chemistry.....	4		
Art.....	5		
Choral Practice.....	1		
Physical Training.....	2		
	<u>20</u>		<u>10</u>

PROGRAM OF STUDIES.—*Concluded.*
Third Year.

REQUIRED.	Periods Per Week.	ELECTIVE.	Periods Per Week.
English.....	4	Dressmaking Course.....	10
History, Civil Government.....	4	Millinery Course.....	10
Physics.....	4	Household Science Course.....	10
Art.....	5		
Choral Practice.....	1		
Physical Training.....	2		
	<u>20</u>		<u>10</u>

Fourth Year.

English.....	5	Dressmaking Course.....	10
Household Accounts, one-half year.....	2	Millinery Course.....	10
Home Nursing, one-half year.....		Household Science Course.....	10
Economics.....	2		
Biology and Sanitation.....	3		
Art.....	5		
Choral Practice.....	1		
Physical Training.....	2		
	<u>20</u>		<u>10</u>

PROGRAM OF HIGH SCHOOL OF PRACTICAL ARTS.
ARRANGED BY SUBJECTS.

ENGLISH. The courses in English aim to develop the speech, the intellect, the taste and the spirit of the students, so that they shall be able to speak the English tongue with a fair degree of precision and grace, and to think logically; to read with pleasure and appreciation the works of standard American and English authors; to teach pupils to select for their own reading books of good grade; to live in the possession of fine ideals that are at once the root and flower of English Literature.

HISTORY. The required work in History aims to make the pupils acquainted with the great names and lives, the important events, and the main lines of the history of the world. Special attention is given to the history of the development of arts and industries.

SCIENCE. The course in Science attempts to put the student in touch with the scientific problems of life. In Chemistry, Physics, Biology and Hygiene,—in every branch of science,—attempts are made to teach application quite as much as theory. To take a single example, the pupil in chemistry should understand the bleaching of straw for straw hats by sulphur dioxide, as well as the preparation of the gas in the laboratory.

MATHEMATICS. The course in Mathematics has two distinct purposes; to train the girls to think logically and clearly, and to enable them to solve simple problems. A woman should be able to write down

her household accounts accurately as well as to understand the principles of algebraic or geometric problems.

ART. The purpose of this department is the cultivation of taste through a study of the principles of beauty and their application to the problems of dress and the home.

The course includes the study of representation which stimulates observation and expression; construction, which teaches the facts of form and the method of making drawings for the workshop; mechanical drawing, which necessitates accuracy in measuring; composition and design, which include the analytical study of the principles of beauty and color harmony; costume design in its many phases, with special reference to the individual, and household decoration and furnishing, are emphasized features of the course.

HOUSEHOLD SCIENCE. The object of this course is to train girls in all that pertains to the art and science of practical housekeeping. To this end practice is given in the care of the house; in cooking, marketing, planning meals for persons of different occupations, as well as for families and for institutions.

This course includes such instruction in sewing and millinery as will guide the pupils in the selection and making of their own garments.

DRESSMAKING. This course as well as that of millinery, extending through three years, is vocational in its aims. The branches taught are hand and machine sewing, drafting, cutting, fitting and finishing. This course includes instruction in Home Millinery and Household Science.

MILLINERY. This course deals with the materials and appliances used in the trade of millinery. The operations taught are the making of bandeaux, folds, buckram frames, wire frames, facings, shirred and plain bows, and the trimming of hats. The materials used are straw, lace, silk, velvet, felt, crepe and fur. Making, trimming and designing are features of the advanced work in this department.

Pupils in this course study also Elementary Dress-making and Household Science.

SCHOOL DOCUMENT NO. 4-1910
BOSTON PUBLIC SCHOOLS
REAPPOINTMENTS OF TEACHERS



BOSTON
PRINTING DEPARTMENT
1910

REAPPOINTMENTS OF TEACHERS.

IN SCHOOL COMMITTEE, June 6, 1910.

To the School Committee:

In accordance with section 278 of the Regulations, I herewith submit a list of reappointments for the school year 1910-11, together with a statement of the number of teachers to which each school and school district is entitled, and the number of pupils upon which the quota of teachers is based.

TEACHERS UNDER SPECIAL ORDERS.

There are eight teachers who have been employed under special orders for the school year 1909-10 who should be reappointed. They are:

High School of Commerce.—One special assistant, one junior master and one instructor 3

High School of Practical Arts.—One assistant instructor, two industrial instructors and one special assistant instructor in drawing 4

Brighton High School.—One assistant instructor 1

— 8

I recommend that teachers of the ranks above specified and in the schools aforesaid be reappointed.

EXCESS TEACHERS.

There are four teachers who have been employed during the school year 1909-10 whose reappointment will undoubtedly be justified by the increased attendance next September. They are:

East Boston High School.—One assistant instructor.

Roxbury High School.—One assistant instructor.

South Boston High School.—One assistant instructor.

Agassiz District.—One assistant.

I recommend that teachers of the above named ranks be reappointed and temporarily assigned to the aforesaid schools, to be transferred later to schools in which vacancies may occur if the aforesaid schools are not then entitled under the Regulations to these teachers.

TEACHERS WITH EXCESSIVE RANK.

I recommend that teachers with higher rank than the Regulations allow be reappointed for the school year 1910-11, as follows:

ASSISTANT PRINCIPALS.

In each of the following named schools, in place of a first assistant to which the school is entitled under the Regulations:

Brighton High School.— One.

Dorchester High School.— One.

Roxbury High School.— One.

In each of the above named schools the position is to be abolished on the retirement of the present incumbents.

SUB-MASTERS.

In each of the following districts, to take charge of the pupils above the third grade:

Eliot.— One.

Mary Hemenway.— One.

Phillips Brooks.— One.

Quincy.— One.

Roger Wolcott.— One.

Thomas Gardner.— One.

Wendell Phillips.— One.

FIRST ASSISTANTS, GRAMMAR SCHOOLS.

In each of the following named districts the position is to be abolished on the retirement of the present incumbents:

Adams.— One.

Bigelow.— One.

Chapman.— One.

Charles Sumner.— One.
Comins.— One.
Dearborn.— One.
Edward Everett.— One.
Frothingham.— One.
Harvard.— One.
Henry L. Pierce.— One.
Hugh O'Brien.— One.
John A. Andrew.— One.
Longfellow.— One.
Lyman.— One.
Mary Hemenway.— One.
Mather.— One.
Norcross.— One.
Oliver Hazard Perry.— One.
Oliver Wendell Holmes.— One.
Phillips Brooks.— One.
Rice.— One.
Robert G. Shaw.— One.
Shurtleff.— One.
Warren.— One.
Washington.— One.
Washington Allston.— One.
William E. Russell.— One.

FIRST ASSISTANTS, PRIMARY SCHOOL.

In each of the following named districts the position is to be abolished on the retirement of the present incumbents:

Eliot.— One.
Hugh O'Brien.— One.
Sherwin.— One.
Washington.— One.

UNGRADED CLASSES.

Subject to your approval, I hereby establish ungraded classes in excess of the number authorized by the Regulations

for the year 1910-11, each district named to have no more ungraded classes than herewith stated:

Adams.—Three.

Bigelow.—Three.

Blackinton.—Two.

Brimmer.—Three.

Eliot.—Eight.

Franklin.—Three.

Hancock.—Seven.

Hyde.—Two.

Lawrence.—Two.

Lewis.—Two.

Lyman.—Three.

Norcross.—Two.

Quincy.—Four.

Rice.—Three.

Shurtleff.—Two.

Washington.—Five.

Wells.—Three.

Wendell Phillips.—Seven.

Winthrop.—Three.

PART I.

REAPPOINTMENTS OF PRINCIPALS AND MEMBERS
OF THE SUPERVISING STAFF.

APPOINTED: *To serve during the pleasure of the School Committee.*

Girls' High School.— Head master, Albert P. Walker.

High School of Practical Arts.— Head master, Herbert S. Weaver.

Francis Parkman District.— Master, Arthur Stanley.

To serve for the term ending August 31, 1911:

Public Latin School.— Headmaster, Henry Pennypacker.

Adams District.— Master, Joel C. Bolan.

Gaston District.— Master, Juliette R. Hayward.

Gilbert Stuart District.— Master, Edwin F. Kimball.

Hyde District.— Master, Caspar Isham.

Lowell District.— Master, William L. Bates.

Norcross District.— Master, Martha F. Wright.

Quincy District.— Master, Frederick W. Swan.

Warren District.— Master, Walter J. Phelan.

Director of School Hygiene, Thomas F. Harrington.

Supervising Nurse, Margaret E. Carley.

Director of Evening and Vacation Schools, Maurice J. O'Brien.

Director of Drawing and Manual Training, Theodore M. Dillaway.

Assistant Supervisor of Substitutes, Lillian C. Towne.

PART II.

REAPPOINTMENTS OF SUBORDINATE TEACHERS.

NOTE.— Physical training teachers in Normal, High and Latin Schools are given under Part III.

NORMAL SCHOOL.

Greatest whole number belonging	225
Average whole number belonging	220
TEACHERS.— <i>Now serving on tenure</i>	11
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Assistant, Gertrude Weeks	1
<i>To serve for the term ending August 31, 1911.</i> — Master, Head of	
Department, Leonard O. Packard	1
Clerical Assistant	1
	— 14

PUBLIC LATIN SCHOOL.

Greatest whole number belonging	828
Average whole number belonging	778
TEACHERS.— Entitled to 26 regular teachers and 1 clerical	
assistant	27
<i>Now serving on tenure</i>	16
Appointed: <i>To serve during the pleasure of the School Committee.</i> —	
Junior Masters, Louis W. Arnold, Joseph L. Powers	2
<i>On Probation.</i> — <i>To serve for the term ending August 31, 1911.</i> —	
Instructors, Boyd Bartlett, Henry R. Gardner, Leon O. Glover,	
Fred P. H. Pike, Arthur E. Baker, Archer L. Faxon	6
Clerical Assistant	1
	— 25

GIRLS' LATIN SCHOOL.

Greatest whole number belonging	656
Average whole number belonging	628
TEACHERS.— Entitled to 21 regular teachers and 1 clerical	
assistant	22
<i>Now serving on tenure</i>	11
Appointed: <i>To serve for the term ending August 31, 1911.</i> —	
Master, Head of Department, Ernest G. Hapgood; Junior	
Master, Fred H. Cowan; Assistants, Rosalie Y. Abbot, Alice	
M. Smith, Mary R. Stark; Assistant instructors, Cora B.	
Mudge, Eva Z. Prichard	7

<i>On Probation.</i> —Assistant Instructor, Cora F. Roper,	1	
Clerical Assistant	1	
	—	20

BRIGHTON HIGH SCHOOL.

Greatest whole number belonging	350
Average whole number belonging	331

TEACHERS.—Entitled to 12 regular teachers and 1 special assistant 13

Now serving on tenure 10

Appointed: *To serve for the term ending August 31, 1911.*—

Assistant Instructor, Frankie E. Sullivan; Special Assistant, Mabel S. Blackman 2

On Probation.—Special Assistant Instructor in Commercial Branches, Eleanor J. O'Brien; Assistant Instructor, Lena G. Perrigo 2

— 14

CHARLESTOWN HIGH SCHOOL.

Greatest whole number belonging	466
Average whole number belonging	434

TEACHERS.—Entitled to 15 regular teachers, and 1 clerical assistant 16

Now serving on tenure 4

Appointed: *To serve for the term ending August 31, 1911.*—

Junior Masters, Philip Goodrich, Carleton E. Preston, John W. Regan; First Assistants, Heads of Departments, Abby M. Thompson, Margaret T. Wise; Special Assistant Instructor in Commercial Branches, Bernadette M. White; Assistant Instructors, Clio M. Chilcott, Katharine E. Leonard 8

On Probation.—Special Instructor in Commercial Branches, Hubert G. Fisher; Special Assistant Instructor in Commercial Branches, Maude E. Butters 2

Clerical Assistant 1

— 15

DORCHESTER HIGH SCHOOL.

Greatest whole number belonging	1,464
Average whole number belonging	1,394

TEACHERS.—Entitled to 44 regular teachers, 1 special assistant 45

Now serving on tenure 28

Appointed: *To serve during the pleasure of the School Committee.*—Assistants, Lillian G. Marr, Edith A. Mayberry 2

To serve for the term ending August 31, 1911.—Assistants, Carolyn M. Gerrish, Sarah L. O'Toole, Elizabeth M. Wood; Special Instructor in Manual Training and Mechanical Drawing, Joseph H. Hawes; Special Assistant, Mary A. Ward; Special Assistant Instructor in Commercial Branches, Lucy G. Annable 6

<i>On Probation.</i> —Assistants, Stephen J. Murdock, Harriet V. Elliott, Lena A. Glover; Special Instructor in Commercial Branches, Rollin H. Fisher; Assistant Instructors, Grace T. Blanchard, Margaret C. Cotter, Mary G. Nelson, Florence R. Tuttle	8	
	—	44

EAST BOSTON HIGH SCHOOL.

Greatest whole number belonging		531
Average whole number belonging		509
TEACHERS.—Entitled to 17 regular teachers, 1 clerical assistant		18
<i>Now serving on tenure</i>	11	
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, M. Ursula Magrath	1	
<i>To serve for the term ending August 31, 1911.</i> —Assistant, Lucretia E. Berry; Special Instructor in Drawing and Manual Training, Augustus F. Rose	2	
<i>On Probation.</i> —Junior Master, Alfred M. Butler; Assistant, Almira W. Bates; Assistant Instructor, Charlotte H. Lovell; Special Assistant Instructor in Commercial Branches, Annie E. Goodman	4	
Clerical Assistants	0	
	—	18

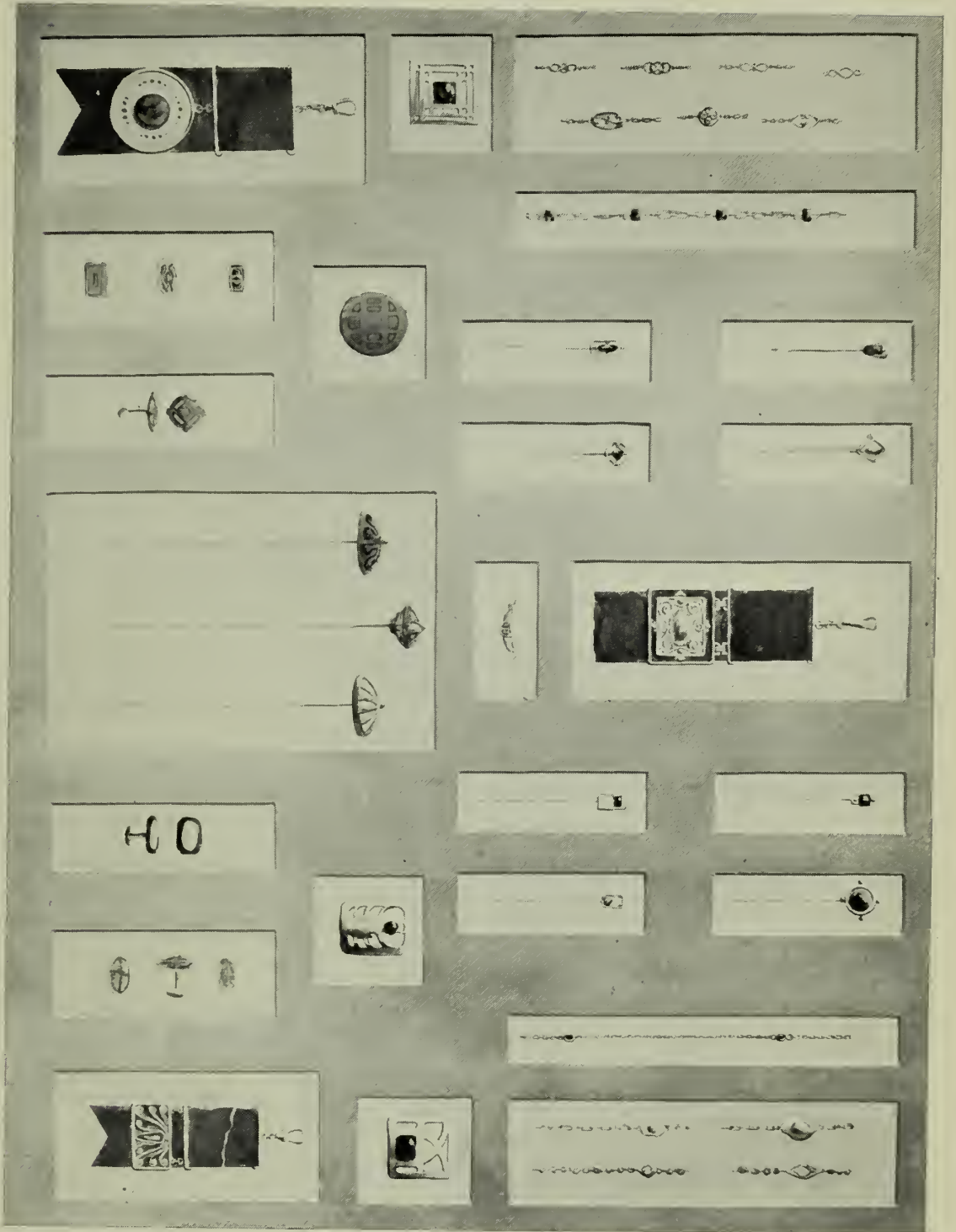
ENGLISH HIGH SCHOOL.

Greatest whole number belonging		1,359
Average whole number belonging		1,296
TEACHERS.—Entitled to 41 regular teachers, 1 clerical assistant, <i>Now serving on tenure</i>	23	42
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Junior Masters, Edwin F. A. Benson, John A. Marsh	2	
<i>To serve for the term ending August 31, 1911.</i> —Instructors, John E. Denham, William W. Gallagher, John E. J. Kelley, Frank E. Lakey, Bertram C. Richardson	5	
<i>On Probation.</i> —Instructors, Harry E. Bryant, Joseph P. Cady, Arthur B. Joy, Edwin M. Randolph, William E. Smith, Charles H. Stone, Jr.; Assistant Instructor, Thomas E. Winston; Special Instructor in Commercial Branches, Leroy M. Rand	8	
Clerical Assistant	1	
	—	39

GIRLS' HIGH SCHOOL.

Greatest whole number belonging		1,628
Average whole number belonging		1,547
TEACHERS.—Entitled to 48 regular teachers, 1 clerical assistant, <i>Now serving on tenure</i>	22	49

EAST BOSTON HIGH SCHOOL. — JEWELRY CLASS WORK.



Appointed: *To serve for the term ending August 31, 1911.*—
 Assistants, Mabel A. Fitz, Alice M. Twigg; Special Instructor
 in Commercial Branches, C. Ross Appler; Special Assistant
 Instructors in Commercial Branches, Helen F. Church, Mabel
 S. Hastings 5

On Probation.—Master, Head of Department, Francis A.
 Smith; First Assistant, Head of Department, Elizabeth M.
 Richardson; Junior Masters, Orren H. Smith, C. Ralph
 Taylor; Assistants, Bertha A. Bonart, Harriet D. Bucking-
 ham, Katherine E. Cufflin, Marie A. Goddard, Amy V. King-
 ston, Mary A. M. Papineau, Jennie E. Wier; Assistant In-
 structors, Alice E. Cook, Blanche L. Ormsby, Gertrude L.
 Palmer, Grace T. Pratt, Blanche B. Sears, Edna M. Spurr;
 Special Instructor in Commercial Branches, Herbert B. Cole;
 Special Assistant Instructor in Commercial Branches, Lilian
 C. Burbank 19
 Clerical Assistant 1

— 47

HIGH SCHOOL OF COMMERCE.

Greatest whole number belonging 707
 Average whole number belonging 683

TEACHERS.— Entitled to 22 regular teachers, 3 additional teach-
 ers under special order, 1 clerical assistant 26

Now serving on tenure 3

Appointed: *To serve for the term ending August 31, 1911.*—
 Masters, Heads of Departments, James E. Downey, Owen D.
 Evans, Joel Hatheway, Raymond G. Laird; Junior Masters,
 Adolph C. Ely, Leonard B. Moulton, Francis E. Mason; In-
 structor, Edward Berge-Soler; Special Instructor in Com-
 mercial Branches, F. Edwin Walter; Special Assistant,
 Arthur J. Fotch 10

On Probation.—Junior Masters, Newton D. Clarke, Chester M.
 Grover, Winthrop Tirrell; Instructors, Joseph F. Carter,
 Maurice J. Lacey, Oscar H. Peters, Edward J. Rowse, Wil-
 liam J. Sands; Special Instructors in Commercial Branches,
 Edward J. Connell, Samuel B. Trumbull, Harold C. Spencer . 11
 Clerical Assistant 1

— 25

HIGH SCHOOL OF PRACTICAL ARTS.

Greatest whole number belonging 372
 Average whole number belonging 355

TEACHERS.— Entitled to 13 regular teachers, 4 additional
 teachers, under special order, 1 clerical assistant 18

Now serving on tenure 4

Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistant Instructors, Elizabeth Goldsmith, Florence M. Homer; Industrial Instructors, *Mary H. Brown, Clara S. Gay, Ruth B. Gibson; Special Assistant Instructor in Drawing, R. Deverd Parker	6	
<i>On Probation.</i> — Assistant Instructors, Mabel E. Bowker, Clara B. Shaw; Industrial Instructors, Margaret A. Foran, Margaret G. Moore, Ruth D. Stevens; Special Assistant Instructor in Drawing, Jennie E. Bailey	6	
Clerical Assistant	1	— 17

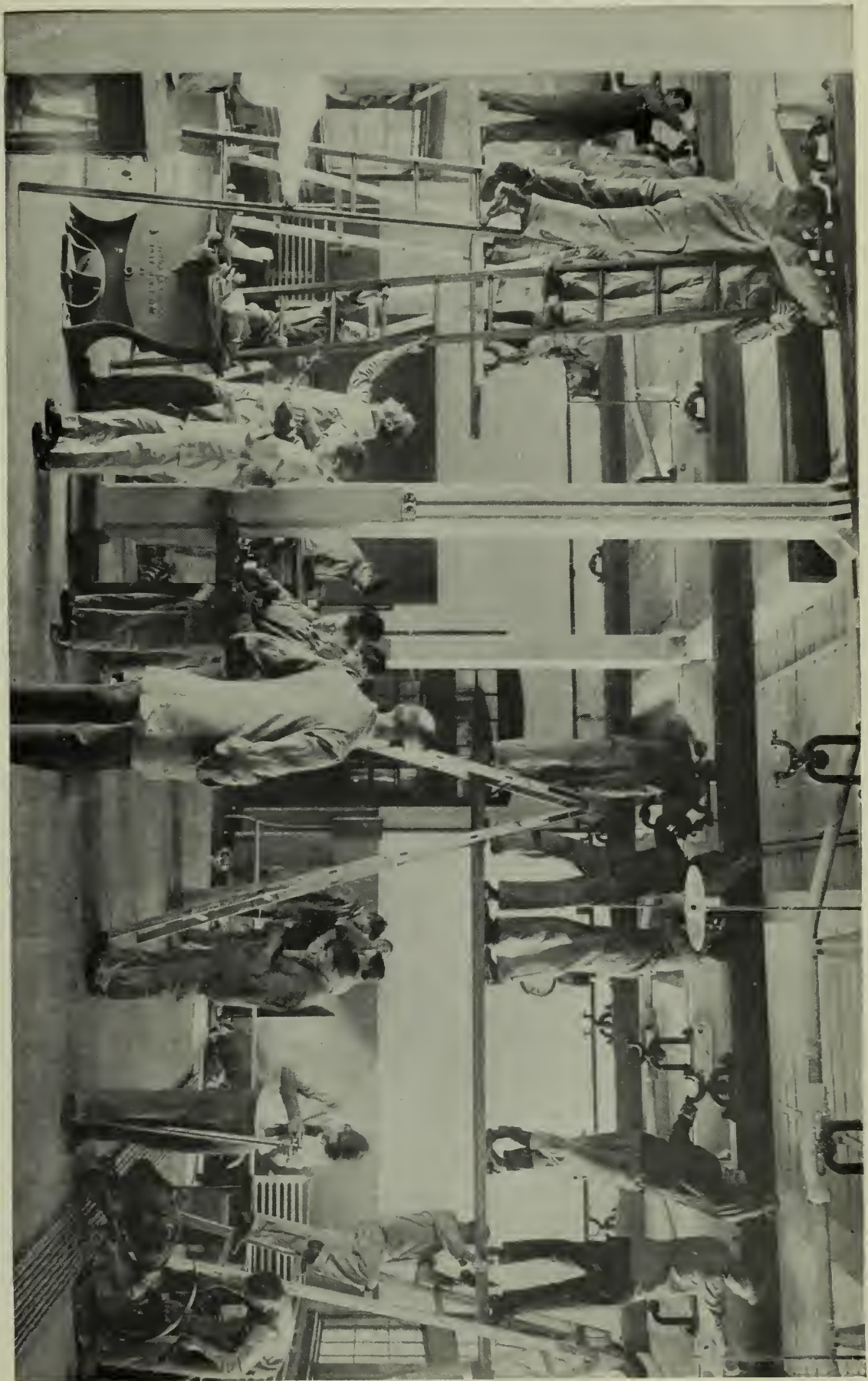
MECHANIC ARTS HIGH SCHOOL.

Greatest whole number belonging	1,403	
Average whole number belonging	1,291	
TEACHERS.— Entitled to 45 regular teachers, 2 clerical assistants		47
<i>Now serving on tenure</i>	16	
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Junior Masters, Kenneth Beal, Jonathan I. Buck, Frederick G. Getchell, Ambrose B. Warren; Instructors, Edwin F. Field, David H. Fulton, Samuel W. Hoyt, Louis R. Wells; Assistant Instructor, Josephine D. Brooks, Gertrude M. Hall	10	
<i>On Probation.</i> — Junior Masters, Eugene M. Dow, Frederick W. Gentleman, Charles E. Stratton, Edward H. Temple; Instructors, Richard Benson, Ernest T. Cushman, Roy Davis, Fred V. Garey, Benjamin D. May, Raymond W. Perry, Henry C. Short; Assistant Instructors, Mechanical Department, Francis J. Emery, Thomas J. Flinn, Albert L. Moulton, Daniel G. Town; Assistant, Ellen B. Esau	16	
Clerical Assistant	2	— 44

ROXBURY HIGH SCHOOL.

Greatest whole number belonging	844	
Average whole number belonging	811	
TEACHERS.— Entitled to 26 regular teachers, 1 clerical assistant, <i>Now serving on tenure</i>	17	27
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Special Instructor in Commercial Branches, Daniel Foley	1	
<i>To serve for the term ending August 31, 1911.</i> — Assistant, Mary F. Gould; Assistant Instructors, Myrtle C. Dickson, Margaret F. Keenan, K. Isabel Mann, Harriet C. Taylor; Special Assistant Instructor in Commercial Branches, Alice C. Riordan	6	

* On leave of absence but serving in the Trade School for Girls.



MECHANIC ARTS HIGH SCHOOL.—HANGING MACHINERY IN PATTERN MAKING SHOP.

<i>On Probation.</i> — Junior Master, Melville C. Freeman; Assistant Instructors, Alice E. Dacey, Margaret E. Ryan	3	
Clerical Assistant	1	
	—	28

SOUTH BOSTON HIGH SCHOOL.

Greatest whole number belonging		716
Average whole number belonging		663
TEACHERS.— Entitled to 22 regular teachers, 1 clerical assistant, <i>Now serving on tenure</i>	14	23
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Sub-master, Arthur F. Campbell; Assistant, Mary T. O'Donnell	2	
<i>To serve for the term ending August 31, 1911.</i> — Special Assistant Instructor in Commercial Branches, Christina M. McCarthy, <i>On Probation.</i> — Junior Master, Ralph W. Channell; First Assistant, Head of Department, Marie A Solano; Assistant, Priscilla Whiton; Instructor, John H. Furfey; Assistant Instructors, Hattie L. Gates, Mary E. O'Connor	1	6
Clerical Assistant	1	
	—	24

WEST ROXBURY HIGH SCHOOL.

Greatest whole number belonging		621
Average whole number belonging		598
TEACHERS.— Entitled to 20 regular teachers, 1 special assistant, <i>Now serving on tenure</i>	12	21
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Special Instructor in Commercial Branches, Leon C. Colman	1	
<i>To serve for the term ending August 31, 1911.</i> — First Assistant, Head of Department, Fannie B. Wilson; Special Assistant, Mabel E. Woodworth; Assistant Instructor, Bertha E. Dennis	3	
<i>On Probation.</i> — Junior Master, Arthur F. O'Malley; Assistants, Mildred K. Bentley, E. Marion Williams; Assistant Instructors, Esther W. Bates, Bertha L. Ballantyne	5	
	—	21

ADAMS DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 365 pupils in the first grade		1,605
Average whole number belonging		1,578
TEACHERS.— Entitled to 34 regular teachers, 3 teachers of ungraded classes		37
<i>Now serving on tenure</i>	18	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Annice A. Anderson, Ethel M. Coe, Annie F. Keating, May H. Sears	4	

<i>To serve for the term ending August 31, 1911.</i> — Assistants, Caroline G. Chard, Eleanor L. McGourty, Elizabeth J. Murphy, Josephine M. Hodgkinson, Laura M. Lane, Mary H. Healey, Agnes R. Driscoll, Ruth M. Haynes		8	
<i>On Probation.</i> — Sub-master, Charles E. Harris; Assistants, Sarah G. Stowers, Agnes G. Cotter, Agnes G. Gunning, Mary M. Hayes, Margaret F. Cummings		6	
		—	36
KINDERGARTENS.— Teachers.— Number entitled to			8
<i>Now serving on tenure</i>		3	
<i>On Probation.</i> — First Assistants, Clara B. Cochran, Mary E. Kennedy; Assistants, Angela M. L. Brown, Edith G. Hunter, Elizabeth F. Lee		5	
		—	8

AGASSIZ DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 67 pupils in the first grade			819
Average whole number belonging			802
TEACHERS.— Entitled to 18 regular teachers			18
<i>Now serving on tenure</i>		14	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elvera M. Bloom		1	
<i>To serve for the term ending August 31, 1911.</i> — Assistants, Mabel A. Campbell, Julia A. Mahan		2	
<i>On Probation.</i> — Sub-master, Alfred R. Winter; Master's Assistant, Mary A. Cook		2	
		—	19
KINDERGARTENS.— Teachers.— Number entitled to			1
<i>Now serving on tenure</i>			1

BENNETT DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 216 pupils in the first grade			1,105
Average whole number belonging			1,080
TEACHERS.— Entitled to 25 regular teachers			25
<i>Now serving on tenure</i>		14	
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistants, Vesta E. Chadwick, Rena I. Black, Mary E. A. McPherson, Katharine R. McManus, Mary R. Quinn, Margaret E. Sullivan		6	
<i>On Probation.</i> — First Assistants in Charge, Katherine F. Wood, Ella M. Hastings; Assistants, Jennie A. Drew, Martha E. Flaherty		4	
		—	24
KINDERGARTENS.— Teachers.— Number entitled to			3
<i>Now serving on tenure</i>		2	

Appointed: <i>To serve for the term ending August 31, 1911.</i> —		
Assistant, Helen M. Cobb	1	
	—	3

BIGELOW DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 181 pupils in the first grade		1,313
Average whole number belonging		1,290
TEACHERS.— Entitled to 27 regular teachers, 3 teachers of ungraded classes, 1 teacher of a special class		31
<i>Now serving on tenure</i>	20	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant in Charge of Special Class, Clara M. French; Assistants, Annie C. MacDonald, Mary G. Sullivan	3	
<i>To serve for the term ending August 31, 1911.</i> — Sub-masters, Thomas J. Barry, Theobald A. Lynch; Assistants, Geraldine I. Donoghue, Louise C. Keyes, Helen M. Donohue, Cora L. Mulrey, Mary L. Murphy.	7	
<i>On Probation.</i> — Assistant, James F. Rockett	1	
	—	31

BLACKINTON DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 159 pupils in the first grade		1,246
Average whole number belonging		1,219
TEACHERS.— Entitled to 27 regular teachers, 2 teachers of ungraded classes		29
<i>Now serving on tenure</i>	15	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Kate E. McMullin	1	
<i>To serve for the term ending August 31, 1911.</i> — Sub-master, Everett L. Getchell; Assistants, Mabel A. C. Anderson, Hazel N. Boice, Elizabeth Hiscock, Mabel E. Vaughan	5	
<i>On Probation.</i> — First Assistant in Charge, Alice M. MacDonald; Assistants, Adelaide G. Nelson, Ellen M. Ford, Hortense J. Parker, Mary A. Sullivan, Mary V. O'Regan, Frances E. Woods	7	
	—	28
KINDERGARTENS.— Teachers.— Number entitled to		4
<i>Now serving on tenure</i>	2	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Margaret Chandler	1	
<i>To serve for the term ending August 31, 1911.</i> — Assistant, Gertrude A. Fuller	1	
	—	4

BOWDITCH DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 213 pupils in the first grade		1,226
Average whole number belonging		1,204

TEACHERS.— Entitled to 27 regular teachers, 1 teacher of an ungraded class		28
<i>Now serving on tenure</i>	21	
Appointed: <i>To serve for the term ending August 31, 1911.</i> —		
Assistants, Eliza D. Bean, Verna G. Pitt, Agnes E. Reagan, Annie C. Shea	4	
<i>On Probation.</i> — Assistants, Regina J. Kees, Evelyn M. O'Bryan, Bessie L. Quimby	3	
	—	28
KINDERGARTENS.— Teachers.— Number entitled to		4
<i>Now serving on tenure</i>	3	
Appointed: <i>To serve for the term ending August 31, 1911.</i> —		
Assistant, Edna F. Hawes	1	
	—	4

BOWDOIN DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 289 pupils in the first grade		1,172
Average whole number belonging		1,129
TEACHERS.— Entitled to 26 regular teachers, 1 teacher of an ungraded class		27
<i>Now serving on tenure</i>	16	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Ethel G. Ross	1	
<i>To serve for the term ending August 31, 1911.</i> — Assistants, Hattie H. Batson, Susan S. Faden, Mabel Carling, Margaret G. Hatch, Frances A. Neilson, Marion F. Kiely	6	
<i>On Probation.</i> — Master's Assistant, Flora E. Billings	1	
	—	24
KINDERGARTENS.— Teachers.— Number entitled to		4
<i>Now serving on tenure</i>	1	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Maud A. Lynch	1	
<i>On Probation.</i> — First Assistant, Carolyn M. Fletcher; Assistant, Edna S. Clark	2	
	—	4

BRIMMER DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 108 pupils in the first grade		999
Average whole number belonging		948
TEACHERS.— Entitled to 20 regular teachers, 3 teachers of ungraded classes		23
<i>Now serving on tenure</i>	15	
Appointed: <i>To serve for the term ending August 31, 1911.</i> —		
Sub-master, John J. Maloney; Assistants, Margaret M. Brennan, Josephine A. Power, Mary M. McLaughlin, Anna T. O'Brien, Catherine G. Kelleher, Alma Boodro	7	
	—	22

REAPPOINTMENTS.

17

KINDERGARTENS.— Teachers.— Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1911.</i> —	
Assistant, Hope Davison	1
	— 2

BUNKER HILL DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging	
including 157 pupils in the first grade	896
Average whole number belonging	878
TEACHERS.— Entitled to 19 regular teachers, 1 teacher of an	
ungraded class, 1 teacher of a special class	21
<i>Now serving on tenure</i>	15
Appointed: <i>To serve for the term ending August 31, 1911.</i> —	
Sub-master, Joseph F. Gould; Assistants, Elizabeth F.	
Doherty, Augusta S. Tavender, Grace A. Tully, Catherine M.	
McHugh; Assistant in Charge of Special Class, Nellie E.	
Powers	6
	— 21
KINDERGARTENS.— Teachers.— Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1911.</i> —	
Assistant, Jacqueline Carroll	1
	— 2

CHAPMAN DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging,	
including 172 pupils in the first grade	1,244
Average whole number belonging	1,221
TEACHERS.— Entitled to 27 regular teachers, 1 teacher of an	
ungraded class	28
<i>Now serving on tenure</i>	22
Appointed: <i>To serve during the pleasure of the School Com-</i>	
<i>mittee.</i> — Assistants, Grace E. Fogg, Marion P. McPhee,	
Beatrice E. Strong	3
<i>To serve for the term ending August 31, 1911.</i> — Assistant, Fran-	
ces R. Wilson	1
<i>On Probation.</i> — Sub-master, William A. Reed; Assistant,	
Grace G. Daly	2
	— 28
KINDERGARTENS.— Teachers.— Number entitled to	4
<i>Now serving on tenure</i>	3
<i>On Probation.</i> — Assistant, Edna L. Black	1
	— 4

CHARLES SUMNER DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging,	
including 113 pupils in the first grade	933
Average whole number belonging	918

TEACHERS.— Entitled to 20 regular teachers	20
<i>Now serving on tenure</i>	19
Appointed: <i>To serve for the term ending August 31, 1911.</i> —	
Assistant, Alice M. Flanagan	1
	— 20
KINDERGARTENS.— Teachers.— Number entitled to	4
<i>Now serving on tenure</i>	2
Appointed: <i>To serve for the term ending August 31, 1911.</i> —	
Assistants, Margaret F. Hilliard, Pauline F. Smith	2
	— 4

CHRISTOPHER GIBSON DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 109 pupils in the first grade	998
Average whole number belonging	983
TEACHERS.— Entitled to 22 regular teachers	22
<i>Now serving on tenure</i>	14
Appointed: <i>To serve during the pleasure of the School Commit-</i> <i>tee.</i> — Assistant, Mabel B. Fuller	1
<i>To serve for the term ending August 31, 1911.</i> — Assistants, Mary I. McIsaac, Agnes G. Strong, Rosemary Purcell, Marion E. Killion	4
<i>On Probation.</i> — Assistants, Mary B. Cashman, Agnes R. Hurley, Hannah E. McDonough	3
	— 22
KINDERGARTENS.— Teachers entitled to	3
<i>Now serving on tenure</i>	2
Appointed: <i>To serve for the term ending August 31, 1911.</i> —	
Assistant, Elizabeth A. Hickey	1
	— 3

COMINS DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 177 pupils in the first grade	1,291
Average whole number belonging	1,271
TEACHERS.— Entitled to 28 regular teachers, 1 teacher of an ungraded class	29
<i>Now serving on tenure</i>	15
Appointed: <i>To serve during the pleasure of the School Commit-</i> <i>tee.</i> — Assistants, Anna J. Griffin, Margaret S. Lunt, Mary A. Mahoney, Mary E. O'Donnell	4
<i>To serve for the term ending August 31, 1911.</i> — Assistants, Rosanna M. Dowd, Grace M. Goodrich, Helena R. Guiney, Katherine F. Hartnett, Caroline M. Hauck, Martha F. McElroy, Claire F. Sullivan, Mary G. L. Quinlan, Elizabeth M. Quigley	9
<i>On Probation.</i> — Assistant, Theresa C. Murray	1
	— 29

REAPPOINTMENTS.

19

KINDERGARTENS.— Teachers.— Number entitled to	6
<i>Now serving on tenure</i>	3
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Marion R. Stevens	1
<i>On Probation.</i> — Assistants, Mary F. Powers, Celia T. Tischler	2
	— 6

DEARBORN DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 434 pupils in the first grade	1,936
Average whole number belonging	1,922
TEACHERS.— Entitled to 43 regular teachers, 1 teacher of an ungraded class	44
<i>Now serving on tenure</i>	35
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Michael J. Downey, Katherine T. O'Sullivan	2
<i>To serve for the term ending August 31, 1911.</i> — Assistants, Teresa C. Hoye, Mary L. Kelly, Mary G. Kenney, Katherine R. Murphy	4
<i>On Probation.</i> — Assistants, Ellen E. Good, Mary F. Lynch, Mary J. O'Neill	3
	— 44
KINDERGARTENS.— Teachers.— Number entitled to	3
<i>Now serving on tenure</i>	2
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistant, Mary Fitzgerald	1
	— 3

DILLAWAY DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 187 pupils in the first grade	1,399
Average whole number belonging	1,312
TEACHERS.— Entitled to 31 regular teachers	31
<i>Now serving on tenure</i>	29
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistants, F. Louise Dacey, Eleanor A. Larivee	2
	— 31
KINDERGARTENS.— Teachers.— Number entitled to	4
<i>Now serving on tenure</i>	3
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistant, Flora M. Hoyt	1
	— 4

DUDLEY DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 322 pupils in the first grade	1,724
Average whole number belonging	1,681
TEACHERS.— Entitled to 38 regular teachers, 1 teacher of an ungraded class, 1 teacher of a special class	40

<i>Now serving on tenure</i>	26	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Anna M. Cullen, Helena M. Follen	2	
<i>To serve for the term ending August 31, 1911.</i> — Assistants, Jennie G. Maguire, Josephine Marston, Hugh J. McElaney, Alice M. Duston, Olivia C. Penell, Mary L. Veazie	6	
<i>On Probation.</i> — Assistants, Gladys G. Davie, Eileen V. Driscoll, Edna Long, Alice L. McCormick	4	
	—	38
KINDERGARTENS.— Teachers.— Entitled to		4
<i>Now serving on tenure</i>	3	
<i>On Probation.</i> — Assistant, Eleanor M. Osterberg	1	
	—	4

DWIGHT DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 231 pupils in the first grade		1,230
Average whole number belonging		1,202
TEACHERS.— Entitled to 26 regular teachers, 1 teacher of an ungraded class, and 1 teacher of a special class		28
<i>Now serving on tenure</i>	19	
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistants, Margaret L. Carolan, Agnes T. Nolan, Teresa A. Hurley, Grace G. Colman	4	
<i>On Probation.</i> — Master's Assistant, Harriet E. Sargent; Assistants, Annie E. Dennis, Elizabeth A. Donahue, Bessie C. MacBrine	4	
	—	27
KINDERGARTENS.— Teachers.— Number entitled to		4
<i>Now serving on tenure</i>	3	
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistant, Lillian M. Bonelli	1	
	—	4

EDWARD EVERETT DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 247 pupils in the first grade		1,436
Average whole number belonging		1,405
TEACHERS.— Entitled to 33 regular teachers		33
<i>Now serving on tenure</i>	19	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Sub-master, Leonard M. Patton; Assistants, Mary E. Donovan, Charlotte Rafter	3	
<i>To serve for the term ending August 31, 1911.</i> — Assistants, Maud J. Bray, Elizabeth G. Diman, Margaret R. Dwyer, Rose D. Hoye, Etta C. Rochefort, Ellen R. Scott, Emma F. Ditchett, Catherine J. Sullivan	8	

<i>On Probation.</i> —Assistants, Isabel C. Furlong, Cecilia H. O'Brien, Estelle K. Kennedy	3	—	33
KINDERGARTENS.—Teachers.—Number entitled to			2
<i>Now serving on tenure</i>	1		
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Alice E. Leavens	1	—	2

ELIOT DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging, including 372 pupils in the first grade			2,124
Average whole number belonging			2,066
TEACHERS.—Entitled to 42 regular teachers, 8 teachers of ungraded classes			50
<i>Now serving on tenure</i>	33		
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Mary E. McCormick, Mary M. McNeil	2		
<i>To serve for the term ending August 31, 1911.</i> — Sub-masters, Paul V. Donovan, Alvin P. Wagg; Assistants, Louise M. DeVoto, James A. Crowley, Alice M. Murray, Frances A. McMahan, Harriet White, Bridget T. Boyle, George B. Moran, Linda C. O'Dowd	10		
<i>On Probation.</i> — Assistant, Teresa E. Driscoll	1	—	46
KINDERGARTENS.— Teachers.— Number entitled to			4
<i>Now serving on tenure</i>	3		
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistant, Mildred M. Hood	1	—	4

EMERSON DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging, including 193 pupils in the first grade			1,244
Average whole number belonging			1,185
TEACHERS.—Entitled to 27 regular teachers, 1 teacher of an ungraded class			28
<i>Now serving on tenure</i>	18		
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Ona I. Nolan	1		
<i>To serve for the term ending August 31, 1911.</i> — Assistants, Anna A. Aronie, Edith A. Duclos, Avis A. Kingston, Julia V. Guiney, Marion Chesley, Esther M. Buchan, Gertrude A. A'Hearn, Emma L. Steves	8		
<i>On Probation.</i> — Assistant, Ella F. Murray	1	—	28
KINDERGARTENS.— Teachers.— Number entitled to			2
<i>Now serving on tenure</i>			2

EVERETT DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 189 pupils in the first grade	1,138
Average whole number belonging	1,112
TEACHERS.— Entitled to 25 regular teachers, 1 teacher of an ungraded class	26
<i>Now serving on tenure</i>	21
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Grace D. Hall	1
<i>To serve for the term ending August 31, 1911.</i> — Assistant, Catherine T. Whalen	1
<i>On Probation.</i> — Assistant, Ethel F. Smith	1
	— 24
KINDERGARTENS.— Teachers.— Number entitled to	2
<i>Now serving on tenure</i>	1
<i>On Probation.</i> — Assistant, Edith F. Russell	1
	— 2

FRANCIS PARKMAN DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 126 pupils in first grade	676
Average whole number belonging	661
TEACHERS.— Entitled to 15 regular teachers	15
<i>Now serving on tenure</i>	10
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Sub-master, Edward J. Muldoon, Master's Assistant, Fanny M. Joy; Assistants, Frances M. Flanagan, Helen K. Somers	4
<i>On Probation.</i> — Assistant, Alice E. McMurrrough	1
	— 15
KINDERGARTENS.— Teachers.— Number entitled to	2
<i>Now serving on tenure</i>	2

FRANKLIN DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 400 pupils in the first grade	1,675
Average whole number belonging	1,635
TEACHERS.— Entitled to 35 regular teachers, 3 teachers of ungraded classes	38
<i>Now serving on tenure</i>	18
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Katherine E. Cotter	1
<i>To serve for the term ending August 31, 1911.</i> — Master's Assistant, Emma F. Jenkins; Assistants, Eva M. Cotton, Agnes G. R. Fitzsimmons, Elizabeth Greenman, Violet M. Nevins, Teresa A. Tehan, Anna Sansiper, Mary J. Rogers, Alice M. Sweeney, Helen E. MacFarlane	10

<i>On Probation.</i> —Dorothy A. Busby, Gertrude K. Calnan, Margaret E. Gove, Emma R. Kaplan, Laura E. Watts, Marguerite F. Lally	6	—	35
KINDERGARTENS.— Teachers.— Number entitled to			4
<i>Now serving on tenure</i>	2		
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistants, Elsie A. Burrage, Sara E. L'Orage	2	—	4

FREDERIC W. LINCOLN DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 131 pupils in the first grade			1,044
Average whole number belonging			1,026
TEACHERS.— Entitled to 23 regular teachers, 1 teacher of an ungraded class			24
<i>Now serving on tenure</i>	9		
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> — Assistants, Edna F. Henderson, Gertrude L. Wright	2		
<i>To serve for the term ending August 31, 1911.</i> — Sub-master, Charles I. Gates; Assistants, Mary E. Bunton, Frances W. Dalrymple, Mary J. Grady, E. Cecilia Mackin, Alice F. Moore, Stella F. Thomas	7		
<i>On Probation.</i> — Master's Assistant, Lillian K. Lewis; Assist- ants, Nina M. Doanan, Susie L. Fitz, Margaret J. Lindsay, Elizabeth F. Reed, Gertrude A. Sullivan	6	—	24
KINDERGARTENS.— Teachers.— Number entitled to			2
<i>Now serving on tenure</i>	1		
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistant, Mary E. McCarthy	1	—	2

FROTHINGHAM DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 199 pupils in the first grade			1,248
Average whole number belonging			1,232
TEACHERS.— Entitled to 28 regular teachers, 1 teacher of an ungraded class			29
<i>Now serving on tenure</i>	19		
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> — Assistants, Mabel A. Collins, Frances L. Nicker- son	2		
<i>To serve for the term ending August 31, 1911.</i> — Assistants, Bertha F. Dodge, Esther L. McNellis	2		
<i>On Probation.</i> — Assistants, Mary M. Reardon, Leila E. Boles, May E. Briggs, Grace F. Cunningham, Margaret M. O'Connor,	5	—	28

KINDERGARTENS.—Teachers.—Number entitled to	2
<i>Now serving on tenure</i>	2

GASTON DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging, including 147 pupils in the first grade	1,272
Average whole number belonging	1,260
TEACHERS.—Entitled to 28 regular teachers	28
<i>Now serving on tenure</i>	20
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> —Assistant, Elizabeth M. P. Bartlett	1
<i>To serve for the term ending August 31, 1911.</i> —Assistants, Emily M. Desmond, Mary A. Dorgan, Margaret M. Lennon, Irene M. Walsh, Alice L. Williams	5
<i>On Probation.</i> —Master's Assistant, Sarah C. Winn; First Assistant, Grammar, Josephine A. Powers	2
—	28
KINDERGARTENS.—Teachers.—Number entitled to	2
<i>Now serving on tenure</i>	1
<i>On Probation.</i> —Assistant, Gertrude R. Baybutt	1
—	2

GEORGE PUTNAM DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging, including 177 pupils in the first grade	1,193
Average whole number belonging	1,167
TEACHERS.—Entitled to 27 regular teachers	27
<i>Now serving on tenure</i>	19
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistants, Charlotte E. Dogherty, Mary M. French, Anna L. Gormley, Helen M. Richardson	4
<i>On Probation.</i> —Assistants, Katherine E. Hurley ('08), Eileene R. Tewksbury, Myrtle W. Webster	3
—	26
KINDERGARTENS.—Teachers.—Number entitled to	2
<i>On Probation.</i> —First Assistant, M. Alice Costello; Assistant, Mary L. Carey	2

GILBERT STUART DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging, including 130 pupils in the first grade	840
Average whole number belonging	826
TEACHERS.—Entitled to 19 regular teachers	19
<i>Now serving on tenure</i>	13
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistants, Ella M. B. Hayes, Hazel E. Poole	2

<i>On Probation.</i> — Sub-master, John C. Riley; Assistants, Alice Y. Fellows, Helen H. Goulter	3	18
	—	4
KINDERGARTENS.— Teachers.— Number entitled to		4
<i>Now serving on tenure</i>	2	
Appointed: <i>To serve for the term ending August 31, 1911.</i> —		
Assistant, Grace L. White	1	
<i>On Probation.</i> — Assistant, Lilian A. Smith	1	
	—	4

HANCOCK DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 555 pupils in the first grade		2,101
Average whole number belonging		2,059
TEACHERS.— Entitled to 42 regular teachers, 7 teachers of ungraded classes, 1 teacher of special class		50
<i>Now serving on tenure</i>	36	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Geraldine F. Corbett	1	
<i>To serve for the term ending August 31, 1911.</i> — Assistants, Frances Burnce, Jessie C. Davidson	2	
<i>On Probation.</i> — First Assistant in Charge, Annie M. Niland; Assistants, Laura S. Fearing, Helen L. Good, Olive E. Barry, Florence M. Remon, Mary G. Coyle, Kathryn E. G. Barry, Anna M. Muldoon; Assistant in Charge of Special Class, Anna B. Liddell	9	48
	—	10
KINDERGARTENS.— Teachers.— Number entitled to		10
<i>Now serving on tenure</i>	4	
Appointed: <i>To serve for the term ending August 31, 1911.</i> —		
First Assistant, Julia E. Keith; Assistants, Bertha V. Martin, Ethel S. Murkland, Agnes G. Ryan, Anna E. Fiske	5	
<i>On Probation.</i> — Assistant, Elizabeth J. Mahoney	1	
	—	10

HARVARD DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 199 pupils in the first grade		1,030
Average whole number belonging		1,001
TEACHERS.— Entitled to 24 regular teachers		24
<i>Now serving on tenure</i>	17	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Lucy C. Wiig	1	
<i>To serve for the term ending August 31, 1911.</i> — Sub-master, Philo C. Noon; First Assistant in Charge, Catherine G. Foley; Assistants, Genevieve Costello, Pauline M. Garey, Alice G. Ryan	5	
<i>On Probation.</i> — Assistant, Annie L. Donovan	1	
	—	24

KINDERGARTENS.— Teachers.— Number entitled to	4
<i>Now serving on tenure</i>	3
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Alice C. Ringer	1
	— 4

HENRY L. PIERCE DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 201 pupils in the first grade	1,279
Average whole number belonging	1,248
TEACHERS.— Entitled to 29 regular teachers	29
<i>Now serving on tenure</i>	18
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Catherine J. Norton	1
<i>To serve for the term ending August 31, 1911.</i> — Assistants, Annie I. Heffernan, Alice G. Haggerty, Frances L. Eager, Gertrude L. McCormick, Annie M. Coveney, Marie L. Mahoney, Pauline F. Rafter, Hannah Greenburg	8
<i>On Probation.</i> — Assistants, Florence M. Miller, Helen L. Irons	2
	— 29
KINDERGARTENS.— Teachers.— Number entitled to	4
<i>Now serving on tenure</i>	2
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistants, Ethel M. Coleman, Eleanor L. Rand	2
	— 4

HUGH O'BRIEN DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 282 pupils in the first grade	1,636
Average whole number belonging	1,605
TEACHERS.— Entitled to 37 regular teachers	37
<i>Now serving on tenure</i>	25
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Mary P. Barry, Alice Church	2
<i>To serve for the term ending August 31, 1911.</i> — Sub-master, Edwin I. Beal; Assistants, Thomas E. Kelley, Louise Townsend, Mary F. McGoldrick, Helen M. West, Deborah F. Barry,	6
<i>On Probation.</i> — Assistants, Bessie G. Russell, Carolyn B. Supple, Mary J. Hynes, Edward J. Looby	4
	— 37
KINDERGARTENS.— Teachers.— Number entitled to	5
<i>Now serving on tenure</i>	2
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistant, Anna L. Smith	1
<i>On Probation.</i> — First Assistant, Helen B. Foster; Assistant, Josephine A. Hurley	2
	— 5

HYDE DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging, including 170 pupils in the first grade	1,125
Average whole number belonging	1,100
TEACHERS.—Entitled to 24 regular teachers, 2 teachers of ungraded classes, 1 teacher of a special class	27
<i>Now serving on tenure</i>	20
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Ellen J. Stuart	1
<i>To serve for the term ending August 31, 1911.</i> —Assistants, Ellen J. Brosnahan, Zelpha L. Thayer, Edith M. Snow, Jane Hay	4
<i>On Probation.</i> —Assistant, Mary E. Brennan	1
	— 26
KINDERGARTENS.—Teachers.—Number entitled to	2
<i>Now serving on tenure</i>	2

JEFFERSON DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging, including 141 pupils in the first grade	870
Average whole number belonging	800
TEACHERS.—Entitled to 19 regular teachers	19
<i>Now serving on tenure</i>	14
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Sub-master, John W. Lillis; Assistant, Vincent A. Keenan	2
<i>To serve for the term ending August 31, 1911.</i> —Assistant, Helen E. Wray	1
<i>On Probation.</i> —Assistant, Margaret M. Kelly	1
	— 18
KINDERGARTENS.—Teachers.—Number entitled to	4
<i>Now serving on tenure</i>	2
Appointed: <i>To serve for the term ending August 31, 1911.</i> —Assistant, Christine E. Glynn	1
<i>On Probation.</i> —First Assistant, Mary M. Oswald	1
	— 4

JOHN A. ANDREW DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging, including 221 pupils in the first grade	1,449
Average whole number belonging	1,420
TEACHERS.—Entitled to 32 regular teachers, 1 teacher of an ungraded class	33
<i>Now serving on tenure</i>	24
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Maud E. McClure	1

<i>On Probation.</i> — Assistants, Helen E. Brady, M. Perlie Clark, Mary J. Leonard, Margaret C. Regan, Sarah E. Stack, Mary D. Welsh	6	—	31
KINDERGARTENS.— Teachers.— Number entitled to			2
<i>Now serving on tenure</i>	1		
<i>On Probation.</i> — Assistant, Ethel M. Jones	1	—	2

LAWRENCE DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 303 pupils in the first grade			1,187
Average whole number belonging			1,154
TEACHERS.— Entitled to 26 regular teachers, 2 teachers of ungraded classes			28
<i>Now serving on tenure</i>	17		
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Sub- master, Edwin C. Howard; Assistants, Edward J. Carroll, Mary L. Moran, John A. O'Keefe, Jr., Catherine E. Halligan, Mary F. O'Brien	6		
<i>On Probation.</i> — First Assistant in Charge, Emma Britt; Assist- ants, Florence Herbsman, Mary A. Manning	3	—	26
KINDERGARTENS.— Teachers.— Number entitled to			4
<i>Now serving on tenure</i>	3		
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> — Assistant, Florence J. Crawford	1	—	4

LEWIS DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 258 pupils in the first grade			1,702
Average whole number belonging			1,682
TEACHERS.— Entitled to 37 regular teachers, 2 teachers of ungraded classes, 1 teacher of a disciplinary class			40
<i>Now serving on tenure</i>	28		
Appointed: <i>To serve during the pleasure of the School Commit- tee.</i> — Assistants, Anna V. Fallon, Mary M. Gormley	2		
<i>To serve for the term ending August 31, 1911.</i> — Assistants, Miriam J. Bronski, Dorothy M. Carney, Alice H. Fogarty, James F. Tyrrell	4		
<i>On Probation.</i> — First Assistant in Charge, Marguerite G. Brett; Assistants, Mary A. J. Brady, Louise M. Fitzpatrick, Mary I. Foley, Josephine P. Follen, Marie M. McLaughlin	6	—	40
KINDERGARTENS.— Teachers.— Number entitled to			5
<i>Now serving on tenure</i>	2		

Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Grace M. Rayner	1	
<i>To serve for the term ending August 31, 1911.</i> — Assistant, Esther Babcock, Ethel Hutchinson	2	5
	—	

LONGFELLOW DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 235 pupils in the first grade	996
Average whole number belonging	986

TEACHERS.— Entitled to 22 regular teachers, 1 teacher of an ungraded class	23
<i>Now serving on tenure</i>	15
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elnora O. C. Standish	1
<i>To serve for the term ending August 31, 1911.</i> — Sub-master, John Carroll; Assistants, Mary J. Driscoll, Helen M. Fogarty, Mabel A. Hebb, Elizabeth A. Keenan	5
<i>On Probation.</i> — Assistants, Lulu Godfrey, Mary E. Shea	2
	— 23

KINDERGARTENS.— Teachers.— Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistant, Katherine A. Daly	1
	— 2

LOWELL DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 218 pupils in the first grade	1,287
Average whole number belonging	1,273

TEACHERS.— Entitled to 28 regular teachers, 1 teacher of an ungraded class	29
<i>Now serving on tenure</i>	21
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Master's Assistant, Mary E. G. Collagan; Assistant, Ethelyn C. Hallstrom	2
<i>To serve for the term ending August 31 1911.</i> — Assistants, Mary Crampton, Louise Graham, Katharine E. McEnroe	3
<i>On Probation.</i> — Assistants, Marguerite M. McKenna, Christina W. MacLachlan	2
	— 28

KINDERGARTENS.— Teachers.— Number entitled to	4
<i>Now serving on tenure</i>	2
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistants, Ruth Dasey, Sarah H. Pratt	2
	— 4

LYMAN DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging, including 434 pupils in the first grade	2,238
Average whole number belonging	2,208

TEACHERS.—Entitled to 48 regular teachers, 3 teachers of ungraded classes, 1 teacher of special class	52
<i>Now serving on tenure</i>	30
Appointed: <i>To serve during the pleasure of the School Commit- tee.</i> —Assistant, Lillian A. McCall	1
<i>To serve for the term ending August 31, 1911.</i> —Assistants, Myrtle A. Adams, Mary C. Burns, Mary C. Carr, Harriet L. Dahl, Frances E. Donovan, Mary E. Fennelly, Margaret R. Flanagan, May Harty, Harriet L. Jewell, Mildred R. Kimball, Helena McGinnis, Agnes M. Mahoney, Gertrude E. Mayo, Alice D. Murley, Alice E. Steer, Anna E. Theisinger, Mary B. Waldstein	17
<i>On Probation.</i> —Assistants, Mary E. Keenan, Mary E. Lowder, John J. Murray, Jennie A. Tyrrell	4
	— 52

KINDERGARTENS.—Teachers.—Number entitled to	8
<i>Now serving on tenure</i>	3
Appointed: <i>To serve during the pleasure of the School Commit- tee.</i> —First Assistant, Marion R. Fenno; Assistants, Bernice A. Hill, Maude Sprague	3
<i>To serve for the term ending August 31, 1911.</i> —Assistants, Sibylla R. Crawford, Mabel G. Finlay	2
	— 8

MARTIN DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging, including 81 pupils in the first grade	835
Average whole number belonging	820

TEACHERS.—Entitled to 19 regular teachers	19
<i>Now serving on tenure</i>	16
Appointed: <i>To serve during the pleasure of the School Commit- tee.</i> —Assistants, Mary C. Rogers, Clara S. Ziersch	2
<i>To serve for the term ending August 31, 1911.</i> —Sub-master, Arthur L. Gould	1
	— 19

KINDERGARTENS.—Teachers.—Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistant, Alice L. Brummett	1
	— 2

MARY HEMENWAY DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging, including 203 pupils in the first grade	1,444	
Average whole number belonging	1,438	
TEACHERS.—Entitled to 33 regular teachers	33	
<i>Now serving on tenure</i>	23	
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Gertrude E. Kendall	1	
<i>To serve for the term ending August 31, 1911.</i> —Assistants, Annie S. Hagarty, Annie L. McGrory, Evelyn G. McGinley, Anna L. McMurry, Mary E. Marron, Lillian G. Pattinson, Ellen L. Roche	7	
<i>On Probation.</i> —First Assistant in Charge, Bertha F. Cudworth; Assistant, Florence M. Fogarty	2	33
	—	
KINDERGARTENS.—Teachers.—Number entitled to	4	
<i>Now serving on tenure</i>	2	
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Clara A. Perkins	1	
<i>To serve for the term ending August 31, 1911.</i> —Assistant, A. Olive Wigley	1	4
	—	

MATHER DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging, including 296 pupils in the first grade	2,069	
Average whole number belonging	2,022	
TEACHERS.—Entitled to 46 regular teachers, 1 teacher of an ungraded class	47	
<i>Now serving on tenure</i>	36	
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Martha A. Norton	1	
<i>To serve for the term ending August 31, 1911.</i> —Assistants, Minnie A. Day, Rena Lewis, M. Cecilia Power, Mary R. Stapleton, Mary A. Starkey, Mary E. Vogel	6	
<i>On Probation.</i> —Assistants, Frances G. Dixon, Rebecca F. Silbert	2	45
	—	
KINDERGARTENS.—Teachers.—Number entitled to	4	
Appointed: <i>To serve for the term ending August 31, 1911.</i> —Assistants, Grace R. Hallett, Mary I. F. Montgomery	2	
<i>On Probation.</i> —First Assistants, Ada Cushing, Nellie S. Morris	2	4
	—	

MINOT DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging, including 151 pupils in the first grade	755
Average whole number belonging	747

TEACHERS.— Entitled to 17 regular teachers	17
<i>Now serving on tenure</i>	11
Appointed: <i>To serve for the term ending August 31, 1911.</i> —	
Assistants, Anna E. Burke, Grace E. Feeney, Evelyn A. Gammons, Elizabeth L. Keefe	4
<i>On Probation.</i> — Assistant, Isabel E. Clark	1
	— 16
KINDERGARTEN.— Teachers.— Number entitled to	1
<i>Now serving on tenure</i>	1

NORCROSS DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 222 pupils in the first grade	1,132
Average whole number belonging	1,101
TEACHERS.— Entitled to 24 regular teachers, 2 teachers of ungraded classes	26
<i>Now serving on tenure</i>	18
Appointed: <i>To serve for the term ending August 31, 1911.</i> —	
Assistants, Estelle C. Chase, Anna F. Gorman, Jennie M. Gray, Katherine J. Kincaide, Alice B. Stebbins	5
<i>On Probation.</i> — Assistants, Margaret M. Kenney, Marguerite V. Murphy	2
	— 25
KINDERGARTENS.— Teachers.— Number entitled to	2
<i>Now serving on tenure</i>	1
<i>On Probation.</i> — Assistant, Clare E. McIntosh	1
	— 2

OLIVER HAZARD PERRY DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 163 pupils in the first grade	1,166
Average whole number belonging	1,120
TEACHERS.— Entitled to 27 regular teachers	27
<i>Now serving on tenure</i>	19
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Sub-master, Stanley A. Starratt; Assistants, Agnes E. Barry, Margaret A. Cronin, Anna M. Cogan	4
<i>To serve for the term ending August 31, 1911.</i> — Assistant, Edith M. Robertson	1
<i>On Probation.</i> — Assistant, Bridget A. Hurley	1
	— 25
KINDERGARTENS.— Teachers.— Number entitled to	2
<i>Now serving on tenure</i>	1
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elsie M. Gannon	1
	— 2

OLIVER WENDELL HOLMES DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging, including 337 pupils in the first grade and 115 pupils in Franklin Park School		2,395
Average whole number belonging (not including Franklin Park School)		2,203
TEACHERS.—Entitled to 51 regular teachers, 1 teacher of an ungraded class, and 6 teachers in Franklin Park School . . .		58
<i>Now serving on tenure</i> (including 3 in Franklin Park School) . . .		32
Appointed: <i>To serve during the pleasure of the School Committee.</i> —First Assistant in Charge, Katherine J. Daily; Assistants, Marietta H. Délaney, Catherine A. Gartland, Katherine G. Sheehan		4
<i>To serve for the term ending August 31, 1911.</i> —Sub-master, John J. Cummings; Assistants, Frances M. Bell, Genevieve R. Dore, Rose M. Driscoll, Susie J. McCloskey, Josephine A. Merrick, Angela M. Pearce, Lena A. Sherwood, Grace V. Walsh		9
<i>On Probation.</i> —First Assistant in Charge, Franklin Park School, Helen M. Mead; Assistants, Elizabeth M. Cleary, Esther L. Cogan, Anna L. Cronin, May M. Gordon, Frederick A. Guindon, Alice V. Kiely, Clara H. Parris, Regina E. Rolfe, Ida F. Wall, Blanch P. Williams; Assistants, Franklin Park School, Iola D. Yates, Kathleen C. Doheny		13
		— 58
KINDERGARTENS.—Teachers.—Number entitled to		7
<i>Now serving on tenure</i>		2
Appointed: <i>To serve for the term ending August 31, 1911.</i> —Assistants, Grace E. Brett, Helen G. Gormley		2
<i>On Probation.</i> —First Assistant, Helen L. Brown; Assistants, Esther Campbell, Gertrude M. Glynn		3
		— 7

PHILLIPS BROOKS DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging, including 343 pupils in the first grade		2,163
Average whole number belonging		2,122
TEACHERS.—Entitled to 49 regular teachers		49
<i>Now serving on tenure</i>		24
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Sub-master, James A. Treanor; Assistants, Fannie Barnett, Jane K. Daly, Grace M. Hart, Dora E. McCarty, Catherine J. Sullivan, Helen S. S. Wilkinson		7

<i>To serve for the term ending August 31, 1911.</i> —Assistants,	
Minnie B. Conant, Eleanor P. Cox, Frances E. Dailey, Mary L. Fogarty, Eunice C. Hearn, Constance Horsford, Lavinia M. MacLean, Elizabeth H. Mahar, Gertrude Stahl, Henrietta L. Wallburg, Madeline M. Waxer	11
<i>On Probation.</i> —Assistants, Evelyn E. Bickford, Norine G. Doyle, Ella G. Finn, Martha L. Ireland, Alice G. Kelley, Caroline G. Tunis	
	6
	— 48
KINDERGARTENS.—Teachers.—Number entitled to	
	8
<i>Now serving on tenure</i>	
	4
Appointed: <i>To serve for the term ending August 31, 1911.</i> —	
Assistant, Jessie M. G. Wilkinson	1
<i>On Probation.</i> —First Assistant, Amy E. Lang; Assistants, Margaret M. Riley, Mabel V. Mulrey	
	3
	— 8

PRESCOTT DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging,	
including 168 pupils in the first grade	1,009
Average whole number belonging	982
TEACHERS.—Entitled to 23 regular teachers	
	23
<i>Now serving on tenure</i>	
	18
Appointed: <i>To serve for the term ending August 31, 1911.</i> —	
Assistants, Helen I. Bridge, Elizabeth V. Mahoney	2
<i>On Probation.</i> —Assistants, Marguerite V. Brickley, Gertrude E. Welch, Gertrude E. Flynn	
	3
	— 23
KINDERGARTENS.—Teachers.—Number entitled to	
	2
<i>Now serving on tenure</i>	
	2

PRINCE DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging,	
including 117 pupils in the first grade	939
Average whole number belonging	921
TEACHERS.—Entitled to 21 regular teachers, 1 teacher of an ungraded class	
	22
<i>Now serving on tenure</i>	
	21
Appointed: <i>To serve for the term ending August 31, 1911.</i> —	
Assistant, Ellen G. Wiseman	1
	— 22
KINDERGARTENS.—Teachers.—Number entitled to	
	2
<i>Now serving on tenure</i>	
	2

QUINCY DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging,	
including 266 pupils in the first grade	1,292
Average whole number belonging	1,278

TEACHERS.— Entitled to 26 regular teachers, 4 teachers of ungraded classes	30
<i>Now serving on tenure</i>	16
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Lillian D. Pierce	1
<i>To serve for the term ending August 31, 1911.</i> — Assistants, A. Teresa Fennelly, Lavina M. Grimes, Alice M. Roche, Lillian M. Watts	4
<i>On Probation.</i> — Sub-master, Alton C. Churbuck; Assistants, Mary M. Fitzgerald, Sarah H. Gallagher, Mary A. A. Haverty, Mary J. McAuliffe, Mary A. Molloy, Elizabeth L. Prendergast, Gertrude P. Tobin, Elizabeth J. Turnbull	9
	— 30
KINDERGARTENS.— Teachers.— Number entitled to	8
<i>Now serving on tenure</i>	2
<i>On Probation.</i> — First Assistants, Edith C. Johnson, Emma F. Temple; Assistants, Loretta W. Dinn, Leanna A. Hicks, Edna K. Lane, Ruth E. York	6
	— 8

RICE DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 106 pupils in the first grade	963
Average whole number belonging	934
TEACHERS.— Entitled to 20 regular teachers, 2 teachers of ungraded classes, 1 teacher of a disciplinary class	23
<i>Now serving on tenure</i>	13
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistants, Helen M. Connelly, Katherine C. Brady, Elinor Maher, Archer M. Nickerson, Alice J. F. Kane, J. Vida Spear; Assistant in charge of Disciplinary Class, F. Helen Mayo	7
<i>On Probation.</i> — Assistants, Emma A. Brust, Julia M. Fitzpatrick, Alma M. Nilson	3
	— 23
KINDERGARTEN.— Teachers.— Number entitled to	1
Appointed: <i>To serve for the term ending August 31, 1911.</i> — First Assistant, Evelyn L. Barrows	1

ROBERT G. SHAW DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 103 pupils in the first grade	782
Average whole number belonging	771
TEACHERS.— Entitled to 18 regular teachers	18
<i>Now serving on tenure</i>	13
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistants, Rita G. Baker, Martha B. Johnson	2
<i>On Probation.</i> — Assistants, Mary E. Alkern, Adeline J. Oswald,	2
	— 17

KINDERGARTENS.— Teachers.— Number entitled to	3
<i>Now serving on tenure</i>	2
Appointed: <i>To serve for the term ending August 31, 1911.</i> —	
Assistant, Stella W. Seymour	1
	— 3

ROGER WOLCOTT DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 294 pupils in the first grade	1,709
Average whole number belonging	1,688
TEACHERS.— Entitled to 39 regular teachers	39
<i>Now serving on tenure</i>	23
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Margaret C. McCloskey, Anna F. Maybury,	2
<i>To serve for the term ending August 31, 1911.</i> — Assistants, Nellie E. Briggs, Irene A. Dooley, Helen F. Farrell, Mary E. Jenkins, Margaret E. Kelleher, Sigrid T. Larson, Alice G. Meade, Florence M. Murphy, Julia R. O'Brien, Bertha C. Quinnam, Anna L. Sullivan	11
<i>On Probation.</i> — Assistants, Mary L. Barry, Annie E. I. Dixon, Mary J. Donaher	3
	— 39
KINDERGARTENS.— Teachers.— Number entitled to	6
<i>Now serving on tenure</i>	2
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Marguerite C. McDermott	-
<i>To serve for the term ending August 31, 1911.</i> — First Assistant, Lucy E. Low	1
<i>On Probation.</i> — Assistant, Katherine E. Peard	1
	— 5

SHERWIN DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 203 pupils in the first grade	1,131
Average whole number belonging	1,094
TEACHERS.— Entitled to 25 regular teachers, 1 teacher of an ungraded class	26
<i>Now serving on tenure</i>	20
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Rose L. Hurvitz, Catherine G. Sheahan	2
<i>To serve for the term ending August 31, 1911.</i> — Assistants, Florence Rice, Rebecca E. Carson	2
<i>On Probation.</i> — Sub-master, Clarence H. Jones; Assistant, Katherine E. Hurley ('05)	2
	— 26
KINDERGARTENS.— Teachers.— Number entitled to	5
<i>Now serving on tenure</i>	1

Appointed: *To serve for the term ending August 31, 1911.*—

First Assistant, Beulah S. Cone; Assistant, Frances A. English	2	.
<i>On Probation.</i> — Assistants, Grace M. Welch, Clare S. English	2	
	—	5

SHURTLEFF DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 123 pupils in the first grade		879
Average whole number belonging		859
TEACHERS.— Entitled to 18 regular teachers, 2 teachers of ungraded classes		20
<i>Now serving on tenure</i>	16	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Mary L. O'Neill	1	
<i>To serve for the term ending August 31, 1911.</i> — Assistants, Annie E. Flood, Alice M. Riley	2	
<i>On Probation.</i> — Assistant, Annie H. FitzGerald	1	
	—	20
KINDERGARTENS.— Teachers.— Number entitled to		3
<i>Now serving on tenure</i>		3

THOMAS GARDNER DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 221 pupils in the first grade		1,281
Average whole number belonging		1,268
TEACHERS.— Entitled to 28 regular teachers, 1 teacher of an ungraded class		29
<i>Now serving on tenure</i>	17	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Julia B. Harvell, Grace A. Kelleher	2	
<i>To serve for the term ending August 31, 1911.</i> — Sub-master, Herbert F. Sylvester; Assistants, Margaret T. Casey, Mary E. Cosgrove, Bertha E. Davis, Edna C. Farrington, Annie C. Forbes, Eva M. Neth	7	
<i>On Probation.</i> — Master's Assistant, Maude E. Rice; Assistants, Imogene J. M. Conland, Agnes Keefe	3	
	—	29
KINDERGARTENS.— Teachers.— Number entitled to		5
<i>Now serving on tenure</i>	4	
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistant, Dorothy Hill	1	
	—	5

THOMAS N. HART DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 213 pupils in the first grade		1,278
Average whole number belonging		1,227

TEACHERS.— Entitled to 29 regular teachers	29
<i>Now serving on tenure</i>	23
Appointed: <i>To serve for the term ending August 31, 1911.</i> —	
Assistants, Lillian G. Morris, Joseph A. F. O'Neil	2
<i>On Probation.</i> — Assistants, Catherine L. Levins, Bessie M. Manary	2
	— 27
KINDERGARTENS.— Teachers.— Number entitled to	4
<i>Now serving on tenure</i>	1
Appointed: <i>To serve for the term ending August 31, 1911.</i> —	
First Assistant, Emily E. Willett; Assistant, Dorothy Fairbanks	2
<i>On Probation.</i> — Assistant, Agnes R. Maloy	1
	— 4

WARREN DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 191 pupils in the first grade	1,120
Average whole number belonging	1,097
TEACHERS.— Entitled to 25 regular teachers	25
<i>Now serving on tenure</i>	17
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant in Charge, Caroline E. Morse; Assistant, Helen T. Carmody	2
<i>On Probation.</i> — Sub-master, James T. Donovan; Assistants, Mary E. Mullen, Susan T. Rooney, Jessie B. Smith	4
	— 23
KINDERGARTENS.— Teachers.— Number entitled to	4
<i>Now serving on tenure</i>	2
Appointed: <i>To serve for the term ending August 31, 1911.</i> —	
Assistants, Marie A. Robbins, Dora Weisman	2
	— 4

WASHINGTON DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 327 pupils in the first grade	2,045
Average whole number belonging	2,021
TEACHERS.— Entitled to 43 regular teachers, 5 teachers of ungraded classes	48
<i>Now serving on tenure</i>	26
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Grammar, James M. Murdock	1
<i>To serve for the term ending August 31, 1911.</i> — First Assistant in Charge, Eleanor B. Jamison; Assistants, Josephine T. Collagan, Mary V. Cronin, Katherine L. Driscoll, Mary C. Locke, Alice E. MacKusick, Myra K. Parker, Minnie D. Penzanski, Charlotte R. Weild, Helena R. Baldrey, Emily M.	

Curtis, Mary F. Driscoll, Matilda J. Graumann, Frances C. Lamb, Mary H. Leavey, Mary T. Lynch, Alice H. O'Connell, Katie Roud, M. Claire Cooper	19	
<i>On Probation.</i> — Assistants, Margaret E. McMahon, M. Gertrude Rebholz	2	— 48
KINDERGARTENS.— Teachers.— Number entitled to		4
<i>Now serving on tenure</i>	3	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elizabeth A. Lyons	1	
	—	4

WASHINGTON ALLSTON DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 92 pupils in the first grade		839
Average whole number belonging		824
TEACHERS.— Entitled to 19 regular teachers		19
<i>Now serving on tenure</i>	15	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Sub-master, Louis P. Nash	1	
<i>To serve for the term ending August 31, 1911.</i> — Assistant, Annabelle L. Troupe	1	
<i>On Probation.</i> — Assistant, Bessie E. Warren	1	— 18
KINDERGARTENS.— Teachers.— Number entitled to		2
<i>Now serving on tenure</i>	1	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Jessie A. Adams	1	
	—	2

WELLS DISTRICT.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 527 pupils in the first grade		2,222
Average whole number belonging		2,192
TEACHERS.— Entitled to 48 regular teachers, 3 teachers of ungraded classes, 1 teacher of special class		52
<i>Now serving on tenure</i>	34	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Master's Assistant, Elizabeth Campbell; Assistant, Laura W. Cook	2	
<i>To serve for the term ending August 31, 1911.</i> — Assistants, Alice M. Conley, Hazel P. Gore, Eleanore E. Hubbard, Dora L. Lourie, Lena H. Romberg, Fannie W. Weeks, Maizie E. Wilson, Agnes McCloskey, Mary F. O'Neil; Assistant in Charge of Special Class, Ambrosine Salsbury	10	
<i>On Probation.</i> — First Assistant in Charge, Alicia I. Collison; Assistants, Helen C. Schmidt, Martha E. Daniels, Margaret Kenneally, Eileene A. Sweeney	5	— 51

KINDERGARTENS.—Teachers.—Number entitled to	8
<i>Now serving on tenure</i>	3
Appointed: <i>To serve for the term ending August 31, 1911.</i> —	
Assistants, Dora L. Adler, Fannie M. Gueth, Helen T. O'Reilly	3
<i>On Probation.</i> —First Assistant, Hetty B. Schriftgeisser; Assistant, Mary L. Holmes	2
	— 8

WENDELL PHILLIPS DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging	1,380
Average whole number belonging	1,370
TEACHERS.—Entitled to 26 regular teachers, 7 teachers of ungraded classes	33
<i>Now serving on tenure</i>	20
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Sub-master, Edgar E. Hulse; Assistants, Agnes B. Doyle, Susan A. McKenna	3
<i>To serve for the term ending August 31, 1911.</i> —Sub-master, Joel W. Reynolds; Assistants, William T. Miller, Mary E. Smith, Laura J. Westcott	4
<i>On Probation.</i> —Assistants, Winifred M. Folan, Marie E. McCue, Mary T. Sherry, Katharine W. Moffatt, Mary C. Culhane	5
	— 32

WILLIAM E. RUSSELL DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging, including 222 pupils in the first grade	1,498
Average whole number belonging	1,486
TEACHERS.—Entitled to 34 regular teachers	34
<i>Now serving on tenure</i>	25
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Stella M. Coates	1
<i>To serve for the term ending August 31, 1911.</i> —Assistants, Grace M. Cavanagh, Mary K. Corbett, Josephine M. Haney, Mary C. Sullivan, Caroline J. Trommer	5
<i>On Probation.</i> —Assistants, Rose A. Conry, William J. Renison, Jr., Nellie B. Vinal	3
	— 34
KINDERGARTENS.—Teachers.—Number entitled to	2
<i>On Probation.</i> —First Assistant, Elizabeth E. Curley; Assistant, Josephine L. Kelly	2
	— 2

WINTHROP DISTRICT.

ELEMENTARY SCHOOLS.—Greatest whole number belonging, including 180 pupils in first grade	1,186
Average whole number belonging	1,170

TEACHERS.— Entitled to 23 regular teachers, 3 teachers of ungraded classes, and 1 teacher of a special class	27
<i>Now serving on tenure</i>	18
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Effie E. Beal	1
<i>To serve for the term ending August 31, 1911.</i> — Assistants, Mabel A. Grogan, Grace E. Maloney, Elizabeth M. McDermott, Theresa M. Stack, Elizabeth A. Welsh	5
<i>On Probation.</i> — Assistants, Mary A. G. Jones, Alice T. McNamara, Mary E. Nugent	3
	— 27
KINDERGARTEN.— Teachers.— Number entitled to	1
<i>Now serving on tenure</i>	1

HORACE MANN SCHOOL FOR THE DEAF.

ELEMENTARY SCHOOLS.— Greatest whole number belonging, including 28 pupils in the first grade	158
Average whole number belonging	154
TEACHERS.— Entitled to 16 regular teachers	16
<i>Now serving on tenure</i>	15
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Amy M. Pleadwell	1
	— 16

SCHOOL ON SPECTACLE ISLAND.

TEACHER.— <i>On Probation</i> — Mary L. Brennan	1
---	---

DAY INDUSTRIAL SCHOOLS.

Trade School for Girls.

Greatest whole number belonging	272
Appointed: <i>To serve for the term ending August 31, 1911.</i> — Assistant, Laura F. Wentworth	1

DRAWING AND MANUAL TRAINING.

Drawing.

<i>Now serving on tenure</i>	2
<i>On Probation.</i> — Assistants in Drawing, Grace E. Hackett, Grace A. Reed, Harriet F. Smith	3
	— 5

Manual Training.

<i>Now serving on tenure</i>	29
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Instructor in Manual Training, Margaret A. Mahony; Assistant Instructors in Manual Training, Grace E. Hayden, Elise Jonsson, Charlotte M. Maloney, Sarah I. Wilson	5

<i>To serve for the term ending August 31, 1911.</i> — Assistant Instructors in Manual Training, Ella L. Bresnehen, Alice S. Bryant, Katharine L. Colbert, Helen M. Ekstrom, Blanche S. Hall, Martha E. Hall, Nellie N. Nolan, Mary T. Baker	8	
<i>On Probation.</i> — Instructors in Manual Training, Mary C. Barstow, Florence P. Donelson, Mary I. Donlan, William A. England, Anna S. Streijffert; Assistant Instructors in Manual Training, Mary H. Baker, Mabel E. Bemis, Ada C. Brownell, Eva G. Davis, Madelaine B. Fisher, Bessie D. James, Sallie C. Johnson, Joseph J. Landall, Annie G. McCabe, Karin Sellman	15	— 57

HOUSEHOLD SCIENCE AND ARTS.

Cookery.

<i>Now serving on tenure</i>	19	
TEACHERS.— Appointed: <i>To serve during the pleasure of the School Committee.</i> — Elizabeth D. Chadwell, Catherine F. Clifford, Anna E. Muldoon, Alice R. Merrick	4	
<i>To serve for the term ending August 31, 1911.</i> — Mary W. Cauley, Sarah L. Cauley, Josephine W. Cowan, Mary A. Geary, Mary E. Kinsley, Clara J. O'Brien, Helen A. Parker, Gertrude A. Power	8	
<i>On Probation.</i> — Jessie A. Atkinson, Florence A. Brady, Madalene I. Curry, Elizabeth B. Cushing, Margaret M. Downing, Carrie E. Hoit	6	— 37

Sewing.

<i>Now serving on tenure</i>	34	
TEACHERS.— Appointed: <i>To serve during the pleasure of the School Committee.</i> — Katherine M. Mahoney	1	
<i>To serve for the term ending August 31, 1911.</i> — Kate Farlin, Katharine E. Flanagan, Anastasia Gannon, Annie L. Killion, Marguerite S. King, Margaret McDonald, Mary A. Mulvey, Adeline M. Norton, Elizabeth L. Rogers	9	
<i>On Probation.</i> — Helena M. Doherty, Nellie E. Dunne, Alice H. Healy, Ellen J. McMorro, Elizabeth C. Menn, Ellen M. Wight	6	— 50

SCHOOL HYGIENE.

Appointed: *To serve for the term ending August 31, 1911.*— Medical Inspector, Arthur C. Jelly; Assistant Nurses, Laura H. Barbrick, Mary F. Buckley, Sarah M. Cahoon, Mary Callaghan, Elizabeth R. R. Card, Edith S. Cooke, Miriam H. Crowell, Helena M. Daly, Mary A. Didham, Jennie R. Dix, Mary S. Doherty, Mary F. Donovan, Ellen M. Dwyer, Josephine Ellis, Alice B. Felton, Katharine Fitzgerald,

Amalia H. Grover, Annie I. Hollings, Mabel A. Hunter, Mary G. Kenny, Mary Martin, Helen F. McCaffrey, Katharine O'Callaghan, Agnes I. Quirk, Anna Regan, Sadie G. Reynolds, Edith W. Sheehan, Emily A. Snow, Alice M. Sweeney, Alma Taylor, Hulda H. Tingley, Frances Z. Flannery, Harriet A. Shaw	34
<i>On Probation.</i> — Assistant Nurse, Blanche Wildes	1
	— 35

PART III.

REAPPOINTMENTS OF TEACHERS OF PHYSICAL TRAINING AND MILITARY DRILL.

SCHOOL HYGIENE.

<i>Now serving on tenure</i>	2	
<i>Appointed: To serve for the term ending August 31, 1911.—</i>		
Instructor in Athletics, John D. O'Reilly; Assistant Instructors in Athletics, James H. Crowley,* Leo H. Leary, William C. Matthews, Fred L. O'Brien, John J. O'Donnell, Jr., M. Joseph Redding	7	
<i>On Probation.—</i> Assistant Director, Ernst Hermann; Assistant Instructor in Athletics, Frederick J. O'Brien		
	2	— 11

MILITARY DRILL.

<i>Now serving on tenure</i>	2	
<i>On Probation.—</i> Assistant Instructor in Military Drill, Charles H. Ranlett		
	1	— 3

PHYSICAL TRAINING INSTRUCTORS IN HIGH SCHOOLS.

<i>Now serving on tenure:</i>		
Girls' Latin School	1	
Brighton High School	1	
Girls' High School	1	
Roxbury High School	1	
South Boston High School	1	— 5
<i>Appointed: To serve for the term ending August 31, 1911.—</i>		
Charlestown High School, Special Instructor in Physical Training, Miriam Harris.		
East Boston High School, Special Instructor in Physical Training, Marjorie Bouve.		
High School of Practical Arts, Special Assistant Instructor in Physical Training, Ellen A. Whalen		
	3	
<i>On Probation:</i>		
Normal School, First Assistant, Head of Department, Laura S. Plummer.		

* On leave of absence for school year 1909-10.

Girls' Latin School, Special Assistant Instructor in Physical Training, Florence R. Skinner.

Dorchester High School, Special Instructor in Physical Training, Mary F. Stratton; Special Assistant Instructor in Physical Training, Gertrude A. Poor.

Girls' High School, Special Assistant Instructor in Physical Training, Mary E. Austin.

Roxbury High School, Special Assistant Instructor in Physical Training, Caroline B. Besarick.

South Boston High School, Special Assistant Instructor in Physical Training, Florence M. Young.

West Roxbury High School, Special Instructor in Physical Training, Florence L. Carter 8

— 16

Respectfully submitted,

STRATTON D. BROOKS,
Superintendent of Public Schools.

SCHOOL DOCUMENT NO. 5—1910
BOSTON PUBLIC SCHOOLS

OUTLINES AND SUGGESTIONS TO
ACCOMPANY THE PROVISIONAL
COURSE OF STUDY IN GEOGRAPHY
FOR THE ELEMENTARY SCHOOLS



BOSTON
PRINTING DEPARTMENT
1910

OF THE BOARD OF SUPERVISORS
AND THE BOARD OF HEALTH
AND THE BOARD OF PUBLIC WORKS
AND THE BOARD OF PUBLIC UTILITIES
AND THE BOARD OF PUBLIC SAFETY
AND THE BOARD OF PUBLIC WELFARE



OUTLINES AND SUGGESTIONS TO ACCOMPANY THE PROVISIONAL COURSE OF STUDY IN GEOGRAPHY.

PREPARED BY THE FOLLOWING COMMITTEE.

Robert E. Burke	Assistant Superintendent.
Mary C. Mellyn	Supervisor of Substitutes.
Nellie J. Breed	William E. Russell School.
Alice Dunn, Chairman, Grade IV.	Wells School.
Elizabeth C. Bonney, Chairman, Grade V.,	Mather School.
Ona I. Nolan, Chairman, Grade VI.	Emerson School.
Agnes E. Barry, Chairman, Grade VII.,	Oliver H. Perry School.
Arthur L. Gould, Chairman, Grade VIII.,	Martin School.

GRADE IV.

Annie A. Doran	Martin School.
Mary K. Corbett	William E. Russell School.
Bridget T. Boyle	Eliot School.

GRADE V.

Annie E. Mahan	Dillaway School.
Angela M. Pearce	Oliver W. Holmes School.
Helen K. Somers	Francis Parkman School.
Bertha E. Davis	Thomas Gardner School.

GRADE VI.

Jane K. Daly	Phillips Brooks School.
Mary H. Leavey	Washington School.
Theresa G. O'Brien	Brimmer School.

GRADE VII.

Mary A. Quirk	Frothingham School.
Margaret E. Collins	Martin School.
Ellen A. McMahon	Bigelow School.

GRADE VIII.

John Carroll	Longfellow School.
Helen M. Fogarty	Longfellow School.
Mary E. G. Collagan	Lowell School.
Mary A. Murphy	Winthrop School.

GRADE IV.—GEOGRAPHY.

I. CONCRETE GEOGRAPHY.

1. OBSERVATIONS.

(a.) *Weather Records.*

Aim.—To give the child certain fundamental facts in regard to weather changes, etc., by simple blackboard records; and to help the child to form habits of observing weather conditions, etc.

Method.

Weather record kept on the board, or in note-books. Have a daily talk about the weather. The children may bring in the weather record. Notice the sun's rays in the school-room at different times in the day.

If the record is kept in note-books, at the end of the month the children may make a record of the number of sunny, cloudy, rainy, or snowy days; the warmest and coolest temperatures; the earliest and latest sunrises and sunsets; the new and full moons, when seen and where, shape; prevailing winds.

At the end of each week, *one day's* observations may be copied by the class into booklets. From these booklets, by the end of the year, the children may deduce the path of the sun, changes in the length of day, seasons, moon's phases, prevailing winds, and general weather.

Establish clearly the following:

In winter, the coldest, shortest day; low sun, very low sun, very slanting rays, long shadows, December 21.

In summer, the warmest, longest day; high sun, rays nearly vertical, shadows short, June 21.

In spring and autumn, mild days; days and nights nearly equal in length, March 21 and September 21.

Materials.—United States weather maps, weather forecast, newspaper weather report, almanac, thermometer, weather vane, etc.

(b.) *Type Forms in the Neighborhood.*

I. Field work.

Aim.—To give to the child concrete experiences which are to be bases for interpretation of geography.

Method.

- (1) *Preparation.*—Each child is to have a list of the terms which are to be used in the new lesson. As many of these words are new, the child should see them as well as hear them, viz., steep slope, gentle slope, hill, valley, etc.
- (2) *Number on trip.*—The number of children sent out with one teacher should never exceed twenty-five. It is absolutely necessary to be able to control the children if the lesson is to be taught, and impossibilities should not be attempted.

- (3) As each type form is studied, the name should be found on the paper in each child's possession, and the children should make their definitions at this time.
- (4) *Places to be visited.*—Boston Common, Public Garden, Franklin Field, Franklin Park, Bunker Hill Park, Chestnut Hill, Arnold Arboretum, Corey Hill, Codman Hill, Parker Hill, Powder Horn Hill, Savin Hill, Dorchester Heights, Marine Park, Wood Island Park, Orient Heights, Winthrop Beach, Great Head, Point Shirley, Revere Beach, Bellevue Hill, Blue Hills Reservation, General Lawrence's Park in West Medford, Waverley Oaks, Middlesex Fells, Quincy Quarries and Milton Hill.

Shore forms may be studied at Marine Park, Wood Island Park, Winthrop Beach, Great Head, Point Shirley and Revere Beach.

Brooks and brook basins may be studied at Arnold Arboretum, Waverley Oaks and Middlesex Fells.

For broad views, showing a great variety of land and water forms, the best places are Orient Heights, Powder Horn Hill, Bellevue Hill, Blue Hills Reservation, and General Lawrence's Park.

In General Lawrence's Park is a tower of several stories, containing on horizontal planes circular maps which give the directions and the distances of places viewed from the tower.

- (5) *Extension of field work.*—The lesson in the field may serve as the basis for many weeks of work. It is to be used in connection with other school arts to deepen the impressions gained in the out-door lesson. The plain observed may serve as a basis for work in-doors, and the child may be led to a knowledge of prairies, the western plains, forest plains, etc.

II. Type forms.

The study of type forms may be considered in the field work.

In some places it is manifestly impossible to undertake field work.

Then the school-yard, neighboring hilly streets, the flat surface of a city park, the hill in the distance, must be used.

Pictures in the text-books are very valuable in extending the knowledge of children. The type forms indicated are to be added to, viz., desert, mountain, mountain system, river system, banks, branches.

Shore forms to include:

- (a) Bodies of land projecting into the sea.
- (b) Bodies of water projecting into the land.
- (c) Connecting bodies of land and water.

The simplest definitions are to be taught in this connection.

A child leaving the Fourth Grade should be able to define plain,

hill, mountain, mountain system, slope, base, summit, valley, plateau; pond, brook, lake as source of streams; a river system, parts of a river; seas, gulfs, bays, as arms of the ocean extending into the land; straits, sounds, channels, as bodies of water connecting larger bodies of water; capes, promontories, headlands, as bodies of land extending into the ocean; islands, peninsulas, and isthmuses.

Materials.

Blackboard illustrations, text-books, supplementary reading, pictures from Boston Public Library, post-cards, newspaper illustrations, railroad folders, stereopticons, stereoscopes, scrap-books, etc.

2. PREPARATION FOR MAP STUDY.

Aim.—To give the child concrete experiences in measuring, drawing to a scale and interpreting map symbols, as a preparation for correct reading of maps, globes, and charts.

Method.

(a) *Plans.*

Develop the sense of distance, extent, and size by observing, walking and measuring.

Observe the relative height of different objects, viz., child's desk, teacher's desk, school-room, school-house, church steeple, etc.

Pace the school-room, school-yard, etc., in length and breadth. A simple series of plan lessons should be devised which will show that a plan indicates shape, size, position.

The pupils may draw a book cover, indicating bindings or corners, and drawn to a scale. The top of a desk or the floor plan of the school-room may be treated in the same way, indicating, in one case, the place of inkwell, in the other, the position of door or window.

In a room where north is in or near a corner, the plan may be made without reference to the points of the compass; later, when the children have become thoroughly familiar with the directions, the map may be cut out and pasted with the north corner at the top. If the points of the compass have been taught, the child may face the north, hold the top of his paper toward the north, and draw the northern side, eastern, etc. The lines are to be free-hand ones.

For careful drawing, the children may pace off the side of the room; the teacher gives the scale; the children tell the dimensions to be used. Each child shows his own desk by a star. Doors, windows, tables, desks, etc., are to be indicated but not measured.

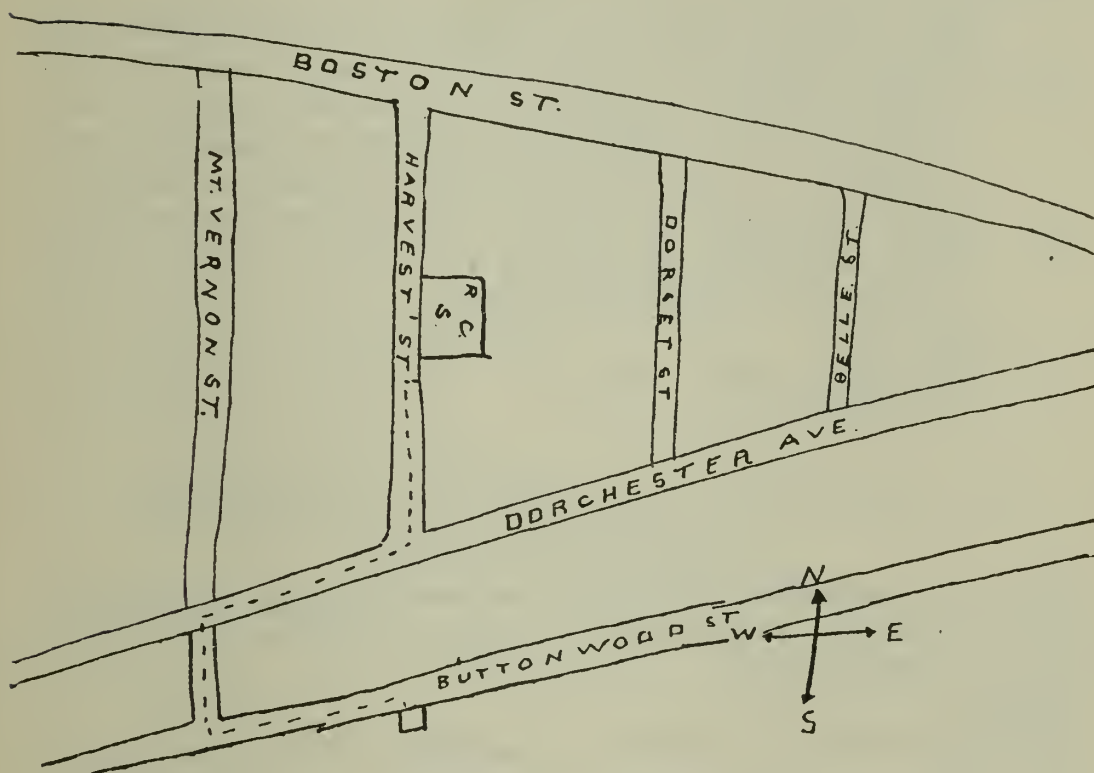
If a plan of the school-yard is too difficult, a simple map of the

neighborhood, indicating a few streets in the vicinity of the school-house, may be used. The position of the school-house should be indicated.

Have the children point out and name the streets over which they pass on their way home from school. In this way nearly all the district may be pictured.

Materials.

Good and authentic plan of the streets of Boston, blackboard illustrations, etc.



CHILD'S PLAN OF STREETS.

(b) *Points of compass.*

When this simple plan has been drawn, the term map should be applied to it, inasmuch as it is a representation of a portion of the earth's surface, and the points of the compass should be indicated on it. The child will then learn that north is toward the top, south toward the bottom, east toward the right hand, and west toward the left hand.

Directions from the school-house, in terms of north, east, south, and west of certain streets, public buildings, etc., may be taken. Reasons for calling different parts of the city West End, South End, North End may be brought out from the children.

Materials.

Mariner's compass, pictures, illustrations in text-books, etc.

(c) *Map symbols.*

Show how land and water masses are represented, the wavy river line, the curving shore line, mountain symbols, etc. Talk about the map scale. The distance of a mile from the school should be shown or designated, so that the children may understand it.

Materials.

Good maps. A set in each room, if possible; if not, a good set in each building.

(d) *Study of globe and map of hemispheres.*

Make real to the child the fact that we live on a great round ball; that the earth is a unit; the relative location of land and water masses; the relative position of our country and the other countries; what a globe is; that hemispheres are simply representations of the globe cut in halves; the difference between a globe and a map; what an ocean is; the names of the oceans; what a continent is; the names of the continents; find the oceans and the continents on maps.

Materials.

Good school globe, map of the hemispheres, illustrations in text-books, etc.

II. CONTINENTAL AND REGIONAL GEOGRAPHY.

1. BOSTON AND VICINITY.

Aim.—To familiarize the child with his own city and the section in which he lives; the geographical and industrial features that help to make it an important city.

Method.

Observations will help the child to imagine and understand other parts of the state.

Draw a simple map of Boston. Map-drawing should never be carried so far as to become a burden to pupils or teachers.

In studying Boston, one's own district should be given special attention.

(a) *Location.*

In hemisphere, continent, country, state.

On Massachusetts Bay, at the mouths of the Charles and Mystic Rivers.

In Suffolk County.

Massachusetts Bay on the east, cities and towns to the north, west, and south.

Fifth city in size. New York, Chicago, Philadelphia, and St. Louis are larger.

(b) *Extent.*

Irregular in shape. Long distance from north to south. Twelve miles by nine miles. Contains about forty-two square miles.

Largest city in New England. Population.

Parts are Boston Proper, East Boston, South Boston, Charlestown, Roxbury, West Roxbury, Dorchester, and Brighton.

(c) *Natural features.*

Coast line is irregular.

East Boston is an island; South Boston is a peninsula; City Point is a cape, etc.

Waters; Boston Harbor, South Bay, Dorchester Bay, etc.

Islands; Castle, Thompson's, Long, Deer, Moon, etc.

Many of the most important islands are used for government stations, fortifications, etc.

Surface is hilly. Formerly three hills,—Beacon, Copp's and Fort. Some of the hills are Copp's, Beacon, Bunker, Parker, Bellevue, Dorchester Heights, etc.

Rivers; Mystic, Charles, Neponset.

Ponds; Frog Pond, Jamaica, etc.

Parks; Common, Public Garden, Charlesbank, North End, Marine, Franklin, Arboretum, Fens, etc.

(d) *Connection with surrounding towns.*

Railroads, electric cars, boats.

Railroad lines.

North Union Station.

Boston & Maine Railroad.

South Union Station.

Boston & Albany.

New York, New Haven & Hartford Railroad.

Electric car lines.

Surface, elevated, subway, tunnel.

Ferries.

North }
South } to East Boston.

Chelsea.

Narrow Gauge, Revere Beach and Lynn, also to East Boston.

Have some of the important steamship lines named, viz., Cunard, Allan, White Star, Red Star, Warren, Plant, Merchants and Miners, etc.

Have pupils notice the sailing advertisements in the newspapers.

Mention the cargoes sent out and the cargoes brought back.

Principal streets; Washington, Tremont, Beacon, Boylston, Massachusetts avenue, Broadway, Dorchester avenue, Dudley, Cambridge, Bunker Hill, Atlantic avenue, etc.

Bridges.

To Charlestown — Warren, Charles River.

To Cambridge — Harvard, West Boston, Craigie.

To South Boston — Federal street, Dover street, Broadway, etc.

(e) *Industries.*

Manufacturing, commerce, boat-building, trades, etc.

Definition for each industry.

Talk about materials used in manufacturing, viz., wool, leather, cotton, and what may be made from them. A talk on mills and factories would be helpful.

(f) *History.*

Refer to history outline.

Founded by Puritans under John Winthrop, in 1630.

Active participation in Revolutionary Period.

Incorporated as a city in 1822.

Mayor and members of city council.

Name of present mayor.

Historic buildings.

Old State House, Faneuil Hall, King's Chapel, Old North Church, Old South Church, etc.

People.

Races, religion, education, homes.

Points of interest.

(1) Buildings.

State House, City Hall, Public Library, Post Office, Art Museum, Court House, Custom House, etc.

(2) Churches.

Trinity, Cathedral, etc.

(3) Colleges.

Harvard Medical and Dental Schools, Boston, Tufts Medical and Dental Schools, Boston University, Institute of Technology, etc.

(4) Institutions.

Massachusetts General Hospital, Eye and Ear Infirmary, City Hospital, Children's Hospital, etc.

(5) Hotels.

Touraine, Brunswick, Young's, Parker House, etc.

(6) Monuments.

Washington, Bunker Hill, Army and Navy, Ether, Adams, Franklin, Quincy, Hooker, Lincoln, Shaw Memorial, etc.

Materials.

Good map of Boston, pictures, post-cards, newspaper and magazine illustrations, advertising cards, stencils, stereopticons, stereoscopes, guide books, etc.

Children can make scrap-books, collections of post-cards, charts of productions, etc.

Visiting historic places and places of interest will add to the child's knowledge of Boston.

2. JOURNEY GEOGRAPHY.

Aim.—To give the child a knowledge of the earth upon which he lives, the different life on land and sea, in hot and cold countries, on mountains

and plains, among civilized and uncivilized people; the wonderful resources for food, clothing, and shelter to man; to compare the habits and occupations of people of distant lands with those of his own locality.

Method.—From observations the child has made in his own city, he can, by imaginary journeys, see and compare other parts of the world with his own.

Two typical lessons are here given, one on the western plains, the other on China. These give an idea of how other regions may be studied.

Western Plains.

(a) *Location.*

Great grazing region lying to the east of the Rocky Mountains.

The child may learn in this lesson something of the more fertile section of the plains lying in the valley of the Mississippi and Missouri Rivers, called by the French name, "prairies."

(b) *Route of travel.*

Trace the route of travel from Boston, west to Chicago, travelling steadily for a day and night, and then on through prairies for miles and miles. The picture of the day's journey through miles and miles of waving corn, the sight of an occasional homestead, with its numerous out-buildings, machine shops, barns and granary; now and then a windmill; the line of trees on the north of the homestead to break the wind as it whirls the snow across the great level stretches in winter. We may stop to describe the great harvesters, which, drawn by fourteen horses, cut and bind great sheaves of wheat and oats, and make them ready for the storehouse without the help of human hands.

We see, too, miles and miles of prairie flowers, fireweed, sun-flowers, ox-eye daisies, all of which, glowing in the sunlight, make us realize why the early French discoverers of this part of the world called the lands "beautiful meadows," or "prairies."

Through Nebraska, all day long we travel over land as flat as a table, and we watch the sun drop down into the horizon, exactly as if sinking into a green sea.

We have spent one whole day with corn, wheat, oats, and alfalfa growing all about us, and next morning we awaken in a country, green still, but with grass where the great fields of corn have been. We see great herds of cattle coming down to the streams to drink, and we know that we have reached the great grazing region.

(c) *Study of people.*

(1) Races.

White and red.

Languages spoken are English, Spanish, Indian, French, etc.

(c) *Study of people.*—Continued.

(2) Habits of living.

(a) Cowboy.

He is almost always mounted on a horse. He stands straight up in the stirrups of his heavy saddle. His arm, held lax and high, affords support to the slack reins so little needed in his riding. The small and sinewy steed beneath him is as alert and vigorous as he. A rope of leather, hemp, or grass, provided with a noose at the end, hangs coiled at his saddle bow. This rope is used for catching animals, etc. The useful "slicker" is tied at the cantle of his saddle.

The cowboy wears leather or corduroy trousers, a heavy woolen shirt open at the neck, a handkerchief loosely tied around his neck, and high-heeled leather boots with spurs on them. A broad-brimmed felt hat covers a face browned and hardened by exposure to the sun and wind. The broad felt hat he has found by experience to be more effective in turning the heat than a lighter straw. He wears a silk handkerchief about his neck to turn the heat and keep out the dust. His gauntlets save his hands from the rope. The heavy "chaps" about his legs are necessary to him when he is riding fast through the brush. High heels to his boots prevent his feet from slipping through his wide stirrups, and are useful to dig into the ground when he is roping cattle. He has the greatest skill in handling horses and cattle.

The ordinary ranch may be situated in a valley, or on a plain. The house may be a dugout cabin, hut, sod house, or a house built simply and modestly of boards. Perhaps the building is of adobe, a sun-dried brick. No heat can penetrate these walls of adobe, which are three feet thick. Such a building is exactly the color of the surrounding earth. The house itself is a long, low one, with but a single story, and contains two or three rooms. There is but little furniture, and what is found is very simple. Some ranches have barns. There is usually a windmill on the ranch. One or more corrals, in which cattle are kept, can be seen.

(2) Habits of living.— *Concluded.*

(b) Indian.

He belongs to the red race, is copper colored, has long, straight, black hair, high cheek bones, broad face.

There are many different tribes. The leader is called a chief. Men are called braves. Women are called squaws. A baby is called a pappoose. They live in a wigwam, a tent of cloth or skin stretched over poles in the summer; in a hut of logs or wood in the winter.

The Indian is quiet, reserved, silent. He has a good memory.

He is chiefly engaged in hunting, fishing, and farming.

Some tribes are civilized, and have cities, villages, and well-cultivated farms. Other tribes are supported by the government. Reservations. Government schools. Indian Territory is set apart as their home.

(3) Industries.

Stock-raising.

(a) Round-up.

Herds of horses, cattle and sheep roam about the country, and are almost wild. Twice a year, in spring and autumn, the cowboys come together from long distances. The cattle are driven to some central place. There may be several thousand of these. The cowboy lives all day in the saddle, and rides for miles and miles to keep the cattle from straying away from the herd. He often sleeps beside his herd, rolled up in a rough blanket, with his saddle for a pillow. The cowboys ride among the cattle, and drive out those cattle who have their brand upon them. The horses upon which they ride are well trained, tough, quick, and very intelligent.

(b) Branding.

As different cattle look much alike, the owners have their initials or private mark, called a brand, on every animal, to prove ownership, in case the cattle stray away, or mix with other herds. Among the brands are “— Y” (Bar Y), “— T” (Bar T), “101,” “O. T.” etc. Animals are driven into an enclosure called a corral,

(c) *Study of people.*—Concluded.(3) *Industries.*—*Concluded.*

or at the round-up are lassoed, and the young calves and colts are given a mark with a hot iron. This mark or brand shows to whom they belong.

When cattle are full grown they are sent to the nearest railroad to be shipped in cattle cars to the stockyards of Kansas City, Chicago, or elsewhere, to be manufactured into meat products for all parts of the world.

(4) Chief products used in the United States.

Meat, hides, wool, horns, etc.

China.(a) *Location.*

In Eastern Hemisphere, eastern part of Asia, west of the United States. It is not quite one-half the size of the United States, but has five times as many people. It is larger than all Europe.

(b) *Route of travel.*

Travel west across the United States to San Francisco. Take a boat and travel west over the Pacific Ocean to Hong Kong.

Make the journey as real as possible by briefly calling attention to a few special points of interest which may be observed from the car windows, viz., an occasional important city, as Chicago; or an important river, as the Mississippi; the prairies; the western plains; the Rocky Mountains; the big trees of California, etc. From San Francisco to Hong Kong, notice the difference between the Atlantic and Pacific Oceans. The Pacific Ocean is a warm ocean. The word Pacific means "peaceful."

(c) *Study of people.*(1) *Race.*

Mongolian or yellow. The Chinese have yellow skin, slanting black eyes, straight, black hair, broad cheek bones, and broad nostrils.

(2) *Habits of living.*(a) *Dress.*

The men wear loose silk or cotton clothes, heel-less slippers. They wear their hair in a queue. The women wear gaily-colored silk or cotton dresses, sashes, and flowers. Their hair is dressed high.

(b) *Home.*

The houses, made of bamboo, are crowded together. There is very little furniture. They

(2) Habits of living.— *Concluded.*(b) Home.— *Concluded.*

have wooden pillows. The homes of the poor are very wretched. Some people live on boats in the river.

(c) Streets.

The streets are narrow. The mode of travel is a chair drawn by a man.

(d) Food.

It consists chiefly of rice, tea, fish, vegetables, fruit, etc.

(e) School.

Description of a school.

The room; the length of a school day; the very small number of pupils.

Method of study.

Entirely memorization; lessons studied aloud; lessons not graded; reading from back to front, and from right to left; each child taught separately; writing with a brush.

(f) Games.

Kite-flying, dragon, etc.

(g) Customs.

The name of a child changed at certain ages; peculiarities of dress; festival days; no weekly day of rest or worship; paying the doctor when people are well; hat kept on when paying calls; shaking hands; carrying cash; fishing with birds; titles of books at the bottom of a page; foot-notes at the top of a page; dinner beginning with dessert, and ending with soup, etc. The customs are the opposite of ours.

(h) Characteristics of people.

They are industrious, economical, cheerful, contented, and most patient.

(i) Religion.

Buddhism, worship of ancestors.

(3) Industries.

Farming, silk-worm industry, manufacturing, paper-making, ivory-carving, making of gunpowder, fishing, commerce, etc.

(4) Products sent to the United States.

Tea, bamboo, silk, rice, fireworks, gunpowder, china-ware, fancy articles, fans, etc.

Visit to a city.

Indicate here the results of the influence of foreign nations upon Chinese life and industries.

(c) *Study of people.*— Concluded.

(4) Products sent to the United States.— *Concluded.*

A vivid description of the narrow unpaved streets; the low houses of bamboo or sun-dried brick; the paper windows; the small tables; the great wall of China; a Chinese school; the canals; house boats, etc.

Materials.— Good maps, pictures from library, books from the library, guide books, railroad folders, etc.

Children can make collections of productions, post-cards, scrap-books, etc.

III. THE EARTH AS A WHOLE.

Aim.— To give the child an idea of the vastness of our earth, its shape, and motions.

Method.— Lead the child to a simple idea of the earth as a great ball, moving in the air, heated and lighted by the sun. Illustrate, by a ball tossed in the air, a balloon in the air, birds flying in the air, kites, etc.

1. SHAPE.

The earth, being a large ball, is often represented by a small ball, called a sphere, or globe, which is of the same shape as the earth.

Show, by an orange, that the earth is a round ball, slightly flattened at the ends.

The flat appearance is due to our small size and its immense size. An illustration is an ant on a ball as large as the largest building ever seen. By taking a piece of cardboard having a round hole in the middle, and placing it on the globe, the flat appearance can be illustrated.

Teach the shape as an accepted fact. Do not require the children to give proofs.

2. SIZE.

People live on the earth and travel over it in many directions by means of railroad trains, ships, etc. Animals and plants live on the earth.

A train, going at the rate of thirty miles an hour, making no stops, would take over a month to go round the earth.

A man would take two and three-quarters years to walk round the earth.

3. DAILY MOTION.

Teach one motion,— the turning of the earth upon its axis. Illustrate this by means of a spinning top, a revolving globe, a revolving wheel, an orange, etc.

To turn well, the globe has a rod passing through it. Develop axis by having a child put a knitting needle, or wire, through the centre of an orange, and turn the orange around it. The wire corresponds to the axis of the earth, but the latter is only an imaginary line around which

the earth turns, or spins. Could such a rod be put through the earth, it would measure eight thousand miles. We imagine such a line passing through the centre of the earth. We call it the axis. The places where the axis should reach the surface of the earth are called the poles. The names of the poles are the North Pole and the South Pole. The poles are in the cold parts of the earth. Have the child find the widest part of the earth. Half way between the poles is a line called the equator, running around the centre of the earth. This imaginary line is twenty-five thousand miles long. The equator is in the warm part of the earth.

Between the cold and warm parts of the earth we find the temperate parts.

Have the child observe the length of time for the top, or globe, to turn around once. Then tell the child that our earth is such a large globe that it takes twenty-four hours for it to turn once.

Materials.—Globes, marbles, balls, tops, oranges, illustrations in text-books, etc.

NOTES.

THE TEXT-BOOK.

The text-book is to be used by the children to re-enforce the teacher's presentation. There is grave danger to-day that the child may become a passive listener to the geography lecture. In order to bring about an active reaction on the part of the pupil, there should be a constant relation of the material in the text-book to the work of the teacher, and the child should be helped to the study of definitions, interpretation of pictures, etc., as a part of the regular work in geography.

In journey geography, particularly, he may be held responsible for certain definite facts which he may obtain from his text-book.

There are great possibilities for the foundation of right habits of study in the use of the text-book for a short daily period in Grade IV.

REFERENCES.

The references for type lessons given in this outline in the geographies used in the Boston Public Schools are indicated below.

It is suggested that all subjects in journey geography be related to the text-books in a similar way.

(a) Western Plains.

Tarr and McMurry, page 181.

Redway and Hinman, page 62.

Tarbell Introductory, pages 89, 94, 95, 97.

King, pages 53, 54, 133-135.

(b) China.

Tarr and McMurry, pages 235, 236.

Redway and Hinman, pages 117, 118, 119.

Tarbell Introductory, pages 149-151.

King, page 198.

HELPFUL BOOKS.

FOR TEACHERS OF FOURTH GRADE.

Especially recommended.

- Physical Geography, by Davis.
- International Geography, by Mill.
- The New Basis of Geography, by Redway.

Methods.

- Special Method in Geography, by McMurry.
- Lessons in the New Geography, by Trotter.

Field Work.

- Field Work in Nature Study, by Jackman.
- Boston Illustrated, by Bacon.
- Walks and Rides in the Country about Boston, by Bacon.
- Handbook of Boston Harbor, by King.

Magazines.

- The National Geographic Magazine.
- The Journal of Geography.

FOR CHILDREN OF FOURTH GRADE.

- The Snow Baby, by Peary.
- The Children of the Arctic, by Peary.
- Seven Little Sisters, by Andrews.
- Children of the Palm Land, by Chance.
- Big People and Little People of Other Lands, by Shaw.
- Eskimo Stories, by Smith.
- Child Life in Many Lands, by Blaisdell.
- Home Geography, by Fairbanks.
- Little Indian Folks, by Deming.
- Little Red People, by Deming.
- The World and Its People, Book 3, by Smith.
- The World Reader, Book I., by Hall.
- Lolami, the Little Cliff Dweller, by Bayliss.
- Little Folks of Other Lands, by Humphrey.
- Aunt Martha's Corner Cupboard, by Kirby.
- Child Life in China, by Bryson.
- Children of the Cold, by Schwatka.
- Little People of Asia, by Miller.
- How We are Clothed, by Chamberlain.
- How We are Fed, by Chamberlain.

Series of Geographical Readers.

- Picturesque Geography Readers, Book I., by King.
- The Youth's Companion Series.
- The World and Its People, by Larkin Dunton, Ed.
- The World at Home Readers.
- Geographical Readers, by Carpenter.
- Our Little Cousin Series, by Wade.
- Little Journeys, by George.
- Around the World, by Carroll.
- Little People Everywhere, by McDonald and Dalrymple.

GRADE V.

I. CONCRETE GEOGRAPHY.

1. OBSERVATIONS.

a. *Weather Records.*

Aim.—To lead the child to form regular habits of observing and recording daily changes in temperature, direction and velocity of wind, weather, kind of clouds, apparent path of the sun, length of day, and, if time permit, the phases of the moon, etc.

Method.—From these daily records, kept either on blackboard, in chart form or in booklet, the pupil is able to find at end of month longest and shortest day of month, the loss or gain in length of day, the prevailing wind, the highest and lowest temperature, etc. Use blackboard chart.

Sun.—To insure definite results, one day in each week or month may be set apart for direct observation of sun's path, under guidance. A definite time of day should be appointed for the observation, as 9, 12, or 4 o'clock.

Path of sun across the sky showing the change of position at different hours. This observation may be aided by noticing certain buildings or trees from which alignment may be made. If the observation each month is made at the same time of day, the change, and especially the increase or decrease of altitude at noon, is very marked.

Call attention to the slanting rays at morning and afternoon in comparison to more direct rays at noon, also that the slanting rays have less heat than the more vertical rays. Notice variation in length of shadows.

If outside work is impossible, the school-room windows which receive the morning or afternoon sun should be utilized.

Home observation should be encouraged.

Winds.—Certain prevailing winds are often connected with certain seasons or weather, as west wind (fair weather); south wind (warm, but often bringing rain); north wind (cold); northeast wind (storm).

Definite lessons should also be given on the reading of the weather vane.

Seasons.—Here the child forms his own observations from the growth and decay of all vegetable life as exhibited in certain seasons; the coming of the first grass and flowers, the recognizing of fruits and vegetables common to certain seasons, the foliage of the trees.

His attention is also called to the appearance and disappearance of birds, animals, insects.

The sports, habits, occupations, clothing of the people are also subject to change. Lastly he notices phenomena peculiar or common to the seasons, as fog, frost, snow, ice, thunder, lightning, etc.

Materials.—Thermometer, weather forecast, newspaper reports, almanac, etc.

2. FIELD WORK OR SIMPLE EXPERIMENTAL WORK.

Aim.

To give the child a simple knowledge of the structure, kinds, and fertility of soils; to enable him to see that the process of soil-making is still actively going on, and that the agents that act in this soil-making are mainly air, water and frost; and lastly to have him realize to some extent that the surface of the earth, as he sees it to-day, is the result of the constant erosion and transportation of these soils. The facts should be obtained by direct observation when possible; otherwise by simple experimental work in the school-room.

*Methods.**a. Soils.*

- (1) Loam, sand, and clay observed, if possible, from cut cliff or newly dug cellar hole, or from child's own digging in his home yard or adjoining field. (Warn against trespassing.)
Note position of each kind of material.
- (2) Structure.
Loam: moist, brownish in color, soft to touch, fine in grain, attracts heat.
Sand: gritty, lighter in color, not pleasant to touch, and seemingly made from tiny stones. Particles of sea sand more uniform in color and size than sand obtained inland.
Clay: oily, more firm and more constant in color than sand.
- (3) Fertility.
Loam most valuable.
Sand especially good when mixed with loam.
Clay of less value as a supporter of vegetable life.
NOTE.—Test by planting seeds in each kind, giving equal advantages as to sun and water.

b. The making of soils.

- (1) Materials. Weathering of rock. Children observe, when possible, a cliff, boulder, a half-sunken rock long exposed to the air. Contrast its smoothness and difference in color with the ragged sharp edges of a newly blasted rock. When direct observation is impossible, let children rub together pieces of stone, or even crush with very little effort pieces of weathered rock which the teacher or class bring into the school-room. See results. Let the class handle them, crumble them, notice result.
Teach that loam is really eroded rock mixed with decayed vegetation; that sand is obtained from eroded sandstone.
Decay of organic matter.
Let children procure pieces of old wood, dried leaves, or roots of plants. Let them all dry together.

b. *The making of soils.*— Concluded.

(2) Agents.

Atmospheric forces, as wind and frost, rain and snow.

In the preceding topic the children found that rocks rubbed together would form soil; then show the effect of heavy winds continued for years in whirling small stones against larger ones constantly wearing off a little at time.

Frost is a powerful agent; the pupils see its power in the breaking of milk bottles; let them see the ice filling cracks, expanding, and the consequent splitting of huge rocks.

They can all see the effect of rain by observing the gutters on every rainy day, the tearing away of the fine soil, leaving the larger pebbles bare; they also see its transportation to various parts of the street.

Streams.

Lead the child in thought from the rainy-day stream to the larger, more powerful stream, with its more rapid and serious results in erosion of land surface.

Teach that pebbles carried by streams clash together, becoming smoother and smaller, and gradually being turned into soil.

Oceans: storms, tides, etc.

The force of this powerful agent is apparent to every child who has walked on the seashore; the smooth rounded pebble tells its own story, and what its final end will be. Show rounded beach pebbles.

c. *Results of soil-making.*

(1) Carving of earth's surface into high land and low land.

Choose for observation such type forms in the neighborhood which seem to be the result of weathering, as hills with rounded tops, or plains which seem to have been built up by floods, or filled-up valleys.

Choose valleys which seem to be the result of stream or river action.

A visit to the shore after a storm will often show the constantly changing shore line.

Experiments.

These last topics may also be illustrated by simple school-room experiments:

1. A mound of sand not too closely piled may be fanned by a strong current of air, thus showing the effects of wind storms on sandy cliffs in lowering the summit, changing the slope, and raising the base.

c. *Results of soil-making.*—Concluded.

Experiments.—*Concluded.*

2. A baking pan partially filled with sand or loam, and placed at a slight angle, may have a stream of water sent over it. Note the gradual deepening and widening of the fissure, and the erosion and transportation of soil, and its deposition at a lower level. A pan or mound of loose sand may be acted upon by water thrown upon it similar to the waves of the ocean. Notice the cutting out of the edge, and consequent change of shore line.

Materials.—Collection of soils, rocks of various kinds, and as many pictures as can be gathered on subjects which may typify above topics.

II CONTINENTAL AND REGIONAL GEOGRAPHY.

1. NORTH AMERICA.

Aim.—To give the pupil a knowledge of the important physical features of North America; to enable him to interpret maps and from them to draw true geographical conclusions as regards position, direction, etc.; to give him the power to express orally and graphically the knowledge gained.

Method.—Lessons developed by teacher from globes, maps, blackboards, pictures, supplementary reading, etc.

Study of facts in text-books when possible as indicated in type lessons.

Map-drawing from book, from blackboard, or from memory; either traced or free-hand, or both, or on outline maps furnished.

a. *The Great Features of Relief.*

(1) Shore lines.

Brief review of type forms in neighborhood, simply as an aid in the understanding of the larger projections and indentations of the continent.

Larger projections and indentations presented to the class from a good wall map; only principal ones observed.

- (a) General character of coast line.
- (b) Comparisons of northern, southern, eastern, and western coast line.
- (c) Oceans: Arctic, Atlantic, Pacific.
- (d) Bays, gulfs, etc.: Baffin Bay, Davis Strait, Hudson Bay and Strait, Gulf of St. Lawrence, Gulf of Mexico, Florida Strait, Caribbean Sea, Gulf of California, Bering Sea, Bering Strait.
- (e) Peninsulas, capes, etc.: Point Barrow, Peninsula of Labrador, Cape Chidley, Peninsula of Yucatan, Peninsula of Lower California, Cape San Lucas, Cape Mendocino, Peninsula of Alaska, Cape Nome.

(1) Shore lines.— *Concluded.*

(f) Islands: Arctic Archipelago, Greenland, Newfoundland, Bermuda, West Indies, Vancouver.

NOTE 1.—To avoid a too mechanical learning of these facts, associate with them, when possible, some bit of historical or other interesting information.

NOTE 2.—*Select for memorizing only* those indentations and projections which are named on the pupil's map. This will encourage individual study and research.

NOTE 3.—As soon as the pupil has a definite idea of the shore line, map-drawing may be begun to advantage.

(2) Highlands.

NOTE.—Review type forms, as hill, mountain range, peak, valley, plain, etc., also base, summit, slope. This review will enlarge the vocabulary, and will enable the child to express the new facts more clearly.

Present to the class a good physical or relief map. If relief map is used, have it placed in horizontal position and observed at close range. If physical map is used, the pupil must be taught the significance of coloring.

(a) Location (eastern and western).

General direction, comparisons as to length, height, width, slope.

(b) Special study of each division.

(c) Primary or Western Highlands.

Name: Rocky Mountain Highlands; extend from Bering to Caribbean Seas. Note where widest, where narrowest.

Characteristics: Ranges rising from plateau, deep gorges, inclosed areas, sharp peaks, perpetual snows.

Divisions: Only those named in text, as Rocky Mountain, Cascade, Sierra Nevada, Sierra Madre.

Peaks: Mount McKinley, highest in North America; Mount Orizaba, volcanic.

Resources: Minerals, gold, silver, copper.

(d) Appalachian or Secondary Highland.

Name.

Extent: From Gulf of St. Lawrence to Gulf of Mexico.

Ranges: White, Green, Alleghany.

Peaks: Mount Washington, Mount Mitchell.

Characteristics: Old rounded peaks rising from plains, not from plateaus.

Resources.

Minerals: Coal, iron.

Vegetable: Pasturing, forests.

(e) Height of land; very simply studied.

(3) Lowlands. Observed from good relief or physical map.

Divisions: Atlantic Coast Plain, Great Central Plain, Gulf Plain.

(3) Lowlands.— *Concluded.*

(a) Atlantic Coast Plain.

Extent, variation in width between northern and southern portions, general slope, fertility and resources. Contrast rugged outline of northern portion with regular character of southern.

(b) Great Central Plain.

Extent from Arctic Ocean to Gulf of Mexico, broken only by height of land.

Slopes: Towards north, towards south, and gradual slopes towards Eastern and Western Highlands.

Characteristics: Northern or moss belt, forest belt, grain or wheat belt, rice and cotton belt. Great rivers and great lakes are found here.

(c) Gulf Plain; treated in similar manner, special reference being made to its very slight elevation above sea-level, as well as great fertility of soil.

b. The Great Drainage Features.

It is best to review river, bed, source, mouth or outlet, bank, tributaries or branches, basin, etc. This serves to enlarge the geographical vocabulary and aids the new work.

(1) Establishment of divides.

Primary, Secondary and Great Central Divide, or Height of Land.

(2) River Systems. These may be traced from mouth to source, or, if thought best, each divide may be taken and the rivers which radiate from it may be traced to outlet. In either case let it be individual work.

Arctic Ocean.

Mackenzie, Saskatchewan, Nelson.

Atlantic Ocean.

St. Lawrence, Hudson.

Gulf of Mexico.

Mississippi, with its branches, Ohio, Missouri, Arkansas.

Pacific Ocean.

Colorado, Columbia, Yukon.

NOTE.— In tracing the course of a river from source to mouth, make it as real as possible. Call the pupil's attention to possible scenery, swiftness or slowness of current, increased width and depth, and the accompanying effects upon banks in the erosion or transportation of soil. Encourage them to think it real water and not a line. Continuation of map-drawing.

(3) Lakes.

Glacial Lakes of the North.

Great Lakes; their importance commercially.

Great Salt Lake.

2. UNITED STATES.

Aims.

To give the child a knowledge of the United States as regards its people, occupations, resources and development; to enable him to express verbally or graphically the fundamental geographical facts concerning its relief and drainage; to lead him to think of the United States as groups that have related interests, to know the names of the states that constitute these groups, the principal cities, and their importance as great social, commercial or manufacturing centres; to give a simple knowledge of its historical and political growth; to let him see that though widely separated as to positions, etc., these states are all united into one country, under one head, and all giving allegiance to one flag.

Method.

Meaning of the name states, united under

One flag (stars and stripes);

One head (President);

One government (Republic).

Lessons developed in class according to topics.

Silent study by pupil of sections in text-book.

Supplementary reading of sections under discussion.

Collecting of specimens which illustrate products or industries.

Collecting pictures either for class or individual use.

Map-drawing.

a. Review Relief and Drainage.

(1) Shore lines.

Comparison of coasts as to harbors and consequent effect on commerce, growth of cities, etc.

Review projections and indentations, adding a few others which influence the commercial importance of section studied. Add to names already learned: Long Island Sound, Chesapeake Bay, Delaware Bay, Mobile Bay, San Francisco Bay, Puget Sound, Cape Hatteras, Cape Sable.

NOTE.—Lists of projections, indentations and islands should be governed by those named in the pupil's text-book, thus encouraging individual work by the child.

(2) Highlands.

Review the work on North America.

Add to the list of mountains, peaks, plains, plateaus, etc.:

Coast Range, Mt. Whitney, Pike's Peak, Mt. Hood, Mt. Shasta, Great Interior Basin, Adirondacks, Catskills, Alleghany, Blue Ridge.

Contrast the mountains of the west with their lofty plateaus, young, sharp, barren peaks, gorges, etc., with the low, rounded, worn-down mountains of the east with their wooded summits.

(2) Highlands.—*Concluded.*

NOTE.—Lessons may be given on regions of special interest, as Yellowstone National Park, Colorado Canyon, Yosemite Valley, Great American Desert, etc. Visits imaginary, or in books, may be made to mines, gold, silver, copper, iron, or to the oil regions.

(3) Lowlands.

Review work on North America.

Add more special knowledge of the plains.

Atlantic.—Cut by numerous rivers and invaded by deep arms of the sea. Notice result on cities.

Great Central Plain.—Great extent; fertility; great navigable rivers; treeless prairies; flat skyline; monotony of scenery.

NOTE.—Regions of special interest, corn, wheat farms, raising of cotton, life on the western plains, etc.

(4) Drainage.

Review river systems as taught under North America.

Add to the Atlantic system: Connecticut, Hudson, Delaware; to the Gulf, Rio Grande, Alabama; to the Pacific, Sacramento.

Teach these rivers with special reference to their utility either for navigation or water power, as well as scenery.

NOTE.—Special points of interest are the delta and jetties of the Mississippi; the Palisades of the Hudson; the salmon and lumbering industries of the Columbia.

Lakes. Great Lakes.

Give simple story of glacial formation, their names, their utility as commercial highway.

Points of interest.

The Niagara River and Falls.

NOTE.—Before commencing the group study of states a few lessons may be given on the various races that are found in the country; on the meaning of state and its relation to the sister states and to the national government at Washington.

The study of the flag may well be given here, and the significance of the stars and stripes.

People.

Races.

- (1) Indians (present condition).
- (2) Esquimaux (Peary in Greenland).
- (3) Black (past and present condition).
- (4) Chinese and Japanese.
- (5) Whites (various nationalities).

b. Division of States into Groups.

New England, or North Eastern; known as manufacturing section.

Northern, or food-producing section.

Southern, or cotton-growing section.

Plateau, or mining section.

Pacific, or forest and fruit-producing section.

c. Group Study.

Each group may be studied according to these general topics:

- (1) Names of states.
Position in United States, and in relation to other groups.
- (2) Coast line if any; adding a few important projections and indentations and islands.
- (3) Relief.
Relative position to general highlands and lowlands; their special value to section under consideration.
- (4) Drainage.
New rivers added to those already learned if they contribute to the commercial, agricultural, or manufacturing interests of the region.
- (5) Climate (very simply).
- (6) Cities.
Capital of each state, and one or two important cities, located and studied for their social or commercial importance.
Study the value of the city according to these points:
Harbor.
River (navigable or manufacturing).
Nearness to mines, or coal, oil, and gas fields.
Nearness to food supply.
New England cities.
Boston, Worcester, Portland, Providence, Hartford, Springfield, Bangor, Manchester, Portsmouth.
Northern cities.
Chicago, New York, Buffalo, Philadelphia, Baltimore, Washington, St. Louis, Pittsburg, Cleveland, Minneapolis, Detroit.
Southern cities.
New Orleans, Mobile, Galveston, Charleston, Louisville.
Plateau cities.
Denver, Salt Lake City.
Pacific cities.
San Francisco, Salem, Portland, Seattle.
- (7) Natural resources.
Irregular coast line (good harbors).
Large navigable rivers (commerce).
Swift flowing rivers and waterfalls.
Mountains containing minerals and fine building stone.
Great forests.
Fertile river valleys.
General occupations.
Commerce, manufacturing, mining, farming, cattle raising, fishing, fruit raising, quarrying.

3. NEW ENGLAND.

- a. *Position in United States*: relative position to adjoining sections.
- b. *Names of states*, and their capitals memorized.
Origin of names.
- c. *Shore lines*: great irregularity and consequent advantages to commerce, and as summer resorts.
Notice which state has greatest amount of seacoast, which has none, etc.
Add to list of projections and indentations: Long Island Sound, Buzzard's Bay, Cape Cod Bay, Casco Bay, Penobscot Bay.
Cape Cod, Cape Ann.
Martha's Vineyard, Nantucket, Mt. Desert.
- d. *Relief*.
Beginnings of Appalachian System.
Ranges (White, Green, Taconic, Hoosac, Berkshire Hills).
Peaks (Washington, Katahdin).
Lowlands.
- e. *Drainage*.
(1) Review rivers already learned.
Add to this list the Penobscot, Kennebec, Androscoggin, Merrimack, Connecticut, Blackstone, Charles.
Study their courses, from source to outlet; various states they traverse.
(2) Special points (salmon; lumbering, great value to manufacturers).
(3) Lakes, Moosehead, Champlain, Winnepesaukee, Sebago.
- f. *Important cities*.
Boston, Providence, Worcester, New Haven, Fall River, Lowell, Cambridge, Lynn, New Bedford, Lawrence, Springfield, Manchester, Portland.
- g. *Industries*.
Manufacturing (in all the states).
Commerce.
Lumbering (mostly in Maine).
Quarrying (New Hampshire).
Fishing (Massachusetts).
Dairying (Vermont).
Market gardening.
- h. *Products*:
Natural.
Potatoes, fish, maple sugar, tobacco, ice, lumber, slate, soapstone, marble, granite.
Manufactured.
Cotton and woolen goods of all kinds, boots and shoes, silk goods, rubber goods, cutlery and machinery.

4. MASSACHUSETTS.

- (a) Importance of home state; meaning of name (Blue Hills).
- (b) Simple historical account.
- (c) Position.
- (1) In section or group.
 - (2) In relation to each state in group.
- (d) Size.
- (1) Only relative, developed from train or trolley trips to different cities in state; north, south, east, and west.
 - (2) Compared with other states in section; comparisons made from map.
 - (3) Only four states in the United States smaller.
- (e) Shore line.
- (1) North and south shores compared. Use information of child obtained from trips, pictures, etc.
 - (2) Special mention of Nantasket, Cape Cod, Nahant, and Gloucester, Cape Ann, Marblehead, Hull.
 - (3) Irregular coast line; Boston Harbor one of the finest in the world.
 Massachusetts Bay, Cape Cod Bay, Buzzards Bay.
 - (4) Islands: Nantucket, Martha's Vineyard.
 Islands of Boston Harbor.
 Castle,—Fort Independence.
 Long,—light-house, picnic ground and home for aged poor.
 Moon,—sewer.
 Deer,—prison.
 Thompson,—school for boys.
- (f) Surface.
- (1) Highlands, part of Appalachian System, old and rounded tops.
 - (a) Western and Central, Hoosac, or Berkshire Hills.
 - (b) Peaks. Greylock, highest in the state, Tom, Wachusett.
 - (c) Eastern, Blue Hills, highest on the coast from Maine to Central America.
 - (2) Lowlands.
 Coastal plain as seen near Cape Cod, and river valleys.
 Special mention of Connecticut River Valley.
- (g) Drainage.
- (1) Rivers: Connecticut, with its four tributaries, Chicopee, Westfield, Deerfield, Millers (great beauty of scenery). Merrimack, specially noted for falls; its water power, greatest of its size in the world.
 Blackstone, great water power.
 Charles, beauty, pleasure.
 Neponset, Mystic.

(g) Drainage.— *Concluded.*

(2) Lakes, few in rocky northern and western part; many in sandy south.

Eastern, Lake Cochituate, good reservoir.

(h) Soil, generally poor except in river valleys.

(i) Productions.

(1) Agricultural; some grain, vegetables, and fruit; tobacco in Connecticut River Valley.

(2) Mineral; building stone, marble in the Berkshires, granite at Quincy and Cape Ann.

(3) Manufactured productions.

In proportion to its population, outranks all other states; first in rank in the manufacture of cotton, woolen goods, boots and shoes, and paper.

(4) Occupations and industries.

(a) Commerce (Boston great wool centre); Massachusetts ranks next to New York. Principal ports are Boston, New Bedford, Gloucester.

(b) Manufacturing, cotton, wool, leather, machinery, boots, shoes, paper.

(c) Fishing (Boston and Gloucester are world famous).

(d) Quarrying (Quincy granite).

(e) Shipbuilding (Fore River works).

(f) Dairy and truck farming in the river valleys.

(j) Important cities.

Boston (study page 52, Redway and Hinman).

Worcester (study page 53, Redway and Hinman).

Fall River (study paragraph 2, page 52).

Lowell (study paragraph 2, page 52).

Cambridge.

Lynn.

Brockton, Springfield.

(k) People.

(1) Early settlers mostly English.

(2) Later settlers from all countries.

(3) Citizenship.

Aids, day and night schools.

(4) Simple study of government.

Governor, mayor, state and national senators and representatives.

(5) Education.

Many colleges: Harvard, Amherst, Williams, Boston, Holy Cross, Tufts, Smith, Wellesley, Radcliffe.

(l) Noted poets and writers.

Topics of historical interest.

The Pilgrims, Salem Witchcraft, Massachusetts in the Revo-

Topics of historical interest.— *Concluded.*

lution, Boston Massacre, Boston Tea Party, Battle of Lexington, Battle of Bunker Hill.

- (m) Trolley and railroad trips outlined, using Boston as a centre.
- (n) Progressive map drawing of state.

5. SOUTH AMERICA.

Aims.— To give the child a knowledge of the physical characteristics of South America, of its great natural resources, their development, their future great possibilities, their relation to the commerce of the world. To note the likenesses and differences of North and South America; in physical features, in history, in business, in government, in social conditions of peoples.

Materials.— Maps, physical and relief; pictures, text-books, collections of samples of products, etc.

a. *The Great Features of Relief.*

1. Shore lines.

More regular than North America; fewer good harbors and less facilities for commerce.

- (a) Projections; children make list, memorizing only those that are found in text-book. Cape St. Roque, Cape Frio, Cape Horn, Point Parina.
- (b) Indentations: Caribbean Sea, Lake Maracaibo (really a gulf), Mouth of Orinoco, Mouth of Plata, Strait of Magellan, Valparaiso Bay, Gulf of Guayaquil, Gulf of Panama.
- (c) Islands: Trinidad, belongs to England (asphalt lake); Falkland, cold, desolate, good harbor for whaling ships; Tierra del Fuego (land of fire), numerous sea fowls; Juan Fernandez, sometimes associated with story of Robinson Crusoe; Gallapagos Islands.

2. Surface.

- (a) Comparison with North America. Alike in having primary highland in the west, and secondary in the east. Different in having its great central plain broken by two swells of land.
- (b) Primary or Andes. Name means copper. A continuation of the Rockies, called backbone of the hemisphere; over sixty active volcanoes; narrower and higher than the Rockies; young, high, pointed, and volcanic; rich in minerals.
- (c) Secondary.
 - Plateau of Guiana (preventing the union of Amazon and Orinoco).
 - Brazilian Highlands; correspond to our Appalachian, old, worn-down tops.

2. Surface.—*Concluded.*

(d) Lowlands.

Extensive river plains; names; meaning of Llanos; location; comparison in wet and dry seasons; animal life. Pampas resemble our prairies. Location; characteristics; compare with portion of central plain in North America.

NOTE.—Name derived from pamparos, or fierce wind, which sweeps over the plains.

Silvas. Most extensive forests in the world; great value in rubber and medicinal plants; varied animal and vegetable life; absence of great cities.

3. Great drainage system.

(a) Children find from maps the three great watersheds, Andes, Plateaus of Guiana and Brazil.

(b) Note almost complete absence of rivers on Western coast.

(c) Orinoco. Means coiled serpent; navigability; great value to land, especially for pasturage; numerous tributaries; delta.

(d) Amazon. Largest in the world; general direction; meaning of name (large, like Amazons of mythology); over 1,500 tributaries; carries fresh water over 200 miles out to sea; great tidal wave or bore which often sweeps up the river.

NOTE.—Have special lesson on animal and vegetable life, gathering of rubber, etc.

(e) Plata. Location; formed from union of Uruguay, Panama and Paraguay; meaning of name (river of silver).

(f) San Francisco, Colorado.

(g) Lakes.

Very few in number.

Lake Titicaca.

(h) Compare North and South America as to the value of their interior waterways. Which of more value to commerce?

4. Important countries.

Brazil, Argentina, Chili.

NOTE.—Other countries may be located upon the map, but for special study each of these states above named should be taken separately and treated according to the topics for special sections of the United States.

Let the study of these countries be as objective as possible. Encourage bringing into the class-rooms all kinds of specimens, pictures, etc.

These countries are so unlike ours in animal and vegetable life that much time could be spent upon the strange animals, and upon the commercial value of many of their vegetable products, as dye woods, medicinal woods, indigo, rubber, coffee, etc.

Do not forget the usual life of the people, their language, occupations, and education.

Topics for General Study of Country.

(I.) Name.

(II.) History; simply told.

- (III.) Location.
- (IV.) Relief.
- (V.) Drainage.
- (VI.) Products: animal, vegetable, and mineral.
- (VII.) Industries and occupations.
- (VIII.) Commerce.
- (IX.) Manufacturing.
- (X.) Great cities; taken in form of imaginary journey.
- (XI.) Life of peoples; race, language, social condition, education, development.
- (XII.) Government.
- (XIII.) Cities.

GRADE VI.—GEOGRAPHY.

I. CONCRETE GEOGRAPHY.

1. OBSERVATIONS.

2. FIELD WORK, OR SIMPLE EXPERIMENTAL WORK.

Aim, method, materials as in Grade IV.

Kind and amount to depend upon district and other conditions.

Experimental work on soils.

Review work on soils, application of terms: erosion, transportation, deposition.

a. *Field work.*

- (1) Illustrations of erosion: cliffs, ledges, boulders, old stone or brick buildings.
- (2) Illustrations of transportation: road gutters, plowed fields, small wet-weather streams.
- (3) Illustrations of deposition: child's experience in street on rainy day; deposition of material, forming miniature plains, deltas, etc.

b. *Experimental.*

- (1) To show result of erosion:
 - (a) Cut into a piece of wood that has been on ground for a long time.
 - (b) Break open a small round stone or pebble.
- (2) To show action of the three processes: erosion, transportation, deposition.
 - (a) In an inclined shallow pan, or on moulding board, build high mounds of pebbles and clay or sand.
With sprinkling pot wear them partly down.
 - (b) Notice erosion, transportation, and deposition.

c. *Study of Type Forms.*

- (1) Results of Glacial Action.
 - (a) Study of a glacier.
Where found (Alps, Alaska, Greenland).
Formation (very simple).
Downward movement.
Work: erosion, transportation, deposition.
 - (b) Traces of glacial action may be effectively observed at Franklin Park, Winthrop Beach, Corey Hill, and Parker Hill.
Smooth, polished elevations.

(1) Results of Glacial Action.— *Concluded.*

Bowlders.

Rocks bearing scratches.

Long rounded hills (drumlins).

(c) Force that produced these changes.

Brief statement as to the time and extent of ice sheet.

(d) Results of erosion by ice sheet.

In New England.

In northern United States and Canada.

(2) Mountains and valleys.

NOTE.— Review definition and terms applied to mountains: base, summit, slope, peak, range, system.

Suggestion.

Field work. A profitable excursion may be conducted to a high tower or hill overlooking the country.

(a) Formation.

Folding.

Experimental work.

Bake or slowly dry an apple, and notice wrinkling of skin.

Cover a ball with a thick flannel cover, a little too large for the ball, then press it down on the ball. Some parts of the cloth must wrinkle. Illustration to show that mountains are wrinkles of the earth's crust.

Take a series of pieces of thick cloth and felt, or blotters, cut them to the same size, and press them up with hand.

Uplift.

Experimental work.

Experiment similar to previous one, using books to show formation of block mountains by uplift.

Erosion.

See experiment under erosion on moulding board; wearing away of ridges built shows erosion of mountains.

Atmospheric agents.

Wind. Child's observations.

Rain.

Snow.

Aqueous agents.

Rivers.

Oceans.

Ice.

2. FIELD WORK, OR SIMPLE EXPERIMENTAL WORK.— *Concluded.*(2) Mountains and valleys.— *Concluded.*

(b) Types.

Old.

Young. Well illustrated in surface of Canada and Europe.

NOTE.— Same topics for valleys as for mountains, teaching terms canyon, chasm, gorge, ravine.

(3) Plains.

NOTE.— Review definition.

(a) Formation by deposition of material.

Suggestions.

Field work. A good example of formation of plain by deposition may be seen in road gutter after a heavy rain, or a meadow brook will give a full lesson.

See field work and experiments under *Deposition*.

(b) Types.

Coastal.

Formation.

Experiment. Make a coastal plain. In a shallow dish make an irregular surface of sand and clay. Have one portion hilly to represent land, the other part low. Fill the lower portion with water. With a sprinkling pot carefully wash some of the land into the depression, then drain off the water. Notice the marginal plain that is built off the land. It is a miniature *coastal plain*.

Characteristics.

Soil.

Fall line, location, value.

Flood plain.

Formation.

Field work and experimental, see *Deposition* and *Plains*.

Characteristics.

Soil.

Effect upon life.

Human (centers of population).

Vegetable.

Animal.

(4) Shore lines.

Suggestions. A lake shore, seashore, river bank or shore of a pond may serve. Shore lines may be studied to great advantage at Marine Park, Wood Island Park, Winthrop Beach, and Revere Beach.

(4) Shore lines.— *Concluded.*

(a) Types.

Regular.

Formation.

Characteristics.

Irregular.

NOTE.—Teach terms fiord, firth.

II. CONTINENTAL AND REGIONAL GEOGRAPHY.

EUROPE. (Taken as a type. Other prescribed regions to be similarly studied.)

NOTE.—The prescribed regions are Canada, Mexico, Central America, West Indies. Eurasia is to be divided. Europe is to be studied in Grade VI.; Asia in Grade VII.

1. *Position.*

(a) Hemisphere.

(b) Latitude and longitude.

(Extent found, not memorized.)

(c) Crossed by what circles? Zones?

(d) Direction from home and other grand divisions.

(e) Surrounding waters.

(f) Land boundaries.

2. *Shore lines.*

(a) Character.

(b) Adaptability.

(c) In detail.

(1) Indentations.

(2) Projections.

(3) Islands.

3. *Relief.*

(a) Highlands.

(1) Mountain systems—

(a) Ranges.

(b) Peaks.

(c) Volcanoes.

(2) Plateaus.

NOTE.—Show difference between mountains of north and those of south, and life of man as affected by each.

(b) Lowlands.

(1) Location.

(2) Extent.

(3) Life belts.

(a) Tundra.

(b) Forest.

(c) Grain.

(d) Semi-tropical.

NOTE.—Study life of man in these belts.

3. *Relief*.— Concluded.

(c) Points of interest.

- (1) Scenery of Southern Europe.
- (2) Glaciers of Alps, etc.

4. *Climate*.

(a) Causes inferred from —

- (1) Latitude.
- (2) Elevation.
- (3) Mountains.
- (4) Winds.
- (5) Rainfall.
- (6) Ocean currents or drifts.

(b) Healthfulness.

(c) Peculiarities.

5. *Drainage*.

(a) Rivers —

- (1) Source.
- (2) Course.
- (3) Mouth.
- (4) Navigation.

(b) Lakes.

6. *Important countries*.

The British Isles are taken as a type, and notes for the study of this country follow.

BRITISH ISLES.

1. *Position*.

- (a) Hemisphere.
- (b) Latitude and longitude.
(Extent found, not memorized.)
- (c) Zone.
- (d) Direction from home and other grand divisions.
- (e) Surrounding waters.

NOTE.—The following topics in position apply only to British Isles.

- (f) Central position in reference to the land masses of world.
Direct connection with all oceans.
- (g) Insular. (Position.)

(1) Many colonies.

Name and location of most important colonies.

NOTE.—Correlate as much as possible with child's knowledge of history in regard to exploration and colonization.

(2) Large navy.

NOTE.—Show reasons for development of large navy in connection with the acquisition, maintenance, protection of, and trade with, colonies.

(3) Greatest foreign trade.

2. *Size.*

- (a) Of British Isles. Compare with some state of United States.
- (b) Of England.
- (c) Of British Empire (one-fifth of land surface of world).

NOTE.—Distinguish British Empire, British Isles, Great Britain, and England.

3. *Shore line.*

- (a) Character.
- (b) Adaptability.

NOTE.—Show commercial advantages to England in the fact that many of her excellent harbors are opposite each other.

- (c) Groups of islands.

4. *Relief.*

- (a) Of Scotland.
 - (1) Highlands.
 - (2) Lowlands.
 - (3) Scenery.
- (b) Of England and Wales.
 - (1) Highlands.
 - (2) Lowlands.

NOTE.—Mention the downs and the moors.

- (3) Scenery.

NOTE.—Noted landscape gardens and country districts.

- (c) Of Ireland.

- (1) Highlands.
- (2) Lowlands.

NOTE.—Study fertile plains and bogs.

- (3) Scenery.

Vale of Avoca.

Giant's Causeway.

5. *Climate.*

- (a) Causes inferred from —
 - (1) Latitude.
 - (2) Elevation.
 - (3) Mountains.
 - (4) Winds.
 - (5) Rainfall.
 - (6) Ocean currents or drifts.
- (b) Healthfulness.
- (c) Peculiarities.

NOTE.—Call attention to the fact that these climatic conditions result in mild winters, cool summers, and almost constant rainfall.

6. *Drainage.*

- (a) Rivers.
 - (1) Source.
 - (2) Course.

6. *Drainage.*—Concluded.(a) *Rivers.*—*Concluded.*

(3) Mouth.

(4) Navigation.

NOTE.—Call attention to the small swift flowing rivers and their industrial importance; study large rivers, as Thames and Mersey, whose wide estuaries extend far inland making ocean commerce possible for cities in the interior.

7. *Important cities.*

(a) Of Scotland.

(1) Name.

Edinburgh, Glasgow, Aberdeen.

(2) Location.

(3) Important facts.

(b) Of England.

(1) Name.

London, Liverpool, Manchester, Birmingham, Leeds, Bradford, Sheffield, Hull, Newcastle, Bristol, and Southampton.

(2) Location.

(3) Interesting facts.

(c) Of Wales.

(1) Names.

Cardiff, Merthyr.

(2) Location.

(3) Interesting facts.

(d) Of Ireland.

(1) Name.

Dublin, Belfast, Cork, Queenstown, Armagh, Limerick, Londonderry.

(2) Location.

(3) Interesting facts.

8. *Products and industries.*(a) *Products* (of British Isles).

(1) Agricultural.

(2) Mineral.

(3) Animal.

(4) Miscellaneous.

(5) Manufactured.

(a) Of Scotland.

(b) Of England.

(c) Of Ireland.

(b) *Industries.*

(1) Of Scotland.

NOTE.—In connection with study of industries, call attention to the hand weaving of the people of the Hebrides. Correlate with the study of textiles in the manual training work.

(b) Industries.— *Concluded.*

(2) Of England and Wales.

NOTE.— In connection with study of industries call attention to the market gardening.

(3) Of Ireland.

NOTE.— In connection with study of industries note the making of lace by hand, and the manufacture of fine linens.

9. *Commercial Importance.*

(a) Comparison with the United States.

(b) Trade.

(1) Exports (manufactured articles).

(2) Imports (foodstuffs, raw materials).

(3) Routes.

(c) Reasons for development.

10. *People.*

(a) Race.

(b) Nationality.

English, Irish, Scotch, Welsh.

(c) Characteristics.

(d) Religion.

(e) Government.

For the other five great powers of Europe use similar topics, and for the remaining countries select topics needed.

GRADE VII.

I. CONCRETE GEOGRAPHY.

1. ESTABLISHMENT OF COMPASS DIRECTIONS.

Aim.

To show relative and absolute position of places.

Method.

By means of vertical stick in yard, or in the school-room if sun enters, trace shadow on September 21 at exactly 12 o'clock. Draw a line across this shadow line at right angles, and observe whether or not it points to the part of the horizon where the sun rises and sets at this time of the year. Now mark the four cardinal points obtained by direction of this shadow and the line at right angles to it. Geographical north thus determined. North star another means.

Magnetic north determined by compass. Variation from geographical north.

Materials.

Compass, maps, globe, observations, North Star, Big Dipper.

2. STUDY OF VARYING LENGTH OF SHADOWS.

Aim.

To show effect of vertical and oblique rays of sun, thus leading up to and understanding the dependence of climate upon latitude.

Method.

Observe and note the length of shadow of tall pole, building, or object in school-room to be measured from base throughout year at some specified time (preferably noon). Draw conclusions.

Note the seasonal range of temperature that corresponds to the varying length of shadow.

These observations will lead naturally to the memorizing of facts not within the pupil's experience, like the position upon the earth's surface of the sun's vertical rays at different times of the year, the consequent location of the Tropics of Cancer and Capricorn, and the Polar Circles, the seasonal shifting of the heat equator and the zones of heat.

3. GRAPHIC REPRESENTATION OF THE LENGTH OF DAY.

Aim.

To get data that will help pupil to understand facts taught later in mathematical geography.

Method.

Note time of rising and setting of sun at different seasons. (If observations cannot be made directly, copy from daily papers.)

Mark observations in proper space on weather record.

Associate changes in temperature with relative length of days and nights.

4. PRACTICE IN READING AND MAKING MAPS.

a. *The reading of maps.*

Aim.

To make the map a means of interpreting knowledge.

To make the map mean something more than location.

To give the pupil the power to read from the map the physiographic and climatic conditions which affect the distribution of the world's population.

Method.

The explanatory legend in the corner of every map should be drilled upon until the pupil uses the various colors and symbols in building up a visual image corresponding somewhat to the region which the map represents. The pupil should look not *at* the map, but through and beyond it, into the region it describes.

(NOTE.—The idea must precede the symbol.)

Materials.

A good set of maps, either wall maps or text-book maps, preferably the former.

Stereographs. (To show the third dimension.)

Pictures. (To show forms which symbols represent.)

Problems requiring map interpretation and inference.

b. *The making of maps.*

Aim.

To give the pupil means of expressing knowledge.

To help him fix in his memory geographical facts taught.

Method.

Map-drawing to be a means, not an end. To be made tributary to the expression of the thought.

Map-sketching a quick and graphic means of explanation.

Progressive maps to follow the steps in the study of a region.

For example:

(1) Outline. (To follow study of shore lines.)

(2) Mountain ranges indicated. (To follow study of surface.)

(3) Rivers and lakes. (To follow study of drainage.)

(4) Countries, capitals, important seaports, etc.

(5) Productions, animals, etc.

(6) Direction of winds, trade routes, etc.

(NOTE.—The work should not deteriorate into mere copying of maps.)

Materials.

For progressive maps outlines may be purchased, or may be made by means of the mimeograph, hektograph, or other duplicator; by tracing, etc.

Relief maps. (To show better idea of surface features.)

Paper pulp models.

b. *The making of maps.*—Concluded.

Materials.—*Concluded.*

Salt and flour models.

Sand models.

Plasticine models.

Chalk and pencil models.

II. CONTINENTAL AND REGIONAL GEOGRAPHY.

Aim.

An intensive study of Asia, Africa, and Australia.

An organized and comparative view of the physiographic continental features, and of the stages of human life in relation to these features, as influencing and being influenced by them.

Method.

Study the continental masses as such. Follow the causal order of topics; physical, climatic, productive, social, and political. Pupils' knowledge to be gained by logical deduction. Climate deduced from position, ocean currents, prevailing winds, coastline, and surface features. Productions deduced from the above, and from the additional factor, climate. Leading occupations of people deduced from productions. Location of important cities and trade routes resulting from surface features.

Study of separate countries.

Climate, productions, and occupations are peculiar to physiographical rather than to political units. In these respects, therefore, political divisions may be most economically studied by noting their relation to continental regions.

NOTE 1.—Trace cause and effect where possible. The "what" first and the "why" afterward.

NOTE 2.—As each of the topics is studied show its influence in determining the development of the people.

NOTE 3.—At the end of the seventh grade the pupil may be expected to have a fair knowledge of the location and characteristics of the principal physiographic features of the world, and an appreciation of these factors in determining the desirability of the earth for man.

Study of Asia in detail to accompany outline as printed in the Provisional Course of Study.

ASIA.

1. *Great features of relief.*

a. Shore lines.

(1) General character.

(2) Comparison of southern and western coasts with northern. The commercial value of each.

(3) Oceans: Arctic, Pacific, Indian.

(4) Seas: Bering, Okhotsk, Japan, Yellow, China, Arabian, Red, Mediterranean, Black, Caspian.

(5) Gulfs and bays: Ob, Siam, Bengal, Persian, Aden.

a. Shore lines.— *Concluded.*

- (6) Straits: Bering, Malacca, Babel-Mandeb.
- (7) Peninsulas: Kamchatka, Korea, Malay, India, Arabia, Asia Minor.
- (8) Islands: Japan, Formosa, Philippines, [East Indies, Ceylon.

b. Highlands.

- (1) Position and extent.
- (2) Primary highlands.

The great mountain ranges radiate in all directions from the *Pamir*, "the roof of the world." The Hindu Kush and Elburz to the west, the Himalayas ("abode of snow"), Thian Shan ("sky mountains"), Kuen-Lun, Altai, Yablonoi, Stan-ovoi.

- (3) Secondary highlands.

High piedmont plateaus sloping from the primary highlands into a great nearly level plain towards the Arctic Ocean on the north.

Short irregular south slope broken by mountainous ridges running off from the primary highlands, forming three peninsula extensions, each one south of a prominent internal plateau.

- (4) Peaks.

Everest, highest in the world.

Sinai, Ararat, Horeb (interesting because of sacred historical incidents connected with them).

- (5) Plateaus.

Pamir Plateau, highest on the globe; Desert of Gobi ("sea of sand"), one of the largest and driest arid regions in the world; Tibet, inhabited by a colony of Buddhist priests, and probably the highest inhabited point in the world; Iran, Arabia, Deccan. Study *Gobi* as type.

c. Lowlands.

River plains.

Northern and central Siberia, Chinese lowland, Hindustan, Asiatic Turkey.

2. Climatic features.

a. Temperature. (Great extremes.)

Dependent upon —

Latitude. (Ranges from the most extreme cold in the north to the excessive heat of the tropics.)

Altitude. (The peaks of the Himalayas rise far above the snow line, while their hills are covered with tropical vegetation.)

2. *Climatic features.*— Concluded.

b. Winds.

The great interior plains and plateaus are centres from which strong winter winds blow outward, carrying cold toward the ocean.

Monsoons.

c. Currents.

d. Rainfall.

Regions of heavy rainfall. Why?

Regions of moderate rainfall. Why?

Regions of light or no rainfall. Why?

(A rain map can be made by drawing two straight lines from Vladivostok, one to Constantinople and the other to Guardafui, thus dividing Asia into three parts. The northern has a moderate rainfall, the central but little rain, and the southern belt abundant rain.)

3. *Great drainage features.*

Establish divides.

Great river systems:

Rivers flowing into Arctic Ocean: Lena, Yenesei, Ob.

Rivers flowing into Pacific Ocean: Amur, the great commercial highway of central Asia; Hoang-Ho (China's sorrow); Yang-tse-Kiang, the largest in Asia.

Rivers flowing into Indian Ocean: Ganges, Brahmapootra, Indus, Tigris, Euphrates (the last two valuable for irrigation).

Inland rivers.

Great deltas.

Commercial importance of each river.

Lakes: Small and usually salt. Aral, Caspian, Dead Sea.

Fresh: Baikal, the largest; Balkash.

4. *Life belts.*

a. Vegetation.

(1) Tundra. Effect of temperature and rainfall upon vegetation, animal life, inhabitants. How suited for home of man? Effect of climate on civilization. Digging for ivory. Difficulties of transportation. Reasons for lack of large cities.

(2) Forest. Compare location of forest belt with that of North America.

(3) Grain.

(4) Steppes. Compare forest with North America.

(5) Desert. Extend belt across Africa. Notice inclusion between mountain ranges. How this effects rainfall. Compare with Great Basin of North America. Study of one typical desert by pictures, reading, etc.

a. Vegetation.— *Concluded.*

Bring out characteristics of rivers from mountain snow making oases. Artesian lakes and springs.

(6) Tropical. Jungles. Deccan a great savanna region where agriculture flourishes.

b. Anima .

Siberia: fur-bearing animals, reindeer.

Central plateau: wild horse, yak, donkey, camel, sheep, and goat.

Oriental realm: tiger, elephant, maneless lion. (The buffalo and elephant domesticated in India).

c. People.

Races.

Occupations.

Civilization.

5. *Important countries.*

Russian Empire: Siberia, Turkestan.

Chinese Empire: China Proper, Tibet, Mongolia, Manchuria.

Japanese Empire: Islands of Japan, Korea, Formosa.

British Empire: India, Ceylon, Hong-Kong, Straits Settlements, Cyprus.

Class to be able to locate and to do group work in study of Turkish Empire, Siam, Afghanistan, Beluchistan, Persia, Arabia, and islands off southeastern coast belonging to United States, Netherlands, Great Britain and Portugal.

Cities.

Calcutta, Peking, Tokio, Vladivostok, Port Arthur, Jerusalem.

Products.

Silk, tea, coffee, cotton, spices, indigo, opium, bamboo.

Industries.

Leading industries resulting from productions. Study of a typical industry in connection with study of productive region. Tea industry in connection with China. Silk culture of Japan. Rice culture in India.

6. *World relations.*

Asia is of importance to us —

a. As the first home of man.

b. As the birthplace of the five great religions.

c. As giving to the world —

The art of printing.

The sciences.

The beginning of political institutions.

Our first literature.

d. As full of scenes connected with Bible history.

e. As influencing the discovery of America.

CHINESE EMPIRE. (Taken as a type for study.)

Countries included. (See outline of Asia.)

China Proper.

Position. In which hemisphere.

Direction from us.

Latitude. (Found, but not memorized.)

Compared with United States.

Size. Compared with United States.

1. *Relief.* (See outline of Asia.)

Shore lines. Show effect on commerce.

Drainage.

Rivers.

Yang-tse-Kiang; the largest in Asia, ranks with Mississippi and Amazon; primitive boating on this river.

Hoang-Ho; disastrous floods, change of course.

Amoor.

Dense population on the rivers. River life. Rapids in upper rivers a barrier to trade.

Imperial Canal.

2. *Important cities.*

Peking, the capital; Tientsin, its port; Canton, Shanghai (all larger than Boston); Hong Kong (owned by Great Britain); Hankau, a river port.

3. *Products.*

Mineral.

Agricultural.

Manufactured.

4. *Industries.*

Industries resulting from productions. Primitive methods.

STUDY OF TYPICAL INDUSTRY.

Tea Culture in China.

Conditions necessary for tea culture, temperature, rainfall, soil, slope, cheap labor.

Tea plant, evergreen, size, leaves, flowers.

Tea plantation, nursery beds, transplanting, cultivation, first crop at three years.

Picking, number of pickings each year, comparative value of first pickings and successive pickings.

Kinds of tea determined by method of preparation. Green tea, black tea, brick tea may be made from leaves of same plant by different methods. Describe method of preparation of each.

Chief region of production.

Principal tea markets, Hankau and Fuchau.

Method of transportation from plantation to ports, wages of porters and laborers.

4. *Industries.*— Concluded.*Commerce.*

a. Domestic.

Method of land transportation, porters, wheelbarrows, carts, donkeys, camels. Expense of these methods. National prejudice against railroads. Recent development of railroad building.

b. Foreign.

Mostly with British port of Hong Kong, Great Britain, Japan, India, United States.

Regular lines of steamers between United States, Japan and China.

c. Exports and imports.

(See map, Adams's Commercial Geography, page 422.)

5. *People.*

Race.

Great numbers.

Characteristics.

Conservativeness.

Opposition to modern ideas and improvements.

Ancestor worship.

Education and power of old customs.

Skill in handwork.

Manners and customs.

Religion.

Government.

Other countries of the Chinese Empire.

Tibet. "The Snowy Kingdom."

Lassa, the holy city of the Buddhists. No foreigners allowed within city.

Mongolia.

Great Desert of Gobi.

Manchuria.

Its connection with late war in the East.

Dalny, Port Arthur, Mukden, the capital.

A few suggestions for collateral reading. The teacher can easily add to them.

King's Geography, pp. 242-248; Tarr and McMurry, pp. 396-405; Tarbell, pp. 114-116; Redway and Hinman, pp. 136-137; Carpenter's Asia, chapters 12-19; Mill's International Geography, pp. 521-541; Adams's Commercial Geography, pp. 283-288; Herbertson's Descriptive Geography of Asia, from Original Sources, pp. 220-261; Chamberlain's How We Travel, pp. 72-81; Rupert's Geographical Reader, pp. 282-290; Smith's Life in Asia, pp. 131-181; Toward the Rising Sun (Ginn & Co.); The Wide World (Ginn & Co.).

AFRICA.

Position.

Form.

Size. (Compared with other continents.)

1. *Great features of relief.*

a. Shore lines.

General character. Absence of harbors. Coast line in proportion to size. Recall what has been taught in previous lessons concerning the effect which the form of coast line has upon the progress of civilization.

Water forms.

Land forms.

Take imaginary journeys along coasts viewing reefs, rocky cliffs, sandy beaches, gigantic forests, and lagoons. Connect with each island some interesting allusion, historical incident, or pleasing fact and its location will be better remembered.

b. Highlands.

The essential factor in the physical study of this continent is the characteristic plateau form and the effect this has had upon the settlement of the mass.

Study relief map well to bring this out.

(1) Mountains. (A marked absence of mountain ranges.)
Atlas Mountains.

Drakensburg Range.

(2) Peaks. (Old volcanic cones.)
Kilimanjaro, Kenia, Ruwenzori.

(3) Plateaus. (Great bulk of continent made up of plateau lands.)
Abyssinian Plateau. (The most important highland in all Africa.)

c. Lowlands.

A narrow fringe bordering plateaus as a rule.

The Great Rift Valley.

Deserts.

The Sahara.

Extent. Surface. Oases.

Kalahari.

2. *Climatic features.*

The essential factor in the climatic study is to get the wind belts well defined; they determine the rain belts, these factors together determine the life belts, each with its distinctive characteristics.

a. Temperature.

Dependent upon —

(1) Latitude. (Owing to position in Torrid Zone and the great number of deserts the heat is unbearable. Show that heat hardens the

a. Temperature.—*Concluded.*

soil and that a dry soil rapidly absorbs the sun's rays. Lead class to notice its massive form which closes it to oceanic influences.)

(2) Altitude.

(3) Winds.

Simoons and sand storms.

b. Rainfall.

3. *Drainage.*

Rivers.

a. Mediterranean drainage.

Nile. (A special study of the Nile Basin.)

b. Indian Ocean drainage.

Zambesi. The falls compared with Niagara. Work of Livingstone in this region.

c. Atlantic Ocean drainage.

Congo. (Compared with Amazon.)

Niger.

Orange.

Lakes. Great size. Importance.

4. *Important countries.*

On account of the length of time (two months) not more than three regions can be studied well. The three important areas seem to be the Atlas region, the Nile region, and the South African region, with a short superficial study of the Sahara and Congo regions.

a. See method.

b. Cities.

Cairo, Alexandria, Tunis, Algiers, Kimberley, Cape Town, Johannesburg, Timbuctoo.

c. Products.

Mineral.

Agricultural.

Manufactured.

Miscellaneous.

d. Industries.

A brief study of ostrich farming, and diamond mining.

Commerce.

Foreign and domestic.

NOTE.—Suez Canal, Cape to Cairo Railroad, caravan trade and slave trade.

e. People.

List of References.

The Barbary States.

King, pp. 261–263; Tarr and McMurry, pp. 440–444; Tarbell, p. 122; Redway and Hinman, p. 143; Carpenter's Africa, Herbertson's

Original Sources, Africa, pp. 5-29; Adams's Elementary Commercial Geography, pp. 312-315.

The Nile Basin, Egypt.

King, pp. 265-267; Tarr and McMurry, pp. 430-440; Tarbell, pp. 122-123; Redway and Hinman, p. 143; Mill's International Geography, pp. 918-929; Herbertson's Original Sources, Africa, pp. 31-60; The Wide World, pp. 42-52; Views in Africa, pp. 36-43, 49-50, 500-544. Carpenter's Africa, Adams's Elementary Commercial Geography, pp. 312-315.

The Sahara.

King, pp. 263-265; Tarr and McMurry, pp. 427-430; Tarbell, p. 123; Redway and Hinman, p. 123; Carpenter's Africa, chapters 2-11, 13-17; Mill's International Geography, pp. 894, 905, 907, 913, 953; Herbertson's Man and His Work, pp. 32-36, 60; Herbertson's Original Sources, Africa, pp. 18-30; Under Sunny Skies, pp. 99-114; Views in Africa, pp. 16, 24-29, 402-412, 496-500.

Central Africa.

King, pp. 267-270; Tarr and McMurry, pp. 451-458; Tarbell, p. 123; Redway and Hinman, pp. 144-145; Carpenter's Africa, chapters 18, 19, 21, 25, 26, 28, 30-33, 36-39; Herbertson's Original Sources, Africa, pp. 135-160; Views in Africa, pp. 98-102, 230-236; Herbertson's Man and His Work, pp. 38-41; Land of the Pygmies, Burrows; In Dwarf Land, Lloyd; Under the African Sun, Ansorge; Pioneering on the Congo, Bentley; In Lionland, Douglas.

South Africa.

King, pp. 270-271; Tarr and McMurry, 444-451; Tarbell, pp. 124-125; Redway and Hinman, p. 145; Mill's International Geography, pp. 985-997; Herbertson's Original Sources, Africa, pp. 193-233; Views in Africa, pp. 169-180; Adams's Commercial Geography, pp. 470-476, Carpenter's Africa, chapters 41-50; Starr's Strange Peoples, Bushmen, p. 143; Impressions of South Africa, Bryce; Key to South Africa; Jessett; On the South African Frontier, Brown; Kingdom of Barotsi, Betrand.

AUSTRALASIA.

Australia.

Position. Form. Size. (Bring out the fact that it is not the size of this division which makes it a continent, but its surface structure.)

1. *Great features of relief.*

a. Shore lines.

Compactness and regularity.

Great Barrier Reef.

b. Highlands.

Australian Alps.

Gigantic tableland occupying one-half of continent.

c. Lowlands.

Depression in interior.

2. *Climatic features.*

Climate the result of surface features and position. Protracted droughts and violent floods characteristic of the continent.

3. *Drainage features.*

Absence of large rivers.

4. *Important countries.*

(No section to be taken separately.)

a. Already studied under 1, above.

b. Cities.

c. Products.

Mineral.

Agricultural.

Manufactured.

Miscellaneous.

d. Industries.

Agriculture, sheep and cattle raising, gold mining.

Sheep-shearing at the sheep-runs, a good subject for class investigation.

Show the great benefit Great Britain derives from Australia.

Note that Australia has been called "Great Britain's Workshop." Why?

e. People.

Have certain pupils prepare papers on colonization of Australia.

Government.

Island Groups.

New Zealand.

East Indies.

Philippines.

Islands of the Pacific.

(A brief study of the above, noting particularly the commercial relations.)

III. THE EARTH AS A WHOLE.

MATHEMATICAL GEOGRAPHY.

1. *The daily and yearly motion of the earth*, with a very simple treatment of the resulting phenomena.

Movements of the earth. (Reasons for knowing we move.)

a. Daily motion.

Rotation. Define.

Axis.

Define.

Poles.

Inclination.

Fixed direction. (Pointing toward North Star.)

1. *The daily and yearly motion of the earth.*—Continued.a. Daily motion.—*Concluded.*

Direction of rotation. (Demonstrate on globe.)

Time.

Effect.

Day and night.

Day the time when the sun is above the horizon.

Twilight.

Twilight is sunlight reflected by the atmosphere to an observer when the sun is below the horizon.

b. Yearly motion.

Revolution. Define.

Path. Orbit. (The motions of the earth, or rather the apparent motions of the heavens, can be observed only when some of the constellations are known.)

Time.

Direction.

Inclination of axis. (Show what would be the result on our climate if earth revolved without inclination of axis. Constant seasons.)

Effect of revolution and inclination of axis.

(1) Change of seasons.

(In teaching cause of seasons, teach first the heating of the earth. Why is it warmer at noon than in the morning or in the middle of the day? Bring out the two reasons by diagrams.)

(a) Rays cover smaller area at noon.

(b) Rays pass through less atmosphere.

Lead class to see that these two factors apply in explaining temperature difference between summer and winter.

Now let pupils place globe in position for spring, summer, autumn, and winter, explaining every step. Lead them to see that three things — (a) inclination of axis, (b) parallelism of axis, (c) revolution — are all necessary to produce season.

Show seasons for each hemisphere:

(a) When the sun's rays are vertical at the Tropic of Cancer.

(b) When the sun's rays are vertical at the Equator.

(c) When the sun's rays are vertical at the Tropic of Capricorn.

(d) When the sun's rays are again vertical at the Equator.

b. Yearly motion.— *Concluded.*

(2) Variation in length of day and night.

(a) In different seasons.

Equinoxes. Vernal and autumnal.

(Explain what is meant by the expression "The sun has crossed the line.")

Solstices. Summer and winter.

(Derivation of these words will help to fix the facts in pupils' minds.)

(b) In different latitudes.

At the equator. No variation.

At the poles. Six months day and six months night.

At the polar circles. From 0 to 24 hours.

At the tropics.

In the home latitude. (From observation.)

2. *A simple treatment of parallels, meridians, and degrees with the use of the slate globe; latitude and longitude; zones.*

a. Circles of the earth.

Kinds. Great and small.

Degrees. Distance measured in degrees and not miles because of curved surface of earth.

Great circles.

Equator.

Meridian circle.

Meridian. Meridian established by means of noon shadows.

Prime meridian.

Small circles.

Parallels. Interpreted upon globes and maps.

Tropics.

Polar circles.

b. Latitude and longitude.

To be taught as a means of definite location.

NOTE.— A knowledge of latitude and longitude is necessary for the intelligent appreciation of any map. Too often these subjects are abstract things. This method of location is made necessary by the spherical form of the earth. Expressing the position in terms of latitude and longitude ought to recall the relation of the map to the globe, and the location of the place named in the world as a whole.

Latitude.

Define. (Distance in degrees north or south of equator.)

How measured.

Length of a degree in miles. (Increase toward the poles. Why?)

2. *A simple treatment of parallels.*—Concluded.b. Latitude and longitude.—*Concluded.*

Longitude.

Define.

How measured.

Length of a degree. (Decrease in length of degree toward poles. Why?)

International date line.

Change in calendar in crossing the international date line.

Local and standard time.

c. Zones.

How caused.

(Show that they are the effects of the revolution of the earth and of the inclination of the axis. Illustrate the change in obliquity of the sun's rays by revolving a sphere with a fixed inclined axis about a central body, keeping the axis constantly parallel to all its former positions.)

Number.

Names. (Meaning.)

Comparative width.

Boundaries. (What determines the boundaries? Are these boundaries artificial or natural divisions?)

Materials.

A slate globe. (To be used constantly in teaching.)

A printed globe.

Seasonal apparatus, if possible. (If the school does not possess one, a simple way of presenting the subject of seasons may be found in Nichol's "Topics in Geography," page 173.)

GRADE VIII.

CONCRETE GEOGRAPHY.

Aim.— To cultivate power of observation and form the habit of original investigation; to make possible by child's experience the appreciation and understanding of his own home, his country, and the world of which he forms a part.

STUDY OF BOSTON. HOME INDUSTRIES.

*Early history.**Location.*

Advantages arising from its position.

Good harbor and large bay.

Nearness to water power regions.

Nearness to manufacturing cities.

Facility for large coastwise trade.

Natural metropolis of New England.

Nearness to European countries.

Disadvantages arising from its position.

Lack of natural resources.

Lack of good water connection with interior.

Topography of surrounding country.

Resulting development of Boston.

As a commercial centre.

As an industrial centre.

As an educational and social centre.

Commerce, Wharves and Docks.

Definition.

Kinds. Foreign and domestic.

NOTE.— A visit to one or two of those most convenient to the school is recommended.

Charlestown.

Mystic Wharf (Boston & Maine Railroad).

Hoosac Tunnel Docks and Elevator.

United States Navy Yard.

East Boston.

Cunard Docks.

National Dock and Warehouse Company.

Grand Junction Wharves. Boston & Albany Railroad.

South Boston.

Commonwealth Docks.

Docks of New York, New Haven & Hartford Railroad.

Commerce, Wharves and Docks.— Concluded.

Boston Proper.

Otis Wharf.

Foster's Wharf.

Eastern Steamship Company (Bangor Division).

Rowe's Wharf.

Passenger service to Nantasket, Revere, Lynn.

India Wharf.

Metropolitan Steamship Company.

Passenger and freight service to New York (Steamships
Harvard and Yale).

Central Wharf.

New England Navigation Company.

United Fruit Company.

Fire Department (fireboat).

Long Wharf.

United Fruit Company.

United States Immigration Service.

Boston headquarters for detained immigrants.

Dominion Atlantic Line.

Passengers and freight.

T Wharf.

Fish and fish products.

Commercial Wharf.

Plant Line.

Passengers and freight.

Fort boats from harbor.

Lewis Wharf.

Clyde, New England and Southern Line.

Freight to Charleston, S. C., and Jacksonville, Fla.

Ocean Steamship Company.

Sargent's Wharf.

Quincy Market Cold Storage and Warehouse Company.

Union Wharf.

Eastern Steamship Company.

International Division. St. John.

Kennebec Division.

Bangor Division.

Battery Wharf.

Merchant and Miner's Transportation Company.

Boston, Baltimore, Norfolk and Newport News.

Constitution Wharf.

Quincy Market Cold Storage and Warehouse Company.

Some Foreign Steamship Lines in Boston.

White Star, Cunard, Leyland and Warren Lines. (Liverpool.)

Allan Line. (Glasgow.)

American and Indian Line. (Calcutta and Colombo.)

Some Foreign Steamship Lines in Boston.— Concluded.

Furness Line. (Rotterdam and Fowey.)
 Hamburg American Line. (Hamburg.)
 Red Star and Puritan Lines. (Antwerp.)
 Scandinavian American Line. (Copenhagen.)
 Wilson Line. (Hull.)
 Houston and Norton Line. (Buenos Ayres.)
 Boston and Cuba Line.
 Boston and South American Line.
 United Fruit Company Line. (Jamaica, Costa Rica.)
 Progreso Mexico Line.

Coastwise Lines.

(See wharves and docks, under Boston Proper.)

Trans-Atlantic Freight.

Exports.

Provisions, breadstuffs, leather, manufactured articles, grains, live stock, refrigerated beef, cotton, iron, steel, lumber, paper, farm and dairy products.

Imports.

Wool, cotton, hides and skins, fibres, sugars, chemicals, dyes, drugs, fruits, nuts, earthenware, toys, glassware, crockery, macaroni, olive oil, hemp, silks, tea, spices, tin, rubber.

Coastwise Freight.

Exports.

Beef, fruit, oil, jute, shoes, potatoes, paper, cotton, machinery.

Imports.

Lumber, turpentine, pitch, resin, fruit, fish, oil, lobsters, sardines, cotton, raw sugar.

Location of Great Commercial Cities Connected with Boston.

Liverpool, Manchester, London, Glasgow, Antwerp, Rotterdam, Hamburg, Copenhagen, Genoa, Naples, Alexandria and Mediterranean ports. Bombay, Calcutta, Rio de Janeiro.

Routes of Transportation.

Local.

Interstate.

Coastwise.

Foreign.

Manufactures.

Ironwork, pottery, boiler-making, pianos, boots and shoes, furniture.

NOTE.— Call attention to industries of local importance, and to the fact that Boston is a centre for the offices of large numbers of outside manufacturing concerns.

Freight Yards.

Location.

Railroad lines centring in Boston.

Boston & Maine.

New York, New Haven & Hartford.

New York Central.

Boston & Albany.

Freight Yards.—Concluded.

Relation of railroads to foreign and domestic commerce.

Principal routes of railroads. (Railroad maps.)

Location of important collecting and distributing centres.

Material brought to Boston.

Material sent from Boston.

Markets.

Location.

Clinton. (Wholesale.)

Refrigerating plants.

Quincy.

Faneuil Hall.

NOTE.—Visit should be made to one of these places as typical of the market section.

Sources of supply.

Meats (Chicago), poultry (New England), butter, eggs, cheese (Middle West and New England).

COMMERCIAL GEOGRAPHY.

Aim.—To show that natural features and climatic conditions produce possibilities for the commercial exchange between countries; that supply and demand depend upon the factors which determine the resources of the country.

I. CLIMATE.

1. *Study of Climatic Conditions.**a.* Heat of the Atmosphere.

(1) Origin.

(*a*) Absorption of solar energy.

(*b*) Contact of air with heated surface.

(*c*) Convection.

(*d*) Radiation.

(*e*) Liberation of heat when vapor condenses.

(2) Factors in distribution.

(*a*) Shape of the earth.

(*b*) Earth's inclination and revolution.

(*c*) Circulation of the atmosphere.

(*d*) Ocean currents.

(*e*) Relief: altitude; distribution of land and water areas; position of mountain ranges; slope of land; valleys.

NOTE.—Pupils should illustrate the distribution of heat in the atmosphere by means of (1) weather maps constructed from data furnished by the teacher, to show the variation of isotherms, and the movement of the heat equator and its relation to the geographical equator; and (2) seasonal maps to show the following zones of temperature: torrid, 70° and higher; temperate, 30° to 70°; frigid, 30° and lower.

b. Movements of the atmosphere.—Winds.

(1) Constant Winds.

- (a) Trades: cause, direction, steadiness.
- (b) Anti-trades.
- (c) Belts of calms: equatorial, tropical.
- (d) Prevailing westerlies: cause, direction.

(2) Periodical winds.

- (a) Daily: land and sea breezes.
- (b) Seasonal: monsoons. (Indian Ocean, Gulf of Mexico, Caribbean Sea, Gulf of Guinea.)
- (c) Cyclones or storm winds: cause; paths in the United States.
- (d) Hurricanes.

c. Movements of the Sea.

(1) Waves: a disturbance of the sea surface.

- (a) Causes.
- (b) Parts: crest, trough.
- (c) Breakers.

(2) Tides.

- (a) Rise and fall.
- (b) Use: erosion, transportation and deposition of material.

(3) Ocean Currents.

- (a) Cause.
 - Winds.
 - Effect of land barriers.
- (b) Systems of Ocean Currents.
 - In North Atlantic — Gulf Stream, Labrador current.
 - In South Atlantic.
 - In North Pacific.
 - In South Pacific.
- (c) General circulation.
- (d) Effects of ocean currents.
 - Modifiers of Climate.
 - Distributers of Animal Life.
 - Aids to Navigation.

d. Moisture in the Atmosphere.

(1) Origin.

- (a) Evaporation.
 - Temperature of air.
 - Dryness of air.
 - Motion of air.
 - Extent of surface exposed.
- (b) Saturation. The condition at which air at a

1. *Study of Climatic Conditions.*— Concluded.d. Moisture in the Atmosphere.— *Concluded.*

given temperature holds as much water vapor as possible.

(c) Condensation. The result of cooling water vapor below the saturation point.

(2) Forms of moisture: fog, cloud, rain, snow, dew, frost.

(3) Precipitation (rainfall).

(a) Conditions:

Air containing much moisture.

Lowering of temperature.

(4) Distribution of rainfall determined by —

(a) Latitude.

(b) Winds.

Storm winds.

Monsoons.

(c) Nearness to ocean.

(d) Topography.

(5) Rainfall in the Zones of Equatorial Calms.

Daily thunderstorms.

(6) Rainfall in the Zones of the Trades.

Small amount.

(7) Rainfall in the Zones of the Prevailing Westerlies.

Succession of cyclonic storms.

(8) Study of Weather Map.

(a) Low pressure area.

(b) Storm paths across United States.

(c) Relation of low pressure area to storm.

(d) Isobars.

(e) High pressure area.

Relation to low pressure area.

Weather, relation to.

(9) Special Study of Typical Rain Regions.

(a) West coast of United States.

(b) East coast of United States.

(c) Southern States.

(d) Interior of United States.

(e) Cuba.

(f) Philippines.

(g) Amazon Valley.

(h) India.

(i) Sahara.

(j) Arabia.

e. Relation of Climate to Production, Industry and Human Life.

Torrid Belt. (*Typical lesson outline.*)

Location as to latitude, tropics and equator.

Definition.

e. Relation of Climate to Production, etc.—*Concluded.*

Characteristics:

- Great heat.
- Abundant rainfall.
- In-blowing winds.

Map work.

- Location of countries.
- Location of large rivers.
- Location of cities.
- List of productions.
- Character of population.
- Native and foreign.

Industries.

Results of map study.

- None of leading nations of world.
- Some large rivers in South America and Africa.
- Few large cities.

Population:

- Natives of low order of intelligence.
- Foreign control of native population.

Productions.

- Vegetable: requiring little mental or manual effort.

Industries.

- Agriculture: native population.
- Commerce: foreign population.

Exports: raw materials from large cities.

Imports: manufacturing article and implements.

General conclusions.

1. Climate favorable to living on products of the region.
 - Food, clothing, shelter.
2. Limited needs unfavorable to hard labor and individual effort.
3. Resulting conditions.
 - An area of limited production.
 - A non-progressive people.

NOTE.—Brazil may be taken as an exception to the general conclusion.

It would be interesting and profitable to show how the peculiar topography of this country has made possible a progressive people.

2. *Belts of Vegetation.*

a. Tropical Belt.

- (1) Location.
- (2) Effect of rainfall on vegetation.
- (3) Effect of temperature on vegetation.
- (4) Kinds of vegetation.
 - (a) Heavy forest growth.
 - Banana, palm, rubber.
 - Dye and cabinet woods.
 - Bamboos, etc.

2. *Belts of Vegetation.*— Concluded.a. Tropical Belt.— *Concluded.*(4) Kinds of vegetation.— *Concluded.*

(b) Jungles.

Definition.

Location.

Character of growth.

Study of typical jungles.

Effect of this kind of vegetation on life in the tropical belt — Amazon, Congo, East India.

b. Savanna Belt.

(1) Location.

(2) Rainfall.

(3) Migration of Heat Equator and Belt of Calms.

(4) Result of this migration.

Wet and dry seasons.

(5) Kinds of vegetation.

Llanos and Pampas.

(6) Industries and people.

(7) Typical regions.

Valley of Orinoco, Amazon, Southeast Asia, Northern Australia.

c. Temperate Belt.

(1) Location.

(2) Rainfall.

(3) Southern forests.

(4) Grain regions.

(5) Grazing regions.

(6) Desert regions — Irrigation.

(7) Northern forests.

(8) Industries and people.

d. Barren Belt (tundras).

(1) Location.

(2) Rainfall.

(3) Temperature.

(4) Seasons.

• Relative length.

(5) Vegetation.

Kinds, amount, animal life.

(6) Industries and people.

II. RELIEF.

1. *Study of Areas of Production.*

a. Lowlands.

Location of:

(1) Great plains of the world.

(a) North America.

1. *Study of Areas of Production.*—Continued.(1) Great plains of the world.—*Continued.*

Great Central Plain.

Extent.

Character of soil. (Glacial period.)

Rainfall.

In Mississippi Valley.

In western section.

Irrigation.

Production Belts—

Wheat, corn, cotton, lumber.

Live stock.

Mineral wealth.

Natural oil, gas, coal.

Atlantic Coastal Plain (earliest settled portion of our country).

Extent from north to south,—from Long Island through Georgia, merging into plain of the Gulf States.

Width,—narrow at northern section, broadest at North Carolina.

Inland seas, irregular coast-line, sand beaches.

Rivers, giving easy access to interior.

Resources.

Agricultural area, fertile soil 50 miles inland.

Cotton, tobacco, sugar, corn, pine forests, lumber, tar, turpentine.

Cities.

On coast, Norfolk, Wilmington, Charleston, Savannah.

On inland seas, Baltimore.

At fall-line, Philadelphia, Trenton, Raleigh, Columbia.

(b) South America.

General features similar to North America.

Lowland region sloping toward east.

Extent,—through great river basins.

Amazon, Orinoco, Llanos.

(c) Europe, Asia.

Vast lowland plain—long slope to north.

II. RELIEF.— *Continued.*1. *Study of Areas of Production.*— *Continued.*(1) Great plains of the world.— *Concluded.*

Extent: from Bay of Biscay to Ural Mountains; thence through Siberia.

Rainfall: low countries, France, Germany, Russia.

Resources: great staples.

(d) Africa.

(2) Valleys of the world.

Mississippi Valley.

Sacramento (San Joaquin Basin).

(One of most fertile farming regions of world.)

Danube Basin (Plains of Hungary).

Valley of the Po (Plains of Lombardy).

Irrigation.

Plains of India: sustaining great population.

Rivers; irrigation.

Plains of China.

Rivers; canal system; productions; dense population.

Valley of the Nile.

Delta; overflow; great staples.

(3) Fertile mountain regions of the world.

North America.

Columbian Plateau.

Fertility; rainfall; forests; agriculture.

Colorado Plateau.

Results of irrigation on arid soil.

Foot-hills of mountain sections.

Forest regions.

Grass-producing regions.

South America.

Brazilian highlands.

Fertile soil.

Forests.

Grazing lands.

Agriculture.

Europe and Australia as above.

b. Highlands.

Review: location of highland masses of the world; direction; comparative elevation; effect on climate; winds; rainfall.

(1) Mineral resources of North America.

Atlantic Highlands.

1. *Study of Areas of Production.*— Concluded.
 - (1) Mineral resources of North America.— *Conc.*
 Northern part: granite, limestone, marble, slate.
 Central and southern part: coal, iron, petroleum, natural gas.
 Western Highlands.
 Gold, silver, other mineral products.
 Development of towns due to mining industry: Leadville, Denver, and others.
 - (2) Mineral wealth of Great Britain.
 England's prosperity due to manufactures which depend on wealth of coal and iron.
 Other mineral products of England.
 - (3) Russia, Germany, China.
2. *The Great Staples of the World.*
 - a. Textiles.
 - (1) Cotton.
 What cotton is.
 Climate and soil favorable to its growth.
 Varieties; collect and distinguish.
 Cotton-raising areas of the world.
 Use outline map to mark areas.
 United States, Egypt, India.
 Ginning of cotton.
 Study of process by means of pictures and model of cotton gin. Review story of invention and results.
 Value of world's cotton crop during a recent year.
 Use simple graphs showing relative value of crops raised in different countries.
 Where cotton cloth is manufactured.
 Use maps and graphs.
 Value of manufactured product.
 Market of manufactured product.
 Use of cotton seed.
 Short history of cotton raising and manufacturing during the last century.
 - (2) Use similar outlines for other textiles.
 Linen, wool, silk, hemp, etc.
 - b. Minerals.
 - (1) Coal.
 Kinds.
 Cannel, bituminous, anthracite.
 Study properties of each.

II. RELIEF.— *Concluded.*2. *The Great Staples of the World.*— *Concluded.*b. Minerals.— *Concluded.*

Location of large coal areas.

Use maps and graphs.

Value of world's coal supply yearly.

Study methods of mining.

(2) Iron.

Distinguish important ores.

Location of areas.

Study methods of mining.

Location of manufacturing and distributing centres.

Distinguish steel, wrought iron, cast iron.

Note immense fortunes made in iron industry in America.

Study also gold, silver, petroleum, lead, copper and zinc in a similar manner.

c. Foods.

(1) Wheat.

Value as a food. Location of areas of production.

Climate and soil favorable for growth.

Value of world's supply. Use graphs showing relative values of crops raised in different countries.

Location of distributing centres.

Study process of flour manufacturing.

(2) Corn. Use outline similar to above.

NOTE.—Use outlines similar to the above for rice, oats, barley, tea, coffee, cocoa and sugar.

(3) Cattle, beef, pork, mutton, veal, hides.

Value and uses.

III. MAN'S RESPONSE TO ENVIRONMENT.

1. *Settlements.*

a. Origin.

(1) On sea coast.

(2) Along rivers.

At mouth.

At head of tide-water.

At fall-line.

At junction of streams.

(3) On lakes and inland streams.

(The Mediterranean as centre of civilization in early periods.)

(Our great cities of lake region.)

1. *Settlements.*—Continued.a. *Origin.*—*Concluded.*

(4) Near natural resources.

Fertile soil, numerous deposits, wood and water.

(5) Near early trading or military posts.

(6) Along early trails, valleys, and mountain passes.

(7) Favorable climatic conditions.

Temperature, rainfall.

(8) Favorable surface conditions.

Valleys, lowlands, plains, flood plains, grassy slopes.

b. *Development.*

(1) Dependence on natural resources.

(a) England's early progress due to presence of coal and iron.

(b) Canada's early settlement due to fur trade.

(c) New England.

Small settlements on or near coast.

Fisheries.

Forests.

Shipbuilding.

Trade with other colonies.

Large settlements at fall-line.

Great water power, resulting in growth of large manufacturing cities.

Necessity for New England to become largely manufacturing and commercial.

Boston, a centre of distribution for New England.

(d) Middle Atlantic States.

New York.

Harbor.

Gateway to the West.

Water communication with interior.

Erie Canal.

New York Central Railroad.

Rapid growth to first city of the New World.

Development of cities in Central New York.

Buffalo: end of Erie Canal.

Philadelphia, Baltimore, Pittsburg.

Easy access by water to ocean.

Coal and iron.

III. MAN'S RESPONSE TO ENVIRONMENT.— *Continued.*1. *Settlements.*— *Continued.*(d) Middle Atlantic States.— *Concluded.*

Nearness to supply; developing great manufacturing centres.

Competition between cities for export trade of West.

(e) Southern Section.

Early period purely agricultural; changing to manufacturing.

Tobacco and rice.

Its early importance of these staples.

Cotton.

The cotton gin.

Mineral wealth (Carolinas).

Development of manufacturing centres.

Birmingham, Richmond, etc.

(f) The Middle West.

Growth of cities due to:

Great agricultural wealth.

Easy water communication.

Mississippi River and its branches.

Nearness to supply of coal and iron.

Nearness to wheat centres.

Minneapolis, St. Paul, Winnipeg.

Nearness to centres for manufacture and distribution of foodstuffs and machinery.

(g) Pacific Section.

Development due to:

Mineral wealth.

Fertile river valleys.

Wheat, fruit, wines.

Fisheries.

Salmon (canning factories).

Railroads.

Irrigation (Utah, Southern California).

(h) Settlements developed by trade routes.

New York as terminus of Mohawk Valley route.

Buffalo as eastern terminus of lake traffic.

Montreal.

Cleveland.

Location; raw material transportation.

1. *Settlements.*—Continued.

c. Study of a Typical Settlement as a Centre of Distribution.

(1) New York.

(a) Brief history.

Origin: a trading post.

Commercial from beginning.

Patroon system increased immigration and supply of raw materials (agricultural).

Steady growth up to Revolution.

Seat of general government, 1785-90.

Inauguration of Washington.

Rapid growth to present day.

Largest city of United States.

Second commercial and financial centre of world.

(b) Natural advantages as a centre of distribution.

On sea coast.

At mouth of large river.

Nearest port to best water gap through Appalachians.

Erie Canal.

On an island.

Augmented coast line.

Wharfage area.

Protected harbor.

Anchorage area.

(c) Artificial advantages.

Erie Canal (see above).

Railroads.

Names and routes of principal ones.

Steamship lines.

Names, routes and "nationality" of principal ones. (Not omitting coastwise lines.)

Docks, grain elevators, warehouses, and factories.

(d) Goods distributed.

Imports.

Domestic.

Amount — comparative.

Kinds.

Sources.

III. MAN'S RESPONSE TO ENVIRONMENT.— *Continued.*1. *Settlements.*— *Continued.*(d) Goods distributed.— *Continued.*

Foreign.

Amount — comparative.

(1909, New York, \$779,000,000; next largest, Boston, \$112,000,000.)

Kinds.

Sources.

Exports.

Domestic.

Amount — comparative.

Kinds.

Destination.

Foreign.

Amount — comparative.

(1909, New York, \$607,000,000; Galveston second, with \$189,000,000.)

Kinds.

Destination.

(2) Boston. (See general outline in concrete geography.)

Location.

A good seaport open all the year round.

Near geographical centre of New England. Has an excellent harbor; many docks, grain elevators, warehouses. Steamship lines to all important parts of world.

Connected by railroads with all important manufacturing centres of New England and other parts of United States and Canada.

Result of location.

Natural market for raw material sent to New England, as cotton, wool, hides, pig iron, etc.; also beef, fruit and other food products.

Natural centre of distribution for articles manufactured in New England to be sent to all parts of the world, such as —

Shoes from Lynn and Brockton.

Cotton goods from New Bedford and Fall River.

Woollen goods from Manchester, N. H., and Lowell.

1. *Settlements.*— Concluded.(d) Goods distributed.— *Concluded.*

Natural centre of distribution for staples from the West to be sent to all parts of New England and to European countries, such as —

Flour from Minneapolis.

Canned goods from Chicago.

Beef and pork products from Chicago and St. Louis.

Woodenware from Michigan.

Coal, coke and oil from Pennsylvania.

Ranks next in commerce to New York.

Leading market in country for leather goods and wool.

2. *Industries.*

a. Fishing industry.

(1) Reasons for early development.

(2) Early methods of fishing.

(3) Allied industries.

Shipbuilding, sail and rope making, etc.

(4) Location on map of world's great fishing grounds.

(a) Off coasts of Newfoundland and Nova Scotia.

Cod, halibut, haddock.

(b) Atlantic coast of North America.

Herring, menhaden, shad, bluefish, cod, mackerel.

(c) Rivers of Alaska and British Columbia and Pacific Coast.

Salmon.

(d) Great Lakes.

White fish, sturgeon.

(e) Chesapeake Bay and Long Island Sound.

Oysters.

(f) Gulf of St. Lawrence.

Cod, herring, mackerel.

(g) Coast of Great Britain and Ireland.

Herring.

(h) Japan coast.

(i) France. Sardine fisheries.

(j) Mediterranean and Caribbean Seas and Gulf of Mexico.

Sponges.

(k) Northern waters.

Whale fisheries.

III. MAN'S RESPONSE TO ENVIRONMENT.—*Concluded.*2. *Industries.*—*Concluded.*

- (5) Present methods of fishing.
 - (a) Trawls and hand lines — cod.
 - (b) Brush weirs, gill net, seines — herring, shad.
 - (c) Fish wheel — salmon.
 - (d) Dredging — oyster and sponge.
- (6) Preparation for export.
 - (a) Salting and drying.
 - Codfish, sturgeon (caviar).
 - (b) Salting and smoking over wood fire.
 - Herring.
 - (c) Canning.
 - Salmon.
 - (d) Preservation by means of oil.
 - Sardines.
- (7) By-products.
 - (a) Fish oil.
 - (b) Glue.
 - (c) Fertilizers.
- (8) Value of fish as a food.
- (9) Value as an article of export.

Use simple graph to show relative importance of industries in different nations.
- (10) United States Bureau of Fisheries.
 - (a) Restocks exhausted rivers and lakes.
 - (b) Publishes information.
 - (c) Introduces fish from foreign waters.

NOTE.—An outline similar to the foregoing may be used in teaching the various industries: Manufacturing, Agriculture, Lumbering, Mining, Transportation, etc.

IV. THE TYPICAL MARKETS OF THE WORLD.

1. THE UNITED STATES.

Aim.— Aim to show advantages of its position, its great river and lake systems, its great mineral wealth, its fertile soil. Show that these have made her the greatest manufacturing country of the world. Show the industry of the people in development of the great resources.

a. Position.

- (1) Southern part of North Temperate Zone.
 - Temperate and semi-tropical vegetation.
- (2) Between Asia and Europe; extensive Atlantic and Pacific coast line.

b. Factors governing production.

- (1) Climate.
 - (a) Temperate Zone (see above).

1. THE UNITED STATES.—*Continued.*(1) Climate.—*Concluded.*

(b) Prevailing westerlies over most of the country, horse latitudes and trades in the southern part.

(c) Currents: Gulf Stream, Labrador, California, Alaska currents.

(d) Rainfall.

On west coast, east coast, southern states, interior.

(2) Soil.

(a) Fertile except between Mississippi and Rockies.

(b) Irrigation: California, Kansas, Nebraska.

(3) Belts of vegetation.

(a) Grassy lands and open forests.

(4) Relief.

(a) Lowlands.

Great Central Plain.

Atlantic and Pacific Lowlands.

(b) Valleys.

Of principal rivers.

Of principal mountain ranges.

(c) Fertile mountain regions.

(d) Highlands.

Atlantic and Pacific Highlands.

Location of mineral wealth.

c. Commercial centres.

(1) Of production.

(a) Of manufactures: New York, Philadelphia, Boston.

(b) Of cotton: Atlanta, New Orleans, Galveston.

(c) Of meat: St. Louis, Chicago.

(d) Of fruits: San Francisco, Los Angeles, Seattle.

(e) Of minerals: Denver.

(f) Of flour: St. Paul.

(2) Of distribution.

(a) Same cities as above either on waterways or great railroad centres.

NOTE.—Rapid growth of the south in manufacturing as in Birmingham and Richmond. Further development predicted on opening of Panama Canal.

IV. THE TYPICAL MARKETS OF THE WORLD.— *Continued.*1. THE UNITED STATES.— *Concluded.**d.* Routes and methods of transportation.

(1) Railroads.

Four leading transcontinental railroads.

Northern, Union, Central and Southern Pacific.

Branch lines to all parts of United States.

Refrigerator cars—means of carrying fruit and perishable material long distances.

Powerful locomotives and large freight cars make transportation of immense crops possible. Use of machinery in elevators of great value in loading and unloading grain freights.

(2) Waterways.

Great rivers.

Great lakes.

Canals.

Coastwise lines.

Trans-oceanic lines.

e. Exports.

Raw cotton, pork products, iron and steel, wood, mineral oil, copper, and copper manufactures, animals, leather, tobacco and grains.

f. Imports.

Silk, sugar, hides and skins, chemicals, drugs, and dyes, tea, coffee, textiles, fibres, and fibre manufactures, raw rubber, raw and manufactured wool, iron and steel.

NOTE. 1.— It is very important for pupils to know where exports are sent and from what countries imports are received.

NOTE.— The territorial possession should not be omitted, as Hawaii (Honolulu), important as a cross road of commerce; Philippines, Porto Rico, Alaska.

2. GREAT BRITAIN.

Aim.— In teaching Great Britain, aim to show how this country arrived at the position occupied to-day as a commercial and manufacturing nation. Show the historical growth of the country, namely, that England has been made by Romans, Normans, Anglo-Saxons and Jutes, and has imbibed the best from these people. Bring out importance of her position, her colonial possessions. Dwell on our relations with her, showing that exchange and friendly relations are a necessity.

a. Position.

(1) High latitude. (Compare with United States.)

(2) Near centre of northern or land hemisphere.

2. GREAT BRITAIN.—*Continued.**a. Position.—Concluded.*

Close to largest markets for its manufactures in Europe.

Near its largest sources of food supply in Canada and United States.

(3) Insular.

b. Factors governing production.

(1) Climatic factors.

“Insular climate”—mild and moist, equable.
Winds: persistent westerlies blowing over a warm ocean.

Current: the beneficial Gulf Stream.

Rainfall: abundant.

(2) Relief.

England a land generally of low, fertile plains.

Worn down mountains: Scotland, Wales, Western England.

Location of great mineral wealth.

c. Commercial centres.

(1) Of production.

Manufactures:

Cotton, wool, linen, etc.: Manchester, Leeds, Belfast.

Metals, chemicals, pottery: Birmingham.

Cutlery, plated ware: Sheffield.

Steel ships, locomotives, etc.: Glasgow.

Minerals:

Coal, iron, tin: Newcastle, Cardiff, Birmingham.

Cattle, horses, sheep: Shetland and Channel Islands, Southdowns and pasture lands of Scotland. (Portsmouth).

Fish: Dogger Banks, surrounding waters.

(2) Of distribution.

London, Liverpool, Manchester and Glasgow.
Hull and Portsmouth.

d. Routes and methods of transportation.

(1) Domestic.

Railroad system, radiating from London to all manufacturing areas, none being more than 70 miles from the coast.

Smaller systems.

Rivers.

Canals.

Manchester Canal.

IV. THE TYPICAL MARKETS OF THE WORLD.—*Continued.*2. GREAT BRITAIN.—*Concluded.*d. Routes and methods of transportation.—*Concluded.*

Coastwise routes.

London and Liverpool as centres.

To Channel Islands.

(2) Foreign.

West coast: trade with America.

Important lines.

Liverpool to New York and Boston.

Liverpool to Quebec.

Liverpool to Paris and South America.

Sailing routes to Calcutta and Bombay.

East coast: trade with Europe.

Important lines.

Edinburg (Leith) to Copenhagen and
Hamburg.

Rotterdam.

London, Havre, Melbourne.

South coast.

Plymouth, Southampton to continent.

America, Africa and Australia.

e. Exports and imports.

(1) Exports, mostly manufactured goods.

Cotton, linen, etc., to all parts of the world.

Metal manufactures, as hardware, cutlery,
heavy iron goods, engines, rails, armor plates.

Coal to non-producing countries in Europe.

NOTE.—One-quarter each to her colonies; one-quarter each to
United States; one-quarter each to countries of Europe;
one-quarter each to rest of world.

(2) Imports, mostly food and raw materials.

Wheat, flour, maize, vegetables, meats, tea,
spices, coffee, indigo, silk, sugar, cocoa, wines
and liquors, wool, raw cotton, hides, rubber,
iron, tin, copper, timber.

3. FRANCE.

Aim.— To show the present relations with France and the
reason for present conditions. Trace historical connection
of France with America and note the result. By pictures
bring out the importance of France as a centre of art.

a. Position.

b. Factors governing productions.

Adjoining countries.

Bordering on Atlantic Ocean and Mediterranean Sea.

(1) Climate.

Temperate.

Abundant rainfall.

Hot dry summers in the South.

3. FRANCE.—*Continued.**b.* Factors governing productions.—*Concluded.*

(2) Relief.

Location of mountains: Cevennes, Alps, Jura, Vosges, Pyrenees.

Chief lowland regions.

Paris basin.

Valleys of Rhone and Garrone.

Plains of Aquitaine.

c. Commercial centres.

(1) Paris.

Nearness to England.

Easy of access to interior.

Railroad centre for Europe.

Famous for manufacture of costly dresses, perfumery, porcelain, gloves, jewelry.

Centre of culture and art.

Most beautiful city of world.

(2) Lyons.

(3) Marseilles.

Chief seaport.

Commands Mediterranean Sea and Rhone Valley.

(4) Havre.

Seaport for Paris.

Chief port for United States and South American trade.

(5) Rouen.

Since deepening of Seine, Rouen has become receiving port for Northern France. (Has great cotton factories of country. Called "Manchester of France.")

(6) Bordeaux.

Wine trade.

(7) Dunkirk.

Wool, imports and manufactures from coal field section.

Centre for North Sea fisheries.

d. Routes and methods of transportation.

(1) Paris as a railroad centre.

Railroad leading to every European capital.

Direct communication with Genoa, Italy, through Mont Cenis tunnel and other railroad tunnels through the Alps.

Railroad connection with all parts of France; 23,000 miles in France.

IV. THE TYPICAL MARKETS OF THE WORLD.— *Continued.*3. FRANCE.— *Concluded.**d.* Routes and methods of transportation.— *Concluded.*

(2) Water routes.

Rivers of France.

Connected by many canals.

" France a network of waterways."

Seine connected with Rhone.

Rhine connected with Seine by several canals.

Loire, with Seine.

Garonne with Mediterranean.

Canals connecting northern France with Belgium.

Heavy materials transferred by water.

Seventy per cent of traffic carried by railroads; 30 per cent by waterways.

e. Exports and imports.

(1) Exports: silks, velvets, ribbons, woolens, cottons, gloves, hides and skins, porcelain, olive oil, sardines, wines, cheese, steel and iron, automobiles.

(2) Imports: coal, iron, timber, raw cotton, wool, wheat, tobacco, oil, raw silk, beef.

4. GERMANY.

Aim.— Aim to show present commercial relations of United States with Germany and also commercial relations of Germany with other countries; secondly, to arouse interest in the history of Germany in order to see how it has attained its present important position, noting lessons worth following.*a.* Position.

(1) Central part of Europe.

(2) Surrounding nations and water boundaries.

Result: second commercial, third manufacturing country in the world.

b. Factors governing production.

(1) Climate.

Tempered by Gulf Stream.

Moderate compared with United States.

Equable.

(2) Relief.

Mountains in the south.

Mining; manufacturing.

Plain in north.

Agriculture.

Rivers: Rhine and Elbe, greatest commercial rivers in Europe.

Vistula, Ober, Weser.

4. GERMANY.—*Concluded.*

c. Commercial centres.

(1) Of production and distribution.

Berlin.

Third largest in Europe.

Industrial and financial centre; reason of its growth: railway centre.

Music centre of world.

Hamburg.

Most important seaport on coast line.

Extensive docks.

Bremen.

Dresden.

Railway centre of Saxony.

Manufacturing centre. (China ware.)

Art galleries.

Munich.

Art centre.

Dansig.

Grain market.

Breslau.

Large shipyards.

d. Transportation.

(1) Rivers and canals.

Network of waterways.

Large domestic commerce.

(2) Railways.

Trunk lines to all surrounding countries.

e. Exports.

Mostly manufactured articles.

Cotton, woolen, silk and leather goods.

Iron and steel products.

Beer and wine.

Porcelain.

Articles carved from wood, clocks, toys.

Chemicals and scientific instruments.

Rubber goods.

Beet sugar.

Dyes.

Post-cards and pictures.

Pianos and musical instruments.

f. Imports.

Mostly food and raw material.

Wheat, rye, wool, raw cotton, oil, lumber, swine.

IV. THE TYPICAL MARKETS OF THE WORLD.—*Concluded.*

5. JAPAN.

Aim.—Show advantage of being on friendly terms with a great nation. Bring out wonderful growth of Japan as a world power and give reasons for it.

a. Position.

- (1) In temperate zone between Tropic of Cancer and 50 degrees North Latitude.
- (2) Insular position favorable to secure immunity from invasion.
- (3) Nearest Asiatic country to America.

b. Factors governing production.

(1) Climate.

Temperature.

Warm except in smaller islands in north.

Winds.

General direction northwest in summer and southwest in winter.

At least once a summer a typhoon visits the islands, with great destruction of life and property.

Currents.

Japan Current, called Kuro Siwo (brings warmth and rain).

Rainfall.

Very abundant in spring and summer.

Little snow south of Tokyo.

(2) Soil.

Mainly diluvium and disintegrated lava. Generally fertile on west slope of ridge.

(3) Belts of vegetation.

Near coasts, narrow and productive; forests in north.

(4) Relief.

Lowlands:

Extensive plains are Plain of Yode, Echigo and the mouth of Cahiu.

Highlands.

Many volcanoes still active.

Mountain ranges extend from north to south with steep slope to east, a gentler slope to west. Rich in gold, silver, copper, lead, mercury, tin, coal, sulphur and salt. Iron oxide found in large quantities from which a fine iron is produced.

c. Commercial centres.

(1) Of production.

Yokohama: fishing.

5. JAPAN.— *Concluded.**c.* Commercial centres.— *Concluded.*

Gaska: cotton manufacture and money market;
the New York of Japan.

Kieto: tea and silk.

Lagoss: porcelain.

(2) Of distribution.

Same as centres of production.

Tokyo and Nagasaki.

d. Routes and methods of transportation.

Sailing vessels and steamers to all parts of world.

Railroads connect principal cities.

Roads to interior still poor.

Method of transportation from interior to coast still primitive.

e. Exports.

Tea.

Silk.

Porcelain.

Leather goods.

Camphor from Formosa.

Coal.

Imports.

Petroleum.

Cereals.

Machinery.

Cotton.

HISTORICAL GEOGRAPHY.

Aim.— Aim to show that history is largely a result of geographic conditions. The natural features of a country, such as mountains, rivers and lakes, and sea coast, as well as climate, have influenced the history of our country. For example, the Appalachian barrier kept the colonies together east of the mountains, and so they grew strong and united. The divergence in climate and productions made slavery flourish in the south and helped to bring about the Civil War.

Aim to show how the natural advantages of the country have been developed and the disadvantages overcome, bringing out the perseverance and energy of the American people.

I. THE GATHERING OF SETTLEMENTS ALONG THE ATLANTIC COAST.

1. Advantages.

a. Opposite Europe. Temperate Zone.

b. Length, 55,000 miles.

c. Many good harbors.

Result of *a, b, c*, sea-faring people.

Result of *b*, diversity of productions.

North and South.

Result of diversity, coastwise trade.

Result of position:

Trade with Europe.

Need of manufactures.

- I. THE GATHERING OF SETTLEMENTS ALONG THE ATLANTIC COAST.—
Concluded.
1. Advantages.— *Concluded.*
 - Trade with West Indies.
 - Trade with Africa.
 - Trade with China.
 2. Special Study of Sections.
 - a. Northern coast.
 - New England.
 - Glaciated soil, embayed coast, narrow lowland belt.
 - Result: Maritime life.
 - Carrying trade.
 - Ship making.
 - Fisheries.
 - b. Middle coast.
 - New York and Raritan Bay.
 - Deeply embayed coast, narrow lowland belt, glaciated soil.
 - Result: Seaports and navigation.
 - Additional advantages over New England.
 - Communication with interior.
 - Result: New York, Philadelphia, Baltimore.
 - c. Southern coast.
 - Fertile soil, broader lowland belt, elevated coast line, few harbors.
 - Results: More agriculture than navigation.
 - Coastwise trade.
 - Trade with Europe.
 3. Effect of coastwise settlements on development of United States.
 - a. Protection.
 - b. Means of communication.
 - c. Means of uniting North and South.
 - d. Development of fishing, commerce, ship-building.
 - e. United States a sea power.
 - f. Travel by sea instead of land.
- II. WESTWARD EXTENSION OF THE UNION.
1. Resources of the new territory.
 - a. Temperate climate.
 - b. Abundant rainfall.
 - Result:
 - Fertile land.
 - Agriculture.
 - Grain, corn, cotton, tobacco.
 - Grazing.
 - Livestock.

1. Resources of the new territory.— *Concluded.*

c. Rivers.

The Ohio, Mississippi and Missouri rivers with their tributaries, and the Great Lakes.

A series of waterways connecting East and West, North and South, resulting in development of commerce and manufacturing.

2. Lines of growth.

a. Rivers and lakes.

(1) Topography of North America.

Watersheds.

Except in Rocky Mountains, easy slope from mountain to sea.

Valley between watersheds.

Gradual slope from north to south.

Result of topography.

Few large groups of rivers.

(2) Comparison with —

(a) Europe.

(b) Australia.

(c) Africa. Mountain ranges near coast.

(3) Mississippi system.

(a) Few obstacles to navigation.

Ohio falls at Louisville.

Missouri: falls north of St. Paul.

Result: great length of navigable streams. (2,700 miles.)

(b) Nature of Mississippi River.

A meandering stream.

Channel changes — Ox-bow Lakes.

Result: Shifting of land.

(c) Importance of position of Mississippi River.

Core of continent.

Fertile soil east and west to 100°.

Arid deserts and mountains with cañon; cutting rivers beyond.

(d) Influence of Mississippi River.

Highways of commerce.

Fur trade, flat boat, steamers.

Valleys.

Wagon roads, canals, railroads.

Manufacturing.

Mills, location of cities.

Reason for purchase of Louisiana.

(e) Value of Mississippi as a cause of expansion.

From Atlantic tidewater to fall-line.

II. WESTWARD EXTENSION OF THE UNION.—*Continued.*2. Lines of growth.—*Continued.*a. Rivers and lakes.—*Concluded.*(3) Mississippi system.—*Concluded.*

From fall-line across Alleghany
Mountains.

Down Mississippi, up western
branches to arid belt.

Across great plains and Rockies to
Pacific.

(f) Map of Mississippi and branches.

(4) Atlantic rivers.

(a) Hudson: Erie Canal and Great Lakes.

(b) St. Lawrence: Canals and Great
Lakes.

(c) Delaware, Connecticut, James, Potomac
and many other navigable streams
along entire coast.

(5) Western rivers.

(a) Colorado, navigable from Grand Cañon
400 miles to its mouth. Country
arid and sparsely settled.

(b) Columbia navigable to the Dallas.

(c) Willamette, Sacramento and San
Joaquin: valuable for fertile valleys.

(6) Effect of rivers.

East, abundance of inland waterways.

West, paucity of inland waterways.

Result: different economic history of two
sections.

Atlantic rivers navigable to sea-going
vessels.

Hudson, St. Lawrence, Delaware.

Central.

Long rivers, large areas of transportation;
Mississippi inland waterway a most
powerful economic and political factor;
15,410 miles of steam navigation.

(7) Causes promoting westward movement.

Ordinance of 1787.

Erie Canal.

Steam navigation.

Immigration.

Acquisition of Florida.

b. Trails.

(1) Hudson-Mohawk trails, Buffalo; Great Lakes,
Alleghany; Monongahela, to Ohio and
Mississippi, up Missouri.

2. Lines of growth.—*Continued.**b. Trails.—Concluded.*

- (2) Berkshire trail through Westfield River Valley.
- (3) Mississippi to Arkansas to Santa Fe.
- (4) Rio Grande, Gila River, Colorado, Gila Trail (Gadsden Purchase)—route to Los Angeles.
- (5) Lewis and Clarke route.
Missouri, Jefferson, Lemhi Pass and an Indian trail, Salmon River, Clarke River.
- (6) Oregon trail.
Snake, Green, North Platte, to St. Louis.
- (7) California trail.
Truckee Pass in Sierras.
Humbolt River, Sacramento to San Francisco.

c. National roads and canals.

- (1) Erie Canal fixed destiny of New York City.
- (2) Lake Superior, Lake Huron.
- (3) Many canals were built between 1818–1825.
- (4) Panama Canal.
- (5) National road or Columbia road.
1820, Wheeling to Columbus, to Indianapolis, and southwest toward St. Louis, \$6,800,000—superseded by railroads.
- (6) Wilderness road to Kentucky.
Daniel Boone, 1795.

d. Railroads.

- (1) Necessity for.
 - (a) Size, location, zonal extent.
Large country, varied surface.
 - (b) Various topographical features which modify soil and climate.
 - (c) Need for rapid exchange.
- (2) Centres of Production.
 - (a) New England and New York.
Dairying; mixed farming.
Appalachian coal, iron, lumber, oil.
 - (b) Central States.
Northern: spring wheat.
Central: corn, winter wheat.
Southern: cotton.
Between 99° and Rockies, livestock.
 - (c) Rocky Mountain States: wool and livestock.
 - (d) Pacific States.
Grain, fruits.
Need for exchange.

II. WESTWARD EXTENSION OF THE UNION.— *Concluded.*2. Lines of growth.— *Concluded.*(2) Centres of Production.— *Concluded.*

NOTE.— Rocky Mountain States send products for pack-houses on Missouri and Lake Michigan and also to New York, Boston, Halifax, London; also west to Pacific, Hawaiian Islands, Alaska, Asia. Columbia and Puget Sound send lumber, canned fish, and wool to east in exchange for manufactured goods.

(e) South sends raw cotton, etc., to north.

(f) Great Lakes: ore, grain, coal.

(g) Central area: the area of greatest trade
Trunk lines contain eight out of eleven leading grain markets and five stock centres.

Railroad centres: Chicago, St. Louis, Toledo, Milwaukee, Kansas City, Cincinnati, Peoria, Detroit.

Eastern termini: Norfolk and Boston.

Nine different lines extend west to foot of Rockies, between 37° and 43°.

Breadth of United States gives railroads east and west directions.

(3) Advantages of railroads.

(a) Additional to water travel.

Example, Boston to Albany.

(b) Union of interior towns with seaboard.

Example, Springfield to Boston.

(c) Short cut across land between two ports.

Example, Boston to Providence.

(4) Position of roads.

Along the routes of lines of canals and waterways, trails.

Scarcity of roads in (a) South, (b) Arid West.

(c) Swamps of Florida, (d) Northern Maine, Minnesota, (e) Ozark Mountains, Missouri and Arkansas, (f) Uplands of West Virginia, Kentucky, Tennessee.

From arid belt decrease of roads (six reach Pacific).

(5) National control of interstate commerce.

Cullen Act of 1887.

(a) Uniform treatment of shippers.

(b) Protection of smaller roads by forbidding of pools.

(c) Public posting of freight rates.

SCHOOL DOCUMENT NO. 6—1910
BOSTON PUBLIC SCHOOLS
PROVISIONAL COURSE OF STUDY
IN PHYSIOLOGY AND HYGIENE
FOR THE ELEMENTARY SCHOOLS



THIS COURSE IS TO BE SUBSTITUTED FOR THE COURSE IN PHYSIOLOGY AND
HYGIENE AS PRINTED IN SCHOOL DOCUMENT No. 8—1909—A PROVISIONAL
COURSE OF STUDY FOR THE ELEMENTARY SCHOOLS.]

BOSTON
PRINTING DEPARTMENT
1910

IN SCHOOL COMMITTEE, BOSTON, June 27, 1910.
Provisional Course of Study in Physiology and Hygiene for the Elementary Schools adopted for the school year 1910-11.

Attest:

THORNTON D. APOLLONIO,
Secretary.

A PROVISIONAL COURSE OF STUDY IN
PHYSIOLOGY AND HYGIENE

FOR THE

ELEMENTARY SCHOOLS

PHYSIOLOGY AND HYGIENE.

GENERAL PREFACE.

The study of Physiology and Hygiene is one of the most intensely practical and useful subjects in the school curriculum, for it directly affects the life and happiness of pupils and teachers.

The topics suggested should therefore serve the teacher not only as a guide for instruction, but as the basis for the inspection of the pupils' condition, and as a suggestion for corrective action.

Lessons on the nature, growth, and care of the teeth are of less value than frequent visits to the dentist. Lessons on position are less important than the constant correction of faulty postures. Lessons on cleanliness and care of the skin are useless unless they result in an improvement in those by whom the instruction is most needed.

It is therefore expected that the course will be varied to meet immediate and pressing needs, and that the individual pupil in the class will receive the special attention which his necessities demand.

"How to breathe" is a topic which at first thought may seem superfluous, yet in nearly every class "mouth-breathers" are found; and, in connection with the care and cure of these cases, a body of useful information should be brought out that will be helpful to every pupil in the class.

The necessity for fresh air, indicated by drowsiness, headache, and lassitude, has almost daily illustrations in the class.

Hygiene therefore should be ever in the teacher's mind, and no session should be opened, or task begun, before the class and the room have been carefully inspected and conditions have been made as favorable as possible.

Comparatively little theoretic work is required, especially in the lower grades, yet no thoughtful teacher will fail to use the illustrations before her as a basis for such simple physiological teaching as the children can understand. For example, a case of toothache may be made the basis of a lesson on the parts of the tooth and the causes of decay. A burn resulting in a blister may be used to illustrate the nature of the skin. The palpitation of the heart after exercise may properly lead to a knowledge of the nature of the organ, its structure, and care.

In connection with breathing, the nature and bad effects of dust should be taught. This takes the pupil directly into the field of general sanitation and will suggest many topics of great interest and importance, including the lungs, their structure, and care.

The course, as here outlined, is divided by grades, but the instruction necessarily overlaps and should be repeated without hesitation. The object to be secured is correct habits of living which can only be attained by repeated action, hence the teacher must insist on an immediate and continuous application of the principles taught. No written test, however well done, should be accepted as a substitute for those acts and modes of life which make for right living and pure thinking.

HYGIENE.

Grades I., II., III.

The children in the first three grades are too young to enter upon the study of Hygiene, but they are not too young to be encouraged in habits of cleanliness, modesty, and neatness.

The child at this age does not control his life. His personal habits are those of the home. The teacher therefore should co-operate with the nurse and school physician in efforts to establish favorable conditions for the child's development, and should take time during the day to further hygienic habits.

The rules of the School Board empower the teacher to insist on a "suitable condition" (see Chapter X., Section 234) for each child attending school. The condition, however, in which a child presents himself in the school-room depends on home care, and some discretion must be exercised when dealing with this subject.

Grades I. and II.

See directions above.

Grade III.

30 minutes a week.

Simple lessons on:

1. Cleanliness:

(a) Washing of face, neck, ears, hands, and feet.

(b) Care of hair, nails, mouth, teeth.

(c) Tidiness of school-room, yard, street, clean shoes, disposal of waste paper, fruit skins.

N. B.—The teacher should give specific instruction upon method and frequency of washing various parts of the body.

2. Fresh air and sunshine.

3. Food:

Chewing, suitable lunches for recess, what not to eat.

4. Drink:

Use of drinking cups, value of much water, of no tea or coffee.

5. Play, work, and rest.

6. Sleep:

Time for going to bed and for getting up.

7. Posture in sitting and in standing.

8. Injurious effects of cigarette smoking, gum chewing, and of other bad habits, such as spitting, exchanging apples or candy.

PROVISIONAL COURSE OF STUDY.

Grades IV. and V.

The effort to establish good habits as suggested in the outline of the previous grades should be continued in this and in the following grades, but increasing attention should be given to the physiological basis of these habits.

Grade IV.

30 minutes a week.

I. Cleanliness:

1. Enforce habits suggested in preceding grades and add simple lessons on sweat, pores, outer skin, frequency of, and materials used in bathing.
2. Simple lessons on:
 - (a) Care of bowels and kidneys.
 - (b) Care of teeth, with special reference to the relation between the temporary and permanent sets and to the sixth year molar.
 - (c) Cleanliness in the home: Care of dishes, towels, and floor.

II. Fresh air and sunshine:

Effect on plant life, on health of people, and their relation to the prevention of tuberculosis.

III. Food and drink:

Necessity for, kinds of, protection from flies and dirt.

IV. Exercise and rest:

Simple lessons showing the effect of exercise on the lungs, heart, muscles, and the importance of rest.

V. Bones:

1. Composition and function.
2. Hygiene:
 - (a) Suggest foods that are helpful because of their mineral elements.
 - (b) Enforce habits of posture suggested in preceding grades.
 - (c) Emphasize good posture in walking and running, and the avoidance of harmful positions in sitting and standing.

VI. Joints:

1. Structure and function.
2. Simple treatment of a sprain.

VII. Alcohol and tobacco:

1. Cigarettes: filth, cost, loss of work.
2. Alcoholic drinks: repulsiveness of effects, sorrow, and discomfort to others.

Grade V.*30 minutes a week.**N.B.—See note at beginning of Grade IV.*

- I. Cleanliness:
 1. Of body:

Review the work of preceding grades and add the study of the skin — its two layers and their uses; the care of burns, surface cuts, and sores.
 2. Of home, yard, and street:

Emphasis should be placed upon the child's responsibility for tidiness.
- II. Clothing:

Simple lessons on tidiness, the importance of dry skirts, stockings, and shoes, and proper care of handkerchiefs.
- III. Food and drink:

Emphasize the importance of regularity and temperance in eating, proper behavior and appearance at the table.
- IV. Digestion in the mouth:

Work of teeth and saliva.
- V. Fresh air and sunshine:
 1. Necessity for ventilating living and sleeping rooms.
 2. Its effect on garments and bed clothes.
- VI. Sleep:
 1. Value, amount, and best time for.
 2. Benefit of fresh air, darkness, quiet, sleeping alone.
- VII. Muscles:
 1. Parts and function.
 2. Hygiene:
 - (a) Exercise: value, place, best times for, and kinds.
 - (b) Rest.
- VIII. Alcohol, tobacco, and cigarettes:

Consider how the use of either may affect employment and health.
- IX. Tuberculosis.

Grades VI. and VII.

In Grades VI. and VII. increasing emphasis should be laid upon the physiological basis of hygiene, but the formation of good habits should be the principal aim.

Grade VI.*30 minutes a week.*

- I. Skin:
 1. Structure and function:
 - (a) Epidermis, nails, and hair.

- (b) Dermis, nerves, blood-vessels, sweat and oil glands, and hair sacs.

2. Hygiene:

- (a) Warm and cold baths:

- (1) Temperature of room.
- (2) Necessity, value, and frequency.

- (b) Clothing:

Emphasize changes for cleanliness and for weather, and the airing of garments and bedding.

- (c) Antiseptic treatment of burns, surface cuts, and sores.

II. Food and drink:

- 1. Value of food, varieties.
- 2. Appearance of the table.
- 3. Care of milk and other foods, food boxes, and refrigerators.
- 4. Relation of proper food to prevention of tuberculosis.

III. Fresh air:

- 1. Ventilation of home, school, halls (day and night).
- 2. Temperature of room (day and night).

IV. Special senses:

1. The eye:

- (a) Emphasize its protection, its parts, and their simple uses.

- (b) Show changes in the pupil by darkening the room.

- (c) Hygiene: points for emphasis.

Proper position, amount, and direction of light when reading, writing, and sewing; the care after measles and scarlet fever; danger from rubbing and using a common towel, and the proper removal of a foreign particle.

2. The ear:

- (a) Emphasize the idea of protection by the cavity of the middle and inner ear, and explain the nature and use of the drum membrane and Eustachian tube.

- (b) Hygiene:

- (1) Show how removal of wax, lack of care in drying the hair behind the ear, lack of protection while bathing, and head colds may cause deafness.

- (2) Warn pupils against improper blowing of the nose and boxing the ears as possible sources of injury.

V. Alcohol, tobacco, and cigarettes.

Harmful effects upon family, city, and state.

Grade VII.

60 minutes a week.

N. B.— See note at beginning of Grade VI.

I. Digestion:

1. **Organs:**
 - (a) Location (pharynx, gullet, stomach, intestines, liver).
 - (b) Special study of the teeth:
Structure, causes and prevention of decay.
2. **Process:**
 - (a) Steps:
Mastication, stomach digestion (gastric juice).
Intestinal digestion (bile and pancreatic juice).
 - (b) Constipation, diarrhoea. (See reference list.)
3. **Food:**
 - (a) Purpose of nutrients and non-nutrients.
 - (b) Preparation (animal and vegetable foods).
 - (c) Economy in buying, and care as to wastefulness.

II. Circulation:

1. Organs (heart, arteries (pulse), capillaries, veins).
2. Blood, description and uses.
3. **Hygiene:**
 - (a) Conditions for good blood (food, fresh air, sleep) and for good circulation (exercise and freedom from constant pressure).

III. Respiration:

1. **Respiratory tract:**
 - (a) Location (pharynx, larynx, trachea, bronchial tubes, lungs).
 - (b) **Structure:**
Emphasize the internal structure of the nose, the trachea and the lungs.
2. **Process:**
Emphasize the enlargement of chest, expansion of lungs, inrush of air, and changes in air and blood.
3. **Hygiene:**
 - (a) **Breathing:**
 - (1) Importance of and hindrances to nose breathing.
 - (2) Importance and effect of posture and clothing upon deep breathing.
 - (b) **Air:**
 - (1) Relation of fresh air to health and heating.
 - (2) Changes caused by too high temperature, fires, and lights, odors from body and environment.

(c) Dust:

- (1) Ways of decreasing in school and home.
- (2) Show that there is living and lifeless dust, and that living dust consists of microscopic animals and plants (germs).
- (3) Compare bacteria (plants) with other plants and show that the majority are helpful,—only a few causing disease (tuberculosis, diphtheria, typhoid).
- (4) Emphasize fresh air, sunlight, sleep, and food as safeguards against harmful germs.

IV. Excretion:

1. Meaning. (Refer to work of skin and lungs.)
2. Organs:
Location and function of the kidneys and bladder.
3. Hygiene:
 - (a) Importance of the work of the kidneys, and its relation to skin activity.
 - (b) Value of water.

V. Nervous system:

1. Organs, general location.
 - (a) Structure:
Emphasize the soft and delicate character of nerve tissue, and the need of careful protection.
 - (b) Functions of brain, spinal cord, and nerves.
2. Hygiene:
 - (a) Effect of warm feet and warm bath on sleep.
 - (b) Value of work, rest, and recreation.
 - (c) Indications of and remedies for fatigue.
 - (d) Effect of emotions.
 - (e) The formation of a habit and its usefulness.

VI. Alcohol and tobacco:

Effect on the vital processes, nervous system, mind, and character.

The topics in Grade VIII. should be related to current events, should be illustrated by pamphlets obtained from various sources (see reference list), and by the lantern, whenever possible.

Grade VIII.

60 minutes a week.

I. Review of personal, home, and public hygiene.

Connect with civil government:

- (a) Show the necessity for government action:
 - (1) Relation of the individual to the home, to the school, and to the community.

- (2) Dependence of the general welfare of society upon the individual.
- (3) Duty of the government to promote the general welfare.
- (b) Show that certain laws pertaining to the public health should be national in scope, *e. g.*, pure food laws.
- (c) Show that certain laws pertaining to the public health should be made by the state, *e. g.*, infectious diseases of domestic animals.
- (d) Show that certain laws pertaining to the public health should be made by the city, *e. g.*, building laws.

II. Study of some public health problems:

1. Food supply:

(a) Reasons for protection:

- (1) Adulteration: meaning and result.
- (2) Careless handling.

(b) Inspection by the U. S. Government:

(1) Of milk:

- (a) Importance.
- (b) Modern requirements for the dairy and for handling.
- (c) Result: on milkman, consumer, and general health.

(2) Of meat:

- (a) Importance.
- (b) Extent: animals, slaughter-houses, markets.
- (c) Result.

(3) Of fish: extent.

(4) Of bakeries: sanitation.

2. Water supply:

(a) In the city (study Metropolitan Water Service):

- (1) Source.
- (2) Pollution: danger and means of protection.

(b) In the country: wells and springs.

3. Impure air:

Board of health regulations:

- (1) Ventilation and plumbing.
- (2) Sewage.
- (3) Garbage and waste.
- (4) Stabling and housing of animals.

4. Dangerous and offensive employments:

- (a) Characteristics.
- (b) Study some typical industry of Massachusetts.

5. Infectious diseases:

(a) Ways of infection:

Emphasize the reason for antiseptic treatment of cuts, the reason for nose breathing, and for cleanliness of hands in cooking and eating.

(b) Means of protection.

Health reports, isolation.

(c) Show by statistics the relation of the individual, the home, the school, and the public to the transmission of infectious disease.

III. Special school hygiene.

1. Physical training:

(a) Meaning.

(b) Forms:

(1) Gymnastics: hygienic aims.

(2) Play: Boston's provisions for play.

2. The feet:

Structure:

(1) Bones and ligaments.

(2) Arches: position and means of preservation.

3. Concentration:

Importance of cultivating the habit.

4. Drugs:

(a) Meaning.

(b) Use: temporary only and under a physician's direction.

(c) Types:

(1) Narcotics: effects of,—

(a) Opium, morphine, paregoric.

(b) Cocaine.

(c) Tobacco.

(2) Alcohol:

(a) Properties.

(b) Value in arts and industries.

(c) Effect of alcoholic beverages:

(1) Upon power of body to resist disease.

(2) Upon success in the industrial world.

(3) Upon poverty, crime, and taxation.

(3) Patent medicines.

5. Tuberculosis.

REFERENCE LIST OF PAMPHLETS HAVING [PRACTICAL SUGGESTIONS FOR HELPFUL TEACHING AND VALUABLE KNOWLEDGE FOR PUPILS.

TUBERCULOSIS.

War upon Consumption:

Apply to Boston Association for Relief and Control of Tuberculosis.

Prevention of the Spread of Tuberculosis:

Apply to Massachusetts State Board of Health.

Tuberculosis and Its Prevention:

Apply to Massachusetts Board of Education.

School Hygiene in Massachusetts (seventy-second report of Board of Education):

Apply to Massachusetts Board of Education.

MASSACHUSETTS STATE BOARD OF HEALTH.

Work of State Inspectors of Health, Nov. 1, 1907, to Nov. 1, 1908.

Death in School Drinking Cups.

Monthly Reports.

BOSTON BOARD OF HEALTH.

Public Statutes of Massachusetts relating to Plumbing and Gas-fitting.

Laws and Ordinances relating to Tenement and Lodging Houses.

Circulars in regard to Health Problems.

Yearly Reports.

BOSTON CITY HOSPITAL (MEDICAL OUT-PATIENT DEPARTMENT).

Leaflets:

Directions for Keeping the Bowels Regular.

Friendly Advice to Persons Having Diseases of the Lungs.

"DISTAFF," APRIL, 1908.

Apply Girls' High School.

This number has a short historical sketch of Boston's Water Supply.
Single copy, 10 cents.

U. S. DEPARTMENT OF AGRICULTURE, WASHINGTON, D. C.

Apply for Farmers' Bulletins.

No. 375. Care of Food in the Home.

No. 155. How Insects Affect Health in Rural Districts.

- No. 63. Care of Milk on the Farm.
- No. 249. Cereal Breakfast Foods.
- No. 391. Economical Use of Meat in the Home.
- No. 377. Harmfulness of Headache Mixtures.
- No. 393. Habit Forming Agents.

As several of the above numbers are in great demand it may not be possible to obtain them in the fall, except by application to the Senator or Representative from this district, or to the Superintendent of Documents at the price of five cents per copy.

DENTAL HYGIENE COUNCIL.

120 Boylston Street.

How to Care for the Mouth and Teeth and Why	5 cents.
Infectious Diseases and the Mouth	5 cents.
The Importance of Oral and Dental Conditions in Tuberculosis	5 cents.
The Teeth of Public School Children; How Can They be Improved?	5 cents
Leaflet: Care and Use of the Teeth (25 cents per 100)	2 cents.
Something to Chew Upon	2 cents.

HEALTH EDUCATION LEAGUE.

113 Devonshire Street, Room 66.

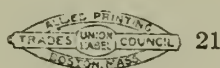
Colds and Their Prevention	2 cents.
Hints for Health in Hot Weather	2 cents.
The Boy and the Cigarette	5 cents.
The Plague of Mosquitoes and Flies	2 cents.
Healthful Homes	4 cents.
Meat and Drink	3 cents.
Tonics and Stimulants	2 cents.
Microbes, Good and Bad	4 cents.
Wastes and Their Disposal	4 cents.
The Care of Little Children	3 cents.
Habits of Health	4 cents.
The Successful Woman	4 cents.
The Efficient Worker	4 cents.

For rates by the hundred apply to 113 Devonshire street.

BULLETIN 30 OF THE COMMITTEE OF ONE HUNDRED ON NATIONAL HEALTH.

National Vitality, Its Wastes and Conservation:

Apply to Prof. Irving Fisher, Yale University, New Haven.



SCHOOL DOCUMENT NO. 7-1910
BOSTON PUBLIC SCHOOLS
CANDIDATES ELIGIBLE FOR
APPOINTMENT AS TEACHERS
JULY, 1910



BOSTON
PRINTING DEPARTMENT
1910

CONTENTS.

	PAGE
High School Certificates:	
Ancient Languages	10
Botany — Zoology	10
Commercial Branches	11
Drawing	11
Economics	11
English	11
French	12
German	12
History	13
Mathematics	13
Physics — Chemistry	13
Special Certificates Valid in High Schools:	
Commercial Branches	14
Drawing	15
Manual Training	15
Physical Training	15
Special Assistants, Day High Schools	15
Industrial Instructors, Day High Schools	15
Industrial Assistants, Day High Schools	16
Normal School Elementary Certificates, 1910	16
Normal School Elementary Certificates, Prior to 1910	19
Elementary Certificates, Examined Candidates:	
Class A (Men)	23
Class B	24
Kindergarten Certificates:	
Normal School, 1910	25
Normal School, Prior to 1910	26
Examined Candidates	26
Cookery Certificates:	
Examined Candidates	27
Sewing Certificates:	
Normal School, Prior to 1910	27
Examined Candidates	27
Woodworking Certificates:	
Examined Candidates	27
Special Class Certificates	28
Assistants in Music	28
Assistant Directors, Drawing and Manual Training	28
Assistants in Drawing	28
Assistants in Manual Training	29
Assistant Directors, Physical Training and Athletics	29
Instructor in Athletics	29
Assistant Instructors in Athletics	29
Assistant Instructor of Military Drill	29
Nurses	29

BOSTON PUBLIC SCHOOLS,
OFFICE OF BOARD OF SUPERINTENDENTS,
MASON STREET, July, 1910.

This document comprises the fifth list of candidates eligible for appointment to permanent positions* in the public day schools of Boston, revised and completed to date. It contains the names of all candidates included in the "Fourth List," issued in July, 1909, who have not yet been appointed to permanent positions in the service, and whose certificates are still valid, with the exception of those who have had their names omitted by request. It also contains the names of candidates who have applied for and have received a rating since July, 1909, as well as those entitled to a rating by having successfully passed examinations held since that date, including Boston Normal School graduates of June, 1910.

Graduates of the Boston Normal School prior to June, 1910, whose names appeared in the "Fourth List," and whose names are also entered in this list, have been regraded by the Board of Superintendents in accordance with the provisions of the rules of the School Committee (section 141, paragraph 2), and their present ratings supersede those given in the previous list.

Included in this document will be found the list of candidates now eligible for appointment as assistant nurses in the public schools, rated according to the results of the examinations of such candidates. The regulations of the School Committee with respect to the appointment, reappointment, tenure of office, and removal of teachers, apply in general to nurses, and their certificates cease to be valid in accordance

* Appointments as principal of a school or district, as director of a special subject, as supervisor of a special subject or department, as assistant supervisor of substitutes, as teacher in the normal school, as instructor of military drill, as medical inspector of special classes, as supervising nurse, as temporary teacher, as substitute, as special assistant in elementary schools, and as teacher in evening schools or playgrounds, are not governed by this list.

with the regulations governing the expiration and revocation of teachers' certificates of qualification.

The Board of Superintendents holds examinations during the week beginning with the last Monday of January in each year of candidates for appointment as teachers in the public schools. Other examinations may be held whenever, in the opinion of the Superintendent, the needs of the schools require. Detailed information with regard to such examinations may be obtained in advance by application to the undersigned.

The names of persons holding certificates which include certificates of a lower grade may, upon request, be included in the eligible list of such lower grade or grades according to the rating of such holders of certificates in their respective examinations, but they shall not be entitled to a higher rating on such lower list or lists by reason of their holding higher grade certificates.

The names of persons appointed to permanent positions in the day school service shall be removed from the eligible lists.

A person whose name appears upon such lists may, upon request, have the same removed therefrom at any time, and may have it restored to the next eligible lists in June of any year during the life of the certificate, with the same rating as before, upon written application; provided that such restoration shall not affect the validity of the certificate and shall not operate to extend the original period for which the certificate is valid.

The names of persons appointed as substitutes, temporary teachers, or special assistants in elementary schools, or as teachers in evening schools, or in playgrounds, shall not be removed from their respective eligible lists because of such appointment.

The name of any person appearing on any eligible list who has failed of selection on five separate occasions when another person on said list has been selected and appointed, may be

dropped from said list by action of the Board of Superintendents, and shall not be restored thereto except by another examination. The name of any person that has been on any eligible list six years shall be removed therefrom, and may be restored thereto only by examination. The name of any person appearing on any eligible list who has refused three offers of permanent employment shall, by action of the Board of Superintendents, be dropped from said list for the remainder of the current school year. Any person taking more than one examination of the same class shall be rated on the eligible list of that class solely on the results of the latest examination.

Persons whose names appear on any eligible list, and who desire to have their ratings changed, may have this done by passing another examination.

Boston Normal School graduates may obtain positions on the regular elementary, class B, list by passing the prescribed examination. In that event they will be rated on the elementary list, class B, according to the results of such examination, and their names will be removed from the list of Normal graduates.

Persons whose names do not appear upon the eligible lists as published, and who hold valid certificates of qualification, may make application to the Board of Superintendents to be placed upon the next lists.

Copies of eligible lists as soon as printed are mailed to persons whose names appear thereon.

EXPIRATION AND REVOCATION OF CERTIFICATES.

Certificates issued on examination after June 1, 1906, shall cease to be valid on the thirtieth day of June of the sixth year following the date of issue, provided that no certificate shall remain valid after the thirtieth day of June next following the fortieth birthday of the holder thereof, except as hereinafter provided, and that this limitation as to age shall not affect the validity of certificates issued prior to January 1,

1909, nor the validity of certificates hereafter issued to permanent teachers in the public schools.

Certificates issued on examination prior to June 1, 1906, shall cease to be valid on the thirtieth day of June of the second year following the date of issue, except as hereinafter provided.

Certificates issued to graduates of the Boston Normal School prior to June 1, 1906, shall cease to be valid June 30, 1912, except as hereinafter provided.

Certificates issued to graduates of the Boston Normal School after June 1, 1906, shall cease to be valid on the thirtieth day of June of the sixth year following the date of issue, except as hereinafter provided.

Certificates issued on examination prior to June 1, 1906, and valid on that date by reason of renewal or of service in the Boston public schools, shall cease to be valid June 30, 1908, except that regular high school certificates held by teachers serving during the year ending June 30, 1906, in permanent positions in the elementary day schools of Boston, shall cease to be valid June 30, 1912, except as hereinafter provided.

The validity of certificates issued prior to June 1, 1906, which include positions in day schools of a different class, but which also include the position in which the holder thereof is employed, shall expire with respect to such day schools of a different class on June 30, 1912; nor shall the validity of any certificate issued after June 1, 1906, extend beyond the thirtieth day of June of the sixth year following the date of issue by reason of the service of the holder thereof in schools of a different class than that in which the holder is employed.

All certificates under which appointments are made to permanent positions in the day school service, and certificates of a higher grade, but including the position in which the holder thereof is employed, shall remain valid with respect to the class of schools in which the holder thereof is employed during the term of such service.

All certificates, except those under which appointments are made to permanent positions in the day school service, cease to be valid when the names of the holders are removed from the eligible lists.

Certificates VII., elementary school, class A, or VIII., elementary school, class B, or equivalent certificates issued prior to January 1, 1908, and held on that date by persons serving in permanent positions in the Parental School, shall remain valid during the term of such service.

Certificates under which appointments are made to permanent positions in the Parental School, under the same conditions governing appointments to similar positions in the public schools of the City of Boston, and certificates of higher grade, but including the position in which the holder thereof is employed, shall remain valid during the term of such service, so far as elementary school service is concerned.

Any certificate may be revoked by the Board of Superintendents if, in its opinion, the good of the service so demands.

TEMPORARY CERTIFICATES.

All certificates are non-renewable, but the Board of Superintendents may issue instead thereof temporary certificates to holders of regular certificates of qualification which are no longer valid, under such conditions as the Board may determine, which temporary certificates entitle the holders to serve in temporary positions of such rank and in such schools as are specified in the certificate.

THORNTON D. APOLLONIO,
Secretary.

HIGH SCHOOL CERTIFICATES.

ANCIENT LANGUAGES.

Rating.	Name.	<i>Men.</i>	Certificate Expires
879	Frank A. Kennedy		June 30, 1916
849	Everett Skillings		" 30, 1913
834	George F. Fiske		" 30, 1912
829	Eugene R. Vinal		" 30, 1916
794	Ernest D. Daniels		" 30, 1913
789	Isaac B. Burgess		" 30, 1913
761	Charles W. French		" 30, 1916

Women.

841	Alice C. Howe		June 30, 1914
832	Florence E. Johnson		" 30, 1915
831	M. Alice Kimball		" 30, 1912
807	Helener G. Robertson		" 30, 1916
806	Mabel L. Abbott		" 30, 1915
804	Ida M. Dyer		" 30, 1912
804	Caroline R. Pulsifer		" 30, 1912
798	Jessie A. Judd		" 30, 1915
786	Fannie Myerson		" 30, 1916
776	Edith M. Wolfe		" 30, 1913
773	Elizabeth H. Norman		" 30, 1915
768	Julia A. Dorrington		" 30, 1916
768	Ellen L. Foley		" 30, 1916
752	Edith M. Cook		" 30, 1916
722	Addie E. Flanders		" 30, 1915
691	Ella M. Parker		" 30, 1914
686	Helen M. Donohue		" 30, 1913

BOTANY — ZOOLOGY.

Men.

834	Philip W. L. Cox		June 30, 1915
689	Arthur S. Wells		" 30, 1916
611	Benjamin Sharp		" 30, 1913

Women.

768	Angelia M. Courtney		June 30, 1913
747	Annie P. O'Hara		" 30, 1912
728	Mary J. Rogers		" 30, 1916
718	Grace O. Peterson		" 30, 1912
680	Isabella J. Ray		" 30, 1912

High School Certificates (*Continued*).

COMMERCIAL BRANCHES.

Rating.	Name.	<i>Men.</i>	Certificate Expires
770	Ralph C. Benedict		June 30, 1916
716	John V. Barrett		" 30, 1916
712	Edward H. Eldridge		" 30, 1913

Women.

804	Avis A. Kingston		June 30, 1916
794	Elsie Ryder		" 30, 1915
771	Grace E. Merrill		" 30, 1916
730	Mary A. Cutter		" 30, 1916
712	Annie M. Cheever		" 30, 1916
695	Amy N. Martin		" 30, 1914
660	Helen F. Keefe		" 30, 1916
650	Katharine R. McManus		" 30, 1916
648	Ethelwyn A. Rea		" 30, 1914
645	Mabel L. Hayes		" 30, 1915

DRAWING.

745	I. Louise Mason		June 30, 1915
-----	---------------------------	--	---------------

ECONOMICS.

826	DeLorma A. Morrow		June 30, 1914
751	Edward F. Sherlock		" 30, 1916

ENGLISH.

Men.

847	James M. Murdock		June 30, 1912
816	Robert F. Allen		" 30, 1916
805	Clinton C. Scheffy		" 30, 1916
778	John B. Opdyke		" 30, 1914
772	Arthur J. Kew		" 30, 1911
751	Leroy A. Ames		" 30, 1914
721	Ivory F. Frisbee		" 30, 1914

Women.

835	Caroline N. Poole		June 30, 1912
830	Jean L. Kendall		" 30, 1916
826	Rina M. Greene		" 30, 1916
808	Katharine Merrill		" 30, 1913
807	Cornelia C. Ward		" 30, 1913
806	Jennette A. Moulton		" 30, 1912
803	Ellen Carver		" 30, 1912
802	Blanche F. Kingsley		" 30, 1912
786	Mabel E. Adams		" 30, 1912
784	Mary L. Sheehy		" 30, 1916

High School Certificates (*Continued*).

Rating.	Name.	Certificate Expires
773	Susan F. Burbank	June 30, 1915
771	Olive C. Ambler	" 30, 1914
770	Margaret R. Piper	" 30, 1915
768	Susan M. Bradley	" 30, 1913
740	Donna M. Slater	" 30, 1916
740	Helen Thomas	" 30, 1916
729	Jessica L. Langworthy	" 30, 1913
728	Jessie G. Paine	" 30, 1912
728	Mary Wilbar Bauer	" 30, 1915
688	Edith M. Shearer	" 30, 1914
685	Mary P. Colburn	" 30, 1913

FRENCH.

Men.

823	James F. Conlin	June 30, 1916
702	Lester S. Hart	" 30, 1916

Women.

788	Rebecca D. Moore	June 30, 1915
784	Elizabeth W. Gerrish	" 30, 1913
777	Mary M. Sullivan	" 30, 1916
769	Mary O'Connell	" 30, 1912
760	Mary E. Hough	" 30, 1914
751	Grace R. Lillibridge	" 30, 1913
734	Marie L. Mahoney	" 30, 1916
709	Ethel M. Piper	" 30, 1915
659	Mary E. O'Neill	" 30, 1912

GERMAN.

Men.

887	Carl D. Burt	June 30, 1913
852	Joseph L. Caverly	" 30, 1912
806	Arthur G. Host	" 30, 1913
803	Herbert C. Collar	" 30, 1914
773	James E. McWhinnie	" 30, 1913
766	William H. Detwyler	" 30, 1914
701	George J. Lenz	" 30, 1913

Women.

839	Angelina L. Weeks	June 30, 1914
823	Olga A. F. Stegelmann	" 30, 1912
790	Helen E. Fries	" 30, 1916
785	Emily A. Daniell	" 30, 1914
779	Josephine T. H. Sahr	" 30, 1916

High School Certificates (*Continued*).

HISTORY.

Rating.	Name.	<i>Men.</i>	Certificate Expires
775	James E. Winston	. . . . .	June 30, 1913
771	Harold C. Childs	. . . . .	" 30, 1913
731	Alva T. Southworth	. . . . .	" 30, 1915
725	Gustaf A. Lundquist	. . . . .	" 30, 1915

Women.

894	Fannie J. Yeaw	. . . . .	June 30, 1914
884	Catharine T. Whalen	. . . . .	" 30, 1916
865	Jessie M. Law	. . . . .	" 30, 1914
848	N. Eveline Coolidge	. . . . .	" 30, 1915
847	Blanche E. Hazard	. . . . .	" 30, 1913
768	Katharine F. Garrity	. . . . .	" 30, 1916
752	Emily L. Clark	. . . . .	" 30, 1913
732	Mary E. Greene	. . . . .	" 30, 1916
728	Grace F. Ward	. . . . .	" 30, 1913
725	Katharine G. Sheehan	. . . . .	" 30, 1912
706	Mary E. Mailman	. . . . .	" 30, 1912

MATHEMATICS.

Men.

917	Aubrey E. Landry	. . . . .	June 30, 1914
864	James A. Goldthwaite	. . . . .	" 30, 1916
837	Elijah H. B. Humphries	. . . . .	" 30, 1915
815	Walter F. Downey	. . . . .	" 30, 1916
814	Howard D. Kenyon	. . . . .	" 30, 1914
798	John M. Gallagher	. . . . .	" 30, 1913

Women.

816	Florence E. Loop	. . . . .	June 30, 1916
798	Emma D. Shelton	. . . . .	" 30, 1914
785	Kate F. Hobart	. . . . .	" 30, 1912
756	Hazel Donham	. . . . .	" 30, 1915
735	Isabella M. Gilpatrick	. . . . .	" 30, 1916
730	Frances E. McDuffee	. . . . .	" 30, 1915
624	Vera W. Littlefield	. . . . .	" 30, 1913
618	Sarah H. Williams	. . . . .	" 30, 1912

PHYSICS — CHEMISTRY.

Men.

883	Charles E. Tilley	. . . . .	June 30, 1914
845	Herbert M. Thayer	. . . . .	" 30, 1914
835	Hercules W. Geromanos	. . . . .	" 30, 1914

High School Certificates (Concluded).

Rating.	Name.	Certificate Expires
835	Alfred J. Marshall	June 30, 1916
813	Ralph C. Bean	" 30, 1916
797	Lewis P. Chapin	" 30, 1915
795	Harrison S. Allen	" 30, 1914
780	Dana C. Wells	" 30, 1911
777	Henry G. Blount	" 30, 1916
770	Harold I. Brown	" 30, 1916
766	James M. McNamara	" 30, 1916
744	Alfred R. Lincoln	" 30, 1914
713	Frank A. Scott	" 30, 1913
674	Robert A. Bright	" 30, 1913
665	Robert I. Haseltine	" 30, 1916
652	Horace M. Hovey	30, 1913
<i>Women.</i>		
870	Eva B. Ammidown	June 30, 1916
798	Alice W. Collins	" 30, 1915

SPECIAL CERTIFICATES VALID IN HIGH SCHOOLS.**COMMERCIAL BRANCHES.**

<i>Men.</i>		
Rating.	Name.	Certificate Expires
800	Charles F. Rittenhouse	June 30, 1916
727	Arthur W. Ross	" 30, 1916
664	George A. Fellows	" 30, 1916
<i>Women.</i>		
766	Ethel R. Moulton	June 30, 1916
762	Annie E. McIlvene	" 30, 1911
751	Marion L. Barker	" 30, 1916
749	Bertha W. Burnham	" 30, 1915
745	Mary D. Chadwick	" 30, 1916
736	Agnes C. Flynn	" 30, 1916
729	Cora W. Taylor	" 30, 1914
716	Florence L. Hamblin	" 30, 1916
704	Ethel F. Q. Scott	" 30, 1914
687	Ilda D. Mann	" 30, 1916
679	Grace A. McGrath	" 30, 1916
673	Mary A. Cutter	" 30, 1915
614	Angie L. Pulsifer	" 30, 1914

Special Certificates (*Continued*).

DRAWING.

Women.

Rating.	Name.	Certificate Expires
779	Amy L. Burbank	June 30, 1913
777	Grace W. Ripley	" 30, 1915
768	Laura W. Cook	" 30, 1916
768	Catherine A. Lancaster	" 30, 1913
723	Elizabeth M. P. Bartlett	" 30, 1915
708	Harriet M. Simpson	" 30, 1915
693	Josephine W. Chute	" 30, 1915

MANUAL TRAINING.

Men.

751	George M. Morris	June 30, 1913
665	Fred R. Inman	" 30, 1914
654	Walter H. Naylor	" 30, 1914

PHYSICAL TRAINING.

Men.

748	John J. O'Donnell, Jr.	June 30, 1915
650	James H. Crowley	" 30, 1916

Women.

771	Helen G. Dolan	June 30, 1916
707	Mary F. Birch	" 30, 1915
684	Lucy Hunter Hynes	" 30, 1915

SPECIAL ASSISTANTS, DAY HIGH SCHOOLS.

782	Mary E. Conlin	June 30, 1914
-----	--------------------------	---------------

INDUSTRIAL INSTRUCTORS, DAY HIGH SCHOOLS.

Household Science.

835	Jessie Moore	June 30, 1916
832	Edith Noyes Kimball	" 30, 1914
828	Lucy S. Stebbins	" 30, 1916
709	Edith G. Emery	" 30, 1914

Dressmaking.

846	Alma I. Long	June 30, 1914
830	Anna M. Stockbridge	" 30, 1914
814	Mary L. Green	" 30, 1914
771	Helen A. Bray	" 30, 1914

Special Certificates (Concluded).

Rating.	Name.	Certificate Expires
732	Winifred Dalton	June 30, 1916
703	Mary H. Skelton	" 30, 1912
663	Katherine Bergen	" 30, 1915
654	Mary L. Crawford	" 30, 1916

Millinery.

828	Marion L. Emerson	June 30, 1915
823	Charlotte E. Abramson	" 30, 1914
817	Annie G. Bullard	" 30, 1914
816	Marie C. Rollins	" 30, 1916
755	Mary A. Wogan	" 30, 1914
627	Mary T. Naphen	" 30, 1916

INDUSTRIAL ASSISTANTS, DAY HIGH SCHOOLS.

Millinery.

654	Clara F. Laughlin	June 30, 1913
632	Eva H. Simmons	" 30, 1913

Sewing.

862	Margaret W. Howard	June 30, 1916
731	Annie L. Killion	" 30, 1913
623	Alice E. Cunningham	" 30, 1913

NORMAL SCHOOL ELEMENTARY CERTIFICATES, CLASS OF
1910, AND OTHERS AS INDICATED.

SPECIAL.

Rating.	Name.	Certificate Expires
860	Helen Loring	June 30, 1916
838	Margaret M. Sallaway	" 30, 1916
801	Eleanor M. Kyle	" 30, 1916
801	Peter A. Landrigan	" 30, 1916
797	Mary L. Carty	" 30, 1916
791	Eugene H. Dorr	" 30, 1916
781	Charlotte Onthank	" 30, 1916
774	Minnie A. Allen	" 30, 1916
774	Thomas J. Murphy	" 30, 1916
749	James E. O'Neil	" 30, 1916
745	Joseph I. Whalen	" 30, 1916
743	William H. Ryan	" 30, 1916
737	Marion F. Brown	" 30, 1916
725	Helen J. Roberts	" 30, 1916

Normal Elementary, Class of 1910 (Continued).

Rating.	Name.	Certificate Expires
722	Helen T. Campbell	June 30, 1916
721	Hannah E. Callanan	" 30, 1916
720	James E. Lynch	" 30, 1916
677	Denis F. Sullivan	" 30, 1916
643	Frederica L. Cliff	" 30, 1916
638	Joseph M. Duffy (Class of 1906)	" 30, 1912
541	Edward M. Giblin (Class of 1906)	" 30, 1912

CLASS B.

874	Florence A. Lincoln (Class of 1906)	June 30, 1912
867	Rae E. Blanchard	" 30, 1916
863	Ellen C. Hayes	" 30, 1916
854	Winifred H. Nash	" 30, 1916
840	Mary J. Manning	" 30, 1916
840	Helen P. Kelly	" 30, 1916
840	Ruth Pierce	" 30, 1916
834	Helen King	" 30, 1916
830	Teresa A. Regan	" 30, 1916
826	Florence A. Smith	" 30, 1916
825	Mary E. Jago	" 30, 1916
816	Rose G. McEnroe	" 30, 1916
814	Agnes F. McCarthy	" 30, 1916
810	Isabel M. Curry	" 30, 1916
807	Alice M. Gardetto	" 30, 1916
806	Sarah L. Kavenagh	" 30, 1916
805	Gertrude E. Appel	" 30, 1916
805	Regina E. Sallaway	" 30, 1916
802	Ethel D. Hodson	" 30, 1916
800	Margaret M. Keefe	" 30, 1916
799	Mildred L. Fryer	" 30, 1916
798	Gertrude E. Lennon	" 30, 1916
794	Helena G. Hynes	" 30, 1916
794	Mary L. Lee	" 30, 1916
792	Elinore F. Donoghue	" 30, 1916
792	Sybilla A. Dierck	" 30, 1916
788	Mary A. Sweeney	" 30, 1916
787	Elizabeth P. Brennan	" 30, 1916
787	Rosa A. Vogel	" 30, 1916
786	Rose M. Biggi	" 30, 1916
786	Anna E. Spillane	" 30, 1916
785	Mary D. McKenna	" 30, 1916
783	Mary F. Reagan	" 30, 1916
782	Anne C. McCormack	" 30, 1916
782	Elizabeth M. Hoar	" 30, 1916

Normal Elementary, Class of 1910 (Continued).

Rating.	Name.	Certificate Expires
781	Alice H. Burke	June 30, 1916
781	Winifred H. M. O'Donovan	" 30, 1916
781	Ethel M. Barry	" 30, 1916
780	Mary R. Dooley	" 30, 1916
779	Julia W. McNulty	" 30, 1916
778	Elizabeth M. McLaughlin	" 30, 1916
777	Helen T. Casey	" 30, 1916
776	Bertha F. Murray	" 30, 1916
772	Josephine E. Creber	" 30, 1916
771	Rosa L. Loitman	" 30, 1916
770	Gladys L. Woods	" 30, 1916
768	E. Louise Morrissey	" 30, 1916
767	Agnes M. Finn	" 30, 1916
767	Ethel M. Jordan	" 30, 1916
766	Anne M. Sheehan	" 30, 1916
765	Esther E. Cunningham	" 30, 1916
764	Nora M. McLean	" 30, 1916
764	Louise G. Farrington	" 30, 1916
764	Gertrude P. Shea	" 30, 1916
761	Katherine St. J. Mahoney	" 30, 1916
759	Elizabeth F. Stone	" 30, 1916
759	Caroline B. MacLean	" 30, 1916
758	Margaret M. O'Connell	" 30, 1916
758	Elinor Neilon	" 30, 1916
757	Eleanor Bernard	" 30, 1916
757	Sybil F. Fernandez	" 30, 1916
756	Agatha L. McGrath	" 30, 1916
754	Mary A. Magner	" 30, 1916
752	Margaret M. Fleming	" 30, 1916
751	Stella M. Ives	" 30, 1916
750	Marguerite R. O'Neill	" 30, 1916
749	Annie F. Carr	" 30, 1916
749	Beatrice Nathanson	" 30, 1916
748	Mary C. Hawkes	" 30, 1916
747	Georgia V. de L. Hill	" 30, 1916
747	Josephine L. Keelan	" 30, 1916
747	Marguerite Elliott	" 30, 1916
747	Pauline G. Lehr	" 30, 1916
746	Elsie M. Crispin	" 30, 1916
746	Jessie M. Roberts	" 30, 1916
745	Olga H. Pavlick	" 30, 1916
744	Grace E. L. Hine	" 30, 1916
741	Lillian E. Enos	" 30, 1916
739	Anne M. Cassidy	" 30, 1916
738	Anna M. Devin	" 30, 1916

Normal Elementary, Class of 1910 (*Concluded*).

Rating.	Name.	Certificate Expires
737	Florence M. Hawes	June 30, 1916
736	Mary G. Murray	" 30, 1916
735	Rose Stone	" 30, 1916
731	Cora A. Banks	" 30, 1916
729	H. Laurretta Spittle	" 30, 1916
727	Helen T. Noonan	" 30, 1916
724	Mildred M. Baatz	" 30, 1916
713	Olive F. Buckle (Class of 1907)	" 30, 1913
709	Ellen S. Minard (Class of 1909)	" 30, 1915
709	Marion A. Fields	" 30, 1916
707	Edith D. Rodgers	" 30, 1916
697	Katharine V. O'Hara	" 30, 1916
612	Anna C. Bosfield (Class of 1907)	" 30, 1913
574	Mary S. Watkins (Class of 1907)	" 30, 1913
573	Bertha R. Brown (Class of 1906)	" 30, 1912

NORMAL SCHOOL ELEMENTARY CERTIFICATES, PRIOR
TO 1910.

SPECIAL.

Rating.	Name.	Certificate Expires
839	Mary Wilbar Bauer	June 30, 1912
835	Marian B. Healey	" 30, 1912
819	Anna I. Ryan	" 30, 1912
806	Mercy O. Newton	" 30, 1912
783	Vera W. Littlefield	" 30, 1912
760	Marian S. Wentworth	" 30, 1912
737	Samuel A. Cragin	" 30, 1912
726	Maurice Ferber	" 30, 1912
709	Mabel A. Harris	" 30, 1912
628	Vincent L. Kelley	" 30, 1912
606	Cora L. Rouillard	" 30, 1912

CLASS B.

910	Elsie R. Cowdrey	June 30, 1912.
902	Katharine A. Lyons	" 30, 1915
885	Annie C. Shea	" 30, 1915
879	Elinor C. Twombly	" 30, 1915
878	Mary A. McLaughlin	" 30, 1915
876	M. Frances Bell	" 30, 1915
873	Gertrude V. Nugent	" 30, 1915
872	Margaret M. Breen	" 30, 1915
868	Grace A. Greene	" 30, 1915

Normal Elementary, Prior to 1910 (Continued).

Rating.	Name.	Certificate Expires
866	Frances M. Donegan	June 30, 1915
866	Mary A. Kenney	" 30, 1915
864	Elizabeth B. Faden	" 30, 1915
862	Helen G. Murphy	" 30, 1915
857	Caroline L. McAloon	" 30, 1915
855	Elizabeth A. Burns	" 30, 1915
854	Mae D. Benzaquin	" 30, 1915
853	Gertrude E. Johnson	" 30, 1915
853	Marie M. Knowles	" 30, 1915
851	Emily W. Collins	" 30, 1915
851	Mary E. Doherty	" 30, 1915
850	Anna M. Doyle	" 30, 1915
849	Anna E. Shields	" 30, 1915
847	Helen M. Bülle	" 30, 1915
843	Annie P. Guinee	" 30, 1915
842	Estelle R. Kleh	" 30, 1915
840	Sarah G. Doherty	" 30, 1915
838	Annie M. Smith	" 30, 1912
838	Frances E. White	" 30, 1912
837	A. Grace Emery	" 30, 1914
837	Mary L. Greenlaw	" 30, 1915
836	Mary E. Carrigan	" 30, 1915
835	Mary C. Sullivan	" 30, 1915
834	Margaret Ring Wight	" 30, 1912
833	Katherine A. Daly	" 30, 1913
833	Alice L. Gannon	" 30, 1915
833	Helen P. Gorman	" 30, 1915
832	Ethel M. Wilson	" 30, 1915
831	Helena Hussey McCreight	" 30, 1912
829	Delia M. Coneys	" 30, 1915
829	Agnes J. Drea	" 30, 1915
828	Marion Howland	" 30, 1912
827	Mary F. Sharkey	" 30, 1915
823	Mary F. O'Meara	" 30, 1912
822	Mary G. Grey	" 30, 1915
821	Alice C. Ringer	" 30, 1912
818	Emma R. Plummer	" 30, 1915
817	Gertrude A. LeBlanc	" 30, 1914
817	Mary M. Macdonald	" 30, 1914
817	Laura I. Miller	" 30, 1915
817	Catherine E. O'Mara	" 30, 1915
817	Grace E. Rockwell	" 30, 1915
814	Mabel F. Dunn	" 30, 1915
813	Mary E. Sheehan	" 30, 1915
812	Bernice A. Hill	" 30, 1912

Normal Elementary, Prior to 1910 (Continued).

Rating.	Name.	Certificate Expires
811	Aloyse M. Owen	June 30, 1912
808	Gertrude M. Wilder	" 30, 1912
807	Agnes F. Kelly	" 30, 1915
806	Gertrude M. Denehy	" 30, 1915
806	Edna L. Williams	" 30, 1912
804	Sara Fay Bissell	" 30, 1912
803	Florence R. LeBlanc	" 30, 1912
801	Jenny W. Cronin	" 30, 1912
801	Gertrude M. Hauck	" 30, 1912
800	Margaret A. Gosnell	" 30, 1915
797	Anna A. Cassidy	" 30, 1912
797	Margaret A. F. Cotter	" 30, 1912
796	Anna J. Harmon	" 30, 1912
795	Lottie M. Murphy	" 30, 1912
795	Jean H. Westwood	" 30, 1915
795	Helen G. Gormley	" 30, 1912
794	Margaret D. Sawyer	" 30, 1914
793	Mary A. Hartigan	" 30, 1915
793	Mary F. Thornton	" 30, 1915
792	Violet E. Barry	" 30, 1912
792	Mary E. Mulkern	" 30, 1915
792	Gertrude P. Stephan	" 30, 1912
789	Grace M. Quirk	" 30, 1913
786	Ava B. Dawson	" 30, 1913
785	Mary S. Damon	" 30, 1912
782	Mary M. O'Mara	" 30, 1915
781	Gladys L. Kelly	" 30, 1914
780	Mary E. Coveney	" 30, 1912
780	Frances E. Kelley	" 30, 1912
780	Cecilia V. Mara	" 30, 1912
779	Christine G. Long	" 30, 1912
779	Eleanor F. Morris	" 30, 1912
778	Catharine Sheehan	" 30, 1913
777	Eleanor L. Rand	" 30, 1912
776	Alice M. Colbert	" 30, 1913
775	Margaret M. F. Conley	" 30, 1914
772	Rose J. Geggis	" 30, 1913
772	Alice G. McGrath	" 30, 1915
770	Alice L. Kelly	" 30, 1913
768	Helen L. Leahy	" 30, 1912
767	Louise B. Horgan	" 30, 1915
766	Annie V. Hogan	" 30, 1913
766	Mary E. Smith	" 30, 1912
764	Elizabeth E. Dacey (and Sewing, p. 27)	" 30, 1912
764	Janet Halliday Jordan	" 30, 1912

Normal Elementary, Prior to 1910 (*Continued*).

Rating.	Name.	Certificate Expires
762	Margaret L. Cosgrove	June 30, 1913
762	Mary M. Glennon	" 30, 1912
761	Mary St. A. Casey	" 30, 1915
761	Nellie F. Sheehan	" 30, 1912
759	Claire F. Shanahan	" 30, 1913
758	Mary Justine O'Neill	" 30, 1912
756	Alice Moran Corcoran	" 30, 1913
754	Mary A. Ford	" 30, 1912
754	C. Florence Smith	" 30, 1912
753	Lillie Redfern Margraff	" 30, 1912
752	Ella M. Dolben	" 30, 1913
750	Mary FitzGerald	" 30, 1913
744	Margaret M. O'Brien	" 30, 1912
739	Elinor G. Cowan	" 30, 1912
738	Mary E. Flynn	" 30, 1912
734	Esther L. Kimball	" 30, 1913
726	Blanche Hinds	" 30, 1915
719	Margaret A. M. Collins	" 30, 1912
712	Amy H. Lothrop	" 30, 1912
710	Mary A. Mullin	" 30, 1912
709	Margaret L. Ryan	" 30, 1912
708	M. Teresa Sheerin	" 30, 1912
703	Mary Josephine O'Neil	" 30, 1912
698	Mary A. Fouhy	" 30, 1912
696	F. Maud MacLachlan	" 30, 1912
692	Annie R. Toye	" 30, 1912
690	Catharine A. Hogan (and Sewing, p. 27)	" 30, 1912
690	Ellen G. Phillimore	" 30, 1912
687	Mary N. Valentine	" 30, 1912
686	Jennie Jackson Wood	" 30, 1912
682	Jennie A. Green	" 30, 1912
682	Alice H. Long	" 30, 1912
679	Georgiana Charleston	" 30, 1912
673	Helen A. Fleming	" 30, 1912
670	Margaret E. McCoy	" 30, 1912
662	Mary E. Conlin	" 30, 1912
649	Grace E. Lalley	" 30, 1913
644	Clara Smith Groce	" 30, 1912
642	Annie E. McWilliams	" 30, 1912
640	M. Louise Costello	" 30, 1912
638	Roxana L. Johnston	" 30, 1912
635	Anna G. MacMahon	" 30, 1913
630	Regina M. Hart (and Sewing, p. 27)	" 30, 1912
616	Alice M. Raymond	" 30, 1912
609	Emma Foster	" 30, 1912

Normal Elementary, Prior to 1910 (Concluded).

Rating.	Name.	Certificate Expires
605	Ethel A. Owen	June 30, 1912
591	Ellen E. Ellis	" 30, 1912
575	Marion H. Bell	" 30, 1912
567	Julia C. Walker	" 30, 1912
565	Elsie M. Welt	" 30, 1912
515	Elizabeth Foss.	" 30, 1912

ELEMENTARY CERTIFICATES.

Examined Candidates.

CLASS A (Men).

Rating.	Name.	Certificate Expires
870	Sidney T. H. Northcott	June 30, 1916
849	Harry Brooks	" 30, 1916
834	William R. Kramer	" 30, 1916
805	Frank M. Rich	" 30, 1915
796	Max Hartmann	" 30, 1916
795	Arthur W. Kallom	" 30, 1915
769	George A. Grover	" 30, 1914
763	Almorin O. Caswell	" 30, 1913
760	John W. Northcott	" 30, 1914
756	Frederic H. Buck	" 30, 1915
748	Robert W. Martin	" 30, 1915
743	Walter L. Putnam	" 30, 1916
739	William A. Nickerson	" 30, 1916
736	Everett N. Hollis	" 30, 1915
721	J. Ellis Ames	" 30, 1915
719	Henry W. Foss	" 30, 1913
719	John H. Graham	" 30, 1916
718	Willis S. Fisher	" 30, 1916
718	George E. Reidy	" 30, 1913
708	William E. Riley	" 30, 1914
706	Charles W. Walter	" 30, 1915
700	Roger A. Powers	" 30, 1914
698	James H. Armstrong	" 30, 1914
698	William A. Hoyt	" 30, 1914
696	Edward L. Curran	" 30, 1915
689	Michael J. Shannon	" 30, 1914
663	Andrew S. Thomson	" 30, 1913
661	Herbert H. Howes	" 30, 1913
653	Alberto W. Small	" 30, 1913
642	Edgar L. Willard	" 30, 1914

Elementary Certificates, Examined Candidates (*Continued*).

		CLASS B.					
Rating.	Name.						Certificate Expires
870	Rose A. Murray						June 30, 1912
849	Clara M. Duffey						" 30, 1916
835	Maude L. Plummer						" 30, 1916
834	Frances S. Parker						" 30, 1916
830	Clarissa E. Prouty						" 30, 1916
828	Mary E. Hallinan						" 30, 1916
823	Mary A. Hayes						" 30, 1916
819	Augusta A. Jackson						" 30, 1913
810	Katherine F. Cahill						" 30, 1916
809	Annie H. Chadwick						" 30, 1913
805	Katherine E. Russell						" 30, 1914
804	Gertrude A. White						" 30, 1916
803	Susan M. Hosmer						" 30, 1914
801	Edna F. Scott						" 30, 1916
794	Elizabeth A. Killion						" 30, 1916
794	Mary E. Regan						" 30, 1915
786	Lillian M. Quinn						" 30, 1916
784	Jennie N. Whitcher						" 30, 1912
781	Grace C. Moore						" 30, 1913
781	Louise H. Reardon						" 30, 1916
779	Elizabeth M. Anthony						" 30, 1916
776	Sadie A. Lyons						" 30, 1916
775	Mary Decker						" 30, 1916
763	Katherine A. Rogers						" 30, 1916
762	Sara E. Kerwin						" 30, 1916
760	Gertrude L. Reid						" 30, 1916
754	Katherine R. Eames						" 30, 1916
753	Nellie E. March						" 30, 1916
749	Nellie M. Diamond						" 30, 1913
749	Katharine G. O'Brion						" 30, 1916
748	Azniv Beshgeturian						" 30, 1916
747	Margaret M. Sullivan						" 30, 1916
746	Theresa V. Dowd						" 30, 1916
742	Mary E. Williams						" 30, 1916
736	Anna V. Kelley						" 30, 1913
733	Emma M. Thompson						" 30, 1916
724	Catherine H. Murphy						" 30, 1913
719	John H. Graham						" 30, 1916
717	Catherine G. Kelley						" 30, 1914
711	Irene F. Thompson						" 30, 1916
709	Mary E. Graham						" 30, 1916
708	Alma A. Thomas						" 30, 1916
707	Edna L. Taylor						" 30, 1916

Elementary Certificates, Examined Candidates (*Concluded*).

Rating.	Name.	Certificate Expires
705	Mary E. Ryan	June 30, 1916
703	K. Agnes O'Connor	" 30, 1914
703	Adele Rabinovitz	" 30, 1916
703	Clara Rowley	" 30, 1913
700	Roger A. Powers	" 30, 1914
700	Lena B. Winter	" 30, 1914
696	Edward L. Curran	" 30, 1915
694	Mary E. Galvin	" 30, 1916
693	Louise I. Gove	" 30, 1916
688	Frances W. Moore	" 30, 1914
684	Katherine E. Murray	" 30, 1916
683	Emma E. Irish	" 30, 1913
678	Joanna Z. Connell	" 30, 1916
668	Mary E. Quirk	" 30, 1916
666	Alice P. Killam	" 30, 1916
664	Louise M. Foss	" 30, 1913
655	Catherine E. Crowe	" 30, 1915
655	Ellen C. Donovan	" 30, 1913
654	Frances E. Craffey	" 30, 1916
651	Mary I. Coggeshall	" 30, 1913
646	Lena Seitlen	" 30, 1914
642	Katherine G. Butler	" 30, 1913
641	Isabella H. Howe	" 30, 1913
637	Elizabeth V. Doherty	" 30, 1914
637	Anna H. Fisher	" 30, 1914
637	Lena Ford	" 30, 1916
635	Mary A. Mahoney	" 30, 1913
631	Mary J. Quigley	" 30, 1913
628	Adalena H. Dudley	" 30, 1914
627	Mary I. Chapin	" 30, 1914
622	Hilda L. Morson	" 30, 1913
610	Mary L. Guyton	" 30, 1913
608	Grace A. Sullivan	" 30, 1914
604	Anna S. Olson	" 30, 1914
581	Julia A. Conrick	" 30, 1914

KINDERGARTEN CERTIFICATES.

Normal School, Class of 1910, and Others as Indicated.

Rating.	Name.	Certificate Expires
817	Marguerite B. Kaye	June 30, 1916
816	Mildred O'Connell	" 30, 1916
806	Grace E. Russell	" 30, 1916
797	Mary E. Rohrer	" 30, 1916

Kindergarten Certificates (Concluded).

Rating.	Name.	Certificate Expires
788	P. Hazel Montgomery	June 30, 1916
787	Carolyn P. Johnson	" 30, 1916
766	Eunice M. Sawyer	" 30, 1916
756	Mildred E. Newcombe	" 30, 1916
755	Margaret Wyner	" 30, 1916
747	Edith M. Gushee	" 30, 1916
742	M. Bernadette Riley	" 30, 1916
718	Marie E. Conza	" 30, 1916
595	Lena G. Frost (Class of 1907)	" 30, 1913

Normal School, Prior to 1910.

819	Marie J. Kreutz	June 30, 1912
804	Mary V. Sullivan	" 30, 1914
772	Helen M. Jameson	" 30, 1915
770	Winifred L. McCabe	" 30, 1912
740	Belle McCullough Burroughs	" 30, 1912
737	Katherine L. Ryan	" 30, 1912
718	Margaret B. Beatley	" 30, 1915
717	Natalie Irving	" 30, 1913
707	Adelaide B. Hearn	" 30, 1912
706	Theresa M. Cotter	" 30, 1913
701	Bess F. Osborn	" 30, 1912

Examined Candidates.

817	Mary L. Walsh	June 30, 1916
804	Evelyn C. Chase	" 30, 1916
802	Ruth Allen	" 30, 1915
796	Anna D. Ware	" 30, 1916
781	Bertha A. Perkins	" 30, 1913
760	Alice V. Morrissey	" 30, 1915
758	Margaret A. Chick	" 30, 1915
758	Alice M. Dicker	" 30, 1914
753	Mary E. Wadsworth	" 30, 1916
749	Grace E. Smith	" 30, 1914
749	Abigail Linnehan	" 30, 1914
726	Fanny B. Hayden	" 30, 1914
706	Helen E. Prime	" 30, 1914
705	Beatrice U. Bridges	" 30, 1914
703	Bertha I. Berger	" 30, 1914
683	Nancy C. Sweetser	" 30, 1914
671	Margaret S. Canty	" 30, 1914
650	Anna M. Doherty	" 30, 1913
612	Agnes C. Morris	" 30, 1914

COOKERY CERTIFICATES.

Examined Candidates.

Rating.	Name.	Certificate Expires
821	Grace E. Cousens	June 30, 1916
798	Mary Moseley	" 30, 1914
786	Marian Gage	" 30, 1916
776	Isabelle C. McIntyre	" 30, 1915
761	Eleanor C. Preble	" 30, 1916
743	Edith G. Emery	" 30, 1914
733	Alice W. Clement	" 30, 1915

SEWING CERTIFICATES.

Normal School, Prior to 1910.

Rating.	Name.	Certificate Expires
764	Elizabeth E. Dacey	June 30, 1912
690	Catharine A. Hogan	" 30, 1912
630	Regina M. Hart	" 30, 1912

Examined Candidates.

878	Bertha M. Pattee	June 30, 1914
804	Winifred Dalton	" 30, 1916
791	Evelyn F. Lally	" 30, 1916
774	Kathleen E. Coughlan	" 30, 1916
757	Helena Flynn Heriot	" 30, 1914
742	E. Marie Lappen	" 30, 1916
701	Mary F. Dutton	" 30, 1912
697	Mabel G. Rice	" 30, 1916
693	Anna E. Costello	" 30, 1913
658	Alice E. Cunningham	" 30, 1913
643	Blanche B. Starratt	" 30, 1913
643	Annie C. Webber	" 30, 1913
634	Eva H. Simmons	" 30, 1913

WOODWORKING CERTIFICATES.

Examined Candidates.

Rating.	Name.	Certificate Expires
834	Mabel E. Bemis	June 30, 1915
795	Joseph J. Landall	" 30, 1916
782	Charles H. Parsons, Jr.	" 30, 1915

Woodworking Certificates (Concluded).

Rating.	Name.	Certificate Expires
756	Ola H. Ferguson	June 30, 1913
748	Ethel I. Gray	" 30, 1916
730	Evelina C. A. Reaveley	" 30, 1914
722	Sara L. Patrick	" 30, 1913
718	Annie G. McCabe	" 30, 1916
709	Ellen F. Coffin	" 30, 1913
687	Olive G. Haszard	" 30, 1916
659	Mary E. Thompson	" 30, 1913

SPECIAL CLASS CERTIFICATES.

Rating.	Name.	Certificate Expires
838	Mabel Clary	June 30, 1913
751	Anna T. Bliss	" 30, 1915

ASSISTANT IN MUSIC.

Rating.	Name.	Certificate Expires
730	Esther G. O'Connor	June 30, 1914

ASSISTANT DIRECTORS, DRAWING AND MANUAL TRAINING.

Rating.	Name.	Certificate Expires
887	John C. Brodhead	June 30, 1916
844	Amy R. Whittier	" 30, 1913

ASSISTANTS IN DRAWING.

Rating.	Name.	Certificate Expires
787	Amy M. Pleadwell	June 30, 1913
785	Jennie E. Bailey	" 30, 1914
771	Margaret D. Stone	" 30, 1916
769	Leona Hope	" 30, 1913
762	Florence L. Tarbell	" 30, 1916
757	Amy L. Burbank	" 30, 1914
748	Charles E. Newell	" 30, 1913
730	Elizabeth M. P. Bartlett	" 30, 1916
719	S. Louise Clark	" 30, 1914

ASSISTANTS IN MANUAL TRAINING.

Rating.	Name.	Certificate Expires
722	Walter H. Naylor	June 30, 1916
717	George F. Hatch	" 30, 1916

ASSISTANT DIRECTORS, PHYSICAL TRAINING AND ATHLETICS.

Rating.	Name.	Certificate Expires
841	Fred L. Thompson	June 30, 1914
827	Louis T. Wallis	" 30, 1914
718	Nelson A. Kellogg	" 30, 1914

INSTRUCTOR IN ATHLETICS.

Rating.	Name.	Certificate Expires
741	Matthew M. Leary	June 30, 1913

ASSISTANT INSTRUCTORS IN ATHLETICS.

Rating.	Name.	Certificate Expires
862	Edward F. Loughlin	June 30, 1916
724	Hector G. Risehari	" 30, 1915

ASSISTANT INSTRUCTOR OF MILITARY DRILL.

Rating.	Name.	Certificate Expires
825	Charles A. Ranlett	June 30, 1915

NURSES.

Rating.	Name.	Certificate Expires
936	Annie C. Pratt	June 30, 1915
901	Mary R. Walsh	" 30, 1913
899	Bessie Burpee	" 30, 1914
870	Mary I. Chisholm	" 30, 1913
862	Alice C. Russell	" 30, 1915
861	Mary A. Kenney	" 30, 1912
860	Mary E. Kelly	" 30, 1915
840	Elizabeth F. Dickie	" 30, 1914
834	Fannie F. Clement	" 30, 1913
827	Clara E. Holland	" 30, 1913
824	Catherine Dacey	" 30, 1916
824	Frederica L. Hallett	" 30, 1915
803	Catherine C. Marks	" 30, 1914
799	Irene A. Ehlert	" 30, 1914

Nurses (Concluded).

Rating.	Name.	Certificate Expires
795	Margaret J. Chisholm	June 30, 1913
793	Annie F. Carberry	" 30, 1913
789	Mary E. Ellis	" 30, 1916
785	Mary L. Whitmore	" 30, 1914
784	Annie M. Snow	" 30, 1914
783	Catherine A. T. Cahill	" 30, 1916
780	Georgina Stoddard	" 30, 1913
779	Anna C. Patterson	" 30, 1915
775	Mary G. Welsh	" 30, 1916
774	Sara MacGillivray	" 30, 1915
772	Leona S. Mellish	" 30, 1913
771	Jennie A. Breed	" 30, 1913
771	May O. Nilsson	" 30, 1916
763	Susie I. Fitzgerald	" 30, 1913
757	Mary E. Webb	" 30, 1914
749	Catherine F. O'Toole	" 30, 1916
742	Mary E. Canarie	" 30, 1913
737	Emelie A. Watson	" 30, 1916
733	Margaret J. Callaghan	" 30, 1914
725	Gertrude F. Daniels	" 30, 1914
724	A. Marion Manning	" 30, 1914
714	May Bowlley	" 30, 1914
714	Kathryn M. Fitzpatrick.	" 30, 1914
696	Agnes G. Kelleher	" 30, 1916
686	Annie M. Walsh	" 30, 1913
680	Catherine V. Murphy	" 30, 1913
680	Mary F. Thompson.	" 30, 1914
664	Julia A. Godvin	" 30, 1913
647	Annie Taylor	" 30, 1914
646	Marie E. Graham	" 30, 1913

ALPHABETIC LIST OF CANDIDATES.

A.

	Page
Abbott, Mabel L.	6 Franklin street, Watertown 10
Abramson, Charlotte E.	6 Westland avenue, Boston 16
Adams, Mabel E.	38 Pereival street, Dorchester 11
Allen, Harrison S.	287 Grove street, Waterbury, Conn. 14
Minnie A.	31 Lexington street, East Boston 16
Robert F.	15 East Emerson street, Melrose 11
Ruth.	5 Eliot place, Jamaica Plain 26
Ambler, Olive C.	46 North Main street, Natick 12
Ames, J. Ellis	Dedham 23
Leroy A.	Spencer 11
Ammidown, Eva B	4341 Washington street, Roslindale 14
Anthony, Elizabeth M.	rear 37 North square, Boston 24
Appel, Gertrude E.	9 Dudley street, Roxbury 17
Armstrong, James H.	168 Magazine street, Cambridge 23

B.

Baatz, Mildred M.	13 Dennis street, Roxbury 19
Bailey, Jennie E.	63 Stanton street, Dorchester 28
Banks, Cora A.	83 Eutaw street, East Boston 19
Barker, Marion L.	324 Farrington street, Wollaston 14
Barrett, John V.	100 Marcella street, Roxbury 11
Barry, Ethel M.	75 Ferrin street, Charlestown 18
Violet E.	26 Regent street, Roxbury 21
Bartlett, Elizabeth M. P.	528 Broadway, South Boston 15, 28
Bauer, Mary Wilbar.	236 Pleasant street, South Weymouth 12, 19
Bean, Ralph C.	18 Richardson avenue, Wakefield 14
Beatley, Margaret B.	11 Wabon street, Grove Hall, Roxbury 26
Bell, M. Frances.	53 Richfield street, Dorchester 19
Marion H.	1 Dabney place, Roxbury 23
Bemis, Mabel E.	5 Albemarle street, Boston 27
Benedict, Ralph C.	49 Pacific street, Fitchburg 11
Benzaquin, Mae D.	27 Pratt street, Allston 20
Bergen, Katherine.	33 Lithgow street, Dorchester 16
Berger, Bertha I.	1 Murray avenue, Roxbury 26
Bernard, Eleanor.	195 Dorchester street, South Boston 18
Beshgeturian, Azniv.	14 Harvard avenue, Dorchester 24
Biggi, Rose M.	760 Blue Hill avenue, Dorchester 17
Birch, Mary F.	132 Bloomingdale street, Chelsea 15
Bissell, Sarah Fay.	80 West Rutland square, Boston 21
Blanchard, Rae E.	142 Warren avenue, Boston 17
Bliss, Anna T.	39 Chandler street, Penacook, N. H. 28
Blount, Henry G.	South Hamilton 14
Bosfield, Anna C.	49 Sterling street, Roxbury 19
Bowlley, May.	43 Estes street, Lynn 30

	Page
Bradley, Susan M.....	40 Berry street, Roslindale 12
Bray, Helen A. Temple University, Broad and Beeks streets, Philadelphia, Pa.	15
Breed, Jennie A.....	478 Columbia road, Dorchester 30
Breen, Margaret M.....	36 High street, Charlestown 19
Brennan, Elizabeth P.....	60 Fuller street, Dorchester 17
Bridges, Beatrice U.....	15 Acorn street, Malden 26
Bright, Robert A.....	6 Church street, Patterson, N. J. 14
Brodhead, John C.....	38 Montclair avenue, Roslindale 28
Brooks, Harry.....	Adams School, Quincy 23
Brown, Bertha R.....	29 Harwich street, Boston 19
Harold I.....	48 Holden street, Malden 14
Marion F.....	9 Windermere road, Dorchester 16
Buck, Frederic H.....	Auburn, R. I. 23
Buckle, Olive F.....	39 Train street, Dorchester 19
Bullard, Annie G.....	22 Glendale street, Dorchester 16
Bulle, Helen M.....	4 Haskell street, Allston 20
Burbank, Amy L.....	556 Trapelo road, Waverley 15, 28
Susan F.....	130 Bowers street, Lowell 12
Burgess, Isaac B.....	148 Prospect street, Providence, R. I. 10
Burke, Alice H.....	145 Bowdoin street, Dorchester 18
Burnham, Bertha W.....	178 Bowdoin street, Springfield 14
Burns, Elizabeth A.....	18 Bellflower street, Dorchester 20
Burpee, Bessie.....	62 Bromfield road, West Somerville 29
Burroughs, Belle McCullough.....	96 Gainsborough street, Boston 26
Burt, Carl D.....	93 Fort Hill avenue, Lowell 12
Butler, Katherine G.....	34 Northend street, Peabody 25

C.

Cahill, Catherine A. T.....	14 Leeds street, South Boston 30
Katherine F.....	604 Main street, Medford 24
Callaghan, Margaret J.....	3 Concord square, Boston 30
Callanan, Hannah E.....	656 Massachusetts avenue, Boston 17
Campbell, Helen T.....	14 Ocean street, Dorchester 17
Canarie, Mary E.....	Franklin Square House, East Newton street, Boston 30
Canty, Margaret S.....	39 Mineral street, Reading 26
Carberry, Annie F.....	66 Chatham street, Worcester 30
Carr, Annie F.....	79 Elm street, Charlestown 18
Carrigan, Mary E.....	74 Antwerp street, Brighton 20
Carty, Mary L.....	6 Kensington street, Roxbury 16
Carver, Ellen.....	18 Hawthorn street, Roxbury 11
Casey, Helen T.....	15 Wales street, Dorchester 18
Mary St. A.....	15 Wales street, Dorchester 22
Cassidy, Anna A.....	24 Newburg street, Roslindale 21
Anne M.....	19 Laurel street, Roxbury 18
Caswell, Almorin O.....	553 Broadway, South Boston 23
Caverly, Joseph L.....	72 Jewett street, Newton 12
Chadwick, Annie H.....	State Normal School, Hyannis 24
Mary D.....	61 Washington street, Malden 14
Chapin, Lewis P.....	28 Frye street, Lewiston, Me. 14
Mary I.....	Franklin Square House, East Newton street, Boston 25
Charleston, Georgiana.....	772 Shawmut avenue, Roxbury 22
Chase, Evelyn C.....	701 Fourth avenue, Asbury Park, N. J. 26
Cheever, Annie M.....	24 Merrymount road, Quincy 11
Chick, Margaret A.....	58 Fifth street, Bangor, Me. 26
Childs, Harold C.....	20 Lyman street, Beverly 13
Chisholm, Margaret J.....	Long Island Hospital, Boston Harbor 30
Mary I.....	3 Gaylord street, Dorchester 29

	Page
Chute, Josephine W.....	28 Prescott street, Leominster 15
Clark, Emily L.....	4 Middlesex circle, Chestnut Hill 13
S. Louise.....	42 Highland avenue, Somerville 28
Clary, Mabel.....	69 Buckingham street, Springfield 28
Clement, Alice W.....	275 Warren street, Roxbury 27
Fannie F.....	275 Warren street, Roxbury 29
Cliff, Frederica L.....	427 Shawmut avenue, Boston 17
Coffin, Ellen F.....	57 Ocean street, Dorchester 28
Coggeshall, Mary I.....	17 Youle street, Melrose 25
Colbert, Alice M.....	52 Quincy street, Roxbury 21
Colburn, Mary P.....	Pittsford, Vt. 12
Collar, Herbert C.....	29 Abbot street, Dorchester 12
Collins, Alice W.....	12 Blake street, Concord, N. H. 14
Emily W.....	214 L street, South Boston 20
Margaret A. M.....	96 Ruthven street, Roxbury 22
Coneys, Delia M.....	55 Story street, South Boston 20
Conley, Margaret M. F.....	56 Lexington street, Charlestown 21
Conlin, James F.....	8 Miller avenue, North Cambridge 12
Mary E.....	195 Trenton street, East Boston 15, 22
Connell, Joanna Z.....	57 Richmond street, Weymouth 25
Conrick, Julia A.....	199 Harvard street, Cambridge 25
Conza, Marie E.....	21 Armstrong street, Jamaica Plain 26
Cook, Edith M.....	58 Glenwood avenue, Brockton 10
Laura W.....	22 Park street, Newton 15
Coolidge, N. Eveline.....	40 John street, Chelsea 13
Corcoran, Alice Moran.....	Estey street, Lynn 22
Cosgrove, Margaret L.....	46 Adams street, Dorchester 22
Costello, Anna E.....	Quinobequin road, Newton Lower Falls 27
M. Louise.....	34 Bearnse avenue, Dorchester 22
Cotter, Margaret A. F.....	4 Leeds street, South Boston 21
Theresa M.....	5 Allston street, Charlestown 26
Coughlan, Kathleen E.....	87 Fenwood road, Roxbury 27
Courtney, Angela M.....	151 Willoughby avenue, Brooklyn, N. Y. 10
Cousens, Grace E.....	12 Thurston street, Somerville 27
Coveney, Mary E.....	117 Walnut avenue, Roxbury 21
Cowan, Elinor G.....	9 Greenheys street, Dorchester 22
Cowdrey, Elsie R.....	45 Pleasant street, Winthrop 19
Cox, Philip W. L.....	161 Glenway street, Dorchester 10
Craffey, Frances E.....	122 South street, Westboro 25
Cragin, Samuel A.....	159 High street, Lawrence 19
Crawford, Mary L.....	527 Broadway, South Boston 16
Creber, Josephine E.....	28 Abbot street, Dorchester 18
Crispin, Elsie M.....	31 Chandler street, West Somerville 18
Cronin, Jenny W.....	79 Beacon street, Somerville 21
Crowe, Catherine E.....	Hopkinton 25
Crowley, James H.....	20 Decatur street, East Boston 15
Cunningham, Alice E.....	24 Brookford street, Roxbury 16, 27
Esther E.....	36 Westwood street, Dorchester 18
Curran, Edward L.....	93 Warren street, Roxbury 23, 25
Curry, Isabel M.....	51 Tremont street, Charlestown 17
Cutter, Mary A.....	30 West Emerson street, Melrose 11, 14

D.

Dacey, Catherine.....	14 Morse street, Natick 29
Elizabeth E.....	8 Lexington street, Charlestown 21, 27
Dalton, Winifred.....	495 Broadway, Somerville 16, 27

	Page
Daly, Katherine A.....	107 Academy Hill road, Brighton 20
Damon, Mary S.....	1607 Tremont street, Roxbury 21
Daniell, Emily A.....	40 Crawford street, Roxbury 12
Daniels, Ernest D.....	157 Midwood street, Brooklyn, N. Y. 10
Gertrude F.....	54 Kent street, Brookline 30
Dawson, Ava B.....	97 Mountfort street, Boston 21
Decker, Mary.....	403 Langley road, Newton Center 24
Denehy, Gertrude M.....	31 Auburn street, Charlestown 21
Detwyler, William H.....	26 Highland avenue, Yonkers, N. Y. 12
Devin, Anna M.....	419 Fourth street, South Boston 18
Diamond, Nellie M.....	89 North Warren avenue, Brockton 24
Dicker, Alice M.....	82 Marion street, East Boston 26
Dickie, Elizabeth F.....	69 Westland avenue, Boston 29
Dierck, Sybilla A.....	47 Oakview terrace, Jamaica Plain 17
Doherty, Anna M.....	69 Howland street, Roxbury 26
Elizabeth V.....	55 Partridge avenue, Somerville 25
Mary E.....	37 Quincy street, Roxbury 20
Sarah G.....	168 River street, Cambridge 20
Dolan, Helen G.....	71 Robinwood avenue, Jamaica Plain 15
Dolben, Ella M.....	243 Princeton street, East Boston 22
Donegan, Frances M.....	134 M street, South Boston 20
Donham, Hazel.....	Hebron, Me. 13
Donoghue, Elinore F.....	1466 Washington street, Boston 17
Donohue, Helen M.....	122 Mt. Pleasant avenue, Roxbury 10
Donovan, Ellen C.....	Georgetown 25
Dooley, Mary R.....	485 Hyde Park avenue, Roslindale 18
Dorr, Eugene H.....	20 Everett avenue, Dorchester 16
Dorrington, Julia A.....	Blackstone 10
Dowd, Theresa V.....	29 Woodland street, Worcester 24
Downey, Walter F.....	156 Blossom street, Fitchburg 13
Doyle, Anna M.....	31 Moore street, East Boston 20
Drea, Agnes J.....	1022 Tremont street, Boston 20
Dudley, Adalena H.....	23 Batavia street, Boston 25
Duffey, Clara M.....	27 McKenn street, Waltham 24
Duffy, Joseph M.....	788 Broadway, South Boston 17
Dunn, Mabel F.....	541 Fifth street, South Boston 20
Dutton, Mary F.....	79 Maverick street, East Boston 27
Dyer, Ida M.....	197 St. Botolph street, Boston 10

E.

Eames, Katherine R.....	39 Lincoln street, South Framingham 24
Ehlert, Irene A.....	P. O. Box 29, South Lincoln 29
Eldridge, Edward H.....	Simmons College, Boston 11
Elliott, Marguerite.....	11 Morse street, Dorchester 18
Ellis, Ellen E.....	19 Mt. Vernon avenue, Brighton 23
Mary E.....	157 West Concord street, Boston 30
Emerson, Marion L.....	74 Fuller street, Ashmont 16
Emery, A. Grace.....	34 Dean street, Dorchester 20
Edith G.....	557 Fifth street, South Boston 15, 27
Enos, Lillian E.....	122 Melville avenue, Dorchester 18

F.

Faden, Elizabeth B.....	90 Rockview street, Jamaica Plain 20
Farrington, Louise G.....	17 Pratt street, Allston 18
Fellows, George A.....	16 Sever street, Charlestown 14

	Page
Ferber, Maurice	49 Greenwood street, Dorchester 19
Ferguson, Ola H.	Franklin Square House, East Newton street, Boston 28
Fernandez, Sybil F.	33 Robinson street, Somerville 18
Fields, Marion A.	31 Harlem street, Dorchester 19
Finn, Agnes M.	42 Moreland street, Roxbury 18
Fisher, Anna H.	677 Washington street, Brookline 25
Willis S.	24 Vine street, Melrose 23
Fiske, George F.	24 Greenville street, Roxbury 10
FitzGerald, Mary.	22 Kent street, Roxbury 22
Fitzgerald, Susie I.	144 Kingston street, Boston 30
Fitzpatrick, Kathryn M.	794 Boylston street, Brookline 30
Flanders, Addie E.	84 Burke street, Nashua, N. H. 10
Fleming, Helen A.	168 North Beacon street, Brighton 22
Margaret M.	160 Charles street, Boston 18
Flynn, Agnes C.	55 Baldwin street, Charlestown 14
Mary E.	25 Greenwich place, Dorchester 22
Foley, Ellen L.	Raynham Center 10
Ford, Lena.	188 First avenue, Woonsocket, R. I. 25
Mary A.	13 Leyland street, Dorchester 22
Foss, Elizabeth.	551 Massachusetts avenue, Boston 23
Henry W.	16 Carver street, Cambridge 23
Louise M.	502 Columbus avenue, Boston 25
Foster, Emma	44 South Russell street, Boston 22
Fouhy, Mary A.	21 Wall street, Charlestown 22
French, Charles W.	135 School street, Roxbury 10
Fries, Helen E.	2 Wabon street, Roxbury 12
Frisbee, Ivory F.	27 Rutland square, Boston 11
Frost, Lena G.	1 Roslyn place, Jamaica Plain 26
Fryer, Mildred L.	Seattle, Washington 17

G.

Gage, Marian.	57 Cypress street, Brookline 27
Gallagher, John M.	39 Dayton street, Worcester 13
Galvin, Mary E.	119 Winthrop street, Taunton 25
Gannon, Alice L.	10 Holborn street, Roxbury 20
Gardetto, Alice M.	353 Broadway, South Boston 17
Garrity, Katherine F.	Dysart street, Quincy 13
Geggis, Rose J.	37 Morris street, East Boston 21
Geromanos, Hercules W.	5 Main Street park, Malden 13
Gerrish, Elizabeth W.	56 Horton street, Lewiston, Me. 12
Giblin, Edward M.	4 Cross street, Charlestown 17
Gilpatrick, Isabella M.	27 Paisley park, Dorchester 13
Glennon, Mary M.	65 Regent street, Roxbury 22
Godvin, Julia A.	25 Keyes street, Jamaica Plain 30
Goldthwaite, James A.	1 Otis street, Watertown 13
Gorman, Helen P.	112 Berkeley street, Boston 20
Gormley, Helen G.	9 Copley street, Roxbury 21
Gosnell, Margaret A.	283 Medford street, Charlestown 21
Gove, Louise I.	18 Cobden street, Roxbury 25
Graham, John H.	Hotel Putnam, Roxbury 23, 24
Marie E.	Long Island Hospital, Boston Harbor 30
Mary E.	17 Pratt street, South Framingham 24
Gray, Ethel I.	2043 Columbus avenue, Roxbury 28
Green, Jennie A.	75 Phillips street, Boston 22
Mary L.	639 Saratoga street, East Boston 15
Greene, Grace A.	19 Park street, Charlestown 19

	Page
Greene, Mary E.	309 Pleasant street, Brockton 13
Rina M.	78 Day street, Fitchburg 11
Greenlaw, Mary L.	2 Pearl street, Charlestown 20
Grey, Mary G.	96 Bird street, Dorchester 20
Groce, Clara Smith.	Dedham 22
Grover, George A.	North Dana 23
Guinee, Annie P.	293 Bunker Hill street, Charlestown 20
Gushee, Edith M.	92 Fuller street, Dorchester 26
Guyton, Mary L.	Revere Street School, Revere 25

H.

Hallett, Frederica L.	10 Franklin street, Somerville 29
Hallinan, Mary E.	71 Stetson street, Whitman 24
Hamblin, Florence L.	499 Columbus avenue, Boston 14
Harmon, Anna J.	145 Hillside street, Roxbury 21
Harris, Mabel A.	61 Hancock street, Boston 19
Hart, Lester S.	85 Maple street, Malden 12
Regina M.	51 Pleasant street, Charlestown 22, 27
Hartigan, Mary A.	191 Third street, South Boston 21
Hartmann, Max.	15 Jackson street, Newton Center 23
Haseltine, Robert I.	Waterbury, Vt. 14
Haszard, Olive G.	Canton Junction 28
Hatch, George F.	125 Corey street, West Roxbury 29
Hauck, Gertrude M.	52 Idaho street, Dorchester 21
Hawes, Florence M.	331 Washington street, Dorchester 19
Hawkes, Mary C.	31 Falmouth street, Boston 18
Hayden, Fanny B.	856 Beacon street, Boston 26
Hayes, Ellen C.	29 Hammond street, Roxbury 17
Mabel L.	Durham, N. H. 11
Mary A.	55 Crescent street, Bridgewater 24
Hazard, Blanche E.	2 Ellsworth park, Cambridge 13
Healey, Marian B.	Westbrook Seminary, Portland, Me. 19
Hearn, Adelaide B.	423 Geneva avenue, Dorchester 26
Heriot, Helena Flynn.	1586 Cambridge street, Cambridge 27
Hill, Bernice A.	3 Weldon street, Roxbury 20
Georgia V. de L.	2 Pearl street, Charlestown 18
Hinds, Blanche.	11 Princeton street, East Boston 22
Hine, Grace E. L.	69 Rutherford avenue, Charlestown 18
Hoar, Elizabeth M.	42 King street, Dorchester 17
Hobart, Kate F.	Copley Square Hotel, Boston 13
Hodson, Ethel D.	10 Bennington street, East Boston 17
Hogan, Annie V.	28 Moulton street, Charlestown 21
Catherine A.	9 Bartlett street, Somerville 22, 27
Holland, Clara E.	406 Massachusetts avenue, Boston 29
Hollis, Everett N.	151 Randolph street, South Weymouth 23
Hope, Leona.	125 Grovenor street, Providence, R. I. 28
Horgan, Louise B.	20 Elton street, Dorchester 21
Hosmer, Susan M.	31 Thurston street, Somerville 24
Host, Arthur G.	32 Brunswick avenue, Troy, N. Y. 12
Hough, Mary E.	69 Walnut street, New Britain, Conn. 12
Hovey, Horace M.	Litchfield, Conn. 14
Howard, Margaret W.	84 Fairmount avenue, Newton 16
Howe, Alice C.	87 Main street, Concord 10
Isabella H.	107 Oxford street, Cambridge 25
Howes, Herbert H.	North Middleboro 23
Howland, Marion.	108 Elliott avenue, West Newton 20

	Page
Hoyt, William A.....	14 Webster avenue, Allston 23
Humphries, Elijah H. B.....	55 Suburban avenue, Stamford, Conn. 13
Hynes, Helena G.....	41 Batchelder street, Dorchester 17
Lucy Hunter.....	65 Chestnut street, Charlestown 15

I.

Inman, Fred R.....	170 Medway street, Providence, R. I. 15
Irish, Emma E.....	11 High street, North Attleboro 25
Irving, Natalie.....	221 Corey street, Roxbury 26
Ives, Stella M.....	31 Cotton street, Roslindale 18

J.

Jackson, Augusta A.....	108 Massachusetts avenue, Lexington 24
Jago, Mary E.....	510 East Broadway, South Boston 17
Jameson, Helen M.....	114 White street, East Boston 26
Johnson, Carolyn P.....	69 Thomas park, South Boston 26
Florence E.....	3 Norwood street, Worcester 10
Gertrude E.....	46 Cranston street, Jamaica Plain 20
Johnston, Roxana L.....	38 Carson street, Dorchester 22
Jordan, Ethel M.....	63 Tonawanda street, Dorchester 18
Janet Halliday.....	45 Cheever street, Mattapan 21
Judd, Jessie A.....	Bellows Falls, Vt. 10

K.

Kallom, Arthur W.....	21 ¹ / ₂ Elm street, Woburn 23
Kavenagh, Sarah L.....	97 Howard avenue, Dorchester 17
Kaye, Marguerite B.....	214 Everett street, East Boston 25
Keefe, Helen F.....	63 Palmer street, Roxbury 11
Margaret M.....	132 Devon street, Roxbury 17
Keelan, Josephine L.....	41 Dwight street, Dedham 18
Kelleher, Agnes G.....	17 Plain street, Natick 30
Kelley, Anna V.....	21 East Haverhill street, Lawrence 24
Catharine G.....	73 School street, Cambridge 24
Vincent L.....	78 Regent street, Roxbury 19
Kellogg, Nelson A.....	De Kalb, Ill. 29
Kelly, Agnes F.....	95 Devon street, Roxbury 21
Alice L.....	454 Saratoga street, East Boston 21
Frances E.....	31 Pembroke street, Boston 21
Gladys L.....	62 L street, South Boston 21
Helen P.....	110 Academy Hill road, Brighton 17
Mary E.....	104 Garrison Hall, Garrison street, Boston 29
Kendall, Jean L.....	Westerly, R. I. 11
Kennedy, Frank A.....	32 Dale street, Worcester 10
Kenney, Mary A.....	117 Pinckney street, Boston 20
Mary A.....	110 Otis street, Cambridge 29
Kenyon, Howard D.....	91 Lake View avenue, Lynn 13
Kew, Arthur J.....	42 Blackinton street, North Adams 11
Killam, Alice P.....	63 Webster street, Haverhill 25
Killion, Annie L.....	180 Heath street, Roxbury 16
Elizabeth A.....	130 Russell street, Malden 24
Kimball, Edith Noyes.....	43 East Canton street, Boston 15
Esther L.....	26 Vinson street, Dorchester 22
M. Alice.....	23 Ware street, Cambridge 10
King, Helen.....	28 Sagamore street, Dorchester 17

	Page
Kingsley, Blanche F.....	207 Newbury street, Boston 11
Kingston, Avis A.....	267 Corey road, Allston 11
Kirwin, Sara E.....	194 Winthrop street, Medford 24
Kleh, Estelle R.....	48 Lawrence avenue, Roxbury 20
Knowles, Marie M.....	60 Wyman street, Jamaica Plain 20
Kramer, William R.....	Quincy 23
Kreutz, Marie J.....	Interpines, Goshen, N. Y. 26
Kyle, Eleanor M.....	50A Harvard street, Charlestown 16

L.

Lalley, Grace E.....	33 Athol street, Allston 22
Lally, Evelyn F.....	387 Ashmont street, Dorchester 27
Lancaster, Catherine A.....	1 Lancaster street, Worcester 15
Landall, Joseph J.....	94 Franklin street, Arlington 27
Landrigan, Peter A.....	7 Duncan street, Dorchester 16
Landry, Aubrey E.....	Catholic University, Washington, D. C. 13
Langworthy, Jessica L.....	Perkins Institute, 553 Broadway, South Boston 12
Lappen, E. Marie.....	8 Eulita terrace, Brighton 27
Laughlin, Clara F.....	37 Lee street, Cambridge 16
Law, Jessie M.....	26 Greenleaf street, Springfield 13
Leahy, Helen L.....	186 Leyden street, East Boston 21
Leary, Matthew M.....	334 Meridian street, East Boston 29
LeBlanc, Florence R.....	42 Holborn street, Roxbury 21
Gertrude A.....	64 Tremont street, Charlestown 20
Lee, Mary L.....	172½ N street, South Boston 17
Lehr, Pauline G.....	27 Lambert street, Boston 18
Lennon, Gertrude E.....	86 South street, Jamaica Plain 17
Lenz, George J.....	5 Forbes street, Jamaica Plain 12
Lillibridge, Grace R.....	79 Monmouth street, Springfield 12
Lincoln, Alfred R.....	26 High street, Springfield 14
Florence A.....	32 Cordis street, Charlestown 17
Linnehan, Abigail.....	31 Roslin street, Dorchester Center 26
Littlefield, Vera W.....	28 St. Stephen street, Boston 13, 19
Loitman, Rosa L.....	16 Glenway street, Dorchester 18
Long, Alice H.....	297 Main street, Melrose 22
Alma I.....	72 Fairmount avenue, New Haven, Conn. 15
Christine G.....	2 Corey street, Charlestown 21
Loop, Florence E.....	High School, Brockton 13
Loring, Helen.....	16 Spring Park avenue, Jamaica Plain 16
Lothrop, Amy H.....	26 Fairview street, Dorchester 22
Loughlin, Edward F.....	Box 672, Concord 29
Lundquist, Gustaf A.....	592 Huron avenue, Cambridge 13
Lynch, James E.....	29 Spring Garden street, Dorchester 17
Lyons, Katherine A.....	270 Kilton street, Dorchester 19
Sadie A.....	20 Pond street, Natick 24

M.

Macdonald, Mary M.....	13 Malden street, Boston 20
MacGillivray, Sara.....	Somerville Hospital, Somerville 30
MacLachlan, F. Maud.....	25 Rosemary street, Jamaica Plain 22
MacLean, Caroline B.....	19 Sumner street, Dorchester 18
MacMahon, Anna G.....	11 Willow street, Newton Center 22
Magner, Mary A.....	531 Fifth street, South Boston 18
Mahoney, Katherine St. J.....	5 Normandy street, Roxbury 18
Marie L.....	112 Ocean street, Dorchester 12
Mary A.....	17 East street, Natick 25

	Page
Mailman, Mary E.	1 Circuit square, Roxbury 13
Mann, Ilda D.	Chesham, N. H. 14
Manning, A. Marion.	12 Concord square, Boston 30
Mary J.	10 Holden street, Dorchester 17
Mara, Cecilia V.	35 Clayton street, Dorchester 21
March, Nellie E.	150 Hermon street, Winthrop 24
Margraff, Lillie Redfern.	Main street, Watertown, Conn. 22
Marks, Catherine C.	2 Roseland street, Dorchester 29
Marshall, Alfred J.	69 Mt. Auburn street, Cambridge 14
Martin, Amy N.	32 Broad street, Stamford, Conn. 11
Robert W.	Bar Harbor, Me. 23
Mason, I. Louise.	63 Court street, Exeter, N. H. 11
McAloon, Caroline L.	176 Walnut avenue, Roxbury 20
McCabe, Annie G.	22 Winter street, Cambridge 28
Winifred L.	284 Amory street, Jamaica Plain 26
McCarthy, Agnes F.	40 Harvard street, Boston 17
McCormack, Anne C.	93 Dakota street, Dorchester 17
McCoy, Margaret E.	13 Hecla street, Dorchester 22
McCreight, Helena Hussey.	761 Broadway, South Boston 20
McDuffee, Frances E.	21 Clayton street, Malden 13
McEnroe, Rose G.	17 Gainsborough street, Boston 17
McGrath, Agatha L.	54 Maywood street, Roxbury 18
Alice G.	1150 Adams street, Dorchester 21
Grace A.	14 Maryland street, Dorchester 14
McIlvene, Annie E.	18 Harris street, Waltham 14
McIntyre, Isabelle C.	168 River street, Mattapan 27
McKenna, Mary D.	175 High street, East Dedham 17
McLaughlin, Elizabeth M.	50 Forbes street, Jamaica Plain 18
Mary A.	50 Forbes street, Jamaica Plain 19
McLean, Nora M.	684 Seventh street, South Boston 18
McManus, Katharine R.	14 Cochituate street, Natick 11
McNamara, James M.	44 Eaton street, Fitchburg 14
McNulty, Julia W.	3858 Washington street, Jamaica Plain 18
McWhinnie, James E.	361 Harvard street, Cambridge 12
McWilliams, Annie E.	Hotel Effingham, Cortes street, Boston 22
Mellish, Leona S.	86 Glenwood road, Somerville 30
Merrill, Grace E.	39 Abbott street, Lawrence 11
Katharine.	47 Rutland square, Boston 11
Miller, Laura I.	Ossening, N. Y., R. F. D. No. 2 20
Minard, Ellen S.	Franklin Square House, East Newton street, Boston 19
Montgomery, P. Hazel.	2 Dunford street, Roxbury 26
Moore, Frances W.	35 Bigelow street, Fall River 25
Grace C.	35 Bigelow street, Fall River 24
Jessie.	39 Eliot street, Jamaica Plain 15
Rebecca D.	5 Park vale, Brookline 12
Morris, Agnes C.	503 Broadway, South Boston 26
Eleanor F.	66 Tudor street, South Boston 21
George M.	Nantucket 15
Morrissey, Alice V.	Russell street, Milton 26
E. Louise.	83 Homestead street, Dorchester 18
Morrow, DeLorma A.	Wooster, Ohio 11
Morson, Hilda L.	6 Monadnock street, Dorchester 25
Moseley, Mary.	44 Winslow road, Brookline 27
Moulton, Ethel R.	1683 Dorchester avenue, Dorchester 14
Jennette A.	Exeter, N. H. 11
Mulkern, Mary E.	21 Eleanor street, Dedham 21
Mullin, Mary A.	Neponset street, Canton Junction 22

	Page
Murdock, James M.	33 Rutherford avenue, Charlestown 11
Murphy, Catherine H.	Box 164, Mitteneague 24
Catherine V.	13 Polk street, Charlestown 30
Helen G.	20A Auburn street, Roxbury 20
Lottie M.	843 Broad street, East Weymouth 21
Thomas J.	23 George street, Brighton 16
Murray, Bertha F.	100 Calumet street, Roxbury 18
Katherine E.	788 Main street, Winchester 25
Mary G.	22 Draper street, Dorchester 19
Rose A.	1727 Cambridge street, Cambridge 24
Myerson, Fannie.	64 Munroe street, Roxbury 10

N.

Naphen, Mary T.	19 Silloway street, Dorchester 16
Nash, Winifred H.	75 Mayfield street, Dorchester 17
Nathanson, Beatrice.	26 Lawrence park, Roxbury 18
Naylor, Walter H.	16 Chipman street, Dorchester 15, 29
Neilon, Elinor.	14 Cambria street, Somerville 18
Newcombe, Mildred E.	723 Second street, South Boston 26
Newell, Charles E.	82 Boston avenue, West Medford 28
Newton, Mercy O.	Shrewsbury 19
Nickerson, William A.	592 Trapelo road, Waverley 23
Nilsson, May O.	5614 Bouvier street, Philadelphia, Pa. 30
Noonan, Helen T.	87 Tyler street, Boston 19
Norman, Elizabeth H.	74 Fuller street, Ashmont 10
Northcott, John W.	John H. Clifford School, New Bedford 23
Sidney T. H.	95 High street, Medford 23
Nugent, Gertrude V.	220 Saratoga street, East Boston 19

O.

O'Brien, Margaret M.	806 Parker street, Roxbury 22
O'Brion, Katherine G.	34 Savin street, Roxbury 24
O'Connell, Margaret M.	55 Snow Hill street, Boston 18
Mary.	14 Spring Park avenue, Jamaica Plain 12
Mildred.	109 Princeton street, East Boston 25
O'Connor, Esther G.	37 Washington street, Marlboro 28
K. Agnes.	1187 North Union street, Rockland 25
O'Donnell, John J., Jr.	104 Byron street, East Boston 15
O'Donovan, Winifred H. M.	125 West Sixth street, South Boston 18
O'Hara, Annie P.	32 Cottage avenue, Winthrop 10
Katharine V.	116 Chelsea street, Charlestown 19
Olson, Anna S.	15 Jason street, Arlington 25
O'Mara, Catherine E.	1 Wason place, Charlestown 20
Mary M.	39 Third street, South Boston 21
O'Meara, Mary F.	135 Kilton street, Dorchester 20
O'Neil, James E.	36 Winship street, Brighton 16
Mary Josephine.	15 Edgeworth street, Charlestown 22
O'Neill, Marguerite R.	16 Almont street, Mattapan 18
Mary E.	22 Springfield street, Cambridge 12
Mary Justine.	18 Shirley street, Roxbury 22
Onthank, Charlotte.	125 St. Botolph street, Boston 16
Opdycke, John B.	150 West Sixty-fifth street, New York City 11
Osborn, Bess F.	36 Union park, Boston 26
O'Toole, Catherine F.	6 Annabel street, Dorchester 30
Owen, Aloyse M.	251 Princeton street, East Boston 21
Ethel A.	251 Princeton street, East Boston 23

P.

	Page
Paine, Jessie G.	2 Laurel street, Charlestown 12
Parker, Ella M.	59 Robbins street, Waltham 10
Frances S.	70 Thornton park, Winthrop 24
Parsons, Charles H., Jr.	42 Union park, Boston 27
Patrick, Sara L.	26 Conway street, Roslindale 28
Pattee, Bertha M.	462 Massachusetts avenue, Boston 27
Patterson, Anna C.	125 Sycamore street, Roslindale 30
Pavlick, Olga H.	167 Dorchester street, South Boston 18
Perkins, Bertha A.	43 Irving street, Cambridge 26
Peterson, Grace O.	44 Princeton street, East Boston 10
Phillimore, Ellen G.	146 Lauriat avenue, Dorchester 22
Pierce, Ruth.	474 Massachusetts avenue, Boston 17
Piper, Ethel M.	17 Albion street, Roxbury 12
Margaret R.	58 Kensington avenue, Northampton 12
Pleadwell, Amy M.	16 Louisburg square, Boston 28
Plummer, Emma R.	27 Glenarm street, Dorchester 20
Maude L.	64 Cabot street, Beverly 24
Poole, Caroline N.	108 Corey street, West Roxbury 11
Powers, Roger A.	11 Albemarle street, Boston 23, 25
Pratt, Annie C.	406 Massachusetts avenue, Boston 29
Preble, Eleanor C.	55 Tennyson street, Winter Hill 27
Prime, Helen E.	98 West street, Portland, Me. 26
Prouty, Clarissa E.	375 Main street, Waltham 24
Pulsifer, Angie L.	326 Minot avenue, Auburn, Me. 14
Caroline R.	26 Monmouth street, East Boston 10
Putnam, Walter L.	10 Otis street, Watertown 23

Q.

Quigley, Mary J.	4 Hamilton street, Brockton 25
Quinn, Lillian M.	38 Mansfield street, Everett 24
Quirk, Grace M.	641 Saratoga street, East Boston 21
Mary E.	263 River street, Waltham 25

R.

Rabinovitz, Adele.	311 Huntington avenue, Boston 25
Rand, Eleanor L.	100 Hutchins street, Boston 21
Ranlett, Charles A.	P. O. Box 3046, Boston 29
Ray, Isabella J.	204 Lexington street, East Boston 10
Raymond, Alice M.	4 Exeter park, North Cambridge 22
Rea, Ethelwyn A.	1 Howard street, Malden 11
Reagan, Mary F.	6 Bickford avenue, Roxbury 17
Reardon, Louise H.	Murray Hill park, Malden 24
Reaveley, Evelina C. A.	30 Tower street, Somerville 28
Regan, Mary E.	6 Normal street, Worcester 24
Teresa A.	22 Lambert street, Cambridge 17
Reid, Gertrude L.	62 Shawmut street, East Weymouth 24
Reidy, George E.	636 Cambridge street, Worcester 23
Rice, Mabel G.	196 Springvale avenue, Everett 27
Rich, Frank M.	North Weymouth 23
Riley, M. Bernadette.	14 Waterlow street, Dorchester 26
William E.	Hinsdale 23
Ringer, Alice C.	16A Eden street, Charlestown 20
Ripley, Grace W.	1247 Commonwealth avenue, Allston 15

	Page
Risegari, Hector G.....	4 Sawyer avenue, Dorchester 29
Rittenhouse, Charles F.....	14 Fruit street, Northampton 14
Roberts, Helen J.....	Weston 16
Jessie N.....	100 Oak avenue, Dorchester 18
Robertson, Helener G.....	23 Whittemore street, Arlington 10
Rockwell, Grace E.....	58 Oak avenue, Dorchester 20
Rodgers, Edith D.....	131 St. Botolph street, Boston 19
Rogers, Katherine A.....	107 Richmond street, Dorchester 24
Mary J.....	20 Robinwood avenue, Jamaica Plain 10
Rohrer, Mary E.....	8 Rockland avenue, Roxbury 25
Rollins, Marie C.....	48 Princeton street, East Boston 16
Ross, Arthur W.....	15 Fredericka street, Dorchester 14
Rouillard, Cora L.....	23 Hancock street, Boston 19
Rowley, Clara.....	358 Elm street, Braintree 25
Russell, Alice C.....	1538 Tremont street, Roxbury 29
Grace E.....	85 Chestnut avenue, Jamaica Plain 25
Katherine E.....	33 Russell street, Arlington 24
Ryan, Anna I.....	274 School street, Waltham 19
Katherine L.....	4 Brevoort place, Brooklyn, N. Y. 26
Margaret L.....	592 Fourth street, South Boston 22
Mary E.....	541 Trapelo road, Waverley 25
William H.....	18 Francis street, Roxbury 16
Ryder, Elsie.....	137 School street, Roxbury 11

S.

Sahr, Josephine T. H.....	7 Cedar avenue, Jamaica Plain 12
Sallaway, Margaret M.....	125 Cushing avenue, Dorchester 16
Regina E.....	125 Cushing avenue, Dorchester 17
Sawyer, Eunice M.....	5 Lawndale terrace, Jamaica Plain 26
Margaret D.....	16 Tremont street, Charlestown 21
Scheffy, Clinton C.....	High School, Troy, New York 11
Scott, Edna F.....	75 Munroe street, Somerville 24
Ethel F. Q.....	101 Linden avenue, Malden 14
Frank A.....	Holliston 14
Seitlen, Lena.....	20 Parsons street, West Newton 25
Shanahan, Claire F.....	30 Humphreys street, Dorchester 22
Shannon, Michael J.....	South Framingham 23
Sharkey, Mary F.....	28 Cedar street, Charlestown 20
Sharp, Benjamin.....	24 Elm street, Brookline 10
Shea, Annie C.....	19 Ruthven street, Roxbury 19
Gertrude P.....	742 Centre street, Jamaica Plain 18
Shearer, Edith M.....	66 Pearson avenue, Somerville 12
Sheehan, Anna M.....	588 Third street, South Boston 18
Catharine.....	479 Pleasant street, Malden 21
Katharine G.....	63 Bernard street, Dorchester 13
Mary E.....	41 Polk street, Charlestown 20
Nellie F.....	1238 Commonwealth avenue, West Newton 22
Sheehy, Mary L.....	401 Broad street, East Weymouth 11
Sheerin, M. Teresa.....	78 Conant street, Roxbury 22
Shelton, Emma D.....	High School, Brockton 13
Sherlock, Edward F.....	36 G street, South Boston 11
Shields, Anna E.....	10 Winthrop street, East Boston 20
Simmons, Eva H.....	23 Academy street, Arlington 16, 27
Simpson, Harriet M.....	149 Upland road, Cambridge 15
Skelton, Mary H.....	17 Carmen street, Dorchester 16

	Page
Skillings, Everett Middlebury, Vt.	10
Slater, Donna M. 52 Winthrop street, Everett	12
Small, Alberto W. Huntington avenue, Braintree	23
Smith, Anna M. 1653 Dorchester avenue, Dorchester	20
C. Florence 23 Wyman street, Arlington	22
Florence A. 485 Poplar street, Roslindale	17
Grace E. Park street, Rockland	26
Mary E. 113 Brookline avenue, Boston	21
Snow, Annie M. 19 Crocker street, Somerville	30
Southworth, Alva T. Thayer Academy, Holbrook	13
Spillane, Anna E. 19 Old Harbor street, South Boston	17
Spittle, H. Laurretta 7 Corwin street, Dorchester	19
Starratt, Blanche B. 99 Walnut avenue, Roxbury	27
Stebbins, Lucy S. 151 Corey street, West Roxbury	15
Stegelmann, Olga A. F. 434 Norfolk street, Mattapan	12
Stephan, Gertrude P. 104 Brook avenue, Dorchester	21
Stockbridge, Anna M. Englewood High School, Chicago, Ill.	15
Stoddard, Georgina 13 Dimock street, Roxbury	30
Stone, Elizabeth F. 46 Wrentham street, Dorchester	18
Margaret D. 56 Moffat road, Waban	28
Rose 131 Chambers street, Boston	19
Sullivan, Denis F. 180 Paris street, East Boston	17
Grace A. 9 Spring Hill terrace, Somerville	25
Margaret M. 5 Kerwin street, Dorchester	24
Mary C. 41 Tremlett street, Dorchester	20
Mary M. 3 Gaylord street, Dorchester	12
Mary V. 70 Peter Parley road, Jamaica Plain	26
Sweeney, Mary A. 57 West Tremlett street, Dorchester	17
Sweetser, Nancy C. Glen road, Newton Lower Falls	26

T.

Tarbell, Florence L. 72 Firglade avenue, Springfield	28
Taylor, Annie 42 Bromfield road, Somerville	30
Cora W. 8 Westland avenue, Boston	14
Edna L. 19 Wolcott street, Malden	24
Thayer, Herbert M. North Easton	13
Thomas, Alma A. 122 Summer street, Medford	24
Helen 40 Mather street, Dorchester	12
Thompson, Emma M. 24 Chestnut street, Malden	24
Fred L. 9 Claffin place, Newtonville	29
Irene F. 24 Chestnut street, Malden	24
Mary E. 682 Massachusetts avenue, Boston	28
Mary F. 52 Blue Hill avenue, Roxbury	30
Thomson, Andrew S. Wenham Depot	23
Thornton, Mary F. 517 East Fifth street, South Boston	21
Tilley, Charles E. 8 Elton street, Providence, R. I.	13
Toye, Annie R. 56 Fifield street, Roxbury	22
Twombly, Elinor C. 59 Perham street, West Roxbury	19

V.

Valentine, Mary N. 82 Washington street, Newton Lower Falls	22
Vinal, Eugene R. Sharon	10
Vogel, Rosa A. 11 Howland street, Dorchester	17

W.

	Page
Wadsworth, Mary E.	25 Brookford street, Roxbury 26
Walker, Julia C.	11 Pacific street, South Boston 23
Wallis, Louis T.	195 Winthrop road, Brookline 29
Walsh, Annie M.	13 Upton street, Boston 30
Mary L.	20 Nazing street, Roxbury 26
Mary R.	144 St. Botolph street, Boston 29
Walter, Charles W.	38 Fayette street, Watertown 23
Ward, Cornelia C.	20 Shepard street, Cambridge 11
Grace F.	17 Chauncy street, Cambridge 13
Ware, Anna D.	297 Walnut avenue, Roxbury 26
Watkins, Mary S.	87 Poplar street, Roslindale 19
Watson, Emelie A.	74 Aldie street, Allston 30
Webb, Mary E.	126 Charles street, Boston 30
Webber, Annie C.	228 Central street, Saugus 27
Weeks, Angelina L.	22 Monmouth street, Springfield 12
Wells, Arthur S.	175 North street, North Weymouth 10
Dana C.	39 Broad street, Newburyport 14
Welsh, Mary G.	48 Harvey street, North Cambridge 30
Welt, Elsie M.	16 Rosewood street, Mattapan 23
Wentworth, Marian S.	South Weymouth 19
Westwood, Jean H.	45 Union terrace, Forest Hills 21
Whalen, Catharine T.	46 East Newton street, Boston 13
Joseph I.	19 Harvest street, Dorchester 16
Whitcher, Jennie N.	Box 44, Quincy 24
White, Frances E.	344 Harvard street, Cambridge 20
Gertrude A.	1218 Chestnut street, Newton Upper Falls 24
Whitmore, Mary L.	9 Walnut street, Boston 30
Whittier, Amy R.	1359 East Fifty-seventh street, Chicago, Ill. 28
Wight, Margaret Ring.	Victoria street, Dorchester 20
Wilder, Gertrude M.	Bureau of Soils, Washington, D. C. 21
Willard, Edgar L.	Newburyport 23
Williams, Edna L.	15 Maxwell street, Dorchester 21
Mary E.	3 Dudley place, Roxbury 24
Sarah H.	278 Walnut street, Brookline 13
Wilson, Ethel M.	35 Johnston road, Dorchester 20
Winston, James E.	3 Sumner road, Cambridge 13
Winter, Lena B.	66 Hobson street, Brighton 25
Wogan, Mary A.	45 Maywood street, Roxbury 16
Wolfe, Edith M.	625 East Center street, Marion, Ohio 10
Wood, Jennie Jackson	641 Park way, Monessen, Penn. 22
Woods, Gladys L.	11 Linden-street, Allston 18
Wyner, Margaret.	235 Magnolia street, Dorchester 26

Y.

Yeaw, Fannie J.	261 Prospect street, Torrington, Conn. 13
-------------------------	---

SCHOOL DOCUMENT NO. 8—1910
BOSTON PUBLIC SCHOOLS

A PROVISIONAL COURSE
IN PHYSICAL EDUCATION
FOR HIGH SCHOOLS



BOSTON
PRINTING DEPARTMENT
1910

PROVISIONAL COURSE IN PHYSICAL EDUCATION

FOR

BOSTON HIGH SCHOOLS

IN SCHOOL COMMITTEE, BOSTON, October 18, 1909.

Provisional Course in Physical Education for the High Schools adopted
for the school year 1909-10.

Attest:

THORNTON D. APOLLONIO,
Secretary.

IN SCHOOL COMMITTEE, BOSTON, June 20, 1910.

Course in Physical Education for High School Girls incorporated and the
Provisional Course in Physical Education for High Schools adopted for
the school year 1910-11.

Attest:

THORNTON D. APOLLONIO,
Secretary.

AMENDMENT TO COURSE OF STUDY FOR HIGH SCHOOLS.

A communication was received from the Board of Superintendents, under date of September 18, 1909, recommending that the course of study for high schools (School Document No. 4, 1906) be amended as follows:

Page 6, paragraph 4. Omit in the first line the words "In the first three years," so that the paragraph will read as follows:

4. Two periods weekly are required to be given to physical training, one period a week for a part of each year or one period a week for one full year to hygiene, including the special instruction required by law, and one to choral practice or to some subject substituted for choral practice. Those who do not take choral practice are required to give the period to declamation or debating, or to increase by one period the time given to elective studies.

Page 7, paragraph 11 (*d*). (1). Substitute for the word "Six" the word "Eight," so that the sentence will read as follows:

(1) Eight points in physical training.

Page 8. Physical Training. Omit in lines 1 and 2 the words "by means of gymnastics and military drill," and in line 3 omit the words "during the first three years of the course," so that the paragraph will read as follows:

Physical training is regularly given at school; and no class or pupil is allowed, without good reason, to omit these physical exercises. Moreover, teachers will guard the health of their pupils, or, better, will instruct them how to observe the laws of life and health. Sound advice with regard to diet, ventilation, exercise, rest, dress and regular hours will be given; and the requirements of the following law of this state will be observed: "Physiology and Hygiene, which, in both divisions of the subject, shall include special instruction as to the effects of alcoholic drinks, stimulants and narcotics on the human system, shall be taught as a regular branch of study to all pupils in all schools supported wholly or in part by public money except special schools maintained solely for instruction in particular branches."

Page 14. Insert under "Fourth Year" the following:

PRESCRIBED STUDY.

Physical Training IV. (Two points.)

Omit under "Elective Studies" the item, Physical Training IV. (Two points.)

Placed on file and the course of study amended accordingly.— *Meeting of School Committee, September 20, 1909.*

FOREWORD.

In presenting this course in physical education for high schools, it seems appropriate to state plainly the aims and purposes of the course as well as certain principles underlying this part of our educational system.

Physical training in the high schools of Boston has heretofore consisted of military drill for boys and the usual gymnasium work for girls. The work comprised two periods of forty minutes each, weekly, and was compulsory during the first three years. Each year's work received a maximum of two points, or six points out of seventy-six required for a four years' diploma. All athletics were voluntary and consisted of extra school work by those boys who desired to make the school team. No boy was permitted to take part in the athletic games scheduled unless his standing in deportment and in his studies was approved by the master.

Upon the establishment of the Department of School Hygiene in 1907, instructors in athletics were elected by the School Committee from its certified list. All athletics in high schools have since been under this corps of instructors.

The new course in physical education for high schools is now compulsory for the four years' course, and two points toward a diploma are given each year for this work.

In the course in military drill a series of lectures is interspersed, giving to each boy a knowledge of ceremonies, reviews and escorts required in civic life; also a knowledge of historic places in Boston and in Boston Harbor. This course in theory includes also practical talks on personal hygiene, hygiene of camp life, first aid to the injured, etc.

In addition to military drill for boys and gymnasium work for girls, this new course in physical education aims to give to each boy and to each girl an opportunity to participate in athletics; it provides further that all girls in high schools shall learn a certain number of games and folk dances in addition to the free standing exercises and apparatus work.

All the instruction in athletics for boys is given by the regular instructors in athletics. Each boy is required to participate in certain track and field events each year and a fixed minimum of requirements has been established. No boy, however, is required to exceed his individual limitations either in running or jumping. A limit of one mile is placed on running events, and the boys of the fourth class only are allowed to enter this event. In all contests, whether in football, basketball or track and field events, each boy is required to undergo a physical examination before being allowed to participate. The aim of this course in athletics for boys is to stimulate each boy to participate in healthful, physical exercises and

to give him *credit for honest effort*, rather than striving to produce a limited number of exceptional performers.

In the course required in athletics for girls extra precaution is observed in order that no girl may exceed her physiological limitations; and every effort is made to guard the girls from participation in either gymnasium work or in athletics at a time when such efforts might work physical or nervous injury. The teachers in physical education receive special instruction on these various points, in order that each girl's participation in the work may not be contrary to her best interests physically and mentally. Certificates from the family physicians are required in all cases of doubt and advice is sought from the family physician when a modification of the required course seems advisable. All contests, however, among girls have been eliminated. Each girl has the option of arranging with the teacher of physical education a substitute in some out-door recreation for the required in-door athletic events. In the upper class of girls recreation games and dances form nearly the whole course in physical education.

Boston does not possess at the present time adequate school facilities for carrying out the requirements in swimming in this course of study; nevertheless, the instructors in athletics and the teachers of physical education are able to stimulate a large number of pupils to seek opportunities for learning to swim at the public baths in Boston and neighborhood, and, during the summer months, at the beaches.

The teachers of physical education in high schools have prepared the course in physical education for girls which forms a part of the required work in that course. Greater emphasis has been placed upon proper standing and walking, games and plays, dances and rhythmic exercises, all of which aim to improve the carriage and poise of the girls and to correct habits tending to produce deformities of feet and spine.

A ten minutes' setting-up drill is required daily in all the high schools in addition to the required course in physical education outlined above. This setting-up drill tends also to improve the carriage and to create habits of proper standing, walking and breathing. The exercise is conducted under the leadership of room captains, boys and girls, and is given in class-rooms and study halls.

The course in physical education in high schools is a continuation of the course in physical education for the elementary schools and is a preparation for the course in the Normal School and colleges; it gives much consideration, however, to the inculcating of measures and habits of exercise and personal hygiene which will be of material benefit in conserving health to the large number of boys and girls who go neither to the Normal School nor to college.

The aim and purpose of the course in athletics incorporated are not to emphasize more than heretofore the prominence of athletics, but rather to give to athletic exercise that rational view which must come by the participation in the various games and events by a large number of boys and girls rather than by the limited few as heretofore. This method should go a great ways in preventing an abuse and over-emphasis of

athletics, and should tend to give it its proper standing as one means of promoting health, especially at that period in life when the foundation for future efficiency is laid.

In all of this method and means of fostering a love for healthful living and healthful exercises among the boys and girls of our high schools we are not unmindful of the dangers lurking in excessive zeal and in irrational enthusiasm associated often with such exercises. We believe the standards set are not too high, nor that the efforts enjoined to reach the requirements are too low. The individual limitations placed by nature on some are not overlooked. The exceptional gifts enjoyed by others are guided rather than abused. The efforts of both these classes are rewarded equally.

Finally, physical exercises, whether in the form of military drill, calisthenics, athletics, games, plays, or dances, are incorporated into the school curriculum in order that all the pupils of the high schools may have an opportunity for regular systematic exercise which modern conditions of life and environment have taken from many; and secondly, by reason of specific requirements, every pupil is brought into active participation in a carefully guarded and rationally constructed means for conserving health at a most critical period of life. In a word, the whole scheme is one of education wherein each pupil acquires early a knowledge and the mastery of his inherent forces.

The instructors in physical training and the instructors in athletics have exceptional opportunities for instilling into the minds and the habits of the pupils, who come to them for physical exercises, lessons of personal hygiene, self restraint and moral righteousness. The instruction given upon these subjects to the pupils is necessarily individual in most instances; nevertheless it is just that personal factor which makes the lessons taught effective and brings to each pupil a realization of the force of the truths of physical, mental, and sex hygiene underlying health and happiness.

THOMAS F. HARRINGTON, M. D.,
Director Department of School Hygiene.

PHYSICAL TRAINING COURSE FOR HIGH SCHOOL BOYS.

First Year.

In order to obtain 2 points for physical training each boy must fulfill the following conditions:

- (a) Military drill, 1 point.
- (b) Athletics, 1 point.

EACH BOY MUST QUALIFY IN:

1. Chinning.
2. Dash events.
3. One form of jumping.
4. Swimming.

The following records form the minimum acceptance for each event:

50-yards dash, 8 seconds.
Running high jump, 3 feet, in form.
Running broad jump, 11 feet, 6 inches.
Standing broad jump, 5 feet, 6 inches.
Chinning, 3 times.
Putting shot (5 pounds), 25 feet, in form.

Second Year.

In order to obtain 2 points for physical training each boy must fulfill the following conditions:

- (a) Military drill, 1 point.
- (b) Athletics, 1 point.

EACH BOY MUST QUALIFY IN:

1. Swimming, all three events.
2. All forms of jumping.
3. One other event.

The following records form the minimum acceptance for each event:

75-yards dash, 11 seconds.
Running high jump, 3 feet, 6 inches, in form.
Running broad jump, 13 feet.
Standing broad jump, 6 feet.

Putting shot (8 pounds), 26 feet, in form.

Chinning, 5 times.

Swimming:

- (a) Diving.
- (b) Swimming 20 yards in 35 seconds.
- (c) Swimming 60 yards without stop.

Third Year.

In order to obtain 2 points for physical training each boy must fulfill the following conditions:

- (a) Military drill, 1 point.
- (b) Athletics, 1 point.

EACH BOY MUST QUALIFY IN:

1. One field event.
2. Two swimming events.
3. Two track events.
4. Putting shot (8 pounds).

The following records form the minimum acceptance for each event:

100-yards dash, 15 seconds.

220-yards dash, 32 seconds.

Running high jump, 4 feet, in form.

Running broad jump, 14 feet.

Standing broad jump, 7 feet.

Putting shot (8 pounds), 30 feet, in form.

Chinning, 6 times.

Swimming:

- (a) Dive and pick up object from bottom, depth 6 feet.
- (b) Swim 40 yards in 60 seconds.
- (c) Swim 100 yards without stopping.

Fourth Year.

In order to obtain 2 points for physical training each boy must fulfill the following conditions:

- (a) Military drill, 1 point.
- (b) Athletics, 1 point.

EACH BOY MUST QUALIFY IN:

1. Two track events.
2. Two field events.
3. All water events.
4. All endurance tests, *i. e.*:
 - (a) Mile run.
 - (b) Chinning.

The following records form the minimum acceptance for each event:

100-yards dash, 14 seconds.

440-yards run, 1 minute, 20 seconds.

One mile run, 8 minutes.

Standing broad jump, 7 feet.

Running broad jump, 15 feet.

Running high jump, 4 feet, 6 inches, in form.

Putting shot (12 pounds), 26 feet, in form.

Chinning, 7 times.

Swimming:

(a) 220 yards without stopping.

(b) Carry burden in water.

(c) Knowledge of first aid.

MILITARY DRILL.

Each boy has two periods each week throughout the entire course.

During the months of September, October, November, December and January each year every third drill period will include instruction in the theory of military drill. These talks include the history of the flag; insignia of office and rank; duties of civilians in public escorts, reviews, and ceremonies; ambulance work; personal and camp hygiene; historic places of Boston, forts of Boston Harbor, etc.

Military Drill Schedule, 1910-1911.

PERIODS.	I.	II.	III.	IV.	V.	VI.
Monday	East Boston		English	Latin	English	English
			Charlestown		W. Roxbury	Roxbury
Tuesday	Brighton			English	Latin	Latin
	English			Dorchester	Dorchester	Dorchester
Wednesday	East Boston	English	South Boston	South Boston	English	W. Roxbury
Thursday	Charlestown		English	Dorchester	Latin	English
	English				Dorchester	Dorchester
Friday	Brighton	English	South Boston	South Boston	Latin	Latin
				English		

PHYSICAL HISTORY.

A. Approximate Dates of Occurrence of

Abscesses.....Rheumatism.....
 Diphtheria.....Scarlet Fever.....
 Discharge from Ear.....St. Vitus' Dance.....
 Enlarged Glands.....Sunstroke.....
 Measles.....Surgery.....

B. Is Pupil Subject to

Colds.....Headache.....
 Constipation.....Indigestion.....
 Fainting.....Nervousness.....
 Fits.....Nose Bleed.....

C. State facts relative to

Bathing.....Sleep.....
 Outside work.....Tuberculosis in family.....
 Outside study.....Any deformity or weakness.....

	First Year.	Second Year.	Third Year.	Fourth Year.
General health.....				
Special athletics.....				
Member of school team.....				
Hearing.....				
Sight.....				
Teeth.....				

PHYSICAL TRAINING COURSE FOR HIGH SCHOOL GIRLS.

First Year.

(2 points, 200 per cent.)

In order to obtain 2 points for physical training each girl must fulfill the following conditions:

- (a) Regular gymnasium work, 1 point (100 per cent).
(See Course on Physical Education.)
- (b) Games, plays, dancing, and athletics, 1 point (100 per cent).

EACH GIRL MUST BE ABLE TO PLAY:

- (a) Six games, including running, throwing, and striking games.*
- (b) Must show skill and practice in one out-door recreation† in addition to the following:
 - 1. One dash event.
 - 2. One jumping event, in form.
- (c) Must show skill and practice in one of the following:
 - 1. Balancing.
 - 2. Dramatics.
 - 3. Rhythmic exercises.
 - 4. Folk dances.
 - 5. Song games.

Second Year.

(2 points, 200 per cent.)

In order to obtain 2 points for physical training each girl must fulfill the following conditions:

- (a) Regular gymnasium work, 1 point (100 per cent).
(See Course on Physical Education.)
- (b) Games, plays, athletics, and dancing, 1 point (100 per cent).

EACH GIRL MUST BE ABLE TO PLAY:

- (a) Six games, including running, throwing, and striking games.*
- (b) Must show skill and practice in one out-door sport† in addition to the following track and field events:
 - 1. One dash event.
 - 2. Two jumping events, in form.
 - 3. Swimming.

* See list of games, page 44.

† See list on page 15.

- (c) Must show skill and practice in two of the following:
1. Balancing.
 2. Dramatics.
 3. Rhythmic exercises.
 4. Folk dances.
 5. Song games.

Third Year.

(2 points, 200 per cent.)

In order to obtain 2 points for physical training each girl must fulfill the following conditions:

- (a) Regular gymnasium work, 1 point (100 per cent).
(See Course on Physical Education.)
- (b) Games, athletics, dancing, etc., 1 point (100 per cent).

EACH GIRL MUST BE ABLE TO PLAY:

- (a) Eight games, including running, throwing, and striking games.*
- (b) Must show skill and practice in two out-door recreations† in addition to:
1. Swimming:
40 yards without stopping.
 2. Track and Field Events:
One dash event.
Two jumping events, in form.
- (c) Must show skill and practice in two of the following:
1. Balancing.
 2. Dramatics.
 3. Rhythmic exercises.
 4. Folk dances.
 5. Song games.

Fourth Year.

(2 points, 200 per cent.)

In order to obtain 2 points for physical training each girl must fulfill the following conditions:

- (a) Regular gymnasium work, 1 point (100 per cent).
(See Course on Physical Education.)
- (b) Games, athletics, dancing, etc., 1 point (100 per cent).

EACH GIRL MUST QUALIFY IN:

- (a) Ten games, including running, throwing, and striking games,* emphasizing team work.

* See list of games, page 44.

† See list on page 15.

- (b) Must show skill and practice in two out-door recreations† in addition to:
1. Swimming:
 - 60 yards without stopping.
 - Diving (optional).
 - Carrying burden in water.
 2. Track and Field Events:
 - One dash event.
 - Four jumping events, in form.
 3. Æsthetic dancing.

List of Games.

OUT-DOOR RECREATION.

Archery.	Canoeing.
Bicycling.	Sailing.
Cross-country walking.	Skating.
Horseback riding.	Snowshoeing.
Swimming.	Skeeing.
Rowing.	Tennis.

The statement from the teachers declaring the pupil's proficiency in the sports selected from the out-door recreation list will be accepted.

In the single relay race each girl must run 50 yards, *i. e.*, 25 yards from start, and the time must not exceed 9 seconds.

The basketball throw must be from a 6-foot circle with line across its centre. The distance for the throw must be:

- For first year girls, 20 feet.
- For second year girls, 25 feet.
- For third and fourth year girls, 30 feet.

In the shuttle race each girl must run 60 yards, and the time must not exceed 10 seconds.

Schedule for Marking.

(Total, 100 points.)

- Knowledge of games, 20 points.
- Ability to play, 20 points, *i. e.*:
 - Courage, 5 points.
 - Skill, 5 points.
 - Co-ordination, 5 points.
 - Reaction, 5 points.
- Co-operation, 20 points.
- Out-door recreation, 20 points.
- Folk dances, 20 points, *i. e.*:
 - Memory, 5 points.
 - Form, 5 points.
 - Spirit, 5 points.
 - Grace, 5 points.

† See list on page 15.

PHYSICAL HISTORY.

A. Approximate dates of occurrence of

Abscesses.....Rheumatism
 Diphtheria.....Scarlet Fever
 Discharge from Ear.....St. Vitus' Dance
 Enlarged Glands.....Sunstroke
 MeaslesSurgery

B. Is pupil subject to

Colds.....Headaches
 ConstipationIndigestion.....
 FaintingNervousness.....
 FitsNose Bleed.....

C. Is Menstruation

EstablishedRegular.....
 Date of First.....Painless.....

D. Specify relative to

AppetiteOutside Study
 Bathing.....Outside Work
 ClothingSleep
 CorsetsSkin.....

E. State facts relative to

(a) Tuberculosis in family.....
 (b) Any deformity or weakness.....

	First Year.	Second Year.	Third Year.	Fourth Year.
Attendance.....				
General health.....				
Teeth.....				
Hearing.....				
Vision				

BOSTON PUBLIC SCHOOLS.
 FORM OF NOTICE SENT TO FAMILY PHYSICIAN.
 DEPARTMENT OF SCHOOL HYGIENE.
 THOMAS F. HARRINGTON, M. D., *Director.*

Mr.....

Head Master.

..... School.

DEAR SIR,— The bearer, Miss.....believes herself physically unable to do the required work in Physical Training. Such work for her would consist of two periods per week of gymnastics and games from September to June, inclusive.

Miss.....'s physical examination shows.....

.....
.....

Yours very truly,

.....19 .

Instructor of Physical Training.

Dr.....

DEAR SIR,— In the following blank will you kindly give your professional opinion concerning the bearer's health and ability to do *all or part* of the required physical work mentioned above?

Please specify any organic or functional disease from which she is suffering. All information will be considered strictly confidential.

If you consider some form of individual work would be more beneficial in this case, the Instructor of Physical Training will be glad to confer with you at any time you may name.

Please return this blank to me *by mail.*

Yours very truly,

.....19 .

Head Master.

PHYSICIAN'S CERTIFICATE.

Signed.....

Certificate accepted.....19 .

Head Master.

A COURSE IN PHYSICAL EDUCATION FOR
HIGH SCHOOL GIRLS.

(Prepared by a Committee of Special Teachers of Physical Training in
Boston High Schools.)

DEFINITIONS OF GYMNASTIC TERMS.

Fundamental Standing Position

Command: Attention!

Position!

Feet parallel and about two inches apart. Weight on balls of feet.

Chest high and forward.

Arms and fingers close to body; fingers extended; palms touching body. Avoid rigidity of body and limbs.

Head erect; chin slightly drawn in so as to stand as tall as possible.

Eyes straight forward.

Command: At — ease!

Place the left foot directly to the side; take an easy position; weight of body on both feet.

Wing

Command: Hips — firm!

From fundamental position the hands are raised quickly to hips; thumbs backward, fingers forward.

Rest

Command: Head — firm!

From fundamental position the hands are raised quickly; tips of fingers placed against the back of the head; fingers and wrists straight; elbows in the plane of the shoulders.

Bend

Command: Arms upward — bend!

With chest raised and arms close to the body, forearms are flexed directly to the sides and hands tightly closed.

Cross (a)

Command: Arms forward — bend!

From fundamental position arms are flexed at the elbows and raised quickly to horizontal position; forearms at same height as upper arms; hands extended and wide apart; palms down.

Cross (c)

Command: Arms sideways — stretch!

From fundamental position, 1st, bend position; 2d, the arms are extended forcibly sideways in the plane of the shoulders; palms down.

Or command: Arms sideways — raise!

The same position is taken by raising the extended arms evenly in the plane of the shoulders to horizontal position.

Or command: Arms sideways — fling!

The same as the preceding, but done quickly.

Cross (d)

Command: Hands — turn!

From cross (c) position the arms are rotated outward.

Cross (e)

Command: Arms half sideways — bend!

Position the same as in cross (d) but with the elbows bent to right angles; forearms and hands vertical; palms facing each other.

Reach

Command: Arms forward — stretch!

From fundamental position, 1st, bend position; 2d, arms extended forcibly forward, horizontally; palms facing each other at shoulders' breadth distance; position of shoulders unchanged.

Or command: Arms forward — raise!

The same position is taken by raising the arms forward while extended and parallel to each other.

Or command: Arms forward — fling!

The same as the preceding, but done quickly.

Stretch

Command: Arms upward — stretch!

From fundamental position, 1st, bend position; 2d, arms extended forcibly to vertical position; hands extended; palms facing each other at shoulders' breadth distance.

Or command: Arms forward upward — raise!

Arms in full extension are raised forward and upward, moving parallel to each other to stretch position.

Or command: Arms forward upward — fling!

The same as the preceding, but done quickly.

Or command: Arms sideways upward — raise!

From fundamental position the arms are raised sideways as in cross (d) and continue to move in the plane of the shoulders to stretch position.

Y

Command: Arms to Y position — stretch!

From fundamental position, 1st, bend position; 2d, arms extended forcibly upward half way between sideways and upward; hands extended; palms facing each other.

Stride

Command: Feet sideways — place!

From fundamental position, 1st, the left foot is moved a distance of one foot length to left; 2d, the right foot the same distance to right; feet still parallel.

Walk (a)

Command: Left (right) foot outward — place!

From fundamental position the left (right) foot is moved outward to a position half way between forward and sideways.

Walk (b)

Command: Left (right) foot forward — place!

From fundamental position the left (right) foot is moved straight forward twice its own length; weight equally on both feet.

Toe

Command: Heels — raise!

From fundamental position the body is lifted as high as possible by raising the heels.

Toe Knee Bend

Command: Knees — bend!

From toe standing position the knees and toes are turned well out and knees bent to right angle; position of trunk unchanged.

Deep Knee Bend

Command: Knees deep — bend!

From toe knee bend position the bending of the knees is continued as far as possible.

Bow

Command: Chest — raise!

With a deep breath raise the chest; draw in the chin and incline the head slightly backward.

Twist

Command: Trunk to left (right)— twist!

From fundamental position the body is twisted as far to the side as possible; no change in the poise of the head.

Prone

Command: Trunk half forward — bend!

From fundamental position the trunk is bent forward at the hip joints 45 degrees; the back is kept straight; poise of head and shoulders unchanged; knees extended.

Command: Trunk forward — bend!

The same movement but the trunk is bent forward 90 degrees.

Command: Trunk downward — bend!

The trunk is bent downward as far as possible.

Fallout (a)

Command: Left (right) outward — fall out!

From fundamental position the body is quickly inclined outward, the foot moved a distance three times its own length, to a position half way between forward and sideways; the knee of the forward leg bent to a right angle; the weight of the body over the forward foot; the backward leg in full extension, its foot firmly on the floor; a straight line from heel to head; poise of head and shoulders unchanged; plane of shoulders parallel with plane from which they are moved.

Fallout (b)

Command: Left (right) forward — fall out!

From fundamental position the body is inclined forward quickly and

the left (right) foot moved straight forward three times its own length; particulars as described in fallout (a).

Lunge

Command: To the left (right) — lunge!

Description is the same as the fallout only the foot is placed sideways and the trunk is kept erect.

Prone falling

Command: Prone falling position — place!

1st, flex hips, knees and ankles and place hands, converging at right angles, shoulders' breadth distance apart, on floor (bench); 2d, extend the body by placing the feet as far back as possible, the whole body making a straight line inclined from head to heels; heels and toes together; head well poised.

Half ($\frac{1}{2}$)

Signifies that an exercise concerns only one arm or one leg.

Double (2)

Signifies that both arms must do the same movement twice.

Alternate

Signifies that one arm or leg after the other shall do the same movement; or, when it concerns the trunk, that the movement is to be done to the left and the right side in a quick interchange.

FIRST YEAR COURSE.

FREE STANDING EXERCISES.

APPARATUS.

FOLK DANCES.

AMERICAN SCHOOL DANCES.

GAMES FROM APPENDED LIST.

FIRST YEAR.—FREE STANDING EXERCISES.

- I. FUNDAMENTAL STANDING POSITION.
- II. MARCH STEPS { forward.
backward.
sideways.
marking time.
- III. FACINGS.
- IV. MARCHING { forward
to rear
face left (right) from standing
position
face left (right) march and halt
appel
tiptoe } { open
space
column
double
rank } formation.
- V. RUN.
- VI. GENERAL EXERCISES.
- * 1. Wing-standing, foot placing { sideways
forward
outward } heel raising.
- * 2. { Wing-standing
Rest-stride-standing } heel raising, knee bending.
- * 3. Standing { with wing position
with rest position
heel raising,
knee bending } foot placing { sideways.
forward.
- * 4. { Standing
x (a) standing } arm flinging sideways, foot { sideways.
placing, heel raising } forward.
5. Stride-standing, arm raising sideways and knee bending.
- * 6. Wing-standing, prepare to jump.
7. Wing-toe-standing, deep knee bending.
8. x (c) toe-standing, slow march { forward.
backward.
- * 9. x (d) stride-standing, arm and heel raising.
10. Bend-standing, arm stretching sideways, foot { sideways.
placing, heel raising } forward.

* May be taken in series.

VII. CHEST EXERCISES.

- | | | | | | |
|----|--|-------|--|---|--|
| | | { | arm raising sideways | } | heel raising. |
| | | | arm raising sideways upward | | |
| 1. | Deep breathing | { | arm raising forward upward,
sinking sideways, down-
ward | | |
| | | | arm raising forward, arm
parting, heel raising | | |
| | | | arm rotation outward, heel
raising | | |
| 2. | Head | { | bending backward with deep breathing. | | |
| | | | bending sideways. | | |
| | | | twisting. | | |
| 3. | { | Wing | standing | } | chest raising with deep breathing. |
| | { | Bend | walk (b) standing | } | |
| | { | x (a) | stride-standing | } | |
| 4. | Standing, arm rotation outward, chest raising with deep breathing. | | | | |
| 5. | { | x (c) | stride-standing | { | chest raising
with deep
breathing. |
| | { | x (c) | stride-standing, arm rotation outward | | |
| 6. | { | Bend | walk (a) twist-standing, | { | chest raising with deep
breathing. |
| | { | x (a) | breathing. | | |
| 7. | Wing— $\frac{1}{2}$ -knee-standing, chest raising with deep breathing. | | | | |

VIII. BACK EXERCISES:

- | | | | | | |
|----|--|------|-----------|---|----------------------------------|
| 1. | Arm | { | flinging | { | forward. |
| | | | raising | | forward upward. |
| | | | | | sideways. |
| | | | | | sideways upward. |
| 2. | Arm extension | { | sideways. | { | Y. |
| | | | upward. | | upward. |
| | | | backward. | | backward. |
| 3. | Swimming movements. | | | | |
| 4. | { | Wing | stride | { | standing, trunk bending forward. |
| | { | Bend | walk (b) | | |
| 5. | Wing-standing, foot placing sideways, trunk bending forward. | | | | |
| 6. | Wing-walk (a) twist-standing, trunk bending forward. | | | | |
| 7. | Wing-standing, fall out | { | forward. | { | outward. |
| | | | backward. | | |
| 8. | Wing-standing, lunge sideways. | | | | |

* May be taken in series.

IX. ABDOMINAL EXERCISES:

- * 1. $\left\{ \begin{array}{l} \text{Wing} \\ \text{x (e) grasp} \\ \text{Arm grasp} \end{array} \right\}$ standing, high knee upward bending

X. LATERAL TRUNK EXERCISES:

1. $\left\{ \begin{array}{l} \text{Wing} \\ \text{Rest} \\ \frac{1}{2} \text{ wing, } \frac{1}{2} \text{ rest} \end{array} \right\} \left\{ \begin{array}{l} \text{standing} \\ \text{stride-standing} \\ \text{walk (b) standing} \end{array} \right\}$ trunk bending sideways.
- * 2. Standing, with wing position, } sideways } trunk bending
foot placing. } forward } sideways.
3. $\left\{ \begin{array}{l} \text{Wing} \\ \text{x (a)} \end{array} \right\}$ stride-standing $\left\{ \begin{array}{l} \text{trunk twisting} \\ \text{quick trunk twisting from left to} \\ \text{right.} \end{array} \right\}$
- * 4. Wing-standing, foot placing outward, trunk twisting.
5. Wing-knee-standing, trunk twisting.

XI. STANDING JUMP:

1. Jump in place.
2. Jump in place, sideways flinging of $\left\{ \begin{array}{l} \text{arms.} \\ \text{legs.} \\ \text{arms and legs.} \end{array} \right\}$
3. Jump in place, with facings.
4. Broad jump forward.

XII. SPRING JUMP:

1. Wing-toe-standing, stride jump.
2. Toe-standing, stride jump $\left\{ \begin{array}{l} \text{arm flinging sideways.} \\ \text{arm flinging sideways upward} \\ \text{with hand clapping.} \end{array} \right\}$
3. Wing-walk (b) toe-standing, spring jump.
4. Wing- $\frac{1}{2}$ -standing, spring jump with alternate leg flinging sideways.

FIRST YEAR APPARATUS WORK.

Bom

Cross (e) grasp standing — stretching and bending of arms.

Fall hanging $\left\{ \begin{array}{l} \text{alternate leg raising.} \\ \text{arm bending.} \end{array} \right\}$

Overgrasp fall hanging — hand travelling sideways.

Overgrasp $\left\{ \begin{array}{l} \text{Hanging — alternate knee bending.} \end{array} \right\}$
Alternate grasp

* May be taken in series.

Plain }
Pendulum } hand travelling.

Bar stalls

Cross (e) grasp high $\frac{1}{2}$ standing — stretching and bending of arms.
Sideways travelling.
Reach grasp courtesy sitting — knee extension (change to high grasp).

Wing }
Rest } $\frac{1}{2}$ side opposite standing — trunk bending sideways.
Cross (c) }

Cross (e) grasp lean standing { alternate high knee bending.
alternate leg raising.

Benches

Wing }
Rest } Stride sitting — trunk twisting.
Cross (c) }

Overhead parallels

Hand travelling { forward.
backward.

Rope ladders

Climbing.

Vertical ropes

Position for climbing.
Climbing.

JUMPS AND VAULTS.

Bar stalls

Star vault.

Benches

Deep jump.

Bom

Incline jump with facings.
Saddle vault with facings.

Cord

Running high jump with facings.
Running double jump.
Scissors jump.

Box

End } mount { knee standing.
Side } standing.
Face vault.

Balance beams

Balance steps.

FIRST YEAR DANCES.

Folk Dances

Ace of Diamonds (Swedish).
Bleking (Swedish).
Swedish Clap Dance.

Csardas (National Dance of Hungary).

Strasak (Bohemian).

Khorovod (Russian).

American School Dances

Couple Dances.

The Brownies.

Dainty Step.

Dancing Topsy.

Quaker.

Berlin.

SECOND YEAR COURSE.

FREE STANDING EXERCISES.

APPARATUS.

FOLK DANCES.

AMERICAN SCHOOL DANCES.

ÆSTHETIC COUPLE DANCES.

GAMES FROM APPENDED LIST.

SECOND YEAR FREE STANDING EXERCISES.

I. MARCHING. SLOW MARCHING.

II. GENERAL EXERCISES.

- *1. $\left. \begin{array}{l} \text{Wing} \\ \text{Bend} \\ \text{Rest} \end{array} \right\}$ standing, heel raising, knee bending.
- *2. $\left\{ \begin{array}{l} \text{Stand-} \\ \text{ing} \end{array} \right\} \left\{ \begin{array}{l} \text{arm flinging} \\ \text{arm stretching} \end{array} \right\} \left\{ \begin{array}{l} \text{forward} \\ \text{sideways} \\ \text{upward} \end{array} \right\} \left\{ \begin{array}{l} \text{foot placing} \\ \text{sideways} \\ \text{upward} \end{array} \right\} \left\{ \begin{array}{l} \text{heel} \\ \text{raising.} \end{array} \right\}$
- *3. Stretch-toe-knee bend-standing, arm parting.
4. $\left\{ \begin{array}{l} \text{Wing} \\ \text{Rest} \end{array} \right\}$ toe-standing, deep knee bending $\left\{ \begin{array}{l} \text{quickly.} \\ \text{slowly.} \end{array} \right\}$
5. x (d) toe-deep knee-bend-standing, arm raising upward.
6. $\left\{ \begin{array}{l} \text{Wing} \\ \text{Bend} \\ \text{Rest} \end{array} \right\}$ standing, slow march forward.
7. $\left\{ \begin{array}{l} \text{Wing} \\ \text{Bend} \end{array} \right\}$ standing, lunge sideways.
8. Wing-fall out (a) standing $\left\{ \begin{array}{l} \text{change feet.} \\ \text{advance in zigzag.} \end{array} \right\}$

III. CHEST EXERCISES.

1. $\left\{ \begin{array}{l} \text{Wing} \\ \text{Bend} \\ \text{Rest} \\ \text{x (a)} \\ \text{x (c)} \end{array} \right\} \left\{ \begin{array}{l} \text{standing} \\ \text{stride standing} \\ \text{walk (b) standing} \end{array} \right\} \left\{ \begin{array}{l} \text{chest raising and backward} \\ \text{bending of head, with deep} \\ \text{breathing.} \end{array} \right\}$
2. x (a) $\left\{ \begin{array}{l} \text{standing} \\ \text{stride-standing} \\ \text{walk (b) standing} \end{array} \right\} \left\{ \begin{array}{l} \text{chest raising and arm flinging} \\ \text{sideways, with deep breathing.} \end{array} \right\}$
3. Bend $\left\{ \begin{array}{l} \text{standing} \\ \text{stride standing} \\ \text{walk (b) standing} \end{array} \right\} \left\{ \begin{array}{l} \text{chest raising} \\ \text{arm stretching} \\ \text{sideways, with} \\ \text{deep breathing.} \end{array} \right\}$
4. x (c) walk (a) twist-bow-standing, chest raising, and arm rotation outward, with deep breathing.

* May be taken in series.

IV. BACK EXERCISES.

1. $\left\{ \begin{array}{l} \text{Standing} \\ \text{Bend-standing} \end{array} \right\}$ arm extensions $\left\{ \begin{array}{l} \text{in series.} \\ \text{alternate arm extension.} \end{array} \right.$
2. $\left\{ \begin{array}{l} \text{Standing} \\ \frac{1}{2} \text{ prone-standing} \end{array} \right\}$ arm swimming.
- *3. $\left(\begin{array}{l} \text{Wing} \\ \text{Bend} \\ \text{Rest} \end{array} \right)$ standing, trunk bending forward.
4. $\left\{ \begin{array}{l} x (a) \\ x (d) \\ \text{Reach} \\ \text{Bend} \end{array} \right\}$ stride- $\frac{1}{2}$ prone-standing $\left\{ \begin{array}{l} \text{arm flinging.} \\ \text{arm extensions.} \end{array} \right.$
5. $\left\{ \begin{array}{l} x (a) \\ x (c) \end{array} \right\}$ fall out (b) standing $\left\{ \begin{array}{l} \text{arm flinging.} \\ \text{arm circling.} \\ \text{arm rotation.} \end{array} \right.$
6. $\left\{ \begin{array}{l} \text{Wing} \\ \text{Rest} \end{array} \right\}$ fall out (a) standing $\left\{ \begin{array}{l} \text{change feet.} \\ \text{advance in zigzag.} \end{array} \right.$
7. $\frac{1}{2}$ stretch-fall out (a) twist-standing $\left\{ \begin{array}{l} \text{change feet.} \\ \text{advance in zigzag.} \end{array} \right.$

V. ABDOMINAL EXERCISES.

1. $\left(\begin{array}{l} \text{Wing} \\ \text{Bend} \\ \text{Rest} \end{array} \right)$ standing, high knee bending.
2. $\left\{ \begin{array}{l} \frac{1}{2} \\ \text{full} \end{array} \right\}$ prone falling, leg bending and stretching.
3. Wing-knee-standing, chest raising and backward bending of head.

VI. LATERAL TRUNK EXERCISES.

1. $\left\{ \begin{array}{l} \text{Bend} \\ \text{Rest} \\ x (c) \end{array} \right\}$ stride-standing $\left. \begin{array}{l} \\ \text{walk (a) standing} \\ \text{walk (b) standing} \end{array} \right\}$ trunk twisting.
trunk bending sideways.
2. $\frac{1}{2}$ stretch, $\frac{1}{2}$ wing-standing, trunk bending sideways.
3. $\left(\begin{array}{l} \text{Wing} \\ \text{Bend} \\ \text{Rest} \end{array} \right)$ lunge sideways, trunk bending sideways.
4. Wing-knee-standing $\left\{ \begin{array}{l} \text{trunk twisting.} \\ \text{trunk bending sideways.} \end{array} \right.$

VII. STANDING JUMPS.

1. Stride-jump in place $\left\{ \begin{array}{l} \text{wing.} \\ \text{side fling of arms.} \\ \text{sideways upward flinging of arms.} \end{array} \right.$
2. Upward jump in place, facing $\left\{ \begin{array}{l} 90 \text{ degrees.} \\ 180 \text{ degrees.} \end{array} \right.$
3. Jump sideways.

* May be taken in series.

VIII. SPRING JUMPS.

1. Toe-standing, stride jump $\left\{ \begin{array}{l} \text{wing.} \\ \text{sideways flinging of arms.} \\ \text{sideways upward flinging of arms.} \end{array} \right.$
2. Wing $\left\{ \begin{array}{l} \text{walk (a)} \\ \text{walk (d)} \end{array} \right\}$ toe-standing, spring jump.
3. Wing-toe-standing, spring jump in place.
4. Run in place.
5. Skip step in place.
6. Wing-stride-toe-standing, spring jump with change of feet to walk (d).

SECOND YEAR APPARATUS WORK.

The apparatus work for the first year should be repeated.

Bom

Fall hanging position in one count.

Overgrasp (b) hanging — slow stretching of arms.

Alternate grasp (b) hanging — slow stretching of arms.

Balance hanging position.

Double Bom

Horizontal serpentine.

Rope Ladder

Climbing in pairs $\left\{ \begin{array}{l} \text{sides.} \\ \text{ends.} \end{array} \right.$

Vertical Ropes

Overgrasp (b) hanging — slow stretching of arms.

Fall hanging position.

Bar Stalls

Wing foot grasp prone lying — trunk bending forward.

Wing foot grasp sitting $\left\{ \begin{array}{l} \text{chest raising.} \\ \text{trunk backward falling.} \end{array} \right.$

Benches

Prone falling position.

JUMPS AND VAULTS.

Double Bom, Horse and Box

Oblique vault.

Horse

Straddle mount $\left\{ \begin{array}{l} \text{end} \\ \text{side} \end{array} \right\}$ dismount $\left\{ \begin{array}{l} \text{backward.} \\ \text{forward.} \end{array} \right.$

Running broad jump (using cords).

Balance Beams

Balance steps.

SECOND YEAR DANCES.

Folk Dances

Irish Lilt.

Cshebogar (Hungarian).

Highland Schottische.

American School Dances

Group Dances:

La Pastourelle.

How-do-you-do.

Æsthetic Couple Dances

A Gavotte.

Dreamy Eyes.

Eloise.

A couple dance in Schottische time.

A Minuet.

Oxford.

La Precieuse.

Novelette.

Minuet Valse.

Board Walk.

THIRD YEAR COURSE.

FREE STANDING EXERCISES.

APPARATUS.

ÆSTHETIC COUPLE DANCES.

ÆSTHETIC DANCES.

FOLK DANCES (REVIEW).

GAMES FROM APPENDED LIST.

THIRD YEAR.—FREE STANDING EXERCISES.

- I. MARCHING { oblique.
wheeling.
doubling.
- II. RUN WITH ABOUT RUN.
- III. GENERAL EXERCISES:
1. { Rest } toe-standing, deep knee bending.
Stretch
 2. { Bend } toe-deep knee- { arm stretching } sideways.
x (a) } bend-standing { arm flinging } upward.
sideways.
 - *3. { Bend } stride-toe-standing, arm { stretching } upward with
x (e) } { flinging } knee bend-
x (d) } ing.
 - *4. { Wing }
Rest } lunge sideways.
Bend }
x (a) }
x (c) }
 - *5. { Wing } foot placing forward, sideways, backward with heel
Rest } raising and knee bending.
Bend }
 - *6. Arm raising sideways and foot placing sideways, hand turning and heel raising, arm raising upward and knee bending.
- IV. CHEST EXERCISES:
1. Bend-standing, arm stretching to Y, chest raising, with deep breathing.
 2. x (e) walk (b) standing, chest raising with arm extension sideways and deep breathing.
 3. x (a) walk (a) twist-bow-standing, arm flinging.
 4. Bend-stride-bow-standing, arm extensions.
 5. x (a) bow-standing, arm flinging sideways and foot placing forward.
 6. { Bend } knee } bow-standing { arm extension upward.
x (e) } ½ knee } { arm circling.
x (c) }

* May be taken in series.

V. BACK EXERCISES:

- *1. $\left\{ \begin{array}{l} \text{Bend} \\ \times (a) \end{array} \right\} \frac{1}{2}$ stride-prone-standing $\left\{ \begin{array}{l} \text{arm stretching to Y position} \\ \text{arm flinging sideways.} \end{array} \right.$
- *2. Fall out $\left\{ \begin{array}{l} \text{forward} \\ \text{backward} \end{array} \right\}$ with arm flinging forward upward.
- *3. $\left\{ \begin{array}{l} \text{Wing} \\ \text{Rest} \\ \frac{1}{2} \text{ stretch} \\ \times (a) \end{array} \right\}$ fall out (a), advance in zigzag.
- 4. $\left\{ \begin{array}{l} \text{Wing} \\ \text{Rest} \\ \text{Bend} \\ \text{Stretch} \end{array} \right\}$ fall out (a), change of feet with facing 90 degrees.
- 5. $\left\{ \begin{array}{l} \text{Wing} \\ \text{Rest} \\ \text{Bend} \\ \text{Stretch} \end{array} \right\}$ toe-support-fall out.
- 6. $\left\{ \begin{array}{l} \text{Wing} \\ \text{Rest} \\ \text{Bend} \\ \text{Stretch} \end{array} \right\}$ $\left\{ \begin{array}{l} \text{fall out (b) standing} \\ \text{fall out (a) twist standing} \end{array} \right\}$ trunk bending forward.
- 7. $\left\{ \begin{array}{l} \text{Wing} \\ \text{Rest} \\ \text{Bend} \end{array} \right\}$ horizontal $\frac{1}{2}$ standing.

VI. ABDOMINAL EXERCISES:

- *1. $\left\{ \begin{array}{l} \text{Wing} \\ \times (c) \text{ grasp} \\ \text{Bend} \end{array} \right\}$ standing, leg flinging forward.
- 2. $\left\{ \begin{array}{l} \text{Bend} \\ \times (e) \\ \times (c) \end{array} \right\} \left\{ \begin{array}{l} \text{knee} \\ \frac{1}{2} \text{ knee} \end{array} \right\}$ standing, backward falling of trunk.
- 3. Prone-falling position, bending and stretching of arms.

VII. LATERAL TRUNK EXERCISES:

- *1. $\left\{ \begin{array}{l} \text{Bend} \\ \text{Stretch} \end{array} \right\}$ stride-twist-standing $\left\{ \begin{array}{l} \text{arm extension upward.} \\ \text{arm parting.} \end{array} \right.$
- *2. $\times (c)$ stride-standing, trunk bending sideways with bending of knee.
- 3. $\times (c) \frac{1}{2}$ standing, trunk bending sideways with raising of opposite leg.
- 4. $\left\{ \begin{array}{l} \text{Wing} \\ \text{Rest} \\ \times (a) \\ \text{Stretch} \end{array} \right\}$ $\left\{ \begin{array}{l} \text{fall out (a) standing} \\ \text{knee-standing} \end{array} \right\}$ trunk twisting.

* May be taken in series.

5. $\left. \begin{array}{l} \text{Wing} \\ \text{Rest} \\ x (a) \\ \text{Stretch} \\ \frac{1}{2} \text{ wing, } \frac{1}{2} \text{ rest} \end{array} \right\} \frac{1}{2} \text{ knee-standing, trunk bending sideways.}$
6. $\left. \begin{array}{l} \text{Wing} \\ \text{Rest} \\ \frac{1}{2} \text{ stretch} \end{array} \right\} \text{side-falling, leg elevation.}$

VIII. STANDING JUMP:

1. Forward jump with start steps, landing with facings.
2. Wing-stride-toe-standing, upward jump (feet striking together and landing in stride position).

IX. SPRING JUMPS:

1. Wing- $\frac{1}{2}$ standing, 2 hops with knee bending and stretching.
2. Wing- $\frac{1}{2}$ standing, 2 hops with leg flinging sideways.
3. Spring jump with cut forward and backward.
4. Wing-standing $\left\{ \begin{array}{l} \text{knee upward bending} \\ \text{leg flinging forward} \end{array} \right\}$ by jumping.

THIRD YEAR APPARATUS WORK.

The apparatus work for the second year should be repeated.

Bar stalls

Wing foot grasp fall out standing — trunk bending forward.

Overgrasp hanging $\left\{ \begin{array}{l} \text{alternate} \\ \text{double} \end{array} \right\}$ leg raising.
 knee bending.

Cross (*e*) grasp high standing — hanging with slow stretching of arms.

$\frac{1}{2}$ Stretch grasp side falling — leg raising.

Side holding — leg flinging.

Benches

Stretch grasp lying $\left\{ \begin{array}{l} \text{alternate} \\ \text{double} \end{array} \right\}$ leg raising.

Bom

Balance hanging $\left\{ \begin{array}{l} \text{dismount with facings.} \\ \text{somersault.} \end{array} \right.$

Alternate grasp fall hanging (*b*) hand travelling backward.

$\frac{1}{2}$ Circling $\left\{ \begin{array}{l} \\ \text{hand travelling.} \end{array} \right.$
 Rotatory

Window Ladder

- Vertical
 - Oblique
 - Horizontal
 - Spiral (in pairs)
 - Oblique up-down head first
- } Serpentine.

Vertical Ropes

- Side travelling.

JUMPS AND VAULTS.

Horse, Box or Double Bom

- Flank vault.
- Face vault with outside turn.
- Rear vault.
- Oblique vault with inside turn.

Double Bom

- Fence Vault.

Vertical Ropes

- Swing jump.

Overhead Parallels

- Swing jump — dismount { forward.
- } backward.

Hurdle (using cords)

Broad Jump on Mat

Balance Beams

- Balance steps.

THIRD YEAR DANCES.

Æsthetic Couple Dances

- Spring Dances.
- Spanish Boston.
- Class Day Polka.
- Mazurka and Varsovienne.

Æsthetic Dances

- First Waltz Series.
- Sylphette Polka.
- Matinee Waltz.
- Impromptu Gavotte.
- Folk Dances (review).

FOURTH YEAR COURSE.

For the fourth year it is intended to develop team work in such games as volley, captain and basketball and indoor baseball.

To teach and perfect the more advanced æsthetic, school and folk dances and to use such free standing and apparatus work selected from the third year course as will best improve the carriage and general welfare of the girl.

ADVANCED ÆSTHETIC DANCES.

AMERICAN BEAUTY.

MOTOR MARCH.

BENITA CAPRICE.

TZIGANE.

STARLIGHT.

LIST OF GAMES.

(For description see "One hundred and fifty Gymnastic Games.")

For games starred see description in this course, pages 45 and 46.

1. Arch Ball.
2. Ball Tag.
3. Basket Ball.
4. Battle Ball.*
5. Bears and Cattle.
6. Black and White.
7. Captain Ball.
8. Circle Tag.*
9. Circle Touch Ball with variations.
10. Cross Tag.
11. Deer in the Ring.*
12. Dodge Ball.
13. Drive Ball.
14. Fist or Volley Ball.
15. French and English.
16. Hand Baseball.*
17. Hanging Cats.
18. Herr Slap Jack.
19. Indoor Baseball.
20. Japanese Tag.
21. Jump the Shot.
22. Medicine or Stride Ball.
23. Medicine or Stride Pass Ball.*
24. Relay Races.
25. Stand Ball, or Ball Stand and Variation.*
26. Stealing Sticks.
27. Stride or Medicine Ball mentioned above.
28. Stride or Medicine Pass Ball * mentioned above.
29. Squat Tag.
30. Three Deep.
31. Vis-a-vis.
32. Zigzag Ball.
33. Zigzag Relay.

BALL STAND VARIATION.

"It" stands in the centre of the group of players and tosses the ball up high enough for him to count to a given number, such as 5 or 10, before catching it. When he catches it he calls "Ball Stand" and the game proceeds as in ball stand.

MEDICINE OR STRIDE PASS BALL. VARIATION OF MEDICINE BALL.

The leader of each file stands on a mark 10 feet or more in advance of the other players who stand behind a given line. At the signal the leader tosses the ball between his feet to the next player behind, who catches it and passes it on as in medicine ball. The end player runs to the leader's position and everyone moves back one place. In all other respects the game is the same as medicine ball.

DEER IN THE RING.

A large circle is drawn, with a small centre base. Small bases, about one-half as many as there are players, are marked off on the large circle and each base is connected by a line with the centre base. All lines connecting bases are called tracks. (*See Diagram A on page 46.*)

Players stand on the tracks. One is chosen to be "It." "It" starts from the centre base, and, keeping on the tracks, tries to tag a player who must also keep on the tracks, before he can reach a base, where he is safe. Only one player may stand on a base, and the approach of a second forces out one already there. Any player tagged between bases becomes "It."

BATTLE BALL.

Any number of players.

Choose two teams.

Apparatus: One to three basket balls.

Make two parallel lines upon the floor for goal lines (20 to 40 feet apart).

Place jump stands at each end of the lines for end boundaries.

Each team stands upon a line. At a signal, the player throws the ball at the opposing side, which tries to prevent the ball from touching the floor; if it touches the floor back of the goal line it scores one for the side throwing the ball.

The ball must not go higher than the head to score.

The team having the largest number of points at the end of the game wins.

The players must not stand in front of the goal line when throwing or defending the goal.

When one side scores the game stops until the score can be recorded. The game starts again at a given signal.

HAND BASEBALL.

This game is similar to the regular game of baseball.

A volley ball is used, and the batter strikes the ball with the open hand

DRIVE BALL.

Any number of players.

Choose two teams. Make two parallel lines upon the floor for goal lines, about 15 feet apart. From one to three basket or volley balls may be used. Place a jump stand at each end of the goal lines for end boundaries.

The player having the ball places it upon the goal line and strikes it with the closed hand, driving it towards the opponent's goal. If the ball touches the floor back of the opponent's goal line it scores one for the side driving the ball.

The ball must not go higher than the head to score.

Caution the players about being careful not to strike the knuckles upon the floor.

CIRCLE TAG.

Any number of players.

Make a number of circles upon the floor about 2 feet in diameter. The circles serve as relief stations, and players standing within a circle cannot be tagged. One player is chosen to be "It." "It" may tag any player standing outside of the circles; if any player is tagged by "It" that player takes "It's" place.

Not more than two players may stand within a circle at one time. If a third player enters a circle the first player is forced out of the circle.

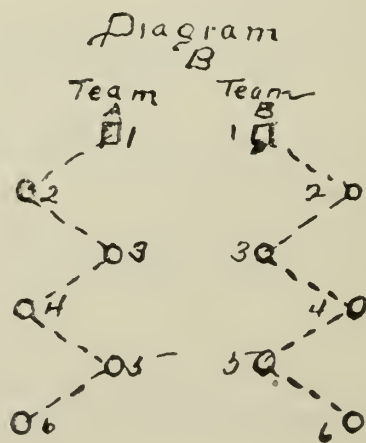
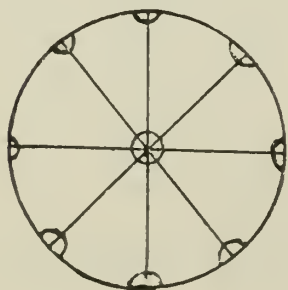
Have about a third as many circles as there are players.

ZIGZAG RELAY.

Players are arranged in two or more teams. In each team an odd number of players stand in two parallel lines facing each other. Each player stands in a numbered space. (See Diagram B.)

At a given signal, the end player runs down the outside of his line to space 1, gives the ball to the player who stands in space 1, and then remains in that space himself. The player to whom the ball is given runs to space 3, etc. In this way all the players move up one space, and the ball is passed in zigzag to the end. The game proceeds as before until the first player gets back to his place. After the first run the end space remains vacant until the end of the game.

Diagram A



TEN-MINUTE SETTING-UP DRILL

FOR

HIGH SCHOOL PUPILS.

TEN-MINUTE SETTING-UP DRILL FOR HIGH SCHOOL PUPILS.

TO MASTERS AND TEACHERS.

It should be clearly understood by both teachers and pupils that the "Setting-up Drill" is an emergency relief measure and an effective means of meeting nature's demands in a child during school hours, because in the planning of the school education the physical child is not as yet sufficiently provided for, both as to buildings and as to curriculum. In other words, there is no place for natural physical work. It should be understood also that these drills are not to be lessons in gymnastics. Gymnastics can be taught effectively only by trained and experienced teachers. To make these drills gymnastic lessons for the development of skill would defeat their purpose, because such work demands mental concentration and profound effort as much as any other educational subject. Certain mental efforts are necessary, however, for the best interest of these drills, but they must be simply directed towards vigorous muscular work and the formation of a philosophical state of mind. Exercises of skill and of constantly varying movements, *i. e.*, constant progression, are not for the best interest of these drills.

The schoolroom is in itself an artificial environment for the child. Prolonged mental and physical efforts are impossible for a child, especially when the physiological needs are only imperfectly met. Prolonged sedentary occupation is harmful throughout life, but becomes positively injurious during childhood and adolescence, and efficient adult life cannot result therefrom. We cannot at once alter our buildings, enlarge our yards, and have out-door and in-door well balanced intellectual and physical education. Until we can have this we must have emergency relief drills. These drills may become monotonous as may any other educational measure. In order, then, to make these drills truly effective it is essential that the teachers clearly understand first the close inter-relation of body and mind; secondly, that these drills are a necessary emergency measure; and thirdly, that the present world needs more than ever enthusiastic and efficient models in the education of its young.

WHY ARE THESE DRILLS NEEDED IN OUR HIGH SCHOOLS?

The high school age is an important period in the development of vital racial functions. It is also the period when matter influences mind more than at any later period. It is the time when mind must learn to control matter. Although it is the period when congestion of blood is becoming less dangerous to general growth, nevertheless it is also a time

when delicate physical and mental functions may receive permanent injury therefrom. Hence it is that in the struggle between mind and matter abnormal physical conditions may do much harm. These conditions are the more dangerous on account of our predominatingly nervous life, our lack of fundamental motor and sensory education, and our premature intellectual training.

The high school age is a favorable time for training mental and physical application, but the duration of efficient application is still comparatively short. The best results are obtained by frequent change and regular periods of physical and mental recreation. But since this is an important age for the development of the power of application and concentration, physical, like mental, education should be systematic and demand concentration and effort. Exercises perfunctorily performed are never truly educational nor hygienic, and are harmful to the development of character.

AIM OF EACH DRILL.

Each drill, in order to accomplish its aim, must bring about:

1. General muscular activity, causing improved circulation of blood and lymph, thereby relieving congested areas, and causing improved oxygenation of the blood, and increased elimination of waste products.
2. Enough mental stimulation to insure efficient voluntary muscular actions, thereby diverting the mind from purely intellectual work.

BEST TIME FOR THESE DRILLS.

If we had a ten to fifteen minutes' recess every school hour, during which every child could be obliged to go into the open air for natural recreation with large muscular activities, these drills as a relief measure would not be necessary. In this case they would simply be a necessary educational provision for the formation of good physical habits in our young. In the latter case these drills might be given at any time when they would fit into the study scheme of each school.

Since we have not such hourly recesses these drills should be employed whenever relief is most needed, which is usually half way during a session.

There can be little doubt that the time which is spent at these drills is readily made up by the pupils; mental machinery is always in better condition for intellectual work whenever the whole system is in accord. Brain efficiency suffers more quickly from congested conditions than any other part of the human mechanism.

To secure an efficient relief the time for these drills must be well employed and some really vigorous physical work must be done.

QUALITY OF WORK AS IMPORTANT AS QUANTITY.

Nervous physical work does not produce good results, nor can perfunctory performance bring general relief. Steady, vigorous movements, demanding attention and effort, are necessary. Full enjoyment in doing a task not only makes the task easier usually, but also more

effective. To make an emergency measure really an enjoyable performance is very difficult, and usually demands an appeal to the intellect. We can always get a good measure of pleasure out of everything if we thoroughly appreciate the purpose of the thing we have to do. To demand of these physical training lessons more than we do of any other school measure is evidently unjust. It is a much harder subject to make attractive to pupils than any other subject in the schoolroom, because in no other subject are the means so ill adapted as in the physical work. The purpose must justify our means. Let every pupil understand the purpose, teach them to study the effects, and there will soon come the time when these drills will become a very valuable and pleasurable habit.

HOW TO MAKE THESE DRILLS ATTRACTIVE.

It is not alone necessary that the physical reaction in each individual become pleasurable, or that these exercises produce a feeling of relief from the cramped conditions of joints and the heaviness of limbs, but that each pupil should experience a feeling of increased power and strength. This can only come from vigorous whole-hearted work, and the philosophy of it becomes an ever-increasing factor for success the older our pupils grow. As in other subjects, the individual will receive his due returns from whatever effort he puts forward. Yet unlike most other subjects which are taught in our schools, these drills depend for their continued attractiveness upon whatever concerted action can be produced by many individuals. Singing, dancing, marching, have always proved attractive to normal human beings on account of the beauty of concerted action. Thus, in order to make these drills permanently attractive it is necessary to get good concerted action of many greatly differing individuals. This is not an easy matter when we consider the great difference in the physiological ages of the pupils in most of our classes, where thus far, unfortunately, only the calendar age and the intellectual efficiency have been the guiding rule. But the attractiveness of this work depends so greatly upon this concerted action that, next to honest individual effort, this must be our first consideration. This is not hard to get if we work at first mainly for quality, and only after this has been established, for quantity. In this the response to the command or signals is at first of slightly greater importance than the form of the individual movement, providing a good muscular effort has been made. Gradually form becomes of equal importance.

TEACHERS, LEADERS, AND COMMANDS.

These three factors are of great importance for effective drill work, yet this combination is rarely found in one person. The teaching demands an intimate knowledge of correct form and execution of physical movements. Leadership requires perfect physical example, and commands depend for their effectiveness upon peculiar natural adaptation and considerable experience.

It is best, therefore, that we make use of a combination in these drills which should, of course, be managed by the regular class teachers. *The teachers must learn to direct the drills*, and must at least learn to give effective commands. Those who are physically capable of demonstrating the movements correctly should by dress and form of execution set a good example. Whenever the teacher, on account of physical incapacity or dress, cannot do this demonstrating, special instructions should be given by the regular physical training teacher to at least four of the best adapted pupils in each class room. Pupils of dignified bearing and capable of demonstrating in good form should be chosen.

In the beginning, these leaders, if the teacher gives the drill, should stand before the class; later, when the work is well established, they should join the ranks. Whenever possible, "form" should be demonstrated with the help of one of these leaders.

It is desirable to train good leaders or room captains, and to have them take entire charge of a part or the whole drill whenever possible, and for variety's sake. The efficiency of the drill as an hygienic relief measure should, however, never be allowed to suffer thereby, because this side of the drill is of more importance than its educational influence.

COMMANDS.

Commands are of the greatest importance in all drill work, and on them depends to a large measure the success of the work. The commands which are outlined for this drill are chosen with a view of avoiding too much mental effort on the part of the pupil, and to make this work as simple as possible for the teacher.

A command consists of two parts: (a) command of preparation; (b) command of execution.

The command of preparation must be given in a clear and steady but somewhat slow tone of voice. The command of execution must be short and sharp, but never shrill, whenever smart response is expected. There should always be a distinct pause between these two commands. Instant response should follow the command of execution. Whenever the exercise is to be executed in slow rhythm the command of execution should be given in a raised tone of voice, but the word used should be somewhat drawn out. The loudness of the command must depend upon the size of the room and the noise which may be caused by the moving pupils. A command which cannot be heard by every pupil in the room, either when at ease or when exercising, is the worst possible fault in a drill. It is for this reason that all commands which are used for stopping most exercises demand a louder voice than commands starting exercises.

GENERAL POINTS TO BE OBSERVED IN A DRILL.

The main object of a drill is to cause a wholesome and general reaction of the circulation. This can only result from sufficient and vigorous muscular activities of the large muscles of the body. The ten minutes at our disposal for this purpose is a very precious time, and good reaction can

result only by using this time most conscientiously. Instructions, etc., must, therefore, be short and to the point. The commands needed must be thoroughly mastered by the commanders. General admonitions and general corrections must be made whenever possible, and no exercise should be stopped unless it is for the purpose of furthering the main aim of the drill. Individual corrections should only be made when the class stands "at ease."

As far as the individual is concerned, our first aim must be to get good vigorous actions, and only after this is well established should we aim for good form.

As far as the concerted actions of the whole class are concerned, uniform response must be aimed at from the very beginning.

In other words, correct individual form is a secondary consideration to vigorous individual and concerted class exercise.

Before these drills are started we should be sure that the pupils understand the hygienic importance of this work during school hours, and that no better means for meeting the body's physical needs are at our disposal at the present time.

The windows should be open during these exercises. Aids should do this at the command "Prepare for exercise." No artificial ventilation has as yet been devised which provides sufficient fresh air for a class while it is physically active.

The pupils must be instructed that tight clothing is always injurious, but especially during exercise. It is well to review the lessons on personal hygiene which deal with circulation, respiration, clothing, and shoes. Wholesome reaction depends upon a certain amount of exertion which differs with each pupil. Over-exertion will cause the opposite effect. Each pupil should study his or her own reaction, and become familiar with those conditions which may influence normal reaction. A comfortable glow over the whole body and an increased interest in intellectual work which follows should result, if the physical work has neither been underdone nor overdone. It is a good sign of proper reaction if the pupils feel comfortable upon sitting down after the drill in spite of the lower temperature which resulted from the opening of the windows. Children should learn that wholesome perspiration is a very desirable reaction for maintaining the efficiency of our skin, and that a certain amount of perspiration is as necessary in winter as it is in summer.

Those pupils who should be excused from the drill (this is especially important with girls) should be allowed to take a walk in the corridor. If for some reason they had better remain in the room, they should be made to protect themselves with an extra covering while the windows are open.

One objection that has been frequently made against drills in the classroom is the noise made by the pupils. In marching steps and other leg exercises the noise can be avoided absolutely by insisting upon a light and graceful step. Marching in place, for instance, should be done with the toes forcibly pointed downwards. If it is done in this manner there will be no noise whatever.

FUNDAMENTAL POSITIONS.

1. *Sitting Position.*

The many bent or twisted and awkward postures witnessed in the average high school class are in themselves a sign of the physical strain under which the average pupil is kept while sitting at the desk. There are more awkward positions in the lower classes than in the upper, because physical growth is very rapid in lower classes, and tissues are not yet trained to maintain prolonged attitudes. We should *not* insist *all* the time upon a straight sitting position. Some temporary attitudes and poses are peculiar to rapidly growing children. They are nature's demand for change to aid circulation and to relieve some structures from overstrain. These contortions are in themselves, of course, the signs of disproportionate work of the body, for which these drills are to be an antidote, but to insist that every child should maintain a constant straight sitting position would not be recognizing the dissimilarities which exist in any class of high school children. It is well to insist upon the positions which are here given, when the pupils have not been sitting long, but if the postures are getting bad after considerable sitting still it is better to allow pupils to obtain temporary relief by a change of position. The best procedure would, however, consist in letting them have some general exercise.

Children who habitually assume bad positions should be carefully watched, and if the ordinary measures do not result in improvement they should be sent to the medical examiner.

The following sitting positions are to be encouraged:

(a) *The Erect Position.*—Both feet planted fully on the floor, the buttocks well back on the seat, the spine erect and more or less supported against the back of the chair. To relieve the weight somewhat, it is well to allow the arms to rest either on the desk or, if backrest is wide enough, on the back of the chair.

(b) *The Resting Position.*—This is practically the same as the (a) position. But in order to relieve still further the weight on the spine the straight spine is inclined forward until both arms are resting firmly on the desk. This incline forward must, however, be brought about by lessening the angle at the hip joint, and *not by an increase of the curves of the spine.*

2. *Standing Position.*

(a) *Standing at "Attention."*—The heels are placed slightly apart, the feet pointed forward. The knees should be well back. The trunk should be held erect over the hips, the whole body inclined slightly forward. (If a plumb line were fastened at the side of the shoulders the plumb should fall through the centre of the instep.) Children who have high heels must be allowed to carry the weight over the heels, but with these more emphasis must be laid upon a high carriage of the chest. The head should be held well up, and the chin should be gently drawn in.

The eyes are to the front. The arms should hang along the medium line of the side of the body, elbows, wrist and finger joints should be well extended, palms inward and barely touching the thighs.

NOTE.—It is important that the children learn to assume this position without strained rigidity. We should emphasize from the beginning good rhythmic breathing, which in itself will make exaggerated rigidity impossible. Never hold this position longer than is absolutely necessary to make a correct start for any succeeding exercise. If corrections, etc., are necessary for this position bring the class to the “at ease” position.

(b) *Standing “At Ease.”*—At the command “at ease” the pupils move the left foot about six inches straight to the left. *The weight of the body is carried equally on both feet*, the muscles of the whole body are allowed to relax slightly, but a good upright position of the trunk must be maintained. *Standing with the weight on one foot is never to be permitted.* While “at ease” any part of the body may be moved except the right foot. This is kept in position in order that no new alignment may become necessary.

BREATHING.

If we played so vigorously, say once a day, that we would “get out of breath,” or, if our clothing did not habitually restrict free movements of chest and waist, breathing would not require our special attention. As it is, however, deep breathing must at all times be emphasized as a most important relief measure, especially with persons of sedentary occupations. We should admonish the pupils constantly, especially those who wear tight clothing, to form the habit of deep breathing.

The main object must be to bring to full expansion all parts of both lungs. In boys the upper lobes are usually neglected; in girls the lower lobes usually.

As a voluntary exercise, without the aid of arm, head or trunk movements, we should inhale deeply through the nose. Inhale until the fullness is felt under the clavicle and at the waist, and exhale until the opposite has been felt.

Deep breathing can be greatly encouraged by practising the same while in the prone position. This exercise can be still further enhanced by the raising of the arms during inhalation and lowering of the arms during exhalation, the shoulders being forced back. Nose breathing is always to be encouraged.

Deep and rhythmical breathing, moderately vigorous, is always to be preferred to violent and spasmodic breathing. A good habit can be easily fostered among children by frequent warnings throughout the exercises. It is especially valuable if such admonitions as “steady breathing” are given during the more violent forms of exercises, such as marching, running and jumping. To facilitate good breathing during ordinary exercises we should insist upon the arms being held loose at the shoulders.

WALKING, MARCHING, AND RUNNING.

(a) *In Walking* the weight of the body should be thrown over the middle of the instep. The body should be kept erect at the hip joint, the head should be up and the chin gently drawn in. It is essential that the arms swing loosely from the shoulder joints and that there is no exaggerated movement in the elbow joints. A slight inward swinging of the arms is always necessary, and is slightly more emphasized with girls. Exaggerated inward swinging (across abdomen) is to be discouraged.

A good stride should be cultivated, the legs should be well extended at the knees and the feet should point straight forward. With high heels the stride must be shortened, or too much flexion at the hip joint and bent-knee walk must result. This method will, of course, produce a rather awkward and noisy walk, and such persons had better cultivate walking by placing the ball of the foot on the ground first.

The use of high heels should always be discouraged; they cause a shortening of the natural stride, forcing one to carry the weight of the body too far back over the heels, which in many children produces an increased lumbar curve. The stiff-soled shoes are the direct cause of the many weak insteps among adults, because in the earlier years of life such shoes do not permit free exercise of the plantar muscles. Furthermore, the stiff arch of the modern shoe stretches the plantar muscles habitually until they are of no help to the instep, and flat foot results.

(b) *Marching* is simply an emphasized walk. The successive muscular contractions are more vigorous than in walking and give consequently more vigorous exercise to the leg muscles. Incidentally, on account of the quicker and more complete extension of the lower leg, the stride is increased in length. This is further increased by the forced extension of the foot.

Marching to be done well also requires more vigorous arm swinging and an increased inclination of the erect body forward.

(c) *Marching in Place*.— This is used in our drills mainly for limbering and warming-up purposes. On account of the great need to-day for strengthening the arches of the feet this exercise must also be made a valuable foot exercise.

This exercise is taken upon the command "Mark time — march!" The left heel is quickly pushed from the floor, the knee is quickly bent and raised about a foot forward and upward, the toes are simultaneously *extended downward*, so that the toes barely leave the floor. The right arm swings simultaneously forward with the movement of the left leg. The moment the left foot begins the downward movement the right foot begins the upward movement. The emphasis must be laid upon the downward extension of the toes.

(d) *Running* is still further emphasized marching; the heels, however, are not allowed to touch the ground. The contractions of the leg muscles become still more forcible, which results in a still further increased

stride. The rhythm does not necessarily need to be faster. The arm movements are still more vigorous, and a gentle flexion of the fingers and elbows becomes necessary. Loose shoulder swing of the arms is important for easy running. The whole body remains in a straight line, but it must be inclined still further forward.

(e) *Running in Place*.—This is done like marching in place; the heels, however, are also kept off the ground and the knees are drawn up quicker, as when marching in place. In order to do this each step now becomes a moderate jump.

FACINGS.

In these drills we would have to give very little attention to facings were it not for the lack of space which requires a certain number of changes in direction in order to enable us to do certain exercises. From an hygienic point of view facings have but small value.

Facings, to be done well, require considerable practice. Until considerable practice has been had the facings should be done in two counts.

First Count.—(Left face.) Raise the ball of the left foot slightly, and also the heel of the right foot. Face the body sharply to the left, turning on the left heel, while the right foot assists by a firm pressure on the floor. To do this well the right knee must be kept well extended.

Second Count.—The right foot is now placed beside the left foot in the same relative position as it was before the facing.

About facing is executed in the same manner. It should, however, be attempted only after left and right facing can be done well. The first part of this movement is difficult; insist upon a straight knee of the pushing leg.

THE DRILL.

RULE 1. Each drill shall start in easy, shall gradually reach a climax of general muscular activity, and finish with slow rhythmic movements.

RULE 2. Each group of exercises shall be known by name. This name shall be called while pupils are standing at ease, and upon its announcement the pupils shall assume the correct standing position. Next the command "Position—place" shall be given, upon which the pupils assume the position which is prescribed for the particular exercise.

This command must, however, be omitted in all exercises in which the fundamental standing position is the starting position.

RULE 3. Each exercise shall end only at the command "Class—halt." This must immediately be followed by the command "At—ease." If the same exercise is to be continued, the class must again be brought to "Attention," and the command "Continue" must be given.

RULE 4. Certain starting positions must be taken in one count, others in two counts. The counts necessary are indicated with each position.

RULE 5. The exercises also vary as to counts and rhythm, which is also indicated and which should be strictly observed.

RULE 6. At no exercise shall there be continuous counting by teachers or leaders. Occasional assistance for a few movements may be given. This should, however, be varied by counting "one — two," "one — two," or by "left — right," "left — right," or by hand direction or clapping.

RULE 7. The exercises must be given in the prescribed order, and no exercise shall be omitted. The number of repetitions may be slightly varied, if for disciplinary or other reasons too much time has been consumed with a previous exercise.

RULE 8. Demonstrations or corrections must be made with the class standing "at ease."

RULE 9. Demonstrations of any exercise should be made in two parts and by counts. The teacher shall demonstrate himself or with the help of a leader.

RULE 10. New exercises must be practised a few times by parts and with loud counting by all the pupils simultaneously. After this the exercise should at once be practised a few times "in series."

RULE 11. Ten minutes shall be devoted to each drill. This time shall start with the moment the first preparatory command is given, and shall end with the pupils back in their places. As nearly as possible, either the time prescribed or the number given for each exercise shall be observed.

Five groups of exercises are given. These groups may be used in combination, or each may be used for a period of two weeks or a month so as to give variety and in order to avoid monotony.

Group I.

I. Facings and march steps.

II. Foot — Exercise!

At command "Exercise," place hands on hips, and one foot out at side.

2. Raise the heels as high as possible, keeping body erect.

3. Sink the heels.

III. Trunk — Exercise!

At command "Exercise," place hands on hips, and one foot at side.

2. Bend body forward at hips, keeping back straight, head and shoulders well back.

3. Return to position taken at command "Exercise."

IV. Chest — Exercise!

At command "Exercise," place hands on hips, and one foot at side.

2. Deep breathing, lifting chest, bringing shoulder blades close together without undue strain.

3. Exhale.

V. Arm — Exercise!

At command "Exercise," raise arms laterally until horizontal, palms upward.

Front!

Swing the extended arms horizontally to the front, palms touching.

Rear!

Swing the extended arms well to the rear, inclining them slightly downward, raising the body upon the toes. Continue by repeating "Front," "Rear," till the pupils, if possible, are able to touch the backs of the hands behind the back.

VI. Stride jump — Exercise!

At command "Exercise," place hands on hips.

2. Jump on toes to stride position.

3. Jump on toes to first position.

VII. No. 2, Breathing — Exercise!

At command "Exercise," raise the arms extended sideways to shoulder height, palms down, at the same time inhaling deeply.

2. Exhale, and sink the arms.

Group II.

I. Facings and march steps.

II. Knee bending — Exercise!

At command "Exercise," bend arms at the elbow with tips of fingers touching outside of shoulder, and place one foot at the side.

2. Stretch the arms vigorously sideways, and bend the knees as far as possible, keeping back straight, head erect, and heels on the floor.

3. Return to position taken at command "Exercise."

III. Shoulder — Exercise!

At command "Exercise," clasp hands behind the back.

2. Roll shoulders well forward, head remaining erect.

3. Roll shoulders well back, chest thrown out, stomach drawn in, head erect.

IV. No. 1, Breathing — Exercise!

At command "Exercise," place hands on hips.

2. Inhale. Inflate the lungs to full capacity by short successive inhalations through the nose.

3. Exhale. Empty the lungs by a continuous exhalation through the mouth.

- V. Backward circle — Exercise!
 At command "Exercise," raise arms sideways, knuckles up.
 2. Describe a small circle, backward, with the arms, not dropping them below the shoulders, or coming in front of shoulders.
 Continue by command "two" until command "Halt."
- VI. Alternate jump — Exercise!
 At command "Exercise," place hands on hips, and one foot forward.
 2. Jump on toes to change of feet. Continue until "Halt."
- VII. No. 2, Breathing — Exercise!
 Same as VII.— Group I.

Group III.

- I. Facings and march steps.
- II. Prepare to jump — Exercise!
 At command "Exercise," place hands on hips.
 2. Raise the heels.
 3. Bend the knees.
 4. Stretch the knees.
 5. Sink the heels.
 Continue in rather quick rhythm, keeping head and body erect.
- III. Lunging — Exercise!
 At command "Exercise," raise arms to thrust, knuckles down.
 2. Lunge to left, extending arms sideways, knuckles up.
 3. Carry left foot back to right, arms to thrust.
 4. Come to position.
 5. Carry arms to thrust.
 6. Lunge to right, extending arms sideways, knuckles up.
 7. Carry right foot back to left, arms to thrust.
 8. Come to position.
- IV. No. 1, Breathing — Exercise!
 Same as IV.— Group II.
- V. Arm rotation — Exercise!
 At command "Exercise," raise arms in side plane to shoulder height, palms down.
 2. Rotate the palms upward.
 3. Rotate the palms downward.
- VI. Free jump — Exercise!
 At command "Exercise," spring to stride position, and swing arms sidewise to shoulder height.
 2. Spring to former position of attention.
- VII. No. 2, Breathing — Exercise!
 Same as VII.— Group I.

Group IV.

- I. Facings and march steps.
- II. Knee upward bending — Exercise!
 At command "Exercise," place the palms of the hands on the hips, fingers to the front, thumbs to the rear, elbows pressed back.
 2. Raise the left leg to the front, bending and elevating the knee as much as possible, leg vertical from knee to instep, toe depressed.
 3. Replace the left foot, and raise the right leg as prescribed for the left.
 (In mixed schools, substitute for this exercise, Exercise No. II. of Group II.)
- III. Striking — Exercise!
 At command "Exercise," raise arms to thrust, knuckles out.
 2. Lunge directly to front with left foot, striking out with left arm, throwing body with blow.
 3. Without changing position of legs, bring left arm back to thrust, and strike out with right arm, throwing right side of body forward.
 4. Bring back right arm, and strike out with left.
 5. Bring back left arm, and strike out with right.
 6. Bring right arm to thrust.
 7. Carry left foot to right.
 8. Come to position.
 In repeating exercise, lunge forward with right foot.
- IV. Chest — Exercise!
 Same as IV.— Group I.
- V. Leg — Exercise!
 At command "Exercise," place hands on hips.
 "Forward!" Move left leg to the front, knee straight, so as to advance the foot about 15 inches, sole nearly horizontal, body balanced on right foot.
 "Rear!" Move leg to the rear, knee straight, toe on a line with the right heel, sole nearly horizontal.
 Continue exercise.—"Halt."
- VI. Running — Exercise!
 At command "Exercise," place hands on hips.
 "Run!" Bending knee, throw left leg up behind. Continue exercise in rhythm of running, body held erect.—"Halt."
- VII. Breathing — Exercise! (No. 1.)
 Same as IV.— Group II.

Group V.

1. Warming Exercises. (General, smart, rhythmic but easy movements, bringing about acceleration of the circulation.)
2. Chest Exercises. (For the stimulation of the respiratory mechanism.)
3. Shoulder Exercises. (For the correction of the shoulder girdle.)
4. Waist Exercises. (Toning up of the waist muscles, which, during sitting position, are more or less relaxed, also causing mechanical stimulation of the abdominal viscera.)
5. General Exercises. (Combination of exercises, bringing about increased heart and lung action, through general muscular activity.)
6. Cooling Exercises. (To bring about a gradual slowing up of heart action.)
7. Resting Exercises. (Slow rhythmic movements with an emphasis on breathing movements, calculated to be favorable to the resumption of a physically passive position.)

1. *Warming Exercise. (First Exercise.)*

- (a) Definition: Marching in place with slight upward bending of knees and forcible downward extension of toes.
- (b) Counts: One — Two.
- (c) Rhythm: Smart march rhythm.
- (d) Amount: One minute.

Directions. (From Fundamental Standing Position.)

On 1.— Bend left knee forward and upward about one foot, and pushing at the same time the left heel up and left toes down — toes barely leave floor.

On 2.— When the left foot starts the downward movement the right foot begins the upward movement.

NOTE.— Vigorous arm swinging with loose shoulders must be insisted upon. Head must be held in a free and easy manner, the object of which is to relieve tension of neck muscles, which will facilitate relaxation of shoulder muscles. After marching rhythm is well established deep rhythmic breathing should be emphasized. Use eight counts for each complete breathing movement.

2. *Chest Exercise.*

- (a) Definition: Arms — circumduction * with deep breathing and with alternate forward pointing of toes.
- (b) Counts: Six — One, two, three; one, two, three.
- (c) Rhythm: Slow.
- (d) Ten times.

* Girls may substitute — raising sideways, with four counts.

Directions. (From Fundamental Standing Position.)

On 1.— Swing arms forward — upwards and inhale deeply, extend left leg forward and touch toes lightly to floor. Body remains erect and neck is pressed gently back.

On 2.— Lower arms to shoulder height and begin exhalation, palms are turned up.

On 3.— Turn palms down, lower arms to side of thighs, finish exhalation, and replace left foot.

On 4, 5, 6.— Repeat the arm exercise as under 1, 2, 3, but use right leg instead of left leg.

NOTE.— The movement on 2, 3 should be continuous. The pupils should feel the fullness under the clavicles and at lowest ribs at the end of the first count, and should be urged to exhale deeply until the opposite effect is felt in the same places.

3. *Shoulder Exercise.*

- (a) Definition: Arms—extensions sideways—downwards and *upwards—downwards with alternate foot placing sideways.
- (b) Counts: Sixteen.
- (c) Rhythm: March rhythm.
- (d) Amount: Eight times.

Directions. (From Fundamental Standing Position.)

On 1.— With clenched fingers flex arms quickly at elbow joints, turn wrist joints well inward and back, but do not move elbows out of the original line. Place left foot sideways.

On 2.— Extend shoulder, elbow, wrist and finger joints quickly sideways with palms down.

On 3.— Flex arms, etc., quickly to position of first count.

On 4.— Extend arms and replace left foot to fundamental position.

On 5, 6, 7, 8.— Repeat the arm exercise, but instead of left foot bring right foot to stride position.

On 9 to 16.— Repeat 1 to 8, but extend arms upward instead of sideways.

NOTE.— Arms should be brought to complete flexion and extension and with considerable force. The most important points to be observed are — shoulders and wrist joints well back and elbows close to the sides and in the same perpendicular line as in fundamental position.

4. *Waist Exercise.*

- (a) Definition: Alternate wing—stride—stoop—standing, alternating with rest—alternate walk standing and alternate side—bending.

* Girls may substitute "Y" position for "upwards."

- (b) Counts: Sixteen.
- (c) Rhythm: Slow.
- (d) Amount: Eight to ten times.

Directions. (From Fundamental Standing Position.)

- On 1.— Place hands firmly on hips and left foot sideways.
- On 2.— Lower the trunk forward-downwards, bending only at the hip joint, keeping back straight and neck well against the collar.
- On 3.— Raise trunk again to erect position.
- On 4.— Left foot and arms return to fundamental position.
- On 5, 6, 7, 8.— Repeat the exercise, but place right foot sideways instead of left foot.
- On 9.— With elbows well back place hands behind neck and the left foot forward.
- On 10.— Bend trunk to the left.
- On 11.— Raise trunk to erect position.
- On 12.— Bring arms and left foot to position.
- On 13, 14, 15, 16.— Repeat the exercise, but place right foot forward and bend trunk to right instead of left.

NOTE.— In bending the trunk forward there is a tendency to curve the spine; this should be avoided. In side-bending bend well over at the waist, and avoid twisting at the hip joint.

5. *General Body Exercise.*

- (a) Definition: Alternate wing-side-lunging with side-bending, to alternate with facing and wing-fallout forward and downward-bending of trunk.
- (b) Counts: Sixteen.
- (c) Rhythm: Slow.
- (d) Amount: Six to eight times.

Directions. (From Fundamental Standing Position.)

- On 1.— Lunge with left foot sideways. (In lunging the foot is quickly placed sideways about four feet, the knee bends at the same time to a right angle. The trunk remains erect and the weight of the body is held over the foot which moved sideways.) Place hands behind neck simultaneously with the lunge.
- On 2.— Bend trunk to the left.
- On 3.— Raise trunk. This brings the pupil back to position on first count.
- On 4.— Return to fundamental position.
- On 5, 6, 7, 8.— Repeat first four counts, but lunge and bend to right.
- On 9.— With facing to left place hands on hips and take fallout position forward. (In fallout exercises the respective foot is quickly

placed about four feet in the desired direction, the trunk inclines in such manner that the straight line from head to the heel (the heel which remained in position) is maintained.

On 10.— Bend the trunk forward-downward.

On 11.— Resume the position taken on ninth count.

On 12.— Return to standing position.

On 13, 14, 15, 16.— Repeat the last four movements to right.

NOTE.— A swift lunge is essential. The back should be kept straight during the whole of this exercise. Also observe the head position. The head should be kept well back.

6. *Cooling Exercise. (Leg Exercise.)*

1. (a) Definition: Marching in place with high knee-bending.
- (b) Counts: Two.
- (c) Rhythm: Slow march rhythm.
- (d) Amount: One-half minute.

Directions. (From Fundamental Standing Position.)

This exercise is the same as marching in place, but the knees are to be raised well up, and the arms must swing more vigorously.

2. (a) Definition: Alternate wing-stride standing with heel raising and knee bending.
- (b) Counts: Twelve.
- (c) Rhythm: Slow march rhythm.
- (d) Amount: Six times.

Directions. (From Fundamental Standing Position.)

On 1.— Place hands on hips and left foot sideways.

On 2.— Raise the heels.

On 3.— Bend the knees to a right angle.

On 4.— Stretch the knees.

On 5.— Lower the heels.

On 6.— Return to position.

On 7 to 12.— Repeat the first six movements, but place the right foot sideways.

NOTE.— The tendency is that the heels are not raised high enough. Avoid forward inclination of the trunk. Keep shoulders well back.

7. *Resting Exercise. (Last Exercise.)*

- (a) Definition: Alternate arm-circumduction with alternate forward and side pointing of toes and with deep breathing.
- (b) Counts: Six.
- (c) Rhythm: Slow rhythm.
- (d) Amount: Six to ten times.

Directions. (From Fundamental Standing Position.)

On 1.— Swing left arm forward — upward, raise the straight left leg forward, point the left foot to the floor and inhale deeply.

On 2.— Lower the straight arm to the shoulder-height, with palm down, point left foot well to the side and begin to exhale.

On 3.— Lower the arm to thigh, replace the left foot, and finish exhalation.

On 4, 5, 6.— Repeat the first three movements, but use the right foot instead of the left.

NOTE.— For breathing, see note under chest exercise. Keep knees well extended when pointing the toes.

SCHOOL DOCUMENT NO. 9—1910
BOSTON PUBLIC SCHOOLS

ANNUAL STATISTICS OF THE
BOSTON PUBLIC SCHOOLS

FINANCIAL YEAR ENDING JANUARY 31, 1910
AND SCHOOL YEAR ENDING JUNE 30, 1910



BOSTON
PRINTING DEPARTMENT
1910



TABLE OF CONTENTS.

	PAGE.
Introduction	4
General Summaries	5, 6
Day Schools — School Year:	
Registration, average number belonging, attendance, etc	7-12
Number in the schools June 30	13-15
Financial year — membership and attendance	16-18
Graduates — June, 1910	19, 20
Teachers — Summary and Normal	21
High and Latin	22
Elementary summary	23
Elementary, by schools	24-26
Supervisors and Directors	27
January 31, 1910	28
Normal, High and Latin admissions	29
Evening schools	30, 31
Summer High School	32
Continuation School	33
Playgrounds	34
Seating capacity of schools	35-39
Class rooms	40
Truant Officer's report.	41-47

SEPTEMBER 1, 1910.

To the School Committee:

This is the first annual report of the statistics of the Boston Public Schools. Former statistical reports have covered only half a year. Nearly all usable statistics, however, must be arranged on the basis of a year and under the old plan of publication it was necessary to average the numbers given in two different documents before results covering a school year or a financial year could be ascertained.

The outcome of the publication of semi-annual statistics has been much confusion and the frequent erroneous quoting of them as representative of an entire year.

In the new arrangement of tables that follows, an effort has been made to present only such statistics as may have an educational value or be an aid in the conduct of the business of school administration. Clearness has been aimed at in order that the important facts may be easily seen and comparison of major facts may be made with the least possible inconvenience.

Besides the general statistics of attendance, data has been added relative to the continuation schools, the summer high school, the playgrounds, the distribution of seats, and the work of the truant officers.

Following the general summary, all of the registration, membership and attendance statistics of the day schools for the school year 1909-10 are given in one group. Similar, though more abbreviated, returns for the financial year follow in the second group. The number of graduates, by schools, forms the third group; the number, distribution and ranks of all teachers, the fourth group. The fifth group comprises the evening school statistics and the balance of the report includes the new departments of statistics that have been added.

Respectfully submitted,

STRATTON D. BROOKS,
Superintendent of Public Schools.

GENERAL SUMMARIES.

AVERAGE MEMBERSHIP SCHOOL YEARS 1905-1906 TO
1909-1910.

DAY SCHOOLS.	1905-06.	1906-07.	1907-08.	1908-09.	1909-10.
Normal.....	321	238	211	210	219
High and Latin.....	7,299	7,444	8,021	9,725	11,050
Elementary Grades.....	80,032	81,467	81,934	82,396	82,739
Kindergartens.....	5,536	5,604	5,606	5,571	5,694
Special.....	163	150	154	165	357
Totals.....	93,351	94,903	95,926	98,067	100,059
Increase over previous year..	2,037	1,552	1,023	2,141	1,992

ENROLLMENT ON JUNE 30 OF EACH OF THE LAST FIVE
YEARS.

DAY SCHOOLS.	1906.	1907.	1908.	1909.	1910.
Normal.....	274	229	206	207	216
High and Latin.....	6,632	6,709	7,448	8,869	9,982
Elementary Grades.....	78,465	79,580	80,864	80,746	80,935
Kindergartens.....	5,782	5,772	5,734	5,816	5,982
Special.....	168	156	159	165	281
Totals.....	91,321	92,446	94,411	95,803	97,396

SUMMARY.

School Year Ending June 30, 1910.

	Total Registration.	Average Number Belonging.	Average Attendance.	Per cent of Attendance.	NUMBER ENROLLED JUNE 30, 1910, OF THE FOLLOWING AGES.			
					Under 5.	Between 7 and 14.	Between 5 and 15.	Over 15.
Normal.....	225	219	214	98	.....	.....	.....	216
High and Latin.....	12,292	11,050	10,333	94	.....	629	2,188	7,794
Elementary Grades.....	90,997	82,739	75,682	91	7	61,567	77,552	3,376
Kindergartens.....	7,487	5,694	4,347	76	2,843	18	3,139	.....
Totals.....	111,001	99,702	90,576	91	2,850	62,214	82,879	11,386
Special Schools.....	443	357	315	88	.....	88	118	163
All Day Schools.....	111,444	100,059	90,891	91	2,850	62,302	82,997	11,549
Evening High.....	7,519	3,849	3,157	82				
Evening Elementary.....	11,191	5,740	3,881	67				
Evening Industrial.....	1,146	537	380	71				
Totals.....	19,856	10,126	7,418	73				
Totals of All Day and Evening Schools.....	131,300	110,185	98,309					

DAY SCHOOLS.

NORMAL, LATIN, AND HIGH SCHOOLS.

School Year Ending June 30, 1910.

SCHOOLS.	Total Registration.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per cent of Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Normal.....	225	8	211	219	8	206	214	5	98
High and Latin:									
Public Latin.....	838	761	.....	761	732	.....	732	29	96
Girls' Latin.....	673	.....	620	620	.....	588	588	32	95
Brighton High.....	365	94	231	325	88	216	304	21	94
Charlestown High.....	488	130	292	422	121	276	397	25	93
Dorchester High.....	1,536	374	976	1,350	350	910	1,260	90	94
East Boston High.....	555	163	333	496	150	306	456	40	92
English High.....	1,405	1,259	.....	1,259	1,157	.....	1,157	102	92
Girls' High.....	1,666	.....	1,531	1,531	.....	1,416	1,416	115	92
High School of Commerce..	688	666	.....	666	638	.....	638	28	95
High School of Practical Arts.....	372	.....	346	346	.....	313	313	33	90
Mechanic Arts High.....	1,433	1,252	.....	1,252	1,197	.....	1,197	55	96
Roxbury High.....	883	164	623	787	150	574	724	63	92
South Boston High.....	749	228	424	652	213	395	608	44	93
West Roxbury High.....	641	125	458	583	117	426	543	40	93
Totals Normal, High, and Latin.....	12,517	5,224	6,045	11,269	4,921	5,626	10,547	722	94
	225	8	211	219	8	206	214	5	....
Totals High and Latin...	12,292	5,216	5,834	11,050	4,913	5,420	10,333	717	94

ELEMENTARY GRADES.

School Year Ending June 30, 1910.

SCHOOL DISTRICT.	Total Registration.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per cent of Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Adams.....	1,762	789	787	1,576	715	700	1,415	161	90
Agassiz.....	858	719	75	794	673	67	740	54	93
Bennett.....	1,204	560	512	1,072	524	475	999	73	93
Bigelow.....	1,456	1,076	199	1,275	1,017	179	1,196	79	94
Blackinton.....	1,367	625	582	1,207	575	525	1,100	107	91
Bowditch.....	1,267	291	912	1,203	261	841	1,102	101	92
Bowdoin.....	1,163	329	791	1,120	291	703	994	126	89
Brimmer.....	1,083	817	123	940	753	106	859	81	91
Bunker Hill.....	905	441	429	870	401	391	792	78	91
Chapman.....	1,356	600	610	1,210	553	556	1,109	101	92
Charles Sumner.....	970	457	459	916	423	417	840	76	91
Christopher Gibson.....	1,013	477	484	961	439	441	880	81	92
Comins.....	1,457	655	605	1,260	615	559	1,174	86	93
Dearborn.....	2,065	1,022	876	1,898	923	775	1,698	200	88
Dillaway.....	1,509	227	1,073	1,300	204	991	1,195	105	92
Dudley.....	1,811	1,269	391	1,660	1,165	346	1,511	149	90
Dwight.....	1,387	885	299	1,184	822	264	1,086	98	92
Edward Everett.....	1,520	677	713	1,390	625	648	1,273	117	92
Eliot.....	2,440	1,651	386	2,037	1,584	365	1,949	88	96
Emerson.....	1,287	625	553	1,178	575	499	1,074	104	91
Everett.....	1,325	203	893	1,096	176	799	975	121	89
Francis Parkman.....	716	348	315	663	317	286	603	60	91
Franklin.....	1,702	406	1,195	1,601	361	1,089	1,450	151	91
Frederic W. Lincoln.....	1,083	886	131	1,017	818	114	932	85	92
Frothingham.....	1,269	600	621	1,221	555	574	1,129	92	92
Gaston.....	1,339	209	1,044	1,253	193	975	1,168	85	93
George Putnam.....	1,248	590	565	1,155	534	513	1,047	108	91
Gilbert Stuart.....	727	428	394	822	394	357	751	71	91
Hancock.....	2,509	484	1,513	1,997	443	1,379	1,822	175	91
Harvard.....	1,052	511	492	1,003	471	445	916	87	91
Henry L. Pierce.....	1,519	616	629	1,245	572	576	1,148	97	93
Hugh O'Brien.....	1,590	1,009	591	1,600	935	538	1,473	127	92
Hyde.....	1,118	204	874	1,078	179	791	970	108	90

ELEMENTARY GRADES.

School Year Ending June 30, 1910.—Concluded.

SCHOOLS.	Total Registration.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per cent of Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Jefferson.....	856	425	336	761	402	312	714	47	94
John A. Andrew.....	1,584	791	618	1,409	717	551	1,268	141	90
Lawrence.....	1,315	929	212	1,141	880	193	1,073	68	95
Lewis.....	1,383	851	827	1,678	761	744	1,505	173	89
Longfellow.....	1,031	503	484	987	454	434	888	99	90
Lowell.....	1,303	650	619	1,269	609	574	1,183	86	93
Lyman.....	2,031	1,145	1,029	2,174	1,055	939	1,994	180	91
Martin.....	988	426	390	816	397	361	758	58	93
Mary Hemenway.....	1,513	691	744	1,435	635	678	1,313	122	92
Mather.....	2,272	1,042	978	2,020	955	879	1,834	186	91
Minot.....	823	366	372	738	333	333	666	72	90
Norcross.....	1,261	148	938	1,086	132	866	998	88	92
Oliver Hazard Perry.....	1,173	500	608	1,108	467	562	1,029	79	93
Oliver Wendell Holmes.....	2,243	1,110	1,094	2,204	1,001	962	1,963	241	89
Phillips Brooks.....	2,242	1,050	1,081	2,131	971	992	1,963	168	92
Prescott.....	1,183	491	493	984	450	443	893	91	91
Prince.....	1,034	435	453	888	396	406	802	86	90
Quincy.....	1,570	1,016	258	1,274	936	232	1,168	106	92
Rice.....	1,123	698	235	933	639	209	848	85	91
Robert G. Shaw.....	871	393	367	760	357	327	684	76	90
Roger Wolcott.....	1,817	859	830	1,689	797	758	1,555	134	92
Sherwin.....	1,150	841	219	1,060	776	192	968	92	91
Shurtleff.....	987	168	679	847	153	635	788	59	93
Thomas Gardner.....	1,410	642	610	1,252	600	561	1,161	91	93
Thomas N. Hart.....	1,372	1,003	213	1,216	952	194	1,146	70	94
Warren.....	1,224	559	533	1,092	513	481	994	98	91
Washington.....	2,434	1,029	980	2,009	932	874	1,806	203	90
Washington Allston.....	876	438	381	819	401	344	745	74	91
Wells.....	2,396	665	1,499	2,164	590	1,345	1,935	229	89
Wendell Phillips.....	1,514	1,355	.....	1,355	1,248	.....	1,248	107	92
William E. Russell.....	1,554	747	736	1,483	690	674	1,364	119	92
Winthrop.....	1,384	175	980	1,155	151	907	1,058	97	92
Totals.....	90,997	42,827	39,912	82,739	39,436	36,246	75,682	7,057	91

KINDERGARTENS.

School Year Ending June 30, 1910.

SCHOOL DISTRICTS.	Total Registration.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per cent of Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Adams.....	258	94	96	190	69	67	136	54	73
Agassiz.....	52	17	15	32	13	12	25	7	78
Bennett.....	86	32	34	66	24	24	48	18	73
Blackinton.....	150	64	49	113	48	35	83	30	73
Bowditch.....	126	48	54	102	40	41	81	21	79
Bowdoin.....	111	49	54	103	37	38	75	28	73
Brimmer.....	65	25	22	47	20	15	35	12	75
Bunker Hill.....	61	17	25	42	11	18	29	13	70
Chapman.....	148	49	50	99	37	39	76	23	76
Charles Sumner.....	110	45	48	93	27	35	62	31	67
Christopher Gibson.....	77	31	30	61	22	22	44	17	72
Comins.....	233	81	83	164	63	62	125	39	76
Dearborn.....	63	32	27	59	23	20	43	16	73
Dillaway.....	124	49	48	97	39	37	76	21	78
Dudley.....	148	58	46	104	47	38	85	19	82
Dwight.....	126	21	24	45	16	18	34	11	76
Edward Everett.....	54	24	29	53	18	21	39	14	73
Eliot.....	112	48	54	102	41	44	85	17	84
Emerson.....	77	30	34	64	24	27	51	13	79
Everett.....	54	22	25	47	15	17	32	15	68
Francis Parkman.....	61	21	23	44	18	19	37	7	84
Franklin.....	160	52	50	102	41	37	78	24	77
Frederic W. Lincoln.....	61	34	23	57	25	16	41	16	72
Frothingham.....	76	33	25	58	28	21	49	9	84
Gaston.....	69	27	23	50	21	19	40	10	80
George Putnam.....	71	27	28	55	20	21	41	14	75
Gilbert Stuart.....	116	59	40	99	45	30	75	24	75
Hancock.....	336	128	157	285	106	128	234	51	82
Harvard.....	141	51	52	103	38	39	77	26	75
Henry L. Pierce.....	149	44	51	95	35	39	74	21	78
Hugh O'Brien.....	156	81	49	130	63	38	101	29	78
Hyde.....	83	26	33	59	19	25	44	15	75

KINDERGARTENS.

School Year Ending June 30, 1910.— Concluded.

SCHOOL DISTRICTS.	Total Registration.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per cent of Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Jefferson.....	123	49	48	97	36	35	71	26	73
John A. Andrew.....	70	30	24	54	23	16	39	15	72
Lawrence.....	105	46	38	84	35	28	63	21	76
Lewis.....	142	59	73	132	45	55	100	32	76
Longfellow.....	62	24	28	52	16	17	33	19	62
Lowell.....	119	49	50	99	41	42	83	16	84
Lyman.....	295	104	97	201	78	71	149	52	74
Martin.....	63	27	20	47	21	15	36	11	76
Mary Hemenway.....	104	50	47	97	40	37	77	20	80
Mather.....	127	49	57	106	35	39	74	32	70
Minot.....	40	23	11	34	16	8	24	10	71
Norcross.....	57	28	17	45	24	13	37	8	82
Oliver Hazard Perry....	75	25	31	56	22	27	49	7	88
Oliver Wendell Holmes..	239	88	86	174	67	66	133	43	76
Phillips Brooks.....	216	90	78	168	69	58	127	41	76
Prescott.....	89	28	24	52	20	18	38	14	73
Prince.....	67	27	23	50	21	18	39	11	78
Quincy.....	233	94	78	172	78	62	140	32	81
Rice.....	59	16	20	36	13	16	29	7	80
Robert G. Shaw.....	85	32	31	63	24	22	46	17	73
Roger Wolcott.....	133	65	72	137	51	58	109	28	80
Sherwin.....	187	61	61	122	46	49	95	27	78
Shurtleff.....	111	47	36	83	38	29	67	16	80
Thomas Gardner.....	135	60	47	107	48	36	84	23	78
Thomas N. Hart.....	108	46	40	86	37	28	65	21	76
Warren.....	158	51	49	100	34	34	68	32	68
Washington.....	132	59	50	109	49	40	89	20	82
Washington Allston.....	70	26	21	47	18	15	33	14	70
Wells.....	253	84	101	185	65	75	140	45	76
William E. Russell.....	55	26	19	45	19	14	33	12	73
Winthrop.....	61	19	15	34	13	9	22	12	65
Totals.....	7,487	2,901	2,793	5,694	2,235	2,112	4,347	1,349	76

SPECIAL SCHOOLS.

School Year Ending June 30, 1910.

SCHOOLS.	Total Registration.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per cent of Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Horace Mann.....	165	81	74	155	72	64	136	19	88
Spectacle Island.....	6	2	4	6	2	3	5	1	84
Trade School for Girls...	272	.....	196	196	.....	174	174	23	88
Totals.....	443	83	274	357	74	241	315	43	88

The returns for the Pre-Apprentice School in Printing and Bookbinding are included in those of the Lyman District. All of the pupils belonged in that district and the attendance figures were not separated. The total number of pupils assigned to the Pre-Apprentice School was as follows: Printing class, boys, 26; bookbinding class, boys, 57; girls, 9; total, 66. Total of school, 92.

NUMBER OF PUPILS IN THE SCHOOLS ON JUNE 30 OF EACH YEAR, FOR FIVE YEARS.

By Grades.

		GRADES.	1910.	1909.	1908.	1907.	1906.
Normal School.	All Grades..... {	Boys.	8	.....	.....	.....	.....
		Girls.	208	.....	.....	.....	.....
	Totals.....	.....	216	207	206	229	274
Latin Schools.	All Grades..... {	Boys.	*	643	575	539	545
		Girls.	*	545	460	375	366
	Totals.....	.....	.....	1,188	1,035	914	911
High Schools.	Sixth-year Class..... {	Boys.	67	.....	.....	.....	.....
		Girls.	62	.....	.....	.....	.....
	Fifth-year Class..... {	Boys.	137	10	.....	.....	.....
		Girls.	93	.....	.....	.....	.....
	Fourth-year Class.... {	Boys.	652	312	284	261	170
		Girls.	677	336	303	307	310
	Third-year Class..... {	Boys.	753	576	537	539	574
		Girls.	906	667	723	678	690
	Second-year Class.... {	Boys.	1,175	999	759	648	686
		Girls.	1,452	1,126	974	911	898
First-year Class..... {	Boys.	1,643	1,690	1,298	1,002	967	
	Girls.	1,944	1,965	1,535	1,449	1,426	
Out-of-course Class... {	Boys.	196	.....	.....	.....	.....
Girls.	225	.....	.....	.....	.....	.....
Totals.....	.....	9,982	7,681	6,413	5,795	5,721	
Elementary Schools.	Ninth Grade..... {	Boys.	.....	153	378	2,385	2,042
		Girls.	.....	247	553	2,520	2,366
	Eighth Grade..... {	Boys.	3,645	3,480	3,382	2,493	2,630
		Girls.	3,990	3,626	3,701	2,772	2,691
	Seventh Grade..... {	Boys.	4,230	4,203	3,889	3,459	3,342
		Girls.	4,025	4,103	3,921	3,461	3,349
	Sixth Grade..... {	Boys.	4,782	4,733	4,557	4,193	4,044
		Girls.	4,457	4,459	4,558	4,074	3,850
	Fifth Grade..... {	Boys.	5,083	5,057	5,160	4,585	4,513
		Girls.	4,707	4,653	4,611	4,191	4,275
	Fourth Grade..... {	Boys.	5,156	5,330	5,301	5,010	4,939
		Girls.	4,711	4,832	4,864	4,569	4,463
	Ungraded..... {	Boys.	1,544	1,649	1,742	1,553	1,454
		Girls.	1,126	1,258	1,288	1,234	1,226
	Third Grade..... {	Boys.	4,732	4,650	4,843	4,857	4,814
		Girls.	4,515	4,599	4,582	4,506	4,522
	Second Grade..... {	Boys.	5,473	5,291	5,363	5,388	5,406
Girls.		4,964	4,835	5,143	4,957	4,870	
First Grade..... {	Boys.	7,185	7,112	6,834	6,963	7,164	
	Girls.	6,465	6,340	6,048	6,297	6,505	
Special Classes..... {	Boys.	57	57	56	45	†94	
Girls.	61	59	57	51	.....	
Disciplinary Classes.... {	Boys.	27	20	33	17	.....
Totals.....	.....	80,935	80,746	80,864	79,580	78,559	
Kindergartens.	All Classes..... {	Boys.	3,046	2,970	2,874	2,936	2,923
		Girls.	2,936	2,846	2,860	2,836	2,859
	Totals.....	.....	5,982	5,816	5,734	5,772	5,782
Special Schools.	All Classes..... {	Boys.	80	.....	.....	.....	.....
		Girls.	201	.....	.....	.....	.....
	Totals.....	.....	281	165	159	156	168
Totals of all Day Pupils.		.....	97,396	95,803	94,411	92,446	91,415

* Returns for 1910 included under high schools.

† In the records of 1906 the boys and girls were not separated.

TO AGE AND TO GRADE, JUNE 30, 1910.

11 Years.	12 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years.	20 Years.	21 Years.	Over 21 Years.	Totals.
						1	13	58	72	37	8 27	8 208
						1	13	58	72	37	35	216
					2	12	27	20	5		1	67
				2	2	19	15	17	7	2		62
				8	24	43	37	19	4	2		137
				4	33	28	20	5	2	1		93
			11	45	85	140	198	121	40	11	1	652
			14	34	50	151	258	136	29	5		677
		2	12	56	195	272	161	44	10	1		753
		4	21	75	203	350	175	58	14	6		906
	4	23	123	319	371	227	86	17	2	3		1,175
	3	29	159	406	508	247	80	18	2			1,452
3	35	203	480	497	288	110	22	3	1	1		1,643
13	29	228	617	601	349	94	12	1				1,944
	2	16	66	59	34	13	4	1		1		196
	6	29	56	64	46	17	4	2		1		225
16	79	534	1,559	2,168	2,190	1,723	1,099	462	116	34	2	9,982
23	335	1,074	1,205	713	235	49	8					3,645
29	415	1,113	1,284	814	288	42	5					3,990
377	1,280	1,390	802	278	68	11	3					4,230
404	1,175	1,256	793	275	69	16	5					4,025
1,413	1,362	1,014	391	95	17	4	2					4,782
1,363	1,261	879	326	101	16	4	2					4,457
1,376	945	512	162	41	9	1						5,083
1,303	803	404	114	28	5							4,707
772	354	132	58	13	1							5,156
653	332	147	47	15	1							4,711
338	295	218	122	69	12	2	1					1,544
221	173	157	86	36	10	1	1					1,126
165	41	9		1								4,731
156	44	11	3	1	1							4,512
23	11	2		1								5,470
35	11	4		11								4,961
5	3		1									7,180
10	4	2										6,460
7	4	8	1	1								57
8	7	13	4		2							61
2	5	11	7	2								27
8,683	8,860	8,356	5,406	2,485	734	130	27					80,935
												3,046
												2,936
												5,982
4	7	11	5	12	6	4	3					78
5	11	11	5	3	7	8	11					76
1												2
1		1										4
			12	33	38	22	16					121
11	18	23	22	48	51	34	30					281
8,710	8,957	8,913	6,987	4,701	2,975	1,888	1,169	520	188	71	37	97,396

FINANCIAL YEAR ENDING JANUARY 31, 1910.

NORMAL, LATIN, AND HIGH SCHOOLS.

SCHOOLS.	Average Membership.	Average Attendance.	Average Absence.
Normal.....	215	208	7
Public Latin.....	729	700	29
Girls' Latin.....	600	567	33
Brighton High.....	337	314	23
Charlestown High.....	404	376	28
Dorchester High.....	1,273	1,186	87
East Boston High.....	477	439	38
English High.....	1,176	1,085	91
Girls' High.....	1,449	1,335	114
High School of Commerce.....	593	568	25
High School of Practical Arts.....	290	261	29
Mechanic Arts High.....	1,148	1,099	49
Roxbury High.....	771	711	60
South Boston High.....	622	580	42
West Roxbury High.....	553	514	39
Totals.....	10,637	9,943	694

FINANCIAL YEAR ENDING JANUARY 31, 1910.

ELEMENTARY SCHOOLS (GRADES AND KINDERGARTENS).

DISTRICT.	Average Membership.	Average Attendance.	Average Absence.
Adams.....	1,685	1,495	190
Agassiz.....	856	793	63
Bennett.....	1,127	1,031	96
Bigelow.....	1,315	1,235	80
Blackinton.....	1,258	1,130	128
Bowditch.....	1,316	1,206	110
Bowdoin.....	1,241	1,073	168
Brimmer.....	996	893	103
Bunker Hill.....	935	839	96
Chapman.....	1,327	1,205	122
Charles Sumner.....	1,011	915	96
Christopher Gibson.....	1,017	923	94
Comins.....	1,432	1,297	135
Dearborn.....	1,974	1,772	202
Dillaway.....	1,471	1,336	135
Dudley.....	1,695	1,542	153
Dwight.....	1,308	1,171	137
Edward Everett.....	1,425	1,295	130
Eliot.....	2,138	2,028	110
Emerson.....	1,326	1,197	129
Everett.....	1,163	1,037	126
Francis Parkman.....	695	634	61
Franklin.....	1,722	1,539	183
Frederic W. Lincoln.....	1,078	980	98
Frothingham.....	1,296	1,190	106
Gaston.....	1,306	1,212	94
George Putnam.....	1,234	1,118	116
Gilbert Stuart.....	923	821	102
Hancock.....	2,301	2,064	237
Harvard.....	1,115	999	116
Henry L. Pierce.....	1,309	1,195	114
Hugh O'Brien.....	1,692	1,545	147
Hyde.....	1,152	1,029	123
Jefferson.....	868	793	75
John A. Andrew.....	1,456	1,308	148

ELEMENTARY SCHOOLS (GRADES AND KINDERGARTENS).
— *Concluded.*

DISTRICT.	Average Membership.	Average Attendance.	Average Absence.
Lawrence	1,231	1,154	77
Lewis	1,781	1,563	218
Longfellow	1,023	924	99
Lowell	1,351	1,255	96
Lyman	2,334	2,080	254
Martin	862	794	68
Mary Hemenway	1,518	1,365	153
Mather	2,134	1,917	217
Minot	790	704	86
Norcross	1,133	1,048	85
Oliver Hazard Perry	1,186	1,097	89
Oliver Wendell Holmes	2,252	1,997	255
Phillips Brooks	2,196	2,016	180
Prescott	1,016	913	103
Prince	949	852	97
Quincy	1,395	1,244	151
Rice	921	832	89
Robert G. Shaw	833	753	80
Roger Wolcott	1,763	1,603	160
Sherwin	1,207	1,094	113
Shurtleff	936	868	68
Thomas Gardner	1,360	1,233	127
Thomas N. Hart	1,310	1,218	92
Warren	1,161	1,038	123
Washington	2,167	1,942	225
Washington Allston	856	765	91
Wells	2,391	2,135	256
Wendell Phillips	1,346	1,240	106
William E. Russell	1,531	1,399	132
Winthrop	1,162	1,055	107
Totals	88,258	79,938	8,320
SPECIAL SCHOOLS.			
Horace Mann	153	136	17
Spectacle Island	13	12	1
* Trade School for Girls	226	209	17
Totals	392	357	35

* This school was opened as a public school for the first time on September 15, 1909, and the statistics represent the period from that date until January 31, 1910.

GRADUATES 1910.

SCHOOL OR DISTRICT.	Boys.	Girls.	Total.	SCHOOL OR DISTRICT.	Boys.	Girls.	Total.
Normal.....	8	112	120	Comins.....	48	49	97
HIGH AND LATIN.				Dearborn.....	39	51	90
Public Latin.....	63	.....	63	Dillaway.....	.....	122	122
Girls' Latin.....	.....	57	57	Dudley.....	124	.....	124
Brighton High.....	8	28	36	Dwight.....	80	.....	80
Charlestown High.....	11	32	43	Edward Everett.....	65	83	148
Dorchester High.....	32	93	125	Eliot.....	88	.....	88
East Boston High.....	14	42	56	Emerson.....	47	53	100
English High.....	154	.....	154	Everett.....	.....	83	83
Girls' High.....	.....	182	182	Francis Parkman.....	20	30	50
High School of Practical Arts.....	.....	.....	*	Franklin.....	.....	79	79
High School of Com- merce.....	43	.....	43	Frederic W. Lincoln...	84	.....	84
Mechanic Arts High....	134	.....	134	Frothingham.....	53	56	109
Roxbury High.....	15	80	95	Gaston.....	.....	106	106
South Boston High.....	22	51	73	George Putnam.....	36	42	78
West Roxbury High....	18	46	64	Gilbert Stuart.....	33	51	84
				Hancock.....	.....	53	53
ELEMENTARY.	514	611	1,125	Harvard.....	38	44	82
Adams.....	38	46	84	Henry L. Pierce.....	55	62	117
Agassiz.....	64	.....	64	Hugh O'Brien.....	98	67	165
Bennett.....	51	46	97	Hyde.....	.....	92	92
Bigelow.....	105	.....	105	Jefferson.....	31	32	63
Blackinton.....	62	64	126	John A. Andrew.....	28	40	68
Bowditch.....	.....	105	105	Lawrence.....	48	.....	48
Bowdoin.....	.....	69	69	Lewis.....	113	113	226
Brimmer.....	69	.....	69	Longfellow.....	33	50	83
Bunker Hill.....	29	27	56	Lowell.....	61	70	131
Chapman.....	42	60	102	Lyman.....	50	53	103
Charles Sumner.....	45	43	88	Martin.....	53	53	106
Christopher Gibson.....	54	76	130	Mary Hemenway.....	77	113	180
				Mather.....	85	94	179

* First class will graduate in June, 1911.

GRADUATES 1910.—*Concluded.*

SCHOOL OR DISTRICT.	Boys.	Girls.	Total.	SCHOOL OR DISTRICT.	Boys.	Girls.	Total.
Minot.....	24	40	64	Washington.....	69	64	133
Norcross.....	.....	82	82	Washington Allston...	50	60	110
Oliver H. Perry.....	22	59	81	Wells.....	.....	127	127
Oliver W. Holmes.....	134	137	271	Wendell Phillips.....	151	.....	151
Phillips Brooks.....	85	110	195	William E. Russell....	74	66	140
Prescott.....	40	30	70	Winthrop.....	.....	92	92
Prince.....	37	56	93		3,261	3,479	6,740
Quincy.....	79	.....	79	Horace Mann.....	7	5	12
Rice.....	74	.....	74				
Robert G. Shaw.....	42	41	83	SUMMARY.			
Roger Wolcott.....	74	84	158	Normal.....	8	112	120
Sherwin.....	73	.....	73	High and Latin.....	514	611	1,125
Shurtleff.....	.....	65	65	Elementary.....	3,261	3,479	6,740
Thomas Gardner.....	46	41	87	Horace Mann.....	7	5	12
Thomas N. Hart.....	89	.....	89				
Warren.....	52	48	100		3,790	4,207	7,997

TEACHERS.

SUMMARY OF ALL TEACHERS — JUNE 30, 1910.

Number of Schools.

SCHOOLS.	Number of Schools.	NUMBER OF TEACHERS.		
		Men.	Women.	Total.
Normal.....	1	5	10	15
High and Latin.....	14	190	216	406
Elementary.....	* 65	153	1,828	1,981
Kindergarten.....	† 117	.....	230	230
Special.....	‡ 4	30	186	216
Totals.....	201	378	2,470	2,848

* Represents the number of districts.

† Includes seven afternoon kindergarten classes established as follows: Adams District (2), Nov. 29, 1909; Hugh O'Brien District (1), Nov. 29, 1909; Quincy District (1), Nov. 29, 1909, and (1) March 1, 1910; Phillips Brooks District (1), Nov. 29, 1909; Wells District (1), Dec. 20, 1909.

‡ Horace Mann, Spectacle Island, Trade School for Girls and Pre-Apprentice School in Printing and Bookbinding. The number of teachers given includes the teachers of these special schools and all general supervisors and directors.

NORMAL SCHOOL TEACHERS.

June 30, 1910.

RANK.	Men.	Women.	Total.
Head Master.....	1	.....	1
Masters, Heads of Departments.....	3	.....	3
First Assistants, Heads of Departments.....	.....	2	2
Supervisor of Practice.....	.....	1	1
Assistants.....	.....	7	7
Instructor.....	1	.....	1
Totals.....	5	10	15

SUMMARY OF HIGH AND LATIN SCHOOL TEACHERS.

June 30, 1910.

RANK.	Men.	Women.	Total.
Head Masters.....	14	.....	14
Masters, Heads of Departments.....	42	.....	42
First Assistants, Heads of Departments.....	.....	32	32
Assistant Principals.....	.....	3	3
Masters.....	23	.....	23
Junior Masters.....	44	.....	44
Assistants.....	1	89	90
Instructors.....	38	.....	38
Assistant Instructors.....	7	36	43
Special Instructors.....	20	9	29
Special Assistant Instructors.....	.....	33	33
Special Assistants.....	1	3	4
Industrial Instructors.....	.....	4	4
Industrial Assistants.....	.....	2	2
Temporary*.....	.....	5	5
Totals.....	190	216	406

* These teachers were "temporary" only in the sense that they had not received regular appointments. The positions that they filled were regular and permanent.

SUMMARY OF ELEMENTARY SCHOOL TEACHERS.

June 30, 1910.

RANK.	Men.	Women.	Total.
Masters.....	59	5	64
Sub-Masters.....	77	.....	77
Master's Assistants.....	.....	65	65
First Assistants, Grammar School.....	1	36	37
First Assistants in Charge.....	.....	* 88	88
First Assistants, Primary School.....	.....	4	4
Assistants, Ungraded Class.....	3	78	81
Assistants, Open-Air Class (Franklin Park School) ...	.....	5	5
Assistants, Special Class.....	.....	9	9
Other Assistants.....	13	1,538	1,551
Grade Totals.....	153	1,828	1,981
Kindergartens:			
First Assistants.....	.....	116	116
Assistants.....	.....	114	114
Totals.....	153	2,058	2,211

* Includes one first assistant in charge of Franklin Park Open-Air School; also one in ungraded class.

ELEMENTARY SCHOOLS.

Number and Rank of Teachers, June 30, 1910.

SCHOOLS.	Masters.	Sub-Masters.	Masters' Assistants.	First Assistants, Grammar School.	First Assistants in Charge.	First Assistants, Primary School.	Assistants, Ungraded Class.	Assistants, Open Air Class.	Assistants, Special Class.	Other Assistants.	Total Number of Grade Teachers, June 30, 1910.	KINDER- GARTENS.	
												First Assistants.	Assistants.
Adams.....	1	1	1	1	1	.....	3	.....	.....	29	37	4	4
Agassiz.....	1	2	1	.....	1	.....	.....	.....	.....	15	20	1	.....
Bennett.....	1	1	1	.....	2	.....	.....	.....	.....	20	25	2	1
Bigelow.....	1	2	1	1	1	.....	3	.....	1	22	32	.....	.....
Blackinton.....	1	2	1	.....	1	.....	2	.....	.....	22	29	2	2
Bowditch.....	1	.....	1	1	2	.....	1	.....	.....	23	29	2	2
Bowdoin.....	1	.....	1	1	1	.....	1	.....	.....	21	26	2	2
Brimmer.....	1	2	1	.....	1	.....	3	.....	.....	15	23	1	1
Bunker Hill.....	1	1	1	.....	1	.....	1	.....	1	16	22	1	1
Chapman.....	1	1	1	1	1	.....	1	.....	.....	23	29	2	2
Charles Sumner.....	1	1	1	1	2	.....	.....	.....	.....	15	21	2	2
Christopher Gibson.....	1	1	1	.....	1	.....	.....	.....	.....	19	23	1	2
Comins.....	1	1	1	1	1	.....	1	.....	.....	24	30	3	3
Dearborn.....	1	1	1	1	2	.....	1	.....	.....	38	45	1	1
Dillaway.....	1	.....	1	1	3	.....	.....	.....	.....	26	32	2	2
Dudley.....	1	2	1	.....	2	.....	1	.....	1	31	39	2	2
Dwight.....	1	2	1	.....	2	.....	1	.....	1	20	28	2	2
Edward Everett.....	1	1	1	1	1	.....	.....	.....	.....	29	34	1	1
Eliot.....	1	3	1	.....	2	1	8	.....	.....	31	47	2	2
Emerson.....	1	1	1	.....	1	.....	1	.....	.....	24	29	1	1
Everett.....	1	.....	1	1	1	.....	1	.....	.....	20	25	1	1
Francis Parkman.....	1	1	1	.....	.....	.....	.....	.....	.....	13	16	1	1
Franklin.....	1	.....	1	1	2	.....	1	.....	.....	30	36	2	2
Frederic W. Lincoln.....	1	2	1	.....	1	.....	1	.....	.....	19	25	1	1
Frothingham.....	1	1	1	1	1	.....	1	.....	.....	23	29	1	1
Gaston.....	1	.....	1	1	1	.....	.....	.....	.....	25	29	1	1
George Putnam.....	1	1	1	.....	1	.....	.....	.....	.....	22	26	1	1

ELEMENTARY SCHOOLS.

Number and Rank of Teachers, June 30, 1910.—Continued.

SCHOOLS.	Masters.	Sub-Masters.	Masters' Assistants.	First Assistants, Grammar School.	First Assistants in Charge.	First Assistants, Primary School.	Assistants, Ungraded Class.	Assistants, Open Air Class.	Assistants, Special Class.	Other Assistants.	Total Number of Grade Teachers, June 30, 1910.	KINDER- GARTENS.	
												First Assistants.	Assistants.
Gilbert Stuart.....	1	1	1	....	1	....	....	....	....	16	20	2	2
Hancock.....	1	....	1	1	2	....	7	....	1	36	49	5	5
Harvard.....	1	1	1	1	2	....	....	....	....	19	25	2	2
Henry L. Pierce.....	1	1	1	1	2	....	....	....	....	24	30	2	2
Hugh O'Brien.....	1	2	1	1	1	1	....	....	....	30	37	3	2
Hyde.....	1	....	1	1	1	....	2	....	1	20	27	1	1
Jefferson.....	1	1	1	....	....	....	....	....	....	16	19	2	2
John A. Andrew.....	1	1	1	1	1	....	1	....	....	26	32	1	1
Lawrence.....	1	1	1	....	2	....	2	....	....	20	27	2	2
Lewis.....	1	2	1	....	2	....	2	....	....	†33	41	2	3
Longfellow.....	1	1	1	1	....	....	1	....	....	19	24	1	1
Lowell.....	1	1	1	....	2	....	1	....	....	23	29	2	2
Lyman.....	1	2	1	1	3	....	3	....	1	41	53	4	4
Martin.....	....	1	1	....	1	....	....	....	....	16	19	1	1
Mary Hemenway.....	1	2	1	1	2	....	....	....	....	27	34	2	2
Mather.....	1	2	1	1	2	....	1	....	....	38	46	2	2
Minot.....	1	1	1	....	1	....	....	....	....	13	17	1	....
Norcross.....	1	....	1	1	2	....	2	....	....	19	26	1	1
Oliver Hazard Perry.....	1	1	1	1	1	....	....	....	....	21	26	1	1
Oliver Wendell Holmes.....	1	2	1	1	* 3	....	1	5	....	45	59	3	4
Phillips Brooks.....	1	2	1	1	2	....	....	....	....	42	49	3	5
Prescott.....	1	1	1	....	1	....	....	....	....	20	24	1	1
Prince.....	1	1	1	....	1	....	1	....	....	18	23	1	1
Quincy.....	1	2	1	....	1	....	4	....	....	22	31	4	4
Rice.....	1	2	1	1	1	....	1	....	....	†17	24	1	....
Robert G. Shaw.....	1	1	1	1	....	....	....	....	....	14	18	2	1
Roger Wolcott.....	1	2	1	....	2	....	....	....	....	34	40	3	2

* Including one first assistant in charge Open-Air Class.

† Including one assistant Disciplinary Class.

ELEMENTARY SCHOOLS.

Number and Rank of Teachers, June 30, 1910.—Concluded.

SCHOOLS.	Masters.	Sub-Masters.	Masters' Assistants.	First Assistants, Grammar School.	First Assistants in Charge.	First Assistants, Primary School.	Assistants, Ungraded Class.	Assistants, Open Air Class.	Assistants, Special Class.	Other Assistants.	Total Number of Grade Teachers, June 30, 1910.	KINDER- GARTENS.	
												First Assistants.	Assistants.
Sherwin.....	1	2	1	....	1	1	1	....	....	20	27	2	3
Shurtleff.....	1	....	1	1	1	....	2	....	....	15	21	2	1
Thomas Gardner.....	1	2	1	....	....	....	1	....	....	25	30	2	3
Thomas N. Hart.....	1	2	1	....	2	....	....	....	....	22	28	2	2
Warren.....	1	1	1	1	1	....	....	....	....	19	24	2	2
Washington.....	1	1	1	1	1	1	4	....	....	39	49	2	2
Washington Allston.....	1	1	1	1	1	....	....	....	....	14	19	1	1
Wells.....	1	....	1	1	3	....	3	....	1	42	52	4	4
Wendell Phillips.....	1	3	1	....	* 1	....	6	....	....	21	33	....	....
William E. Russell.....	1	1	1	1	1	....	....	....	....	30	35	1	1
Winthrop.....	1	....	1	1	1	....	3	....	1	20	28	1	....
Totals.....	64	77	65	37	88	4	81	5	9	1,551	1,981	116	114

* One first assistant in charge Ungraded Class.

SPECIAL TEACHERS, SUPERVISORS AND DIRECTORS.

June 30, 1910.

	Men.	Women.	Total.
Horace Mann School:			
Principal.....		1	1
Assistant Principal.....		1	1
Assistants.....		15	15
Spectacle Island School.....		1	1
Day Industrial Schools:			
Trade School for Girls:			
First Assistant.....		1	1
Trade Assistants.....		4	4
Assistant.....		1	1
Helpers.....		9	9
Aids.....		5	5
Pre-Apprentice School in Printing and Bookbinding:			
Instructor.....	1		1
Household Science and Arts:			
Supervisor.....		1	1
Cooking.....		35	35
Sewing.....		50 ¹	50
Drawing and Manual Training:			
Director.....	1		1
Assistant Director.....	1		1
Assistant in Manual Training.....	1		1
Assistants in Drawing.....		5	5
Instructors.....	3	13	16
Assistant Instructors.....	3	37	40
Director of Evening Schools.....	1		1
Director of Kindergartens.....		1	1
School Hygiene:			
Director.....	1		1
Assistant Directors of Physical Training and Athletics....	3		3
Instructor in Athletics.....	1		1
Assistant Instructors in Athletics.....	7		7
Music Department:			
Director.....	1		1
Assistant Directors.....	4		4
Assistants.....		4	4
Substitutes:			
Supervisor.....		1	1
Assistant Supervisor.....		1	1
Military Drill:			
Instructor.....	1		1
* Assistant Instructor.....	1		1
Totals.....	30	186	216

* New position April 4, 1910.

NUMBER OF TEACHERS.

January 31, 1910.

1.	Normal School	15	
2.	Latin and High Schools	406	
3.	Elementary Schools:		
	Principals	64	
	Grade Teachers	1,906	
	Teachers of Special Classes	11	
		—	1,981
4.	Kindergartens	223	
5.	Horace Mann School	17	
6.	Spectacle Island	1	
7.	Special Teachers:		
	Supervisor Household Science and Arts	1	
	Cooking	35	
	Sewing	50	
	Drawing and Manual Training	61	
	Director of Evening Schools	1	
	Director of Kindergartens	1	
	Instructor and Assistant Instructor in Military Drill, Music Department	2	
	Department of School Hygiene	9	
	Department of School Hygiene	12	
	Supervisor and Assistant Supervisor of Substi- tutes	2	
		—	174
8.	Day Industrial Schools:		
	Trade School for Girls	21	
	Pre-Apprentice School in Printing and Bookbinding,	1	
		—	22
	Grand Total Number of Teachers		<u><u>2,839</u></u>

ADMISSIONS TO NORMAL, HIGH, AND LATIN SCHOOLS.

September, 1909.

SCHOOLS TO WHICH PUPILS WERE ADMITTED.	Boys.	Girls.	Total.	AVERAGE AGE, SEPTEMBER, 1909.		Number who were Elementary Diploma Pupils of June, 1909.
				Years.	Months.	
Normal School.....			120	19	4	107
Public Latin.....	247		247	13	9	184
Girls' Latin.....		212	212	14		114
Brighton High.....	33	74	107	14	3	103
Charlestown High.....	76	146	222	14	6	167
Dorchester High.....	155	536	691	14	8	691
East Boston High.....	75	156	231	14	5	231
English High.....	579		579	15	1	520
Girls' High.....		630	630	14	5	538
High School of Commerce.....	281		281	14	4	281
High School of Practical Arts.....		180	180	14	11	164
Mechanic Arts High.....	612		612	14	6	565
Roxbury High.....	90	265	355	14	7	355
South Boston High.....	130	180	310	13	9	310
West Roxbury High.....	56	186	242	14	6	242
Totals of High and Latin Schools.....	2,334	2,565	4,899	14	5	4,465

EVENING SCHOOLS.

Summary of Statistics—School Year 1909-1910.

	Number of Schools.	Number of Regular Teachers.	TOTAL REGISTRATION.			Average Number Belonging.	Average Attendance.	Average Absence.	Per cent of Attendance.
			Males.	Females.	Total.				
High Schools.....	6	136	4,223	3,296	7,519	3,849	3,157	692	82
Elementary Schools...	13	217	5,972	5,219	11,191	5,740	3,881	1,859	68
Industrial Schools....	4	30	1,025	121	1,146	537	380	157	71
Totals.....	23	483	11,220	8,636	19,856	10,126	7,418	2,708	73

EVENING SCHOOLS.

School Year 1909-1910.

HIGH SCHOOLS.	TOTAL REGISTRATION.			Average Number Belonging.	Average Attendance.	Average Absence.	Per cent of Attendance.
	Males.	Females.	Total.				
Central:							
Monday, Wednesday, Friday...	1,186	810	1,996	1,176	992	184	84
Tuesday, Thursday.....	787	697	1,484	791	671	120	85
Charlestown.....	333	311	644	390	312	78	80
East Boston.....	464	363	827	364	272	92	75
Roxbury.....	782	611	1,393	636	512	124	81
South Boston.....	671	504	1,175	492	398	94	81
Totals.....	4,223	3,296	7,519	3,849	3,157	692	82

EVENING SCHOOLS.

School Year 1909-1910.—Concluded.

	TOTAL REGISTRATION.			Average Number Belonging.	Average Attendance.	Average Absence.	Per cent of Attendance.
	Males.	Females.	Total.				
ELEMENTARY SCHOOLS.							
Bigelow.....	643	992	1,635	830	539	291	65
Bowdoin.....		761	761	430	264	166	61
Comins.....	456	289	745	399	270	129	68
Eliot-Columbus.....	1,356		1,356	657	455	202	69
Franklin.....	677	679	1,356	699	512	187	73
Frederic W. Lincoln.....	155	215	340	296	200	96	68
Hancock.....		712	712	380	286	94	75
Lyman.....	258	183	441	340	241	99	71
Phillips Brooks.....	309	527	836	420	229	191	55
Quincy.....	673	179	852	345	274	71	79
Warren.....	287	582	869	398	199	199	50
Washington Allston.....	289	100	389	147	116	31	79
Wells.....	869		869	399	296	103	74
Totals.....	5,972	5,219	11,191	5,740	3,881	1,859	68
INDUSTRIAL SCHOOL AND BRANCHES.							
Central.....	422		422	162	136	26	84
East Boston Branch.....	211		211	106	66	40	62
Roxbury Branch.....	229	47	276	147	94	53	64
Warren Avenue Branch.....	163	74	237	122	84	38	69
Totals.....	1,025	121	1,146	537	380	157	71

SUMMER HIGH SCHOOL.

Seasons of 1909 and 1910.

The Summer High School was first opened on July 6, 1909, and was continued six weeks. The school was again opened on July 5, 1910, and was continued through a term of like duration.

	<i>Summary.</i>	
	1909.	1910.
Registration:		
Boys	209	158
Girls	173	182
	<hr/>	<hr/>
Totals	382 [310]*	340
Average Number Belonging:		
Boys	159	120
Girls	133	156
	<hr/>	<hr/>
Totals	292 [225]*	276
Average Attendance:		
Boys	141	106
Girls	119	145
	<hr/>	<hr/>
Totals	260 [197]*	251
Average Absence:		
Boys	18	14
Girls	14	11
	<hr/>	<hr/>
Totals	32 [28]*	25
Percentage of Attendance	89 [88]*	91

* During the season of 1910 a high school department only was conducted, but during the first season both high and elementary school departments were maintained. The figures in the brackets represent the high school department statistics, which are the returns properly comparable with those of 1910.

CONTINUATION SCHOOL.

The following statistics of the Continuation Classes are not included in any totals given elsewhere in this report. They have been kept separate because, as will be noted, the term and sessions of these classes do not correspond to those of other schools.

Continuation classes were organized and directed by a sub-master from the Lewis elementary district, who was specially assigned for that purpose. An assistant in the Lewis elementary district was specially assigned as instructor in preparatory salesmanship, but instruction was given mainly by a corps of lecturers selected by local manufacturing and mercantile interests. Except in the case of the sub-master specially assigned, no expense was incurred by the city for instructors in the school. This cost was met from private subscription.

CLASSES.	Enrollment.	Average Membership.	Average Attendance.	Percentage of Attendance.	Pupils Employed by Boston Firms.	Pupils Living in Boston.	Pupils Living Outside Boston.
Shoe and Leather.....	53	46	41	89	52	23	30
Dry Goods.....	44	43	41	95	44	24	20
Preparatory Salesmanship (Boys).	32	32	29	91	32	22	10
Preparatory Salesmanship (Girls).	43	43	40	93	43	31	12
Totals.....	173	164	151	92	171	100	72

CLASSES.	Number of Sessions.	Hours of Sessions.	Days of Sessions.	Date of Opening, 1910.	Date of Closing, 1910.	Average Age of Pupils.	Certificates Granted.
Shoe and Leather.....	19	P. M. 3-5	Tuesday, Thursday.	April 5	June 9	23	39
Dry Goods.....	18	P. M. 3-5	Monday, Friday.	April 11	June 13	22	39
Preparatory Salesmanship (Boys).	19	A. M. 8.30-11	Tuesday, Thursday.	April 12	June 16	16	28
Preparatory Salesmanship (Girls).	19	A. M. 8.30-11	Wednesday Friday.	April 13	June 15	16	40
Total.....							146

PLAYGROUNDS.

*Teachers and Dates of Closing.
Seasons of 1909 and 1910.*

SEASONS.	First Assistants.	Assistants.	Sand Garden Assistants.	Inspectors.	Play Teachers.	Total.
1909.						
Spring:						
Men.....	5	.....	.....	.....	52	
Women.....	41	38	15	.....	
Totals.....	46	38	15	.....	52	151
Summer:						
Men.....	4	.....	.....	.....
Women.....	37	33	18	.....	
Totals.....	41	33	18	.....	.....	92
Fall:						
Men.....	4	.....	.....	.....	35	
Women.....	20	13	9	.....	
Totals.....	24	13	9	.....	35	81
1910.						
Spring:						
Men.....	3	.....	.....	.....	52	
Women.....	25	10	25	4		
Totals.....	28	10	25	4	52	119
Summer:						
Women.....	22	14	31	4	.....	71

Date of Closing of Playgrounds, Season of 1909.

Andrews.....	June 26	Parkman.....	June 26
Clinch.....	June 26	Plummer.....	June 26
Copley.....	June 26	Pormort.....	May 22
Dillaway.....	June 26	Prescott.....	May 10
Frederic W. Lincoln.....	May 10	Prince.....	May 4
Harbor View.....	May 15	Sarah J. Baker.....	May 1
Harvard.....	May 10	Sherwin.....	May 10
Hugh O'Brien.....	May 22	Tileston.....	June 26
Jefferson.....	May 22	William Wirt Warren.....	May 3
Joshua Bates.....	June 26	Warren.....	June 26
Lewis.....	June 26	Winthrop.....	June 26

Playgrounds closed previous to the ending of the spring season, 1910: Andrews, Joshua Bates, Skinner, William E. Russell, Washington Allston.

SEATING CAPACITY.

NORMAL, LATIN, AND HIGH SCHOOLS.

(Seats Available for "Home" Seating.)

June 30, 1910.

SCHOOL.	Regular Seats.	Hall Seats.	Portable Seats.	In Portable Buildings.	In Rented Quarters.	In Basements.	TOTALS.
Normal.....	225	.....	.....	.....	.....	.....	225
Public Latin.....	918	.....	23	.....	.....	.....	941
Girls' Latin.....	633	13	.....	.....	.....	.....	646
Brighton High.....	354	140	36	.....	.....	.....	530
Charlestown High.....	438	*40	10	.....	.....	.....	488
Dorchester High.....	858	116	145	151	†222	.....	1,492
East Boston High.....	550	.....	42	.....	.....	.....	592
English High.....	995	.....	377	.....	‡160	.....	1,532
Girls' High.....	1,393	.....	15	80	160	.....	1,648
High School of Commerce.....	450	.....	110	.....	200	.....	760
High School of Practical Arts..	150	.....	.....	.....	.....	.....	150
Mechanic Arts High.....	1,203	§72	128	.....	.....	.....	1,403
Roxbury High.....	764	.....	150	.....	.....	43	957
South Boston High.....	848	.....	36	.....	.....	.....	884
West Roxbury High.....	580	.....	40	.....	.....	.....	620
Totals.....	10,359	381	1,112	231	742	43	12,868

* Biological laboratory.

† Lyceum Hall (no charge).

‡ Winthrop Street School-house (no charge).

§ Supplied only with folding settees.

Under the heading "portable seats" the following number of pupils were supplied with drawing tables, only, in place of regular desks: Dorchester High, 82; English High, 149; Roxbury High, 41; South Boston High, 36.

SEATING CAPACITY OF ELEMENTARY SCHOOL CLASS-ROOMS.

June 30, 1910.

District.	REGULAR SEATS.			EXTRA SEATS.												TOTAL NUMBER OF SEATS.								
	Grade.	Kinder- garten.	Total.	PORTABLE SEATS IN REGULAR ROOMS.			HALL CLASSES.			BASEMENT.			PORTABLE BUILDINGS.			RENTED QUARTERS.			TOTAL NUMBER OF EXTRA SEATS.			Grade.	Kinder- garten.	Total.
				Grade.	Kinder- garten.	Total.	Grade.	Kinder- garten.	Total.	Grade.	Kinder- garten.	Total.	Grade.	Kinder- garten.	Total.	Grade.	Kinder- garten.	Total.	Grade.	Kinder- garten.	Total.			
Adams.....	1,449	112	1,561	8	8	16	97	97	97	97	97	100	100	100	205	205	205	1,654	112	1,766				
Agassiz.....	968	60	1,028	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	968	60	1,028
Bennett.....	1,388	108	1,496	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,388	108	1,496
Bigelow.....	1,411	.....	1,411	14	14	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,425	.....	1,425
Blackinton.....	1,170	122	1,292	7	7	14	.....	.....	.....	.....	.....	234	234	234	241	241	241	1,411	122	1,533
Bowditch.....	1,166	115	1,281	15	15	30	*30	30	30	30	30	83	83	83	128	128	128	1,294	115	1,409				
Bowdoin.....	766	104	870	42	42	84	.....	.....	.....	.....	.....	54	54	54	96	96	96	862	104	966
Brimmer.....	888	.....	888	13	13	26	48	48	48	48	48	.....	.....	.....	61	61	61	949	50	999
Bunker Hill.....	1,050	60	1,110	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,050	60	1,110
Chapman.....	1,124	100	1,224	3	3	6	42	42	42	42	42	133	133	133	220	220	220	1,344	100	1,444				
Charles Sumner.....	1,004	110	1,114	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,004	110	1,114
Christopher Gibson.....	951	55	1,006	.....	.....	.....	81	81	81	81	81	50	50	50	131	131	131	1,082	55	1,137	

SEATING CAPACITY OF ELEMENTARY SCHOOL CLASS-ROOMS.

June 30, 1910.—Concluded.

DISTRICT.	REGULAR SEATS.			EXTRA SEATS.												TOTAL NUMBER OF SEATS.													
	Grade.	Kinder-garten.	Total.	PORTABLE SEATS IN REGULAR ROOMS.			HALL CLASSES.			BASEMENT.			PORTABLE BUILDINGS.			RENTED QUARTERS.			TOTAL NUMBER OF EXTRA SEATS.										
				Grade.	Kinder-garten.	Total.	Grade.	Kinder-garten.	Total.	Grade.	Kinder-garten.	Total.	Grade.	Kinder-garten.	Total.	Grade.	Kinder-garten.	Total.	Grade.	Kinder-garten.	Total.								
John A. Andrew	1,516	47	1,563	2		2																				Grade.	47	1,615	
Lawrence	1,248	102	1,350	11		11																					Grade.	102	1,361
Lewis	1,390	164	1,554				35		35				500		500												Grade.	164	2,089
Longfellow	1,024	58	1,082									92		92													Grade.	58	1,174
Lowell	1,242	120	1,362	13		13						90		90													Grade.	120	1,465
Lyman	2,170	204	2,374	18		18						285		285													Grade.	204	2,677
Martin	908	65	973	9		9																					Grade.	65	982
Mary Hemenway	1,431	115	1,546	10		10			49		49		47		47												Grade.	115	1,652
Mather	2,330	108	2,438																								Grade.	108	2,438
Minot	672	40	712	3		3			42		42		51		51												Grade.	40	808
Noreross	1,378	59	1,437	16		16																					Grade.	59	1,453
Oliver Hazard Perry	1,176	63	1,239	10		10						192		192													Grade.	63	1,441
Oliver Wendell Holmes	2,604	190	2,794	10		10																					Grade.	190	2,804

Phillips Brooks.....	1,860	154	2,014	50	50	45	.....	270	.....	270	92	.....	92	457	.....	457	154	2,317	154	2,471
Prescott.....	955	56	1,011	2	2	57	.....	.....	.....	.....	72	.....	72	131	.....	131	56	1,086	56	1,142
Prince.....	935	60	995	.....	.....	.....	.....	51	.....	51	.....	.....	.....	51	.....	51	60	986	60	1,046
Quincy.....	1,328	102	1,430	25	25	.....	.....	46	.....	46	.....	.....	.....	71	.....	71	102	1,399	102	1,501
Rice.....	996	40	1,036	69	69	.....	.....	.....	.....	.....	.....	.....	.....	69	.....	69	40	1,065	40	1,105
Robert G. Shaw.....	870	101	971	4	4	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	4	101	874	101	975
Roger Wolcott.....	1,768	95	1,863	5	5	.....	.....	51	.....	51	44	60	104	100	60	160	155	1,868	155	2,023
Sherwin.....	1,015	55	1,070	7	7	.....	.....	234	.....	234	.....	75*	75*	241	75	316	130	1,256	130	1,386
Shurtleff.....	1,049	91	1,140	35	35	.....	.....	.....	.....	.....	.....	.....	.....	35	.....	35	91	1,084	91	1,175
Thomas Gardner.....	1,619	155	1,774	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	155	1,619	155	1,774
Thomas N. Hart.....	1,356	103	1,459	1	1	.....	71	.....	.....	.....	.....	.....	.....	72	.....	72	103	1,428	103	1,531
Warren.....	1,153	109	1,262	31	31	25	.....	.....	.....	.....	.....	.....	.....	56	.....	56	109	1,209	109	1,318
Washington.....	1,852	50	1,902	8	8	.....	266	48	314	147	147	153	.....	153	48	622	98	2,426	98	2,524
Washington Allston.....	927	54	981	2	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	54	929	54	983
Wells.....	2,431	105	2,536	30	30	.....	.....	102	.....	102	102	69	55	124	201	55	160	2,632	160	2,792
Wendell Phillips.....	1,195	.....	1,195	20	20	101	104	104	140	140	140	.....	.....	.....	365	.....	.....	1,560	.....	1,560
William E. Russell.....	1,690	61	1,751	.....	.....	112	56	.....	56	.....	.....	.....	.....	168	.....	168	61	1,858	61	1,919
Winthrop.....	1,023	.....	1,023	1	1	.....	.....	.....	.....	.....	257†	34§	291	258	34	292	34	1,281	34	1,315
Totals.....	87,244	5581	92,825	698	698	812	574	48	622	4045	53	4098	1208	368	1576	7806	6050	94,581	6050	100,631

† Twelve located in quarters rent free.

† Improvised room.
§ Rent free, but only 18 seats belong to the city.

* Neighborhood House, rent free.

CLASS-ROOMS IN ELEMENTARY DISTRICTS.

(Including Regular School-houses, Portables, Hired Quarters, and Improvised Rooms in Halls, Corridors, and Basements.)

June 30, 1910.

DISTRICT.	Class-rooms.	DISTRICT.	Class-rooms.
Adams.....	39	John A. Andrew.....	31
Agassiz.....	20	Lawrence.....	30
Bennett.....	32	Lewis.....	45
Bigelow.....	30	Longfellow.....	24
Blackinton.....	41	Lowell.....	30
Bowditch.....	32	Lyman.....	55
Bowdoin.....	23	Martin.....	25
Brimmer.....	23	Mary Hemenway.....	35
Bunker Hill.....	26	Mather.....	50
Chapman.....	31	Minot.....	17
Charles Sumner.....	22	Norcross.....	27
Christopher Gibson.....	23	Oliver Hazard Perry.....	26
Comins.....	35	Oliver Wendell Holmes.....	54
Dearborn.....	42	Phillips Brooks.....	47
Dillaway.....	33	Prescott.....	21
Dudley.....	43	Prince.....	22
Dwight.....	31	Quincy.....	31
Edward Everett.....	36	Rice.....	25
Eliot.....	47	Robert G. Shaw.....	19
Emerson.....	29	Roger Wolcott.....	40
Everett.....	25	Sherwin.....	30
Francis Parkman.....	17	Shurtleff.....	24
Franklin.....	36	Thomas Gardner.....	32
Frederick W. Lincoln.....	22	Thomas N. Hart.....	28
Frothingham.....	29	Warren.....	27
Gaston.....	27	Washington.....	49
George Putnam.....	26	Washington Allston.....	24
Gilbert Stuart.....	21	Wells.....	58
Hancock.....	51	Wendell Phillips.....	31
Harvard.....	27	William E. Russell.....	36
Henry L. Pierce.....	30	Winthrop.....	27
Hugh O'Brien.....	38	Horace Mann (Special).....	16
Hyde.....	26		
Jefferson.....	21	Total.....	2,070

COURT RECORD.

Year ending August 31, 1910.

Number of complaints entered against truants and absentees.....	.....	163
Number discharged (non-resident).....	1	
Number placed on probation.....	96	
Number sentenced to the Parental School.....	66	66
Number on probation surrendered and sentenced to the Parental School..	14	} 38
Number on parole from Parental School returned for violation of parole....	24	
Whole number sent to the Parental School.....	<u>104</u>	
Number of habitual school offenders.....	.....	3
Number placed on probation.....	3	
Number of complaints against stubborn and wayward children.....	.....	6
Number placed on probation.....	4	
Number placed in care of the Society for the Prevention of Cruelty to Children...	1	
Number sentenced to the Suffolk School for Boys.....	1	
Number of complaints against neglected children.....	.....	20
Number placed on probation.....	8	
Number placed in care of the Society for the Prevention of Cruelty to Children...	3	
Number placed in care of the Home for Destitute Catholic Children.....	9	
Number of complaints for violation of chapter 383, section 1, Acts 1906.....	.....	10
Number placed on probation.....	9	
Number fined (\$10).....	1	
Number of complaints for violations of chapter 106, Revised Laws.....	.....	1
Number fined (\$25).....	1	
Number of complaints for breaking and entering a schoolhouse.....	.....	3
Number found not guilty.....	1	
Number found guilty and placed on probation.....	2	
Number complaints entered for selling cigarettes to school boys.....	.....	1
Number fined (\$10).....	1	
Number of complaints because of non-support of family.....	.....	3
Number placed on probation.....	1	
Number fined (\$50).....	1	
Number sentenced to the House of Correction.....	1	
Number complained of for profanity (to truant officer) (adult).....	.....	1
Number fined (\$5).....	1	
Total number of court cases.....	.....	<u>249</u>
Number of days spent by officers in court.....	.....	467

IMMIGRATION CARDS RECEIVED.

Year ending August 31, 1910.

Number entered in the Boston schools	500
Number found to be 16 years old and over (some working)	32
Number found to be 16 years old and over, working and in evening schools	7
Number found to be 14 years old having certificates and working	5
Number moved from address given to other places in Boston, new address unknown	23
Number moved to other cities and towns shortly after arrival	94
Number physically unable to attend school	4
Number returned to former homes (one deported)	11
Number 6 years of age and under whom parents would not send to school	14
Number that could not be located	* 363
Number whose cards gave as their place of residence a street or place in Boston that does not exist	9
Whole number of cards received	<u>1,062</u>

* Under the head of "Could not be found" (363), 162 addresses were found to be at private banks, shipping offices, stores, markets, etc., and the persons in charge of them could not or would not give any information on inquiry. Regarding the balance (201), persons living at the places given could not or would not give any information. The investigation of these cases did not end at the addresses given, but was carried into the schools, among the school children, around the neighborhood, and at other streets and places of similar names.

The foreign countries that these children came from, were: Italy, 248; Russia, including Poland, 37; Great Britain, 35; Sweden and Norway, 19; other countries, 24. Total, 363.

18	Lowell.....	334	89	87	2	1	.....	3	.....	2 on prob.	.....
	Agassiz.....	375	110	109	2	.....	.....	2	.....	1 on parole	.....
	Bowditch.....	143	14	14	.....	.....	.....	.....	.....	.....	.....
	Jefferson.....	215	41	41	.....	.....	.....	.....	.....	.....	.....
	Other schools.....	35	10	10	.....	2	..... †2	4	.....	.....	.....
2	Emerson.....	243	27	27	.....	1	..... †2	3	.....	.....	.....
	Blackinton.....	390	59	59	2	1	..... †1	4	.....	.....	.....
	Chapman.....	244	37	35	1	3	.....	2	.....	2	.....
	No schools.....	2	2	.....	.....	2	.....	.....	.....	2	.....
7	Quincy.....	937	139	137	2	.....	.....	.....	.....	2	.....
	Brimmer.....	681	180	180	1	.....	.....	1	.....	.....	.....
	Winthrop.....	285	11	11	.....	.....	.....	.....	.....	.....	.....
	Other schools.....	3	2	2	.....	.....	.....	.....	.....	.....	.....
20	Washington Allston.....	332	25	25	.....	.....	.....	.....	.....	.....	.....
	Bennett.....	427	37	36	.....	.....	.....	.....	.....	.....	.....
	Thomas Gardner.....	629	73	73	.....	1	.....	1	.....	.....	.....
	Other schools.....	19	7	7	.....	.....	7 { \$1 || 2	3	.....	** 1	5
8	Rice.....	566	109	106	5	.....	.....	2	.....	3	.....
	Dwight.....	320	27	24	3	.....	.....	1	.....	{ 1 on parole } 2	1 by police
	Everett.....	597	12	11	3	1	2	1	5	.....	2
	Franklin.....	684	32	32	2	2	.....	4	.....	.....	.....
	Other schools.....	7	2	1	2	.....	1	1	2	1	1
	Evening schools.....	666	.....	.....	.....	2	1	.....	2	.....	1
	Special (Chap. 106 R. L.).....	1	.....	.....	.....	.....	1	.....	25 00	.....	.....

* Wayward. † One wayward and one habitual school offender. ‡ Violation Chap. 383. § Profanity. || Non-support. ** House of Correction.

Christopher Gibson.....	254	45	45	5	1	6	{ 1 on parole 1 on prob. 2	.....	.....	.....	.....	.....
Hugh O'Brien.....	1,341	179	179	6	.....	.....	.....	.....	.....	.....	.....	.....
Other schools.....	142	6	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Charles Sumner.....	716	11	11	.....	.....	.....	.....	.....	.....	.....	.....	.....
Longfellow.....	168	27	27	.....	.....	.....	.....	.....	.....	.....	.....	.....
Robert G. Shaw.....	166	41	41	.....	.....	.....	.....	.....	.....	.....	.....	.....
Francis Parkman.....	97	6	4	1	.....	.....	1	1 by police	.....	.....	.....	.....
Bunker Hill.....	202	61	54	5	.....	.....	5	2 by police	.....	.....	.....	.....
Frothingham.....	261	100	97	4	.....	1	3	.....	.....	.....	.....	.....
Prescott.....	280	78	77	1	.....	.....	1	.....	.....	.....	.....	.....
Warren.....	201	61	59	2	.....	.....	2	.....	.....	.....	.....	.....
William E. Russell.....	349	72	70	||1	.....	.....	.....	.....	.....	.....	1	.....
Edward Everett.....	288	80	77	.....	3	.....	1	.....	.....	.....	2	.....
John A. Andrew.....	1,061	151	146	3	1	.....	3	{ 1 on prob. 3	.....	.....	2	.....
Other schools.....	20	9	9	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington.....	1,687	427	418	8	.....	5	{ 1 on parole 1 on prob. 4	1 by police	.....	.....	4	.....
Harvard.....	609	94	90	2	.....	.....	2	.....	.....	.....	2	.....
Other schools.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Eliot.....	1,971	161	160	3	3	4	3	.....	.....	.....	4	.....
Hancock.....	1,078	19	19	.....	1	.....	1	.....	.....	.....	.....	.....
Other schools.....	24	4	4	.....	1	.....	1	.....	.....	.....	.....	.....
Lyman.....	539	94	89	4	1	.....	1	{ 1 on parole 5	.....	.....	.....	.....
Adams.....	443	69	69	.....	.....	.....	1	.....	.....	.....	.....	.....
Adult outsider.....	.....	.....	.....	.....	.....	.....	.....	10 00	.....	.....	.....	.....

* Breaking and entering a school.

† Selling cigarettes, etc.

‡ Violation Chap. 383.

§ Non-support.

|| Discharged, non-resident.

SCHOOL DOCUMENT NO. 10—1910
BOSTON PUBLIC SCHOOLS

ANNUAL REPORT OF THE SUPERINTENDENT

JULY, 1910



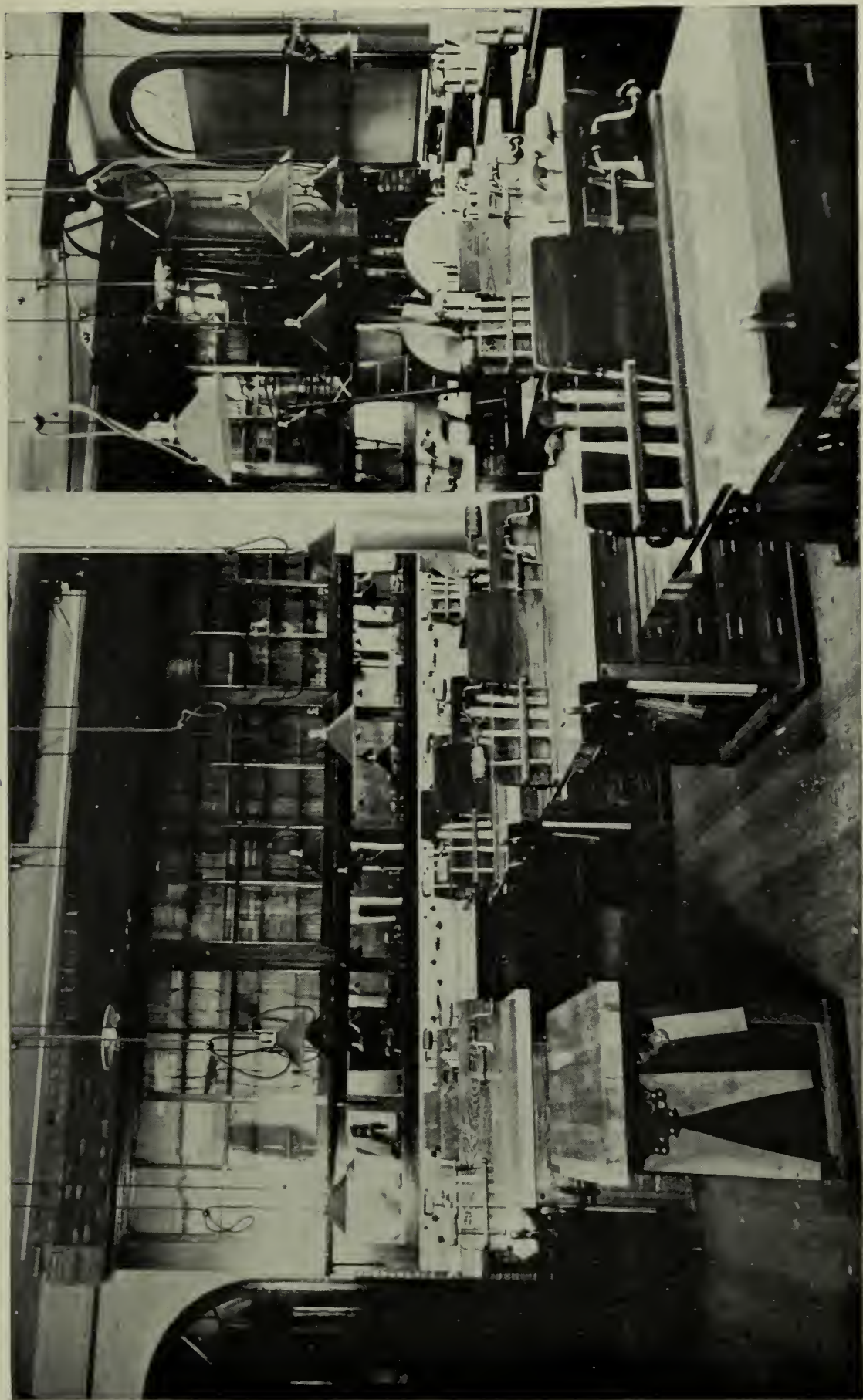
BOSTON
PRINTING DEPARTMENT
1910



TABLE OF CONTENTS.

	Page.
Introduction	5
A. The Elementary School Course of Study:	
General discussion	7
1. Health	13
2. Reading	14
3. Spelling	15
4. Composition	16
5. Penmanship	17
6. Arithmetic	17
7. History	20
8. Geography	20
9. Elementary Science	20
10. Drawing	21
11. Manual Training	21
12. Household Science and Arts	22
13. Music	22
B. The High School Course of Study:	
General discussion	23
1. The general high schools	24
C. Vocational Education:	
General Discussion	27
1. In special high schools:	
(a) Mechanic Arts High School	28
(b) High School of Commerce	33
(c) High School of Practical Arts	46
2. In high school industrial classes:	
(a) East Boston High School	54
(b) Charlestown High School	55
(c) Dorchester High School	56
3. In elementary school industrial classes:	
(a) Agassiz School	56
(b) Hancock School	61
(c) Eliot School	64
(d) Oliver Wendell Holmes School	65
(e) Quincy School	66
(f) Washington Allston School	70
(g) Lyman School	76
4. In special trade schools:	
(a) Pre-Apprentice School of Printing and Book-binding	78
(b) Trade School for Girls	85

	Page.
5. In evening schools:	
(a) Central Evening Industrial School	92
(b) Evening elementary schools	101
6. In continuation schools:	
(a) Shoe and leather course	104
(b) Dry goods course	105
(c) Preparatory salesmanship	105
D. Vocational Direction	109
E. Conclusion	117
Appendix A. Educational Organizations	119
Appendix B. Publications of Boston Teachers, 1909-1910	124
Appendix C. Report on the Summer High School Term of 1910	128
Appendix D. Fourth Annual Report of the Supervisor of Licensed Minors	132
Appendix E. Report of the Committee on College Credit for 1909- 1910	139
Appendix F. New Elementary School Record System	144
Appendix G. Report of the Committee on Vocational Direction	147
Appendix H. Advisory Committees	152
Appendix I. Percentage of Time Given to Each Subject Taught in the High Schools	157



MECHANIC ARTS HIGH SCHOOL.—WOODWORKING SHOP.

SUPERINTENDENT'S REPORT.

In recent years the recognition of differences among children has resulted in many modifications in education. Educators have endeavored to determine what differences exist and in what way the educational machinery needs to be modified in order best to promote the welfare of each individual pupil. Because children differ in mental alertness, flexible systems of promotion have been devised, special schools and special classes for subnormal pupils and for gifted pupils have been established, and painstaking investigations of the causes of and remedies for retardation have been made. Because children differ in moral responsibility, standards of discipline have been revised, additional efforts to establish moral stability and to inculcate moral principles have been made, and experiments in student government and self-control have multiplied. Because children differ in mental attitudes, tastes, and tendencies, a system of elective studies has been put into operation and special courses and special schools have been established wherein each pupil may follow his own dominant interests. Because children differ in environment, urban education and rural education are beginning to differ, and the schools in each community are endeavoring to base their work to some extent upon the present and prospective environment of the pupils. Because children differ in vocational aim, the schools are now being reorganized for the purpose of providing an education for each child

that will best fit him for his future position in life. Industrial education is therefore but an additional result of the general effort to determine the differences among children and to adapt education to the individual needs of the children.

It has always been recognized that education has a vocational purpose, but until recently it has been thought that school training is necessary only for those vocations in life called cultural. At present there is a growing belief that for those vocations called industrial, school training is equally essential. There has been much discussion of the necessity of providing a type of education that will prepare for a life of industry and here and there concrete attempts are being made to provide such an education. The chief danger seems to be in the failure to recognize that the demand for industrial education is based upon the differing vocational aim of pupils, and is therefore suited to and desirable for only a portion of the pupils. For the reasons given in the superintendent's report for last year, any successful industrial education must be largely restrictive and cannot therefore be safely accepted as a desirable preparation for vocations that are cultural. Enthusiasm for the new should neither lead us into the error of thrusting it upon all pupils nor cause us to neglect or cripple the highly important work now in hand.

The proper introduction of industrial education into the public schools furnishes a difficult and serious problem. The best solution seems to be that which has been undertaken in the Boston public schools during the last four years, namely,

to change the school spirit so that no pressure to choose a professional life is placed upon pupils whose abilities and opportunities should cause them to enter industrial life; to modify the elementary school course of study so that it will furnish the best possible basis for vocational success, either cultural or industrial; to experiment with industrial subjects in the elementary schools in order that the final modifications of the elementary course may be wisely made as the result of experience, and to extend, as rapidly as experience justifies and finances allow, the opportunities for special vocational training after the pupils leave the elementary school. A considerable portion of this report is devoted to stating what has been done in vocational education in accordance with this general plan.

Lest, however, that which is new and different be given greater value than is its due, emphasis is first given to the fact that even, when considered from the vocational point of view, that which is most important is the so-called regular work.

A. THE ELEMENTARY SCHOOL COURSE OF STUDY.

In order to meet the obligations of adult life men need the ability to perform certain mental operations such as reading, spelling, writing, and computing so rapidly and so accurately that the performance becomes almost automatic; to know how to think so that they may form correct judgments and reach logical conclusions with regard to all the conditions of life that may confront them; and to know such facts, and to be able to acquire such new facts, as may be useful or pleasurable for them to know.

Each subject in the course of study has been given a place therein because it contributes something to each of these lines of accomplishment, and those subjects have been called fundamental which contribute most to the habitual reactions. The "three R's" are widely revered, because without them progress in any line of education or success in any life vocation is well nigh impossible. While administrative reorganization and specific industrial education have occupied the larger part of the public discussions of the past four years, the changes in the Boston public schools that will have the greatest permanent value undoubtedly are those which have been made in the teaching of subjects that constitute the elementary course of study and particularly in improving the health of the children and in increasing the efficiency of the instruction in reading, spelling, writing and arithmetic.

The elementary course also includes civics, geography, drawing, science, manual training, cookery, sewing, and music. These subjects are not considered fundamental by many persons, and each at the time of its original introduction was opposed as a fad. They possess less definite elements for training in habitual mental reactions and a smaller proportion of immediately useful facts than the subjects universally recognized as fundamental. These subjects have been included in the course of study because, in the minds of educators, training in how to think is an indispensable part of the life equipment of every pupil. The ability to meet new conditions, to form conclusions from new data, and to adapt oneself to varying circumstances are essential requisites for

success in our complicated modern life, and an education limited to habitual mental actions and immediately useful facts would fail to equip boys and girls for success in any but the lower levels. Modern conditions of living, especially in cities, have removed a large share of the opportunities outside of school to fill the life of the pupil with experiences of value on the judgment forming side. The school has of necessity been compelled to make an effort to supply the deficiency.

A popular misconception of the purpose of such studies causes the schools to be criticised because these subjects are not taught as thoroughly and completely as reading, spelling, writing and arithmetic. The Latin verb that means to teach had two objects, one naming the person and one naming the thing taught. When the teacher is teaching a boy arithmetic, or the other essential subjects, emphasis should be given to the subject taught and it must be taught thoroughly, accurately and completely and with a sufficient amount of drill to impress it upon the mind of the pupil definitely, permanently, accurately, and exactly in the form in which it is to be used in adult life. But when the teacher is teaching a boy subjects the chief purpose of which is to train him in forming new judgments, the emphasis should be given not to the subjects, but to the mental development of the boy. The point most to be considered is not whether he knows the particular subject but whether he is increasing in the power to consider new facts and principles, and to form correct judgments and logical conclusions. It is comparatively immaterial whether the

subject is taught thoroughly in the sense that the pupil has covered the whole of it. Whatever is taught should be accurately presented, but repeated drill on the same facts and principles is less valuable than the furnishing of innumerable opportunities to consider new facts and principles and from them to form new judgments. The teacher must keep in view not how much of the subject the pupil knows, but how much the pupil himself has grown in the power to think.

To gauge accurately this growing power of the pupil demands the highest professional skill of the teacher. It requires daily contact with the pupil and consequently is quite impossible for the casual visitor. It happens, therefore, that the best work of the school is wholly unappreciated by visitors who consider themselves competent critics, and schools of inferior grade are highly praised because in the visitor's presence the class recites glibly well known facts and principles upon which they have been previously drilled.

In the days when the boy's life outside of school was filled with a variety of duties, activities and experiences requiring the exercise of judgment, the "three R's" represented with fair accuracy the essentials of school education, but under present conditions they no more nearly represent the elements of an education that are necessary for success in life than they would be correctly spelled if each began with "R." It is highly important that they be thoroughly and accurately taught, but it is also highly important that the judgment forming side of education be not neglected. The drill subjects possess

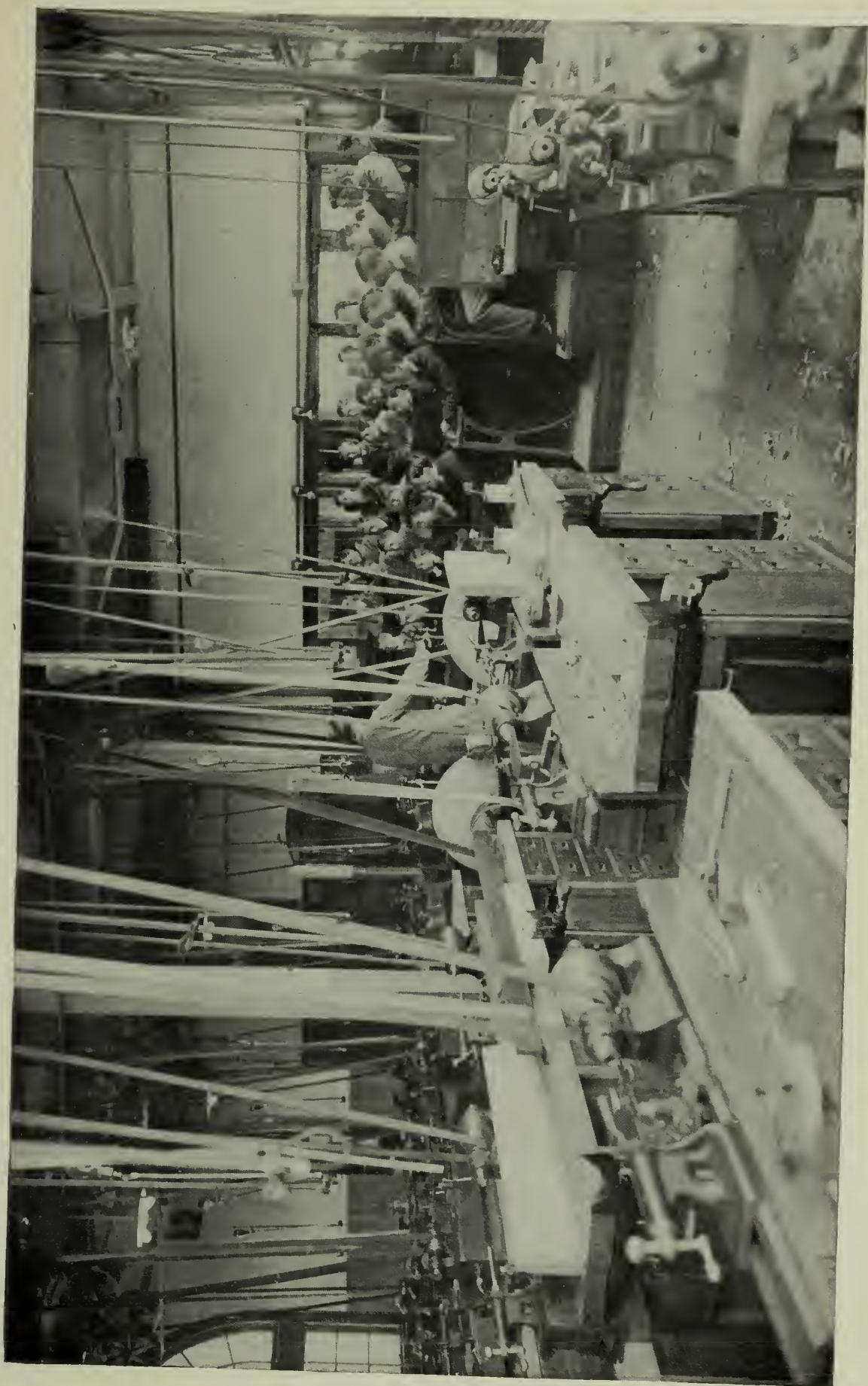
many elements of value to the judgment forming process, and, on the other hand, subjects other than reading, spelling, writing and arithmetic have many valuable elements of an immediately practical character. The most difficult educational problem is the securing of the proper balance between these two essential phases of education. It cannot be definitely stated just what the proportion should be, but in case of doubt it is well to give the preference to the drill subjects. The recent changes in the course of study in the elementary schools have been made from this point of view, and in the Boston schools a stronger emphasis has been laid upon the "three R's."

A course of study is made up of different elements, varying considerably from one another, but tied together in one unified whole by the needs of the pupils. Real progress in education is not forwarded so much by extending the scope of a subject or improving the logical connection of its parts as by choosing from it and from the other subjects those elements that are best suited to the harmonious and complete development of the pupils. The real question is not whether a subject is completely taught, or whether its elements are presented in logical order, but whether such selections have been made from it and from other subjects so that the pupils have before them at all times the material best suited to the stage of progress they are then in, and best designed to give them ultimately adequate preparation for meeting the emergencies of life.

Subjects are but the tools with which to make a man, and while the tools should be selected with

care, the quality of the product will depend more upon the skill of the workman-teacher, and how he uses the tools, than upon the tools themselves. The question is one of proportion and time,— what subject to use each day and how much,— and most discussions of separate subjects, whether complaints that they receive too little time or objections because they receive too much, miss the point at issue because they do not consider the whole problem as centring around and being unified by the child to be instructed.

The change from nine to eight elementary grades made necessary a reassignment of time to each subject and this in turn compelled a revision of the work in each subject. In order that the revision of the course of study might be wisely made committees consisting of the most successful teachers in each subject have been appointed. Each committee has, after one or more years of investigation and discussion, prepared a provisional outline of work in the subject assigned to it. This outline has been carefully considered by the Board of Superintendents, placed in operation in the schools for a year, made the subject of further discussion by the committee of teachers, and by the Principals' Association, and amended as experience has shown desirable. As a result of this method of procedure the course of study in the Boston schools is not something that has been handed down from above as expressing the theory of the School Committee, the Superintendent, or the Board of Superintendents, but it has come directly from the school-room and represents what class-room



MECHANIC ARTS HIGH SCHOOL.—WOOD TURNING SHOP.

teachers believe that class-room teachers can and should do. The opinions of the teachers constituting the various committees, modified to harmonize with the opinions of their fellow teachers, checked by the broader view and more extended experience of principals and of the Board of Superintendents, and revised after trial in the schools, ought to produce, and, undoubtedly have produced, a course of study closely suited to the needs of Boston children.

1. *Health.*

Health is more important than education. The school must avoid doing anything harmful to the health of its pupils, must remedy all conditions detrimental to their physical condition, and must instruct all pupils in regard to the importance of the preservation of physical vigor and the means by which disease may be prevented. A description of the progress recently made in the Department of School Hygiene in the accomplishing of these desirable results would require many times more space than can be given to it here. The school nurses and their wonderful accomplishment in the relief of misery and the prevention of disease, the examination of every child annually for defects of sight and hearing, the co-operation of the teachers, nurses, and school physicians in the examination of all school children for the purpose of determining how many were in such a condition of health as to render immediate transfer to the open-air school necessary for the preservation of life itself, the establishment of open-air classes in the regular schools,—

all these are corrective measures of great social, economic, and educational importance and each worthy of extended discussion. Playground activities have been extended, military drill has been improved, and the work in athletics has been completely revised on the basis of fair play and the reasonable development of all the pupils rather than the production of a team to win at any cost. But more important, though less seldom heard of, is the extensive work of the Department of School Hygiene in establishing preventive measures, in creating and putting into operation a course of study in physical training closely correlated with instruction in physiology and hygiene, with athletics and playground activities, and with the regular exercises of the school. The new course of study in physical training appeals to the child's desire to play, and is carefully adjusted to his changing dramatic and competitive instincts. It aims not only to develop his physical being, but at the same time to arouse and train his mental and moral qualities. Its purpose is not only to preserve health, but also to establish mental and physical alertness and control, to develop initiative, to teach the habit of obedience, to emphasize the necessity of co-operation, and to instill a love of fair play and honorable dealing. When taught with full understanding of its purpose, and in the spirit of its creation, the results will be in importance second to those produced by no other subject.

2. *Reading.*

First and most valuable of all school subjects is reading, for without it intelligent citizenship is

impossible. Not only does the course in English carefully outline the work in reading, but care has been taken to adapt the text-books used to the needs of each grade. Several committees of skilful teachers examined the adopted text-books and those being considered for adoption, for the purpose of determining in what grade each book secured the best results. The recommendations of these committees were approved by the Board of Superintendents and adopted by the School Committee. The result was the substitution of more desirable for less desirable books upon the official list, a wiser adaptation of the books upon the list to the grades for which they are most suitable and the addition of the best new books.

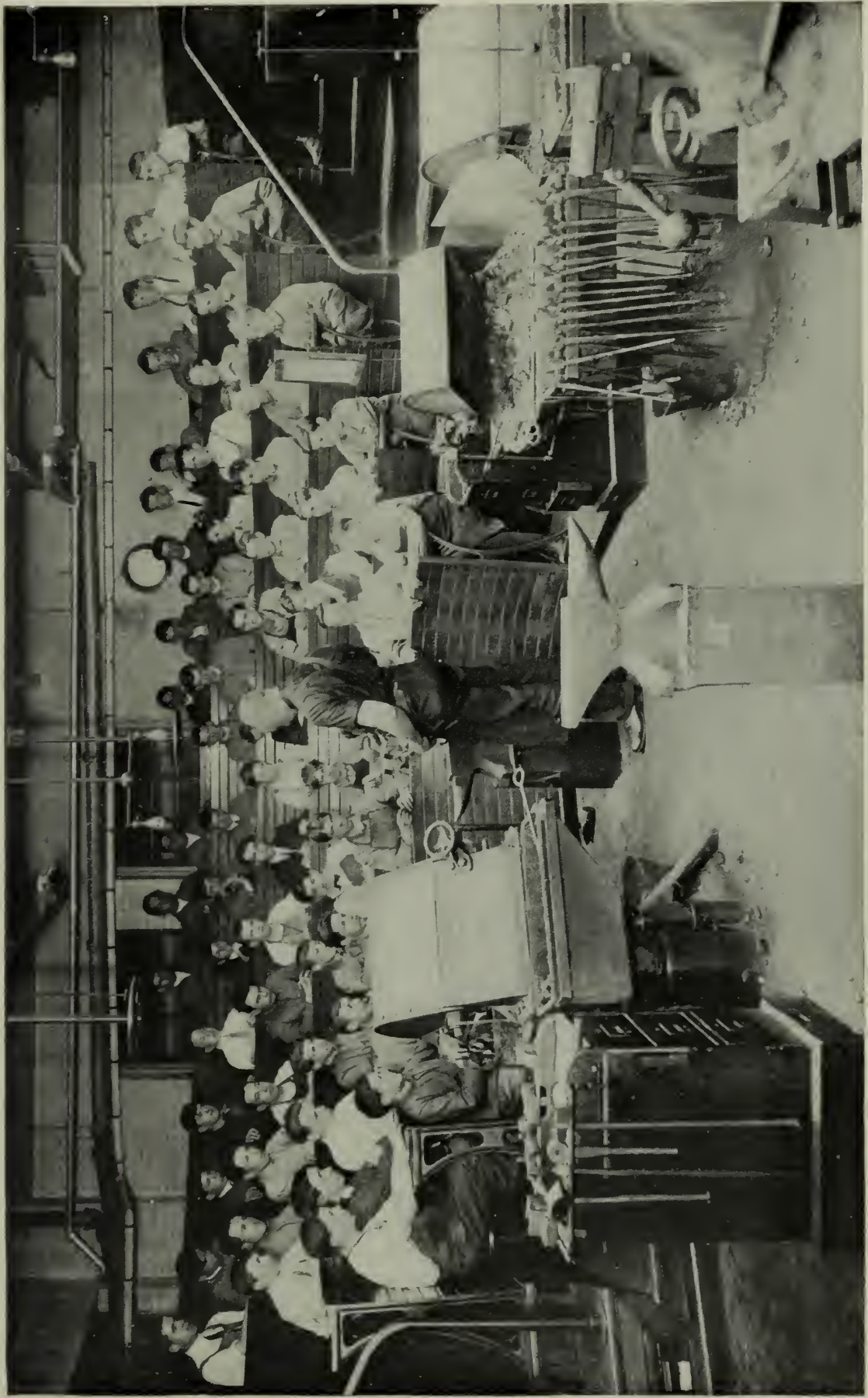
3. *Spelling.*

To spelling a definite amount of time has been assigned in addition to the incidental instruction in spelling that accompanies the work in all other subjects. An extended consideration of methods of teaching spelling has been given and text-books that embody the methods found to be most successful have been adopted. A tendency to revive the spelling contests of former days is showing itself in the schools. While there are grave objections to the introduction of competitive contests of a personal nature among children in the formative period of their lives, it seems probable that a reasonable use of spelling contests can be made, especially between different sections of the same grade in the same school. This will be particularly true if the competition is between whole classes rather than between the best spellers in each

class. If the record of every pupil in the class affects the final result, the weak spellers will not be neglected in the effort to produce a few star performers.

4. *Composition.*

The ability to express one's thoughts orally or in writing is an accomplishment of the greatest practical value. To the composition side of English, therefore, a very large share of time and attention has been devoted. Instruction in composition includes not only instruction in the correct use of language forms (spelling, grammar, punctuation, capitals), but, more important still, instruction in correct thinking. In the elementary school the formal side of composition must be given much attention, but from the third grade up every child must have abundant opportunity to think his own thoughts and to express them in the best English at his command. Much work must be provided that has for its purpose the teaching of correct forms, but there must also be many exercises provided that have for their purpose the expression of the child's thought, and in which form should not be so emphasized as to interfere with freedom and confidence of expression. It is as important that the child know how to think as it is for him to know how to use correct forms. It requires time, patience, and a skilful teacher, one able to distinguish a growing process from a final result, to perfect a child in the habitual use of correct forms without seriously restricting his ability to think and to express his thoughts. Many of the exercises



MECHANIC ARTS HIGH SCHOOL.—FORGE SHOP DEMONSTRATION.

of the school in subjects other than English have for their most important purpose training in the art of thinking.

5. *Penmanship.*

A radical change in the teaching of penmanship has been made throughout the elementary schools. It is recognized that the most effective method of improving the teaching of penmanship is to increase the proficiency of the teachers in writing, and to give instruction in methods of teaching the subject. Consequently a system of penmanship has been adopted that may more properly be called a method of instructing teachers. For a year or two careful experiments were conducted in a limited number of schools. The results were so satisfactory that last year the use of the system was extended to a larger number of districts, and for next year it has been adopted for all elementary schools. In the normal school also a special course in penmanship and black-board writing has been established. The results are that the teachers already in the schools have increased in ability to write, and to teach writing, and the new teachers are coming into the schools prepared to give better instruction in this important art than ever before.

6. *Arithmetic.*

In arithmetic a similar consideration has been given to the course of study, and to the adoption of newer and better text-books. Because of radical differences of opinion among teachers it has been impossible to make satisfactory compromises or to

reach so great a degree of unanimity as has been reached in the other subjects. The difficulty seems to be that some teachers wish to emphasize the habit side of arithmetic instruction, while others prefer to use arithmetic more largely as a means of developing logical thinking.

The first group, therefore, desire drill upon the fundamental operations to be carried to such an extent that operations become habitual, and correct results are produced almost, if not quite, automatically. These teachers do not hesitate to teach a process before the pupil understands all the reasons underlying it. They believe that accuracy and rapidity in the fundamental operations of arithmetic depend more upon early and frequent drill in the exact form in which these operations will be used in adult life than they do upon an early understanding of the logical relations of number. They are unwilling to devote time to the development of logical thinking that they believe may more profitably be devoted to drill designed to secure speed of operation and accuracy in results, especially since they believe that the underlying reasons may be readily mastered when the pupils are more mature, and that the other subjects furnish material of equal value and of a more suitable nature for the development of the thinking powers of immature children.

The second group believe that the ultimate results as to speed and accuracy are equally good, and that the mental development is much greater if the child is taught to understand the reason why an operation is performed in a certain way at the same time that he learns that operation. These teachers,

therefore, object to the drill method as dogmatic, illogical, and unpsychological. From a scientific pedagogical point of view their position may be defended, but the tasks to which the boy is put upon leaving school are usually those that require accuracy and speed rather than judgment. The public is, therefore, likely to side with the teachers who emphasize drill in operations rather than those who emphasize drill in understanding and in logical expression.

On the other hand, if the boy ever advances to a position requiring more than mere routine, it will be because he can think logically and judge correctly. For full success, both immediate and continued, the boy will need both the speed and accuracy claimed for the first method and the logical power claimed for the second. The ideal method of instruction in arithmetic must produce both results. To decide what constitutes this ideal method is an interesting and important educational problem not yet solved.

In spite of these radical differences much has been done, however, to improve the teaching of arithmetic. The course has been simplified and condensed by omitting a large amount of material no longer adapted to modern conditions. Text-books exemplifying methods believed to be successful, and containing problems adapted to present conditions, have been adopted. The discussion of industrial education is having its effect upon both method and content of arithmetical instruction, and on the whole it may be said that arithmetic is in a state of healthy ferment, which can only result in improvement.

7. *History.*

To send pupils out of the elementary schools without some knowledge of the history of our country and its method of government would be to fail to recognize the relation that the public schools of a democracy bear to the problems of good citizenship. The course in history has been carefully worked over by a committee of teachers skilled in the subject, and an outline of suggestions helpful to the teaching of history has been prepared.

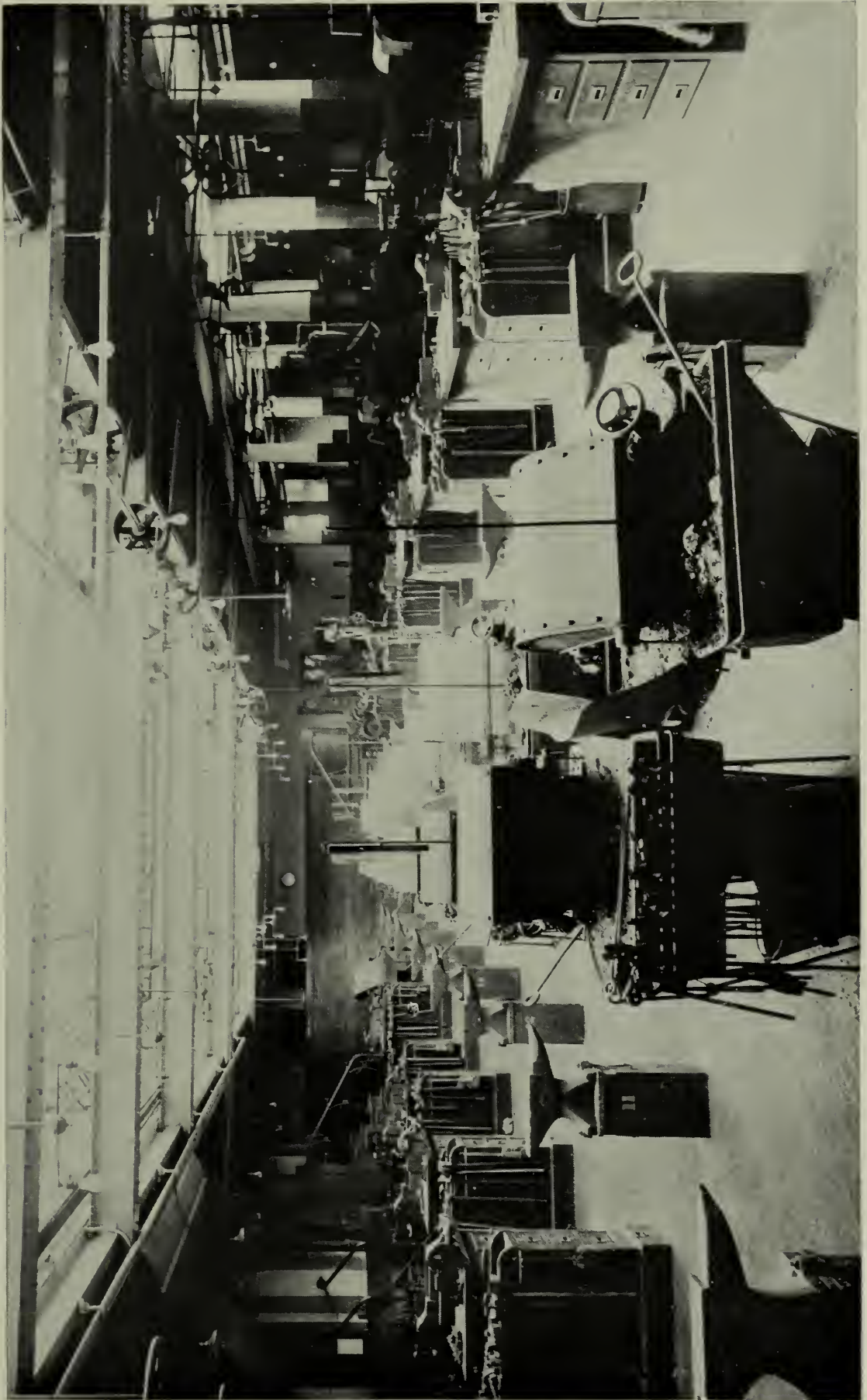
The course in history and civics is designed to create a love of liberty and a respect for law, to furnish elementary training in forming conclusions with regard to men and measures, and to equip the pupils with some knowledge of the deeds of the nation's heroes as a basis for the inspiration to perform honestly, intelligently, and loyally their duties as members of a free democracy.

8. *Geography.*

The course in geography has been twice revised by committees of teachers. The subject presents a large field of facts that are either directly or conventionally useful. The revised course in geography aims to secure the greatest possible amount of judgment training, and to provide for the acquisition of the largest possible number of useful facts and principles.

9. *Elementary Science.*

The amount of time that can be spared for elementary science subjects in the grades is necessarily very limited. These subjects furnish a wide range



MECHANIC ARTS HIGH SCHOOL.—FORGE SHOP.

of opportunity for the consideration of new data and the formation of correct judgment. They also present many facts and principles of practical value. Extensive and careful experimental work is being carried on under the supervision of specially able teachers for the purpose of determining what to teach and how to teach it in order that the science subjects may in the limited time that can be given to them produce the most valuable results along both lines.

10. *Drawing.*

The ability to make both rapid free-hand sketches and accurate working plans, or to interpret and work from such sketches and plans when made by others, is so frequently demanded that drawing may fairly be classed with the "three R's" as one of the subjects of prime importance. The development of æsthetic judgment bears so close a relation both to happy living and to the commercial and industrial supremacy of the nation that the amount of time that can be spared for drawing seems to fall far below the amount justified by the importance of the subject. The uniting of the drawing and manual training departments and the establishing of a closely correlated course of study covering the work in both has undoubtedly more than compensated for the reduction in time made necessary by the change from nine grades to eight.

11. *Manual Training.*

The intimate relation existing between mental and motor activity, and the important part taken in modern industrial life by the manipulation of

material and the use of tools is so great that one is astonished to hear occasional persons decrying the teaching of manual training in the public schools. For many years the emphasis of the course has been laid upon the general training offered by the work. The revised course is based upon the belief that the same or even greater judgment forming results may be reached when the pupils are creating objects of definite practical value.

12. Household Science and Arts.

That a knowledge of sewing and cookery will be of value to every woman is unquestioned. If these subjects were taught in the home, as they were once, the school would not need to provide instruction in household science and arts. But the facts are that in a vast majority of city homes no such instruction is available and the school is accordingly offering courses of study in these subjects that possess great value both in judgment training elements and in items of permanent practical worth.

13. Music.

Education should prepare not only for useful living but for happy living. The pleasure that music adds to life is ample justification for its inclusion in the course of study. It is true that many teachers, otherwise most excellent, cannot teach music well, and for them an exchange of work with other teachers must be arranged or special teachers must be provided. The ultimate success of music in the public schools, however, requires that in most

classes there be a teacher who, with but slight supervisory assistance, can teach music with as much confidence and pleasure as she teaches other subjects. In order to forward this condition, instruction in music for those girls expecting to enter the normal school has been emphasized, and the music in the normal school has been placed in direct charge of the department of music. The graduates of the normal school will, therefore, come into the service better prepared to teach music and with a more thorough understanding of the desires of the department of music as to the material and method of music instruction. During recent years new and better text-books have been adopted and the work in the schools has been competently and carefully supervised.

B. THE HIGH SCHOOL COURSE OF STUDY.

In the high schools, also, important modifications have been made both in the content of the various subjects and the methods of teaching. The establishing of heads of departments has caused careful consideration to be given within each school to the topics to be assigned to the different years of each continuous subject, and to the methods of instruction to be used in each. Duplication of work has been avoided. Topics deemed of interest and importance by individual teachers have been eliminated because it was the consensus of opinion of the other teachers in the department that the time could be given with greater profit to more essential topics. Methods have been modified when such modifica-

tion has been rendered desirable because of the necessity of uniting first-year classes under different teachers in a second-year class under one teacher.

The monthly conferences of the high school councils have caused a similar adjustment of the work of each school to that done in the other schools. Agreement has been reached as to what topics in each subject will receive the greater emphasis, especially in those subjects required for admission to the Normal School. Methods and devices found to be of value in one school have been distributed through the councils to the other schools.

1. The General High Schools.

The nine so-called general high schools offer a wide variety of subjects from which the pupil may choose those which best suit his abilities, best prepare him for his future work, or appeal strongest to his dominant interests, in case his abilities, future work, and dominant interests are known. Since many pupils at the time of entering the high school do not know their present abilities or their future vocation, the variety of subjects offered and the freedom of choice allowed the pupil have served an excellent purpose in enabling him to discover in what direction his taste, ability, and interest lay, and so to find himself.

In 1900 the Boston high schools, under the influence of Harvard College, made all subjects freely elective. By 1906 the Boston high schools had reached the conclusion, later announced at Harvard, that extreme freedom in electives was not justified by results. It had been demonstrated

that the many advantages of entire freedom of electives was more than offset by the possibility of graduating pupils whose course of study lacked definiteness of aim and failed to include subjects essential to success in any line of work. Consequently the course of study in high schools was amended so as to require certain essential subjects, such as English, of all pupils, and to place such restrictions upon electives that the whole course of each pupil must represent continuous and progressive effort.

The present course of study aims to retain the advantages of selection in accordance with ability, interest, and future vocation, but at the same time to establish the principle that, however widespread the effort of the school as a whole may be, the course of study followed by each pupil shall be a definitely considered and well balanced whole, leading as directly as may be to a desired result.

In order to determine the actual work being done in each high school, tables have been prepared (see Appendix I) showing percentage of the total effort devoted to each subject in each school. These percentages were secured by multiplying the number of recitations in each subject by the number of pupils in the class. From these tables it appears that in the nine high schools having partially elective courses, approximately one-fifth of the entire work is in English; something over one-tenth in French, etc. Considerable variation in other subjects is shown, for example, 3.9 per cent of the work in the Dorchester High School is in stenography, while in the Charlestown High School 11.7 per cent

of the work is in stenography; 5.3 per cent of the work in the Girls' High School is in mathematics, while 13.6 per cent of the work of the English High School is in mathematics. These tables show that a fixed course of study suitable to the needs of the pupils attending high school in one section of the city would not be suitable to the needs of the pupils attending high school in another section of the city. A comparison of the tables covering the work in the special high schools will make clear at once the difference in the emphasis given to various subjects in these special schools.

There are, of course, many pupils in the high school who are in the "finding" process, and who do not need or wish to select now their future work. For these it is desirable that there be provided the best possible instruction in subjects that are likely to find the widest range of application in adult life. The large majority of the pupils in the general high schools, however, have reasonably definite ideas as to what they are preparing to do. For the thousands who wish to take up clerical work complete commercial courses are provided. Those who intend to go to college or normal school have courses as rigidly prescribed and as definitely specialized as if they were segregated in separate schools. For those who as yet have no more definitely stated purpose than preparation for citizenship or for home making the present limited freedom of election is ideal.

Through all the changes in recent years in the high school there appears a strong tendency to decide at an earlier age than hitherto along what



HIGH SCHOOL OF PRACTICAL ARTS.—THIRD YEAR DRESSMAKING CLASS.

line the pupil's life work is to lie. This is indicated by the internal organization of the separate school into large groups of pupils pursuing practically the same courses, and particularly by the tendency to overcrowd the special high schools already established, and to urge the establishment of new ones. The Public Latin School and the Girls' Latin School have nearly doubled in attendance. The Mechanic Arts High School has already found it difficult to receive all applicants in spite of the new building that more than doubles the capacity of the school. Hundreds of applicants have been refused admission to the High School of Commerce, so that the number of pupils wishing admission to this school is already greater than the capacity of the prospective new building, while from the High School of Practical Arts for girls, for which a new building is not even in prospect, other hundreds of pupils are being annually turned away.

The special high schools are discussed later in reference to vocational education. The high school situation in general cannot be discussed here, but it is evident that there is urgent need of an early solution of many serious financial and educational problems in connection with the secondary schools.

C. VOCATIONAL EDUCATION.

It is evident from the preceding that the vocational spirit of the times has permeated the regular work of the schools. In every form of educational effort the vocational aim is being made more definite. Even specifically vocational courses such as stenography and bookkeeping in the general high schools have

acquired a new dignity and are elected by increasing numbers of pupils. The effect is to bring teachers more closely in touch with the real conditions of life, to give pupils a greater and more vital interest in school activities, and to cause parents to understand more clearly the real purpose for which they send their children to school and to demand more insistently that the schools be conducted so as to accomplish that purpose.

Enough has been already said to show that a full appreciation of the vocational aim of education has dominated the preparation of courses of study both in the regular work and in the special schools. Since the special schools and the specifically industrial work attempted in some of the regular schools are less well known the principals have been requested to make detailed reports thereof. Much of the material given herein is taken from these reports.

1. IN SPECIAL HIGH SCHOOLS.

a. Mechanic Arts High School.

The Mechanic Arts High School aims to provide the best training that a public, secondary institution can give to graduates of elementary schools who desire to prepare for efficient service as intelligent and skilled mechanics, draughtsmen, designers, foremen, superintendents, architects, engineers, or agents of whatever name charged with ever-increasing responsibilities in connection with the many activities of the complex industrial life of to-day. Instruction in mechanical drawing and shop practice necessarily occupies an important

place in the scheme and introduces pupils, so far as practicable, into real industrial conditions. Mathematics, science, history, and language are taught with a view both to the development of a high order of intellectual activity and clear notions of the value and use of the information gained.

The organization of the school takes note of the fact that in any large group of pupils there are vast differences of environment, native aptitude, industry, and perseverance that cannot be overcome by the best efforts of the ablest teachers. Consequently the classes are divided as early as practicable, so that each group contains those of approximately the same capacity. The subjects of study are the same for all, but less difficult assignments are made to the weaker divisions. The practical bearings of all subjects are constantly emphasized.

The school gives to every boy intensive training in drawing, wood-working, pattern-making, forging, and machine shop work. It teaches the fundamental principles and processes that underlie many trades but it cannot be considered a trade school, for much more time than can be devoted to any mechanical branch is needed to develop the skill and judgment required by a journeyman.

The many-sided activities of the Mechanic Arts High School tend to reveal to boys their dominant aptitudes and lead them to a wise choice of occupation. The mechanical skill and the knowledge of tools, materials, draughting, and methods of construction acquired at school advance them many stages toward the mastery of any trade. Their elementary but systematic knowledge of the entire

field of mechanic arts gives them the same advantage in dealing with the difficult problems of any industry that a liberal education gives to the student of law or medicine. A very large percentage of the graduates have found profitable employment appropriately related to their special training.

The school aims to encourage every noble endeavor, to foster every worthy ambition, to insist upon high standards of attainments in study and of perfection in mechanical work, to cultivate self-control, kindness, politeness, and manliness, and to deepen respect for honest toil. Its rapid growth, the loyalty of its graduates, and the high esteem in which it is held by its patrons, give encouraging evidence that it has been successful in attaining its ideals. The registration at the opening of school each year is shown in the following table:

	First Year Class.	Second Year Class.	Third Year Class.	Fourth Year Class.	Total.
September, 1895	69	34	57	.....	160
September, 1896	155	52	27	3	237
September, 1897	173	122	31	4	330
September, 1898	180	148	80	4	412
September, 1899	189	143	100	24	456
September, 1900	212	147	109	25	493
September, 1901	261	170	106	35	572
September, 1902	288*	209	123	32	652
September, 1903	288*	210	156	41	695
September, 1904	288*	216	161	65	730
September, 1905	288*	239	159	68	754
September, 1906	288*	231	169	64	752
September, 1907	288*	232	167	90	777
September, 1908	606	270	180	94	1,150
September, 1909	612	430	214	147	1,403

* Highest number that could be received.

The percentage of pupils from each section of the city is a close approximation to the percentage



HIGH SCHOOL OF PRACTICAL ARTS. — MILLINERY DEPARTMENT.

of the population in that section to the entire population. This fact shows that the school does not appeal strongly to any particular class or section, but furnishes opportunities which are generally prized.

To enable the largest number of pupils to enjoy the advantages of the school it is necessary that each division should contain the maximum number for which the shops and drawing-rooms are equipped. This need of keeping the entire equipment of the mechanical departments in constant use places an important limitation upon the number of elective subjects which can be offered.

Detailed information concerning the course of study that has been in use for many years may be found in School Document No. 3, 1906. Pending the adoption by the School Committee of a revision now under consideration, only general statements touching the character and scope of the instruction can properly be made. The shop work varies considerably from year to year. Little value is attached to a given series of models or exercises. The particular piece of work is of slight consequence in comparison with the instruction given concerning it, the pupil's method of procedure, and the spirit that dominates his activity. It is, however, regarded of supreme importance to teach only such theories and methods as are in accord with the best practice of skilled artisans.

In the early stages of the development of schools of this general type, the inertia of educational thought and the apprehensions of skilled workmen made it expedient to defend such institutions on

strictly philosophical grounds and avoid emphasis of their vocational functions. The early claims touching the peculiar cultural value of manual training now appear somewhat exaggerated, but the beneficent results of the training of the Mechanic Arts High School are freely attested by all of its graduates. That it has been singularly attractive and inspiring to many boys has been fully demonstrated. The problem of the future is to conserve all of the educational advantages that it has developed and proved, and to increase in so far as possible the industrial possibilities of the school.

The classes in wood-working, organized in 1882 in the North Bennet Street Industrial School by Mrs. Quincy A. Shaw, may properly be regarded as the precursors of the Mechanic Arts High School. The Committee on Manual Training was first appointed January 29, 1884, and for several years its functions were (1) to have general charge of various forms of experimental work, the expense of which was borne by Mrs. Shaw and her generous friends; (2) to emphasize the educational value of manual training and arouse interest in it. The orders which made manual training a part of the public school system and caused the city to assume financial responsibility for it were passed in 1887.

The Mechanic Arts High School building was first occupied on September 6, 1893.

The normal capacity of the building is 1,200, but the number of applicants already considerably exceeds that number.

b. High School of Commerce.

The High School of Commerce was created to give boys a specific preparation for commercial life. It differs from other high schools in that its course of study includes subjects of a technical business nature and aims throughout to develop a commercial spirit and aptitude for business. It differs from the ordinary business college in that a thorough academic training is offered in English, modern languages, economics, mathematics, and science.

In general the course of study may be said to be divided into two parts: first, instruction in general high school subjects; second, instruction of high school grade in the specific subject — commerce. The first sort of instruction is intended to supply the indispensable elements of general knowledge or liberal culture. Instruction of this kind is provided in the general groups of studies usually pursued in high schools, except that of ancient languages.

It is to be noted, however, that the general subjects are all taught with the constant view of preparing the pupil to use them in business life. Thus, English, the modern languages, history, commercial geography, commercial law and science are made to serve as instruments of general culture, and yet are taught with an eye to their special commercial applications. In like manner all instruction in the school is made to serve the special, vocational purpose for which the school exists. This purpose is further emphasized by centring

the general subjects about the second kind of instruction mentioned, namely, specific work in commerce. This special work and the special bent given to general subjects combine to bring out strongly the vocational character of the school. Opportunity for still more specific technical work is offered in a special course open to graduates of secondary schools.

This special course, in so far as the High School of Commerce pupils are concerned, amounts to a fifth year along the lines they have been following, but for the graduates of other high schools who take it, it is the equivalent of a specializing post-graduate course. It is designed for boys who intend to enter business directly and yet desire a more specific training than is afforded by the regular high school course. It includes many of those features of the college training which have a cultural value while at the same time preparing for business life. The work is organized on a part time scheme; boys work at the school in the morning and down town in the afternoon. Combined in this way with practical business experience the academic work takes on new significance and can be adapted more and more closely to the developing needs of the student.

At present this fifth year work includes brief courses on money and banking, corporation finance, transportation, labor problems, business organization, accounting, modern language, industrial chemistry, and English. Lecture courses, given by experts from outside the school, are also offered on the following subjects: Salesmanship, advertising,

transportation, and municipal government. Boys coming from other high schools can also take several regular courses of the fourth-year work, such as economics, industrial history, accounting, commercial use of modern languages, and industrial chemistry.

The course of study of the school permits of a choice of subjects that will enable a pupil to prepare for one of the three larger divisions of the commercial field, namely, secretarial work, buying and selling, and accounting. The study of commercial opportunities has led to a general preferment for the subject of buying and selling. Diplomas are awarded to those who satisfactorily complete the four-year course of study. Certificates are given to those who satisfactorily complete the special course.

The school session is one hour longer than that of general high schools, this extra hour being devoted to gymnastic exercises, the meetings of foreign language associations and debating societies. For certain pupils the period is a time for study while for others opportunity is offered to visit the library. Students who desire additional assistance in their studies may at this time find teachers who are at liberty to help them. The period effects two valuable purposes: the bright pupil has opportunity to do additional work and the slow pupil has a chance to get the assistance necessary to enable him to keep abreast of his class.

It has been the constant purpose of the school to develop the vocational side of education and for that purpose the work is supplemented by a very

important and practical feature in the shape of summer employment for the boys of the second and third year classes. A sufficient number of merchants has been found who are willing to give summer employment to boys sent them from the school. In this way the business house has become the practical laboratory of the school and the pupils are thus given a chance to serve a kind of business apprenticeship.

The plan of summer employment was put into operation in a simple and effective manner. A circular letter was sent out to a number of business houses asking co-operation. The boys were sent to the employment managers of those firms offering assistance. The boys brought with them a statement from the school covering the items of interest to employers. All boys who have thus far engaged in summer occupations have returned to the school on the opening day bringing with them reports from the several business houses covering the records made in their temporary positions.

During the school year groups of students have been taken into business houses, where, under the direction of competent guides, they have been shown the workings of modern business houses in actual operation. At weekly intervals business men speak to the pupils on such subjects as Success in Business, Business Ethics, Business Organization, and similar topics. In addition thereto the School Committee has each year provided by special appropriation for a course of lectures by competent authorities on local industries. These lectures



HIGH SCHOOL OF PRACTICAL ARTS.—ONE OF THE COOKERY ROOMS.

have covered extensively the subjects of leather, wool, provisions, textiles, wholesale and retail business, advertising, and other commercial branches. They have been valuable to the pupils in the way of furnishing reliable information concerning the vocational possibilities in the commercial field of Boston.

The idea of a high school of commerce had been in existence for some years previous to the founding of the Boston institution. Both New York and Philadelphia had had flourishing schools of commerce for some years before Boston made the venture. In 1905 the movement became vigorous. The former School Committee of twenty-four appointed a sub-committee of five which showed great enterprise, visited the New York High School of Commerce and published a special report upon the project. A sub-committee of assistant superintendents made a similar investigation and strongly recommended the founding of a special commercial school.

The School Committee of five began the work as one of the innovations of the new régime. The whole committee visited the New York High School of Commerce, inspected the work in that school, and was so favorably impressed that shortly afterward it took preliminary action which resulted in the founding of the Boston High School of Commerce. Early in April, 1906, the head master of the institution was appointed.

As the school was not open to receive pupils until the following September considerable opportunity was given for the study and investigation of the problem. The opinions of local business

men relative to the idea were first sought. A circular letter, asking pertinent questions, was addressed to many prominent business representatives. The data derived from this inquiry was utilized in determining the character of the school and the course of study.

The newly appointed head master immediately commenced a study of similar schools in this country and abroad. Both New York and Philadelphia were visited for suggestion, and a great deal of practical help and encouragement was the result. The European field was next sought out, and here was discovered a rich number of old and celebrated institutions. Italy, Switzerland, Austria, Germany, Belgium, France, and England were visited on the trip.

The German commercial schools were found especially suggestive. Dresden, Leipsig, Berlin, Frankfort, and Cologne contain representative types of commercial schools, and from them were secured ideas very useful to the Boston experiment. The fact that the German schools had been established so long, with such distinguished success, and with constantly growing influence and power, seemed especially significant and encouraging to those entrusted with the new project in Boston. The Germans freely asserted that their conquests in the world's markets were the results of the special training given to their young men in the commercial schools. Boston, like the large German cities, needs wider markets. The similarity of conditions is so striking that means of success found efficacious in the older country had strong promise for the new.

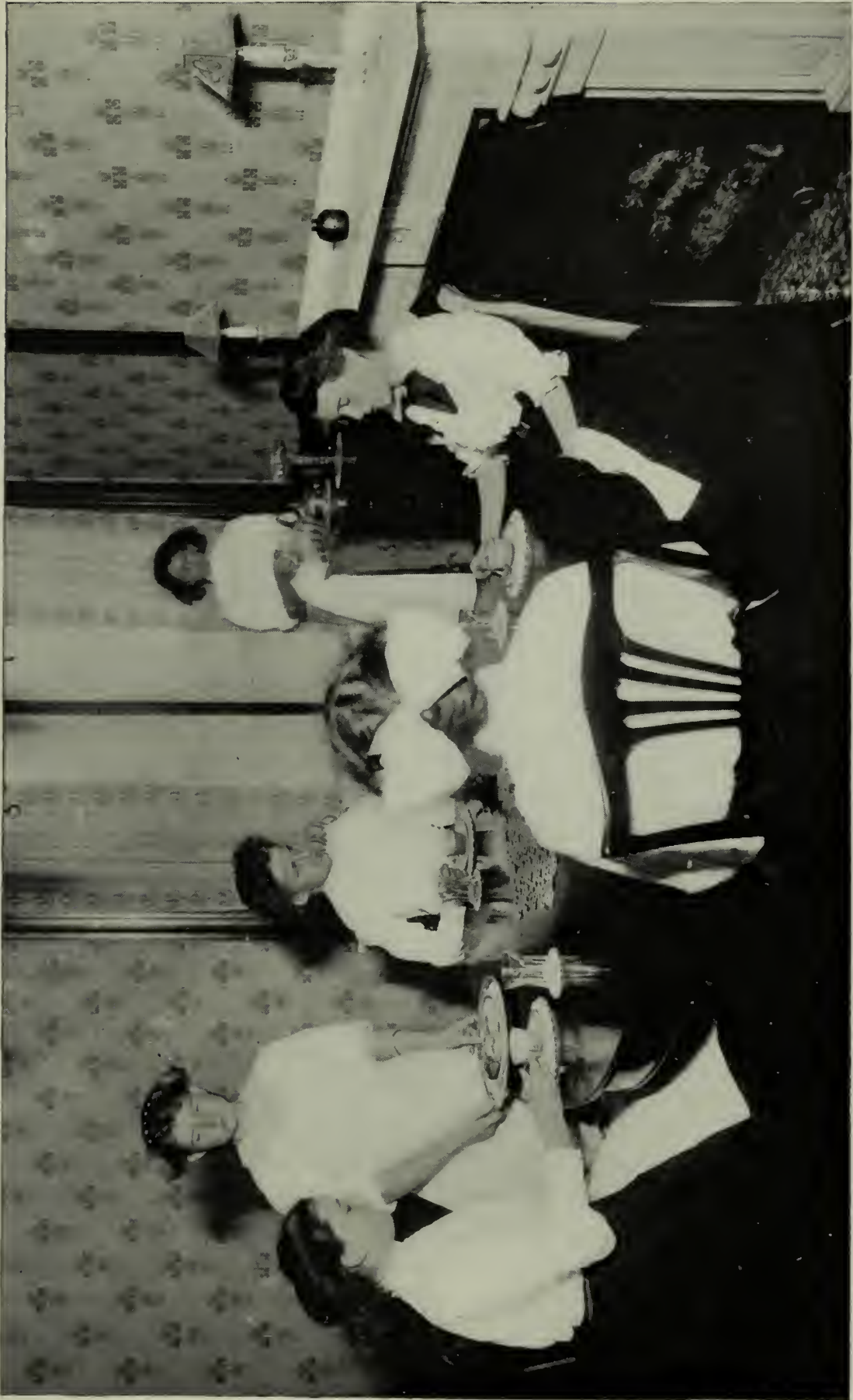
It is by no means possible to duplicate exactly a German type of school on our own soil. Racial, social, and business conditions have made differences in all countries, and the schools must always be true to the national life of the nation and faithfully carry out the national ideals.

One German idea, however, was rather closely followed. This was the formation of an advisory committee of business men. At a gathering of representative business men, held in the autumn of 1906, the new high school was the subject of an interesting discussion. The consensus of opinion was that a successful school of commerce should be developed by means of some definite scheme of co-operation between the school and the business men, so the President of the Merchants Association, the President of the Associated Board of Trade, and the President of the Chamber of Commerce, were chosen to formulate a plan. The plan proposed by these men, and adopted by the School Committee, created a general committee of twenty-five business men, representatives of the various business activities of the city. This large committee at its first meeting selected from its number an executive committee of five, whose duty it is to examine in detail the various questions concerning the school and make recommendations to the larger body. The larger body meets twice a year, in May and October, and the executive committee meets once a month at the convenience of the chairman.

At the meeting of the Business Men's Committee, May, 1907, a series of recommendations was proposed to the School Committee concerning such

subjects as the permanent site of the school, the employment of technically trained teachers, and summer employment for students. These recommendations were adopted by the School Committee, and it is believed have been of vital assistance in the development of the school. So far as is known this is the first time that such co-operation between school authorities and business men has been effected in this country. It has resulted in a practical co-operation between the men who can say "what should be done," and the Board of Superintendents, whose business it is to say "how it shall be done." It is generally admitted that the committee of business men has been of substantial value in promoting the development of the school.

This advisory committee issued in May of the current year in printed form its fourth annual report. Each of these reports is interesting and instructive and together they form a complete recital of the progress of the school. Furthermore they are a convincing setting-forth of the activity of this committee and of its practical and beneficial interest in the school. It has been largely instrumental in making a new and permanent home for the school possible in the near future, and in the creation of travelling scholarships to Central America, South America, and Europe. The purpose and scope of these scholarships may be learned from the following extracts from two reports of the advisory committee, one taken from the report of 1909 and one from the report of 1910.



HIGH SCHOOL OF PRACTICAL ARTS. — SERVING A LUNCHEON.

Report of May, 1909:

The two South American scholarships outlined in last year's report were duly awarded to two young men of the graduating class. They visited several of the most important parts of the western coast of South America, making their headquarters at Rio de Janeiro and Buenos Ayres. Adequate facilities for investigating trade conditions were afforded them. They were provided with numerous letters of introduction and the representatives of American business interests in the countries visited extended them every courtesy possible. After their return to this country last fall they spoke before the Business Men's Committee, and gave several talks before the school. The trip of these two young men has been an inspiration to them and to the whole school. While the results of their observation can hardly be considered of large immediate value to the business interests of Boston, it is undeniable that the interest aroused in the community was stimulating, and that the school profited largely by the example. . . . On the whole, the trip will be of greater importance than could possibly be the purely technical report of an expert. It is a pleasure to be able to state that two scholarships are also available for the coming summer. Mr. Andrew W. Preston of the United Fruit Company has given the sum of \$10,000, \$2,000 a year for five years, to the Harvard School of Business Administration and the High School of Commerce, to be expended in the study of trade conditions in Central America and the West Indies. The holders of these scholarships are not only an incentive to the serious minded students of the school, but also show on the part of the Boston business men a realization of the fact that if we are to gain ground in foreign markets they must give those who are to represent them not only a business training but also the opportunity to prepare themselves in a definite way for the specific work before them. Thus, also, is recognized the fact that the High School of Commerce is endeavoring to do its share in preparing its graduates to enter a field which is destined to occupy an increasingly greater amount of the attention of American business men.

Report of May, 1910:

The travelling scholarships to Central America were carried out as announced in the report of a year ago. Two fifth-year pupils were chosen, and the following places were visited: Berlize Puerto-Barrios, Guatemala, Antiqua, New Orleans, Colon, Panama, Port Limon, Cartago, San Jose, Bocas del Toro, Port Antonio, Kingston and Montego Bay. These young men made an interesting report to the Business Men's Committee in December. They have given several talks, illustrated with lantern slides from views taken on the spot, to the students of the school. These young men, as is customary for all fifth-year students, spend half of the day in school and half of the day in business houses. Both boys are connected with large local business concerns. The Business Men's Committee feels that the project of maintaining these scholarships for the students of the school is a practice which should be commended. The scholarship is a stimulus to the students of the school and to the community in general. Widespread public interest is manifest, and a nucleus of young men with some notion of trade conditions in the Latin countries south of us is being established.

For the forthcoming summer a double travelling scholarship is offered to two young men of the graduating class. These young men will be selected as heretofore, *i. e.*, by reason of scholarship and general desirability. The trip will be to Germany. One month the young men will spend in the "Kolonial Institut," in Hamburg, an institution designed to train young Germans for service in German colonial possessions. The two students of the school will have an opportunity to be under the influences which the young Germans enjoy who are preparing for their country's colonial trade. It is expected that the two young men will join a party of students from the Berlin Commercial University and travel for a month's trip of investigation and study of textile and iron industries in the Rhine-Westphalian district and in Belgium. The journey is in no way a junket or a frivolous excursion. It is a trip of observation and serious study, and the young men will be expected to render a definite and valuable account of their experience.

Through the financial assistance of the Business Men's Advisory Committee the school has been equipped with a Commercial Museum and a Commercial Library, to which it is planned to make yearly additions until they shall have become highly important features to which pupils may refer for assistance in their work.

The High School of Commerce was organized in the old and abandoned Winthrop Street School-house in September, 1906, with a registration of 140 boys. On October 14, 1907, it was moved to the new Patrick A. Collins School-house in the Fenway. This building was originally designed as a model school in connection with the Normal School, but it has been adapted in its interior arrangement of class-rooms and laboratories so that it serves the purposes of the High School of Commerce so far as its limited size permits. In September, 1909, however, the school outgrew its present quarters and an annex was established for 178 boys in rooms hired in the Mechanics' Building on Huntington avenue. Even with this annex, the room provided is inadequate and a building is needed at once to accommodate 1,000 pupils. There were 588 applicants for admission to the school in September, 1910, but a large number were rejected on account of a lack of room. Had all of these been admitted the membership next year would have been 1,138. The School Committee secured the passage of an act by the Legislature of 1909 authorizing the erection of a new building to provide for approximately 1,000 pupils of the school, the offices of the School Committee and of the Schoolhouse Commission, but

progress toward its completion has thus far proceeded slowly and there is every indication that its capacity will be overtaxed as soon as its doors are opened. The rapid growth of the school is shown by the average membership which has been as follows:

1906-07	.	.	.	.	.	.	132
1907-08	.	.	.	.	.	.	316
1908-09	.	.	.	.	.	.	509
1909-10	.	.	.	.	.	.	666

The course of study of the school is as follows:

PROGRAM OF STUDIES.

FIRST YEAR.

REQUIRED.	Periods per Week.	ELECTIVE.	Periods per Week.
English.....	4		
German.....	4		
Penmanship, first half.....	4		
Business Knowledge and Practice, second half.....			
Physics, one-half year.....	4		
Physical Geography, one-half year..			
Algebra (with Commercial applica- tions).....	4		
General History (Ancient and Medi- aeval).....	3		
	23		

SECOND YEAR.

English.....	4	Stenography (to be pursued three years), in place of starred subject,	5
German.....	4		
French or Spanish *.....	3		
Bookkeeping.....	4		
Commercial Geography, one-half year.....	4		
Local Industries, one-half year....			
Commercial Arithmetic.....	4		
	23		

THIRD YEAR.

REQUIRED.	Periods per Week.	ELECTIVE. One Subject Required. Two may be taken by Dropping Starred Language.	Periods per Week.
English.....	4	Bookkeeping.....	4
German.....	4	Stenography (Continued).....	4
French or Spanish *.....	3	Free-hand Drawing.....	3
Chemistry.....	5	Plane Geometry.....	4
Typewriting †.....	1		
Modern History, first half.....	4		
Economic History, second half.....			
	21		

FOURTH YEAR.

Commercial English, Advertising, Correspondence, first half.....	4	Bookkeeping, Accounting, Typewriting.....	6
English, second half.....			
German.....	3	Stenography and Typewriting.....	6
French or Spanish *.....	3	Mechanical Drawing.....	3
Economics, Applications, Business Organizations, etc.....	4	Commercial Design.....	3
Typewriting †.....	1	Chemistry, Applications.....	5
Commercial Law, first half.....	4	Solid Geometry and Plane Trigonometry.....	4
Civil Government, second half.....			
	19		

† Not taken by pupils pursuing advanced work in Business Technique.

SPECIAL COURSE.

REQUIRED.	Periods per Week.	ELECTIVE. One Subject Required.	Periods per Week.
English, Commercial Correspondence, One Modern Language.....	3	Merchandise.....	10
Commercial Law.....	3	Accounting, Auditing.....	10
Business Organization.....	3	Banking, Brokerage.....	
Commercial Policy.....			Transportation.....	10
	12	Manufacturing Industries.....	10
			Consular Service, International Law	10
		Modern Languages.....	

c. High School of Practical Arts.

The High School of Practical Arts is conducted on the belief that woman's most important function in life is that of the sweet ordering, arrangement, and decision of the home. The school, therefore, aims to prepare all its pupils to meet the conventionalities of home life, to give them direct training in the forming of judgments of the type required for home-making and to ground them thoroughly in the subjects that underlie the practical arts of the household. It is recognized that many of the pupils will not go directly from the school to the home but will, from choice or necessity, for a shorter or a longer time, earn a livelihood in industrial pursuits. Therefore the school also provides definite industrial training of high character. The school in its upper classes is divided into two groups of pupils pursuing somewhat different courses, both being trained, however, for home-making, though one expects to spend more or less time in industrial work. The latter group receives trade instruction in some branch of industrial labor paying good wages to women.

Since so much of both home life and of industrial life depends upon the appreciation and the practical application of art, drawing receives early and constant emphasis. The purpose of this department is the cultivation of taste through a study of the principles of beauty and their application to the problems of dress and the home. The course includes the study of representation, which stimulates observation and expression; construction, which teaches the facts of form and the method of making

drawings for the work shop; mechanical drawing, which necessitates accuracy in measuring; composition and design, which include the analytical study of the principles of beauty and color harmony; costume design in its many phases, with special reference to the individual. For those who do not take the trade courses the work is made extensive enough to enable them to appreciate the principles of art as applied to dress, household decoration and household furnishing, so that they may purchase wisely and appreciatively for themselves and for the members of their family. In the trade courses still more extensive training in art and its application is given in the advanced work in designing.

In connection with the school a house is maintained nearby in which general housekeeping is taught. This school "home" contains a laundry, living room, dining room, kitchen, pantry, bathroom, and a number of chambers. The instruction includes laundering, the work of the kitchen, care of the dining room, and the serving of meals by turn to groups or classes. In connection with the setting and serving of luncheons, the furnishing and equipping of the house, and the arrangement of furniture and decorations, innumerable opportunities for the exercise of æsthetic judgment occur. The skill, interest, taste, and originality shown by the girls are sources of continual surprise to both teachers and visitors. On the second floor a nursing room has been fitted up for the study of nursing in order that the pupils may know how to assist in minor sicknesses at home.

A thorough course in the more important phases of cookery is given. The emphasis of the course is laid upon the learning of a few of the essentials of home cookery rather than upon the acquiring of a smattering of knowledge of the cooking of a wide variety of dishes. The pupils are drilled, for example, in bread making until they can make bread properly. Likewise special emphasis is laid upon the proper cooking of the more common varieties of meat. In addition to the small luncheon served in home style in the school "home," the girls purchase, serve, and cook their own noon luncheons and thus secure much practical experience in real kitchen management.

By this means also the school is able to give the pupils much practical instruction in marketing. As soon as they have reached the point in their course where they have become reasonably proficient in cooking they are directed to prepare dinners that shall not exceed in cost various specified and modest limits. They are then supplied with the money to purchase the materials needed and are sent to the market to buy them. When the meal has been prepared it is discussed in class and its merit and faults are pointed out by both pupils and teacher. The value of a well-balanced menu that provides an economical but nourishing meal, well cooked and attractively served, is emphasized by the teachers and the energy of the school is devoted to perfecting its pupils in the practical rather than the fancy phases of kitchen work.

All pupils in the school receive extensive training in dressmaking and millinery. For those in

the general course the amount is sufficient to enable them to make their own dresses and hats, or to judge correctly as to quality, texture, color, design, fit, and price of that which they purchase for themselves or their children. For those who enter the trade courses in millinery or dressmaking the course is much more extensive. The same operations are repeated often enough to give skill and rapidity. Care is taken to teach operations in exactly the way they are performed in the best shops. The dressmaking covers hand and machine sewing, drafting, cutting, fitting, and finishing. The millinery branch deals particularly with materials and appliances of the trade and the operations taught are the making of bandeaux, folds, frames, facings, shirred and plain bows, and the trimming of hats.

The course in designing is arranged to make the product of the dressmaker and the milliner more beautiful. It includes a study of the harmony of color, the laws of proportion, the application of the principles of beauty to dressmaking and millinery, the making of patterns for costumes and hats, and the criticism and remedying of the faults in the fashion plates of publications that are circulated among the general public. Each pupil is required to design her own underclothes, dresses, and hats, and to make them as a part of her course in the school. These designs are criticised by the teachers, and the pupil must correct them before the needle is touched. The greatest attention is paid to this important preliminary work, as it marks the difference between the skilled and the mediocre worker.

English, history, arithmetic, algebra, plane geometry, chemistry, physics, biology, and hygiene are studied, though no attempt is made to prepare girls for college. In these branches of study much of the exhaustive analysis required by college courses is omitted. In its place an attempt is made to excite a love for the pursuit of the subject. Particularly is this true of the study of English, in which the theme itself rather than its technical construction is studied. The works of the best authors are perused in the class in such a manner that it is hoped to turn the minds of the pupils in the direction of good literature and to develop a love for it as a pleasure in the home. The work in composition aims to develop independence in thinking, accuracy in observation, and skill and clearness in expression.

The course in science attempts to put the pupil in touch with the scientific problems of life. In chemistry, botany, and hygiene—in every branch of science—it is intended to teach application quite as much as theory; for example, the pupils in chemistry are taught not only how to prepare sulphur dioxide in the laboratory, but also how to use it for bleaching straw for hats.

The course in mathematics has two distinct purposes: to train the girls to think logically and clearly, and to enable them to solve such problems as arise in the home or in the trade they expect to enter. A woman should be able to keep her household accounts accurately as well as to understand the principles of algebra or geometry, and for this purpose the pupils are taught to make out bills, checks, and receipts and to keep a cash account.



AGASSIZ DISTRICT INDUSTRIAL CLASS.

The required work in history aims to make the pupil acquainted with the great names and lives, the important events, and the main lines along which the world has progressed. Special attention is given to the history of the development of the arts and the industries.

The course is four years in length, two-thirds of the time being devoted to academic subjects and drawing, and one-third to industrial work. The value of independent thinking, talking and writing clearly, and observing keenly in industrial success is impressed upon the student. The work of the different departments is correlated as closely as possible. In the various academic courses an earnest effort is made to develop good habits in the processes of thought and expression; to strengthen the mental powers; to inspire a love for learning for its own sake, and to broaden the pupil's outlook on life. In connection with the academic work the study of sanitation, the chemistry of foods and bacteriology is introduced, in order that the pupils may understand the great need of proper housing, pure food, sunlight, and fresh air, and they are instructed in home nursing and personal hygiene that they may know how to keep well. The instruction in the practical arts aims to give not only a knowledge of the various processes in each industry studied, but also a comprehensive understanding of these processes in relation to the entire scheme of work.

The hope of the school is to make broader minded and more practical women of its graduates and by its combination of general and specific education to fit them better to take advantage of an oppor-

tunity for promotion in the business world when offered than the more limited and specific courses of the trade schools can do. While the graduates of this school who enter trade must begin at the bottom, it is believed that their broader training will enable them ultimately to secure important directive positions or to become owners of shops.

The success of the school is well attested by its remarkable growth of popularity. It was first organized in September, 1907, in the old Lyceum Building at Meeting House Hill. The first year its average membership was 94 girls. A year later it was 234, and the third year (1909-10) it was 346. The number of applicants for admission in September, 1910, is 382. If all are admitted the school will contain approximately 742 pupils. In June, 1911, it will graduate its first class.

The main portion of the school outgrew the Meeting House Hill quarters in 1908-09, and was moved in September, 1909, to the Sarah J. Baker School-house, originally intended for primary grades exclusively. In the latter building nine rooms are now in use, but these, with the four-room annex at Meeting House Hill and the apartments before mentioned on Perrin street, will with difficulty accommodate the large number who are to be quartered during the ensuing year. There is urgent need of the erection of a new building, designed and equipped for the special work of this school.

The course of study is as follows:

PROGRAM OF STUDIES.

FIRST YEAR.

REQUIRED.	Periods per Week.	ELECTIVE.	Periods per Week.
English.....	5		
History.....	3		
Mathematics: Applied Arithmetic, Algebra.....	4		
Art.....	4		
Sewing.....	6		
Cooking and Housewifery.....	4		
Choral Practice.....	1		
Physical Training.....	2		
	29		

SECOND YEAR.

English.....	4	Dressmaking Course.....	10
History.....	2	Millinery Course.....	10
Mathematics: Plane Geometry.....	2	Household Science Course.....	10
Chemistry.....	4		
Art.....	5		
Choral Practice.....	1		
Physical Training.....	2		
	20		

THIRD YEAR.

English.....	4	Dressmaking Course.....	10
History, Civil Government.....	4	Millinery Course.....	10
Physics.....	4	Household Science Course.....	10
Art.....	5		
Choral Practice.....	1		
Physical Training.....	2		
	20		

FOURTH YEAR.

English.....	5	Dressmaking Course.....	10
Household Accounts, one-half year	2	Millinery Course.....	10
Home Nursing, one-half year		Household Science Course.....	10
Economics.....	2		
Biology and Sanitation.....	3		
Art.....	5		
Choral Practice.....	1		
Physical Training.....	2		
	20		

2. IN HIGH SCHOOL INDUSTRIAL CLASSES.

a. East Boston High School.

An industrial class in jewelry and silversmithing was formed in the East Boston High School in September, 1909, the work to be carried on outside of regular school hours, three afternoons each week, from two to four o'clock. This work was made elective for pupils in the school who had had one year of drawing. Sixteen pupils registered for the work the first day. There have been some additions and some withdrawals from the class. The average attendance has been fourteen.

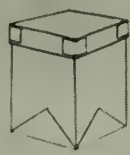
As the room in which this work was to be carried on was only partially equipped for the purpose, and as such a room for industrial work should conform as nearly as possible to shop conditions, it was necessary to make several changes and to complete the equipment. These changes have interfered with the progress of the work.

The time was about equally divided between design and the practical work in the shop, with a portion given to modelling and a study of various materials used.

The following problems of design have been worked out: Scarf pin, brooch, buckle, pendant, necklace, cuff links, ring, hat pin, jewel box, spoon, knife and fork, sugar tongs, bowl, coffee pot, cream pitcher, sugar bowl, trays, etc. In these problems the pupil is first required to make several sketches of the article to be designed, keeping in mind the use to which it is to be put, the construction, and the material employed. Reference material, such as books, photographs, magazine clippings, manu-

AGASSIZ INDUSTRIAL CLASS
 1897 D.W.
 ELIOT SCHOOL
 JAMAICA PLAIN

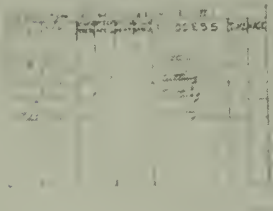
CHALK BOX



BAR AND COVER



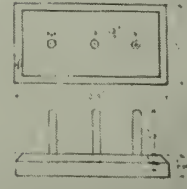
DRILL BIT



SCREW



DRAWING OF SPOON-HEADER



AGASSIZ DISTRICT.—INDUSTRIAL CLASS WORK.

facturers' catalogs, etc., illustrating the various problems, are kept where they may be referred to by the pupil at any time. From the sketches made the one best adapted to the idea is selected, modified where necessary, then carefully redrawn and "rendered." This is sometimes followed by a modelling from the design in plasticine before working out the object in the material.

In the practical side of the work the following processes have been taken up: Saw piercing, filing, drawing and bending wire, hard and soft soldering, repoussé, chasing, modelling, casting, cawing, stone setting, enamelling, surface development, raising, finishing, and coloring.

b. Charlestown High School.

An afternoon industrial class in electrical manufactures was established in the Charlestown High School in September, 1909, but was discontinued. The work consisted of the construction of small electrical parts and machines by methods approximating those of a manufacturing plant. Obviously its scope was somewhat limited when the fact is considered that the equipment in the school was planned for woodwork alone and finally included but six machines. Accordingly, much of the work that would be produced commercially by machines was done by hand. This condition was not wholly undesirable, however, except in the case where the making of interchangeable parts was thereby rendered impossible. This latter difficulty was overcome in some measure by a few jigs purchased by the School Committee, also by some smaller and simpler jigs made by the pupils.

Some of the articles manufactured were pole changers, electric bells and electro magnets. The first are to be used in the physical laboratory of the school; the second by the Schoolhouse Department; and the third for experimental work in different school laboratories. These articles have a value respectively of \$2, \$8, and \$2.50. The processes and materials involved were many, and they offered excellent opportunity for insight into the methods necessary for their completion and use.

c. Dorchester High School.

An afternoon industrial class in constructive and decorative design was established in the Dorchester High School in September, 1909, but, owing to decreased attendance, was discontinued on November 3, 1909.

The purpose of this class was the teaching of design in such a manner as to make the services of pupils immediately useful in designing offices upon graduation from the high school.

The work accomplished during the few sessions of this class consisted of the application of lettering and simple ornament to commercial cards, notices and covers, and the use of designing papers, pencils, pens, and brushes.

3. IN ELEMENTARY SCHOOL INDUSTRIAL CLASSES.

a. Agassiz District.

Of the industrial classes now existing* in the Boston public schools that in the Agassiz District

*In 1904-05 and 1905-06 an experimental modification of the course along industrial lines was made in the Winthrop School. The teacher, however, was paid from private sources.

was the first established for boys. Its work differs from that of the regular manual training classes in this respect — it comprises the production in quantities of a finished and marketable product. This necessitates the maintenance of something like factory conditions, but differs in that the repetition piece work of the school shop is accompanied by a study of the principles involved in the making of each article and none of the regular academic work of the elementary school is lost. The industrial work is merely substituted for the regular manual training, drawing, and arithmetic courses. As it includes, however, mechanical drawing and shop arithmetic there is no interference with regular preparation for high schools.

The purpose of this, as of the other industrial classes in Boston elementary schools, is to offer an inducement to pupils to remain in the schools after they have become fourteen years of age, and to arouse an early interest in the importance of industrial work.

During the first year the work of this class was confined to 50 boys of the sixth grade, but its success has led to an expansion into a three-year course, participated in during the school year 1909–10 by 50 boys from Grade VI., 44 boys from Grade VII., and 38 boys from Grade VIII.

The first year (1907–08) the class was divided into two sections of 25 boys each, and each section worked one hour in each school day. For two years these boys had done the regular manual training work of grades IV. and V., which was confined to cardboard construction, so it was decided to begin industrial work with box-making.

It was found that pasteboard boxes, costing three-fourths of a cent each, were being used in the distribution of supplies among the schools, and the class undertook the manufacture of several hundred of these boxes.

The method employed was as follows: First, a sample pasteboard box was studied and careful note was taken of its use, of the material of which it was made, and of the details of its construction. Especial attention was called to the dimensions and to the need of obtaining accurate results in order that all boxes be alike and serve the purpose for which they were intended.

Each boy then made one entire box, drawing, cutting, scoring, gluing, staying corners, and pasting. Next by a brief talk, and with necessary demonstration, an explanation was given of the greater economy of employing "industrial methods." Jigs were made for facilitating some of the operations and for securing greater uniformity in the product. These were at first made by the teachers, but later designed and made by the pupils. The class was organized into different groups of from two to six boys each, each group performing one of the several operations involved in the making of the box or the cover. There were the box cutters, cover cutters, stayers, pasters, fitters, and gluers. There were those who assembled, inspected, packed, and counted the boxes, and there were the assistant teachers — foremen in embryo.

Of course this was not all done in one lesson. By the time 750 of these boxes were made and packed, ready for the supply team, the boys had



HANCOCK EVENING SCHOOL.—DRESSMAKING.

gained at least a glimmer of light on five points of superiority of the industrial method. First, that there was greater economy in the use of material. Second, that much time was saved, since it was not necessary to lay aside one tool and hunt for another at the completion of a single operation. Third, that skill increased very rapidly with the performance of the same operation many times. Fourth, that a standard of accomplishment in a given time was established, below which no self-respecting boy wished to fall. Fifth, that a "good" box could not be produced if any of the group of boys did "bad" work.

The boys show an ever-increasing interest and delight in their work as they become more skilful, for there is a keen joy in mere accomplishment. It should also be noted that from time to time the groups were changed so that in the end all the boys had performed the different operations. In the first project the groups were chosen with reference to the ability of individual boys and the difficulty of the several operations. In the latter the groups have been formed by taking the boys in order, with a "foreman" for each group. A system of "check" makes it possible to trace poor work to its author — thus fixing responsibility. After the completion of the second project some calculations were made to ascertain the increase of efficiency, and it was found to be about 400 per cent.

As an illustration of a year's work by this class the following list of articles completed during the last school year is cited:

GRADE VI.

- 850 pasteboard chalk boxes for the use of the schools.
- 1,700 pasteboard crayon boxes for use in elementary schools.
- 500 pasteboard pencil boxes, cloth covered, for use in high schools.
- 710 Harvard covers for use in high schools.
- 846 wooden sand shovels for use in summer playgrounds.

GRADE VII.

- 34 portfolios for use in the Evening Industrial School.
- 333 plasticine boards for modelling classes.
- 266 wooden looms.
- 522 shuttles for use in the sixth grade weaving.
- 266 heddles for the elementary schools.
- 100 wooden specimen boxes for use in the Normal School.
- 36 work boxes.
- 6 wooden cases for the Evening Industrial School (begun).

GRADE VIII.

- Completion of six cases above noted.
- 100 plasticine boards for use in modelling classes.
- 4 window ventilators.
- 24 wooden trays for cardboard construction equipment.
- 100 wooden bench hooks.
- 1,000 wooden bench stops.
- 600 specimen blocks for the Agassiz School.
- 2,400 card catalog boxes for the elementary schools.

All of the product of the class has been used by the Boston public schools. In the eighth grade less time was given to construction work and more to drawing. The boys were taught the more accurate use of drawing instruments and made carefully finished working drawings. During the last half of the year the drawing was correlated with the shop work in the following way: The boys made

a catalog of the work of the industrial classes. This catalog included mechanical and free-hand drawings of all the articles made, some of which were appropriately colored. It also included such designing of the cover and spacing of the pages as would make the catalog attractive. By this method attention was called to the practical use of mechanical drawing, free-hand drawing, color and design.

In determining the nature of the work to be done, and in selecting the articles to be made, one fundamental principle has served as index and guide, namely, that everything must conform as closely as possible to actual industrial work in real life. The product must be not only useful, but must be needed, and must be put to actual use. It must be something which may be produced in quantities. The method must be practical, and both product and method must be subjected to the same commercial tests, as far as possible, as apply in actual industry.

b. Hancock District.

The industrial work of the classes in the Hancock and Eliot Districts, the girls' and boys' districts respectively of the North End, has been carried on in the North Bennet Street Industrial School, a private institution. The course of study to be followed is determined by the Board of Superintendents and the work is overseen by the public school supervisors, although the actual instruction is given by the North Bennet Street School teachers.

The work was first undertaken with the girls, a class of fifty from the Hancock District being assigned to the industrial school in September,

1907, for ten hours of industrial training per week. The class continues limited to fifty girls, who are thirteen years of age and upward, and who are selected from the sixth and seventh grades by the master of the Hancock District in conference with a committee from the Board of Superintendents. These girls are divided into two divisions, one called "A" and the other "B." Division A reports at the industrial school at nine o'clock in the morning and pursues academic work until 10.30 o'clock. From then until twelve o'clock noon it is engaged in industrial work. In the afternoon it reports at the Hancock School and devotes the afternoon to academic work. On the second day Division B follows the program of Division A of the previous day, and the two divisions thus alternate from day to day, spending the school hours not given to the work in the North Bennet Street School in the regular course of the Hancock District. For the instruction of the pupils at the North Bennet Street Industrial School between 9 and 10.30 o'clock a teacher is provided by that school whose professional qualifications must be equivalent to those holding the elementary school certificate, Class B. While they are in the North Bennet Street School the pupils are instructed without expense to the city.

In general the nature of the work of this class is well shown by the accompanying illustrations. It aims to prepare the girls to earn a livelihood at some skilled work for a few years prior to their marriage, to raise the standard of their present home influences, and to teach them the ways in which they may later establish attractive homes

for themselves. It aims to possess them of some means of support in case of widowhood or other misfortune after marriage, and in view of the fact that a large percentage marry, opportunities are provided for training in home management.

In other respects the aim is the same as the general aim of all girls' industrial classes, namely, to keep girls in the schools after their fourteenth birthday by increasing their interest in their work and to help them determine more intelligently their future occupation. The following extract from the last report of the director of the school may serve to indicate the progress that has been made by the class:

The class, on account of the age, mental capacity and development of the girls, and general attitude toward the work, was not a very encouraging one; and it was some time before we could bring about more favorable conditions. Some were easy to interest, while others were more difficult. The change in attitude was manifested by the girls in asking questions which showed thought, doing extra work willingly, asking the privilege of assuming responsibility, coming early, staying late, and entreating to be allowed to work on stormy days when regular schools were dismissed. We have also noticed a great change in the personal appearance of the girls. The lessons they have had have been absorbed, and they have shown great pride in keeping their clothes clean and neat, especially the cooking uniforms. The greatest change has been in their power to assume responsibility. The whole matter of the household duties and the care of supplies and equipment has been entrusted to them, and in every case they have proved themselves worthy of the trust.

In regard to their academic work, both the principal and the grade teacher have stated to the director and to others that the pupils have matured and awakened to a marked degree,

showing greater ambition and ability in their academic work as a result, these teachers believe, of the industrial training. The sympathy of these teachers with the industrial element in the girls' work has been a valuable factor. Parents who at first regretted that their daughters were to devote to manual work school hours which others would employ in the regular academic work have expressed their entire satisfaction since experiencing the results; and even some who do not greatly value such efficiency in their daughters have yet commended their growth of ability in domestic work.

The course followed includes sewing (140 minutes), designing (70 minutes), textiles (30 minutes), cookery, laundry work, housekeeping and personal hygiene (240 minutes).

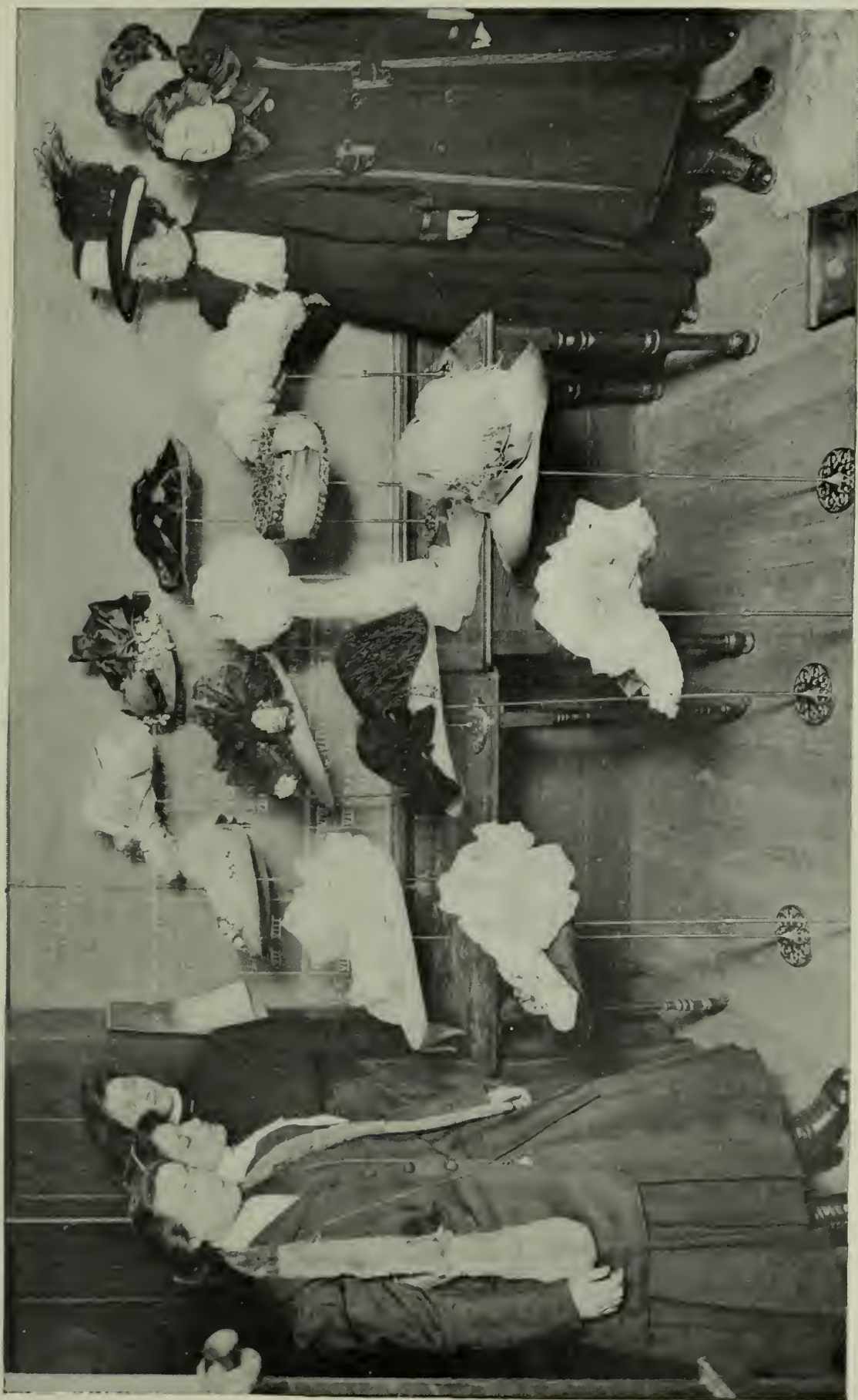
As this was the first experiment (see note page 56) of its kind tried in Boston with public school girls,* it was helpful in showing the forms of industrial instruction adapted to them. The conditions under which it has been carried on are favorable, and it is unfortunate that the provisions cannot be made ample for all of the girls of the district rather than a selected few.

c. Eliot District.

For the boys, the North Bennet Street Industrial School in 1909 provided a class of twenty-one from the Eliot District, selected in a manner similar to the class from the Hancock District, with a course in woodworking, combining many of the features of other public elementary classes described elsewhere in this report.

This course in shopwork does not pretend to fit pupils for a particular trade, but gives experience

* The industrial experiment in the Winthrop School made from 1904 to 1906, inclusive, led to the establishment in 1907 of the Agassiz Class for Boys and the Hancock Class for Girls.



HANCOCK EVENING SCHOOL. — ADVANCED MILLINERY.

in different processes and with various materials, expecting thereby that the pupil will gain some insight into industrial practice. Division of labor is practised, and time sheets and cost sheets have been introduced to give a suggestion of trade conditions.

The class that undertook the work last year volunteered for a two years' course under a definite agreement with both the boys and their parents that the members of the class should remain in school until the completion of the course.

The course of study is so correlated that the academic work in the Eliot District and the shopwork in the industrial school may be effectively combined. It is as follows:

Shopwork (wood and metal, 6 hours; printing, 2 hours), sixteen 30-minute periods.

Practical mathematics ($3\frac{1}{3}$ hours), five 40-minute periods.

English literature and composition (6 hours), nine 40-minute periods.

Geography and history ($3\frac{1}{3}$ hours), five 40-minute periods.

Drawing, free-hand and mechanical ($1\frac{1}{3}$ hours), two 40-minute periods.

Hygiene and personal habits ($\frac{1}{3}$ hour), one 20-minute period.

The usual fifteen minutes for recess and fifteen minutes for general exercises are allowed daily.

d. Oliver Wendell Holmes School.

In the Oliver Wendell Holmes District an industrial class of thirty-two boys has been established for the purpose of holding in the schools some who were falling behind in the regular branches. The work of this class is confined to furniture making. Some individual work has been allowed, but the class

has worked chiefly on a supply of kindergarten chairs for the Boston Public Schools. In the case of this class the time is about equally divided between academic and industrial work. The time allotted to manual training in the general course of study is increased by the dropping of music, physical exercises, and recess.

Arithmetic, geography, grammar, and history are taught in the usual manner in the regular class-rooms, but reading is combined with the other academic studies and the study of specifications of work done in the school workshop. In place of the regular study of physiology the boys are given a talk on timely topics, and especially on the care of the body.

It is believed that all the boys who have entered this class would probably have been lost to the school had they been required to continue the regular academic studies in which they had fallen behind or lost their interest. The indication now is that they will remain and graduate with their class. Their new work has aroused new interest in their academic studies, and their general averages have improved more than was anticipated.

e. Quincy School.

An industrial class in iron work, consisting of forty-four boys, was organized in the Quincy School, September 8, 1909. The boys belonged in the fifth, sixth, and seventh grades, and were selected for these reasons: they were fourteen years of age or would be during the year, they had shown particular ability in manual work, and their conduct and interest in school was unsatisfactory. It was hoped that they

would be induced to remain in school until they had received more academic knowledge, and some industrial training.

In October they set up their shop, constructing wall benches from second-hand manual training material. Work commenced with a meagre equipment of vices and files. Later a second-hand drill press was added, also a new one, a second-hand grindstone, and a few chisels, left by students at the Mechanic Arts High School. In spite of this small outfit only two boys left the class during the year.

The regular program was altered to provide ten hours a week of shop practice, and three periods a week of mechanical drawing. While one-half of the class was in the class-room, it was arranged that the other half should be in the shop, each under efficient instructors,— one a teacher of mature experience and the other a machinist by trade, and previously a manual training instructor.

A comparison of the regular and modified programs is here given.

	Regular (Minutes).	Modified (Minutes).
Manual Training.....	120	600 (Iron-working).
Drawing.....	90	135
Arithmetic.....	230	220
Elementary Science.....	45	
Geography.....	150	60
History.....	120	60
Music.....	60	30
Opening Exercises.....	30	25
Physical Training.....	80	
Recesses.....	100	75
Reading and Literature.....	165	45
Physiology.....	30	
English — spoken and written.....	280	250

The loss of time for the regular work is largely, and perhaps wholly, compensated for by the greater amount of individual instruction possible with a class of twenty as compared with that in a class of forty-four.

The work done by the industrial class has been varied, and has been designed to acquaint the pupils with the fundamental principles of shop ways and methods. The class commenced by making various things from strap iron, such as handles for black-board rulers and hooks for sloyd benches. Throughout the year castings of adjustable irons for school furniture have been "snagged" by hand and marked, and bored on the hand-power drill press. Brass binding strips were placed on boards prepared for the Pre-Apprentice School of Printing and Bookbinding. Needles were made for weaving, angle irons for securing exhibit frames, hinged brace irons for step-ladders; wrenches sufficient to supply every school in the city, and tree guards and door card-holders for one of the high schools. A discarded lathe was secured, and when it was found to be of no value as a machine the boys were divided into small groups and given the problem of taking it apart and reassembling the parts. Afterwards the problem was varied by giving the boys drawings of the various parts, with directions to construct the lathes. Each boy served his turn delivering tools, which are charged by brass checks, made by the class. The instructor at times divided the class into "gangs," in each of which one boy acted as foreman. When a new line of work was taken up the teacher developed the steps involved with the foremen, and they in turn with their "men."



HANCOCK DISTRICT INDUSTRIAL CLASS.

The following outline serves to indicate the scope of the work.

MECHANICAL DRAWING.

First Year.

1. Outlines,— Drawing in two dimensions, using rectangles, circles, and combinations.
2. Solids,— Drawing in three dimensions, using cubes, cylinders, pyramids, cones, etc.
3. Work from models involving invisible parts indicated by dotted lines — knowledge of full dotted lines, centre lines, and simple dimensions.
4. Developments for sheet metal work; simple problems; use of the section and its development.
5. Working drawings of wrenches, irons (hinged) for step-ladders; development of brass (door) card receivers.
6. More individual work adapted to the grades of boys.

MECHANICAL DRAWING.

(Proposed) Second Year.

1. Drawing of first year in quick review.
2. Shop drawings.
3. Elementary mechanics and the necessary drawing, *e. g.*, layout of room for machinery speeds needed, sizes of pulleys, etc.

SHOP WORK.

First Year.

1. Snagging castings — cleaning, filing.
2. Chipping, filing, bending, counter-sinking wrought iron.
3. Laying out work, using chalk or blue vitriol and prick-punch, also drilling holes.
4. Laying out sheet brass, bending over forms.
5. Wrought-iron wrenches, laying out, drilling [and filing to lines.
6. Care of tool-room.
7. Fitting and painting castings.
8. Assembly work, laying out, fitting, drilling, riveting and painting.
9. Visiting shops.

SHOP WORK.

(Proposed) Second Year.

1. Higher grade vice work in filing and fitting keys, hinges and brackets.
2. Lathe work,—turning, boring, facing, cutting threads, etc.
3. Planing simple forms and fitting same.
4. Boring and counter-boring on upright drill.
5. Forging, bending, forming hot metal, tempering and brazing.
6. Repairing and constructing such simple machinery as might be sent to a school job shop.

f. Washington Allston School.

In the Washington Allston School, a class in "Home-Making" was established in September, 1909. The Schoolhouse Department made some alterations in the annex of the school and supplied such equipment as would enable the pupils to finish and furnish a modest home, and then to carry on the essential activities of housekeeping.

Such work is usually associated with girls only, but in this case it was quite equally divided between boys and girls.

One fundamental aim of the class has been to re-establish the necessary balance between academic and manual work in the school, and to restore to the pupil opportunities for applying the theories of the book which modern city life has largely removed from the home. It has also been the purpose to help the child to discover in himself his faculties in general and his special power for life work. It has not been the aim to teach trades or professions. It has been, however, the purpose

to acquaint the youth with the fact that there are numerous and profitable trades and professions, in some one of which each will find his largest opportunity.

Much has been said and written about vocational training that shall fit girls for the temporary work which they will do from three to ten years before marriage, and comparatively little has been said or done to prepare girls for the duties of home-making, which, in the constitution of society, becomes the inevitable vocation of nearly all. Furthermore, whatever are the occupations of men, the earnings therefrom are almost wholly expended on the necessities of housekeeping.

Back, then, of the diversified vocations of men and women whereby money is earned is the one very general vocation wherein most of it is spent. The art of living is the greatest art, and under present social conditions economic expenditure becomes an important subject of study.

In the work laid out in this district it has been the purpose to teach the pupils how to conceive and construct the material part of the home, and then to study the making of the best home life. To this end the Schoolhouse Department remodelled the school annex in so far as heavy manual labor was required. It cut out one partition and built in another, put in four windows and laid new floors in two rooms, installed a kitchen sink, four set tubs, a coal range with hot water, and a gas range, and built three closets. It then supplied lumber, burlap, hardware and painters' supplies. The School Committee supplied sewing

material and the dishes and utensils for dining room, kitchen, and laundry.

The pupils then went to work with the raw materials. The boys finished and dressed the floors, painted the walls where necessary, and made all the furniture for five rooms. The girls sewed the burlap used on the walls of two rooms; made the sheets, pillow cases and coverings for the beds, drapery curtains for three rooms, and a full supply of dishcloths, wipers and dusters. They also hemmed the table-cloths and napkins and worked monograms on them.

The girls were then assigned the duty of performing all the activities of housekeeping in a very real, practical way. During the year they cooked, washed, ironed, cleaned, dusted, decorated, arranged, and all the while did some thinking, for, from the educational standpoint, that is the main consideration.

The following outlines and tables are suggestive of the character of the work attempted:

SUBJECTS FOR STUDY.

The Kitchen.— Suggestions for furnishing: Floor, walls, woodwork, furniture, utensils.

Care of Range.— Daily cleaning; occasional cleaning.

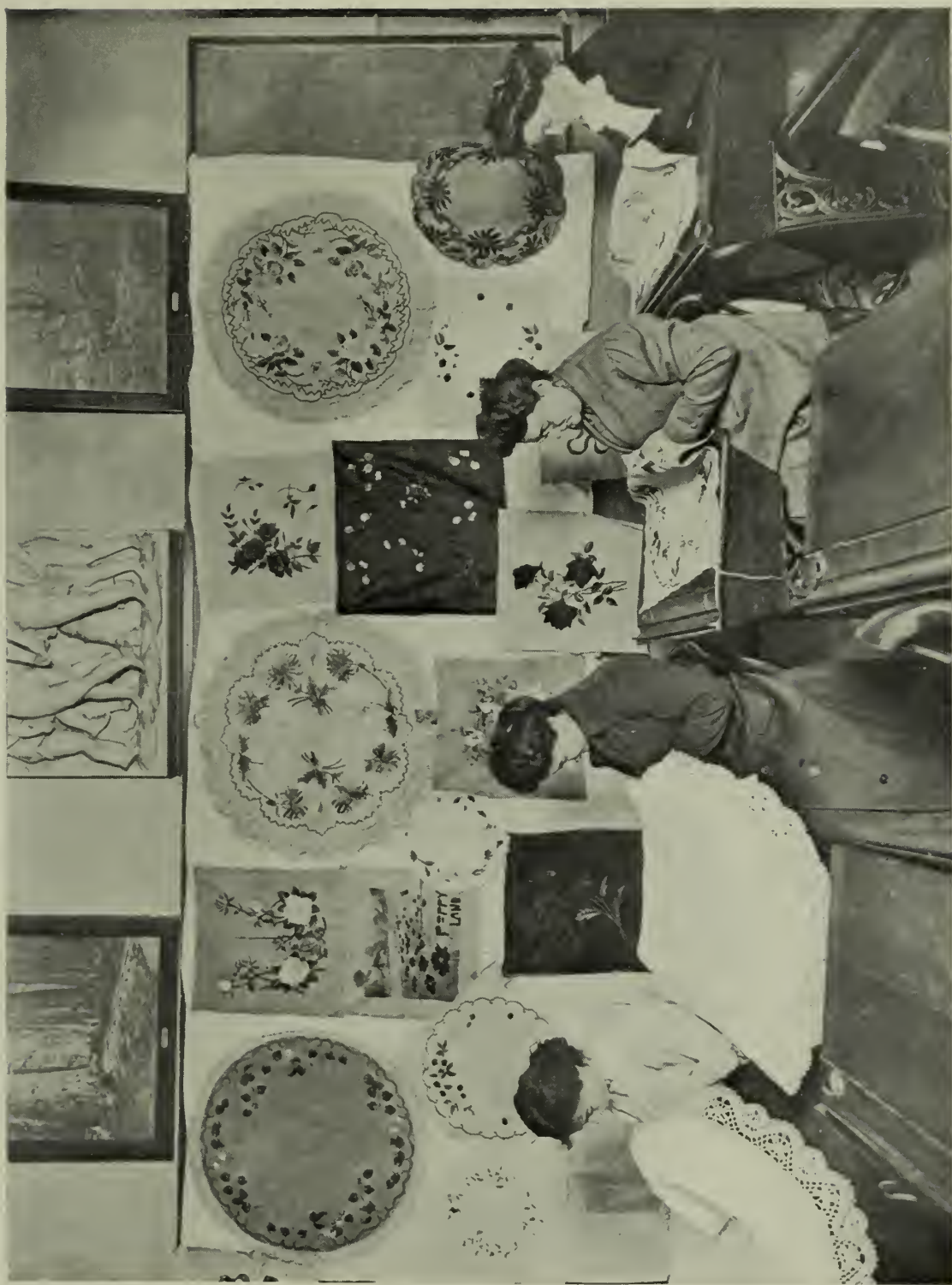
Care of Sink.— Construction of trap, fixtures.

Cleaning of Floor.— Daily, weekly.

Care of Utensils.— Dishes, garbage pail, dishcloths and wipers.

Care of Refrigerator.— Cleaning of paint and glass, care of household stores.

The Bedroom.— Best location, sanitation, ventilation, furnishing, decoration, dangers from dust, airing and making of beds, daily cleaning and weekly cleaning.



HANCOCK EVENING SCHOOL. — ADVANCED EMBROIDERY.

Illustration of a table of equivalents as worked out by the pupils:

Milk, 8 cents per quart, equals 2 cents per cup.

Corn meal, 4 cents per pound, equals 1 cent per cup.

Granulated sugar, 6 cents per pound, equals 3 cents per cup.

Chocolate, 40 cents per pound, equals $2\frac{1}{2}$ cents per square.

Cocoa, 20 cents per $\frac{1}{2}$ -pound tin, equals $\frac{1}{4}$ cent per teaspoonful.

Rolled oats, 10 cents per package, equals 1 cent per cup.

Baking powder, 45 cents per pound, equals $\frac{1}{4}$ cent per teaspoonful.

Estimated Cost of Luncheon for Six.

Creamed salmon, mashed potatoes, baking powder biscuits, tapioca cream, cocoa.

Creamed Salmon:

1 can salmon, at 22 cents	\$0 22
1 pint milk, at 8 cents per quart	04
2 tablespoonfuls butter, at 40 cents per pound	02 $\frac{1}{2}$

Mashed Potatoes:

1 quart potatoes, at 96 cents per bushel	03
$\frac{1}{2}$ cup milk, at 8 cents per quart	01
3 tablespoonfuls butter, at 40 cents per pound	03 $\frac{3}{4}$

Baking Powder Biscuits:

3 cups flour, at 4 cents per pound	03
6 teaspoonfuls baking powder, at 42 cents per pound,	03
2 tablespoonfuls lard, at 18 cents per pound	01 $\frac{1}{8}$
$\frac{1}{8}$ pound butter, at 32 cents per pound	04
1 $\frac{1}{8}$ cup milk, at 8 cents per quart	02 $\frac{1}{4}$

Tapioca Cream:

2 $\frac{1}{4}$ tablespoonfuls tapioca, at 10 cents per package	01 $\frac{1}{8}$
3 cups milk, at 8 cents per quart	06
2 eggs, at 36 cents per dozen	06
$\frac{1}{2}$ cup sugar, at 6 cents per pound	01 $\frac{1}{2}$
1 $\frac{1}{2}$ teaspoonfuls vanilla, at 25 cents per bottle	02 $\frac{1}{4}$

Cocoa:

3 tablespoonfuls cocoa, at 20 cents per can	\$0 01 $\frac{1}{2}$
$\frac{1}{4}$ cup sugar, at 6 cents per pound	00 $\frac{3}{4}$
2 cups milk, at 8 cents per quart	04
	<hr/>
Total cost	\$0 72 $\frac{3}{4}$

Special Topics of Study.

In like manner the treatment of each room of the house has been studied and practised. Every academic study in the regular course has found its field of application. Problems in arithmetic have been based on measurements actually made in and around the "House," and on the cost of material used in construction.

An illustrative lesson in geography is that on Indian corn, wherein the pupils study its history, its production, transportation, and marketing, and its particular use as a food.

The study of the water and drainage systems of the "House," of the air currents in stove and furnace (together with the making of diagram), and many other such problems have given to the study of physics a practical value that mere theoretical study does not afford.

Lists of words derived from industrial lines of work have been sent to the class-rooms for spelling exercises.

Finally, it was decided to divide the subjects of this class into three divisions — the economic, æsthetic, and ethical sides of home-making. The pupils then talked and wrote on and illustrated in some way each of these divisions. Before written

work in any of these departments was done it was preceded by enjoyable instruction, which very frequently took the form of discussion.

When the pupils began to write this method was adopted: Each pupil was to tell, first, of something most beautiful to him in a real home; second, of some ideal beauty he would like to attain; third, of the exact way in which he did certain home duties or had accomplished special work in the apartment; and, fourth, of the origin and growth of this new work in the school. The list of theme subjects used by the children illustrates these divisions of thoughts. It has been pleasing to find that the imagination has been sufficiently awakened to lead even into the realms of story telling and poetry. On the economic side, such titles as these:

- a.* When One Enjoys Dish Washing.
- b.* One Day's Housekeeping.
- c.* An Economical Summer Home.
- d.* One Day's Happy Work from Morning to Night.

On the æsthetic and imaginative side these:

- a.* A Room I Love.
- b.* What a Window Adds to a Home.
- c.* Encouragement of the Fine Arts in a Well-to-do Home.
- d.* Grandma's Kitchen.

On the ethical side these:

- a.* The Centre of Love.
- b.* Love and Character in the Home.
- c.* Foundations of a Home.
- d.* Problem of Home in the Present Century.

To cover these requirements each pupil wrote from four to seven themes. The titles cover quite a wide range, and in the main were original with the children.

That the manual side of home-making has furnished the keenest incentive for expression cannot be doubted. The opening of new windows to sunshine, air, and view; the study of color effect in decoration; the designing of furniture; the emphasis placed upon simplicity and regard for space — these all have been constant themes of conversation both in and out of school, for the children's homes have felt the reaction upon them. Nor does it seem extravagant to say that these simple elementary lessons must make an enduring impression upon the future lives of the children.

g. Lyman District.

In a suite of four rooms at 18 Chelsea street, East Boston, which are hired for the purpose, a household department has been established for the Lyman District. The work of this class should go a long way toward proving the efficacy or failure of domestic science as a branch of training in the elementary schools.

This department of home-making has three primary objectives. It strives to impart a more definite knowledge and a larger view of home-making than can be obtained from the brief period spent in the ordinary school kitchens. By the increase of time allowed this class for domestic science it is intended that habits of work under natural home conditions shall be acquired. As its third objective it has the



ELIOT DISTRICT INDUSTRIAL CLASS.

purpose to aid girl graduates of the school in their choice of a vocation through the discovery of their aptitudes.

Sufficient practice in the various lines of home work is given to enable the pupil to form the habit of application and to acquire accuracy, self-confidence, and the satisfaction that comes with the consciousness of achievement of a most tangible sort.

The course of study is divided into two parts—household work and general sewing and dressmaking. Under the first heading are taught sweeping, dusting, washing windows, washing paint, scrubbing floors, caring for fires, cleaning stoves, cleaning steel, brass, nickel, and silver, painting walls and woodwork, starching clothes, care and handling of dishes, and the manifold operations that bring skill in cookery. Under general sewing and dressmaking are taught the taking of measurements, adjustment of patterns, use and adjustment of sewing machine, basting, sewing, patching, darning, and mending, in so far as such work is necessary in making the plain necessities of the home.

The general training in an apartment, where home-like conditions prevail to so much greater extent than is possible in school kitchens, gives at once an industrial rather than a school flavor to the work. More departments of work are taught, as kitchen work in a kitchen, dining-room work in a dining-room, and bed-room work in a bed-room, so that the kinds of work are given that pertain to every department of the household, and it is intended that the girls shall become able to take charge of

such work for pay when necessary. There is also laundry work, an industry in itself, that requires skill and commands good wages.

The general purpose of the work is to give the pupils a better appreciation of home tasks by a system of work that has a definite bearing upon the home life, and at the same time to furnish instruction that will have a direct bearing on several vocations that girls may follow upon leaving school.

4. IN SPECIAL TRADE SCHOOLS.

a. *Pre-Apprentice School of Printing and Bookbinding.*

The Pre-Apprentice School of Printing and Bookbinding established in the Lyman District, East Boston, will ultimately be an independent industrial class, but during its first year it was made up of classes of pupils enrolled in the regular elementary classes of the district.

The class in printing as organized during the last school year was somewhat distinct from the other classes, being limited to boys between the ages of fourteen and eighteen years, who were also regular pupils of the Lyman School seventh and eighth grades. The class in bookbinding was likewise made up exclusively of pupils of the Lyman District. It is planned, however, ultimately to form these classes into a completely independent industrial school. All the classes were located in the Old East Boston High Schoolhouse and, except the instructor in printing, the teachers were regularly

assigned to the Lyman District. The printing class was organized January 31, 1910, and the book-binding class December 1, 1909.

The equipment for instruction in printing consists of enough body type of various sizes to give each boy a moderately full pair of cases for plain composition. There are eight series of job type ranging from 6 point to 48 point. There are three presses—a proof press, a hand press, and a Gordon job press.

Before entering the Pre-Apprentice School each boy is required to sign the following agreement:

I hereby apply for admission to the class in printing in the Pre-Apprentice School, Lyman District. I agree, if admitted, to continue for two years and to accept a position as printer's apprentice at the close of that time, if such position is offered. It is understood that the School Committee agrees to furnish instruction for two years and to procure as far as possible such apprentice position at the close of the two years' term, reserving the right, however, to dismiss a pupil at the end of four months, or at such other times as it may seem wise, if sufficient progress has not been shown by the pupil.

[Pupil's signature]

.....

I, the undersigned, parent of.....
 subscribe to the above jointly with my son.

[Parent's signature]

.....

To suit the general instruction of the boys to their chosen work, the following provisional course of study was adopted:

SUBJECTS OF STUDY.

Mathematics (5 hours per week):

Fundamentals of arithmetic; industrial arithmetic; simple forms of bookkeeping and accounting.

English (7 hours per week):

Compositions on business topics and current events; business correspondence; oral discussions.

Industrial History (3 hours per week):

Growth and changes in industries; rise, growth, and importance of printing; industrial progress; organizations of capital and labor; trades unions and their relations to industrial progress.

Current Events (1½ hours per week):

As related to progress in industrial, educational, social, and political life.

Spelling (1½ hours per week):

As used in business correspondence and in industrial and social life.

Printing (15 hours per week):

Simplest kinds, suited to beginners, with such progress in subject matter and form as ages and capabilities of students permit.

Drawing (2 hours per week):

Form study and design especially adapted to printing and bookbinding.

The following talks on printing, supplemented by prescribed reading in books of reference, supplied by teachers and taken from the public library, have been given:

1. Early methods of keeping records.
Picture writing on stone and skins.
Invention of alphabet and writing; scribes, books, parchment, wax tablets, papyrus rolls.
Illuminated manuscripts.
Invention of printing by Gutenberg.
Fac-similes of early printing.
2. Developing and spread of printing over Europe to England after invention of movable type.
Improvement in type making.
Improvement in press; Franklin.
Modern methods; cylinder press; linotype.



ELIOT DISTRICT INDUSTRIAL CLASS.

The shop work has been as follows:

1. Names of material used in printing office: type, leads, rules, stick, galley, furniture (lead, wood), chases, quoins, key, mallet, planer, picas, cases, stands, lead cutter, etc. Practice in holding stick and setting type properly. Setting type from pied matter for practice in holding stick.
2. The type case; lay of the cases, cap and lower type cases; prominent names. Point system; lining system described. Distribution of type; proper method of holding; wetting, reasons.

When the boys become somewhat familiar with the materials used in printing, their shop work changes to conform to the following:

1. Simple composition; spelling lists.
 Margins; top, bottom, sides.
 Justification of lines.
 Removal of type from sticks; tying up type.
 Removal from galley and stone.
 Correcting.
2. Plain reading matter.
 Rules for spelling; indenting paragraphs.
 Spacing between words and at the end of sentence.
 Size and style of type in relation to nature and use of job.
 Consideration of paper, size, quality.
 Margins; top, bottom, sides.

The following directions were issued at the opening of the school to steady the boys in their shop practice:

1. Note books are to be kept by all boys. Each boy is to keep a record of his own work in the note book to show his daily progress.
2. In this note book every piece of work of which a proof is taken must be pasted. The date of every lesson must appear in print, as a regular part of the lesson.

3. Every boy must correct his own errors in typesetting before he submits his work to the teacher, who will tell him whether or not he must revise before taking proof.

4. Each boy is to take his own proof, and must use proof-reader's marks in making his corrections.

5. No corrections of any kind are to be made by the teacher until the boy has carefully reset his work with first errors corrected and has taken and marked his second proof.

6. The teacher will place his marks of correction on the second proof only, together with the corrections of the student, always using a different color of ink or pencil, before the work is reset. A proof of this work will always be final.

7. A proof of each step in every lesson, together with the original copy when possible, must be pasted by each boy in his note book to indicate his progress, as in Direction 2.

8. In correcting his own errors in spelling, or syllabication, each boy must consult the dictionary.

9. The first lesson to be entered in the note books will be the steps of learning in the order in which they have been given, the drawing to a scale of the upper and the lower cases, and lettering them from memory.

The boys in the Pre-Apprentice School worked longer during the initial year of the school than the required time, but this added time was given with a zest by many of the boys, as though it were a special favor.

The extra ten hours per week thus added bring the boys nearer to a realizing sense of the regular working hours of the apprentice, or journeyman. They are made to appreciate the value of time, and are better able to understand the conditions of employment in industrial establishments.

The pupils of this school have considerable practice in the use of the Gordon Press in printing cards, tags, letters, and small circulars needed for school

work. This practice is intended to teach steadiness, precision, neatness, and an approach to deftness that comes from the muscular control required in carefully repeated processes.

One of the valuable assets of the printing work has been the change of attitude of the boys toward their daily tasks. The increase in interest that followed when they were able to produce something of value to school administration was marked; and before the close of the first year many of the pupils appeared to get the real workman's point of view.

The material furnished for bookbinding work at the opening of the school consisted of dilapidated text-books from one of the elementary schools. These books had to be taken apart, all of the leaves cleaned and pressed flat in a press furnished for the purpose. Later the books were reseeded, new waste leaves were made and put on and the backs of the books were trimmed enough to clean them. The pasteboards from the original covers were cleaned and used in making new covers. New cloth was used in covering the boards. This cloth, with the lining paper for waste leaves, was the only new material required. While this lot of books was in process of rebinding a quantity of small note books was being made up. About ten reams of ruled paper were used. This paper came direct from the ruler to the school, where it was folded, stitched, and then cut into sections, containing two or three books to a section.

After the books were stitched, the sides were covered with straw boards, the backs lined with canvas, and marble paper covering placed over the

straw boards. The books were then trimmed to the required size, and the edges colored red to preserve them.

For practice with new work about one hundred copies of the teachers' manual were folded, gathered, stitched, paper covers were glued on, and the books were trimmed and wrapped up for delivery.

This description gives a general idea of the various processes carried on in the bookbinding classes. The purpose of the work established in the bookbinding classes is to connect as far as possible the school work with the kinds of exercises required in learning the art of bookbinding, and to develop a certain amount of skill of hand and eye, as well as to teach habits of neatness in the use of paste and glue.

The bookbinding exercises required of all the pupils are folding, cutting plates, inserting, pasting, gathering, collating, stitching, sewing, lining up, trimming, making head bands, cutting stock, planning covers, skiving, gluing, making cases, designing covers, decorating, stamping, and finishing. These exercises require planning, thinking and careful manipulation by every pupil. The planning and decorating of covers offer large opportunities for the developing of originality of design, and the cultivation of the artistic sense.

The object of this work has not been to rebind old books; to bind new books; or to make blank books from ruled paper. This variety of work has been but incidental to the teaching of boys and girls the processes of bookbinding, and to give them power to do something worth while.

There were twenty-six boys registered in the print-

ing class during the school year 1909-1910 and in the bookbinding class fifty-seven boys and nine girls. Three of the pupils in the bookbinding class secured permanent employment in bookbinding establishments immediately upon leaving school.

b. Trade School for Girls.

The initial action of the School Committee on the subject of a day trade school was taken May 24, 1909, when the Commission on Industrial Education of the Commonwealth was requested to establish such a school in Boston beginning with the following September, to be conducted by the School Committee as agent of the State Commission.

The Industrial Commission, however, went out of existence on July 1, 1909, but the reorganized State Board of Education approved the proposed school on September 10, 1909, and the Trade School for Girls was opened as a public school five days later in a building at 620 Massachusetts avenue, purchased by the School Committee and equipped for this special purpose. Under the provisions of chapter 505 of the Acts of 1906 and the agreement between the State Board of Education and the School Committee the state has assumed the expense of one-half the cost of maintenance.

For five years prior to September, 1909, the Trade School was conducted as a private school by an organization of Boston women. When it opened as a public school the pupils and teachers in the private school were transferred to the new school and the furniture and equipment of the old school was loaned to the city. The executive committee

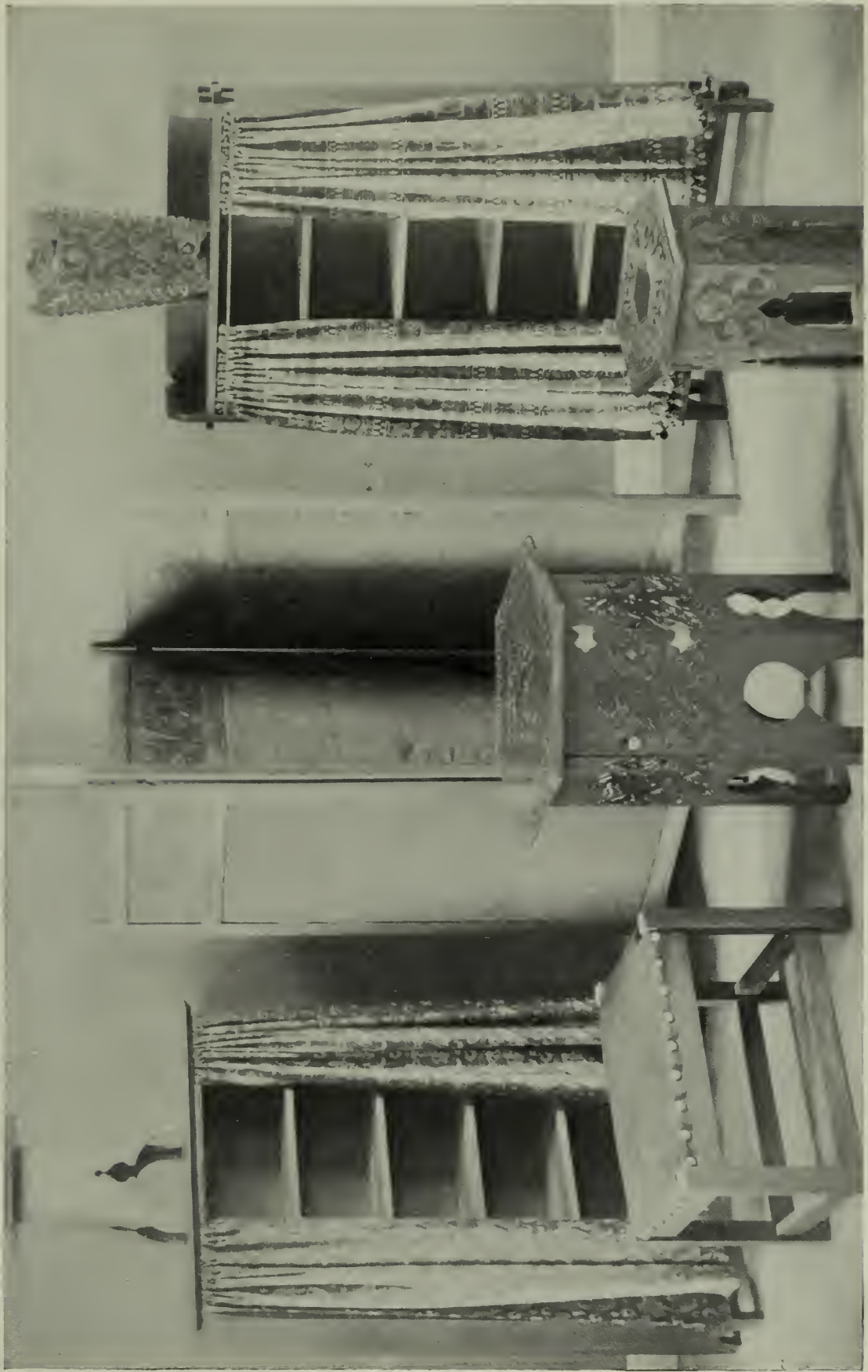
of the women's organization and a few additional persons interested in trade education were appointed as an advisory committee for the Trade School. By this means the experience gained during the preceding five years was preserved for the new school.

This school is conducted for the purpose of giving a trade training to girls between the ages of fourteen and eighteen years who are obliged to become wage-earners. No admission requirements except that of age are made. The principal, however, is allowed to choose from the number of applicants those who appear most likely to be able satisfactorily to complete the course. All pupils are admitted conditionally for one month, and those who at the end of that time show no aptitude for any one of its lines of work are then advised to withdraw. Non-residents are admitted, but not to the exclusion of residents.

The school aims to train its pupils to enter trades and to give them greater opportunity for development and self-support; to help them to understand their relation to industry; to improve their condition morally, mentally, and physically; and to increase their general efficiency and to relate this efficiency to the life of the home.

Four distinct courses are given, namely, in dress-making, millinery, straw machine operating, and clothing machine operating. Pupils are allowed to elect one of the above courses, but with each course is required the supplementary study of spelling, business forms, business English, textiles, color and design, cookery, and physical exercise.

The work covered in each of these departments



OLIVER WENDELL HOLMES DISTRICT INDUSTRIAL CLASS WORK.

is indicated in the course of study given hereafter. The pupils begin with the simplest elements and advance as fast as ability permits until they are able to do acceptable work on elaborate hats or gowns of all grades and materials, or to operate rapidly and accurately the power machines used in making clothing or straw hats.

Domestic science is taught in connection with the daily luncheon at the school. Emphasis is placed on the value of simple and nutritious food for the maintenance of health, economy in buying, and attractive serving. The care of the body, the necessity of proper food, sleep and exercise, correct standing and sitting, and the need of fresh air, and the relation of personal hygiene to success in life are constantly emphasized. The class in design receives instruction in costume sketching, embroidery, original costume designs, combinations of colors, garment designing and sketches for millinery, and the work is immediately and definitely correlated with the shop. The work in academic subjects is adapted to the needs of the individual pupils.

The work of the school is largely that of filling the special orders of customers, but when these are not sufficient to keep the plant in operation products are manufactured and placed on sale. Since every product is made for the market, the standards of the school must be the same as those found in outside shops and factories. The prices charged are the same as those charged in the better shops, and the quality of workmanship must be as high. The girls therefore meet in the school the same conditions that they afterwards meet outside.

New classes are formed in September of each year, the regular term being one year in length. On entering the school, each girl fills out an application blank giving certain information regarding herself and family. To supplement this information a visit is made to the girl's home, and a more intimate knowledge of her circumstances is obtained. This information is used in determining her need, and in advising her as to the best choice of industry. This work is in charge of a vocational assistant, whose duties are discussed elsewhere in this report.

It requires about a year for a girl to reach a satisfactory standard of proficiency. An effort is then made to place each girl in a permanent position, and a record is made of her position and the wage promised. Each girl is recommended at a certain wage, and her employer is asked to guarantee that wage for two weeks, and to report to the school at the end of that time if she is found unsatisfactory. The girl also is asked to report either progress or difficulties. In this way the school is able to establish a feeling of confidence between itself and employers and often receives helpful recommendations relative to its work. Twice a year a letter, with a return post card enclosed, is sent to girls who have been "placed" from the school, asking for information regarding their present position and wage. These records are useful in noting their progress and in testing the value of the school training.

Certificates are given to girls who have completed a year in the school with a good record and an

attendance of 90 per cent or above, after they have given at least three months' satisfactory service in a trade at not less than a five-dollar weekly wage.

The school building is being remodelled during the current summer vacation. It contains four stories. The offices, show-rooms and reception room are on the first floor. On this floor, also, is the power machine room, one section of which is used by the operators on straw hats and the other by the classes in machine garment making. The machines in this room are operated by electricity. The second floor contains the school assembly hall, where the classes in physical exercises have their sessions. The class-rooms and workshops of the advanced classes in millinery and dressmaking are also on this floor. On the third floor there are rooms and shops for the classes in plain sewing and dressmaking, and on the fourth floor are the rooms for preparatory sewing, color study, and design.

During the year ending in June, 1910, the average membership of the school was 196 and the total registration 272. The teaching corps comprises a principal, first assistant, assistant, vocational assistant, trade assistants, helpers, and aids. All appointments are made by the Superintendent in the usual manner, except that, in addition to the approval of the School Committee, the approval of the State Board of Education is required.

The hours of session are from 8.30 a. m. to 5 p. m. daily, except Saturdays, Sundays and holidays, with a noon intermission of one hour. An average of five and one-half hours daily is

devoted to trade instruction and an average of about two hours to supplementary academic work. A summer term, commencing on the Monday or day following the Fourth of July, is conducted for those pupils who wish to remain for such instruction.

The course of study is as follows:

TRADES. (Each pupil elects one trade).

I. Dressmaking.

1. Children's Garments: Giving practice in construction, and in hand and machine sewing, including use of electric power machine.

2. White Work: Underwear, giving use of finer material; construction of larger garments; practice in more difficult processes; fine hand tucking, rolled edges, lace inserting, simple embroidery, etc.

3. Fitted linings: Shirt waists; use of various textiles; shirt waist suits and simple dresses.

4. Costumes: Giving practice in dress finishing, simple braiding, and embroidery.

II. Millinery.

1. Plain Sewing: Giving practice in hand and machine sewing, including special stitches used in millinery; shirring, velvet hemming, wiring, etc.

2. Hat Making: Summer materials, including linings, bands, frames, straw braiding; making of maline, chiffon, lingerie, and straw hats.

3. Hat Making: Winter materials, including buckram frames, fitted and draped coverings; making of felt, velvet, satin, and silk hats.

III. Clothing Machine Operating.

1. Clothing machines, with practice on straight away work, aprons, etc.

2. Plain sewing.

3. Garment Making on Electric Power Machines (No Basting): Aprons, underwear, petticoats, kimonos, waists, children's clothing.

4. Use of Special Machines: Buttonhole machine, tucking machine.

IV. Straw Machine Operating.

Straw machines, including:

(a.) Use of coarse braids, lappings, joinings, tip making, fitting of simple shapes to plaster blocks.

(b.) Use of fine braids, handling of delicate colors, braid combinations, and fitting difficult shapes to blocks.

Supplementary Work.

(Required of each pupil.)

1. Spelling: Terms used in the trade.
2. Business Forms: Trade problems, bills, accounts, etc.
3. Business English: Applications for positions, ordering materials, letters to customers, descriptions of costumes, hats, etc.
4. Textiles: Processes of manufacture; judging kinds and qualities of materials; learning uses, widths, prices, etc.
5. Color Study and Design: Principles applied in copying and planning hats and costumes; judging good and poor design and color combinations; selecting materials in color schemes; designing simple costumes and making practical designs for braiding and embroidery.
6. Cooking: Planning, preparing and serving the daily luncheon; care of lunch room, kitchen, dishes, closets, towels, etc.
7. Physical Exercises: These are given daily, together with lessons on the care of the body and the necessity of proper food, sleep, and exercise. The individual needs of each girl are carefully noted and an effort is made to correct such deficiencies as will be a drawback to a girl in her trade work. Emphasis is laid on correct postures in sitting and on the need of fresh air in the workroom.

5. IN EVENING SCHOOLS.

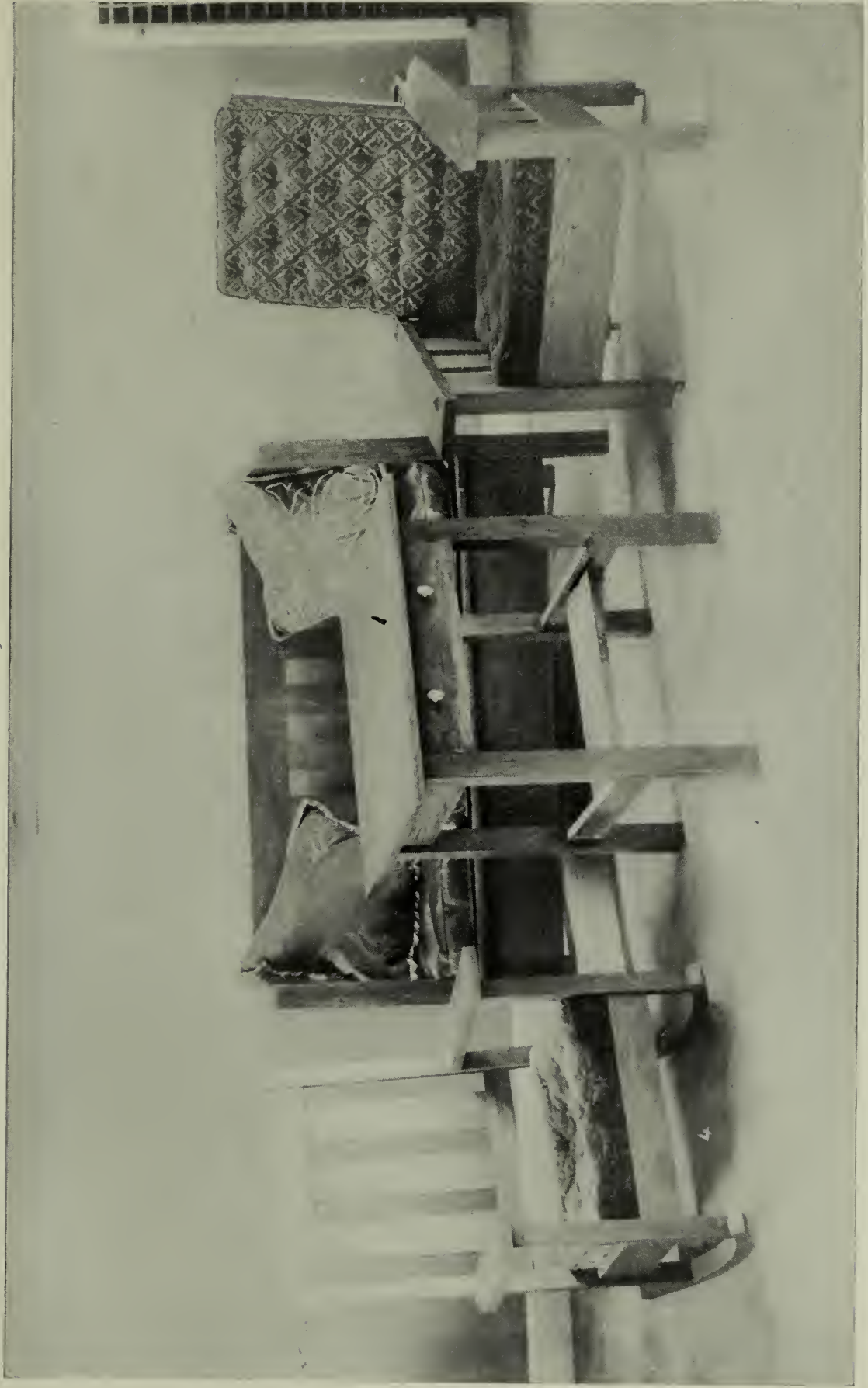
a. Central Evening Industrial School.

The free Evening Industrial School is maintained for the benefit of those employed during the day in some craft or trade. The Central Industrial School is located in the Mechanic Arts High School building. The Roxbury Branch, for teaching free-hand drawing and design, is located in the Old Dearborn School, Roxbury. Classes are maintained in the Old High School building, Meridian street, East Boston.

The Central School and both branches are so located as to be easily reached from all parts of the city. In the Mechanic Arts building the equipment for industrial training is one of the best in the United States. The corps of instructors comprises professors from the Institute of Technology, instructors from the Mechanic Arts High School, and practical mechanics holding responsible industrial positions.

Under such conditions the pupils approach their study surrounded by a superior equipment, and under the influence of the college professor, the technical instructor, and the practical mechanic, who knows the practical value of whatever lesson is to be taught.

The Evening Industrial School begins the first Monday in October and continues for twenty-two school weeks. There are no sessions from the second Friday preceding Christmas Day to January 2. The sessions begin at 7.30 P. M. and close at 9.30 P. M. on not less than three evenings each week.



OLIVER WENDELL HOLMES DISTRICT INDUSTRIAL CLASS WORK.

These schools are free to all persons living in Boston, but students must be over fourteen years of age and not in attendance upon a day school. No student is admitted who is unable to attend at least two evenings each week, except by the permission of the Director of Evening and Continuation Schools. Pupils may be discharged from the Evening Industrial School because of misconduct or irregular attendance. Instruments are loaned and necessary supplies are furnished to pupils without expense.

A record of each student's work is kept by the instructor and a copy of all class records is filed with the principal. All class-room work, properly marked, is retained till the completion of the year's work when the markings and specimens are returned to the student. The School Committee reserves the right to retain specimens of students' work for purposes of record or exhibition.

If, upon the completion of two years' work, the student's rating, taken from the markings upon specimens, is either "Good" or "Fair," the student may be entitled to a certificate if he has attended at least one hundred sessions.

The courses of study are arranged to meet the practical needs of the students who are engaged in industrial work, and also for those who wish to equip themselves for more responsible positions. Carefully arranged courses are prepared for those employed in machine shops, or the offices of architects, builders, designers, illustrators, or decorators, and for those preparing to enter the Lowell Institute of Instruction.

Architectural Drawing.

This course is arranged for architectural draughtsmen associated with architectural work. The nature of the instruction aims to deal with practical problems that students meet in their daily work.

FIRST YEAR.

The uses and care of draughting instruments and materials.
Problems in applied geometry, with allied mathematics.
Projection, from models, with free-hand sketching.
Working drawings of architectural details with free-hand sketching.

Simple floor plans; inking; dimensioning; lettering.

SECOND YEAR.

Problems in applied geometry.
Projection, development of surfaces, and intersection of solids.
Floor and framing plans and elevations.
Forms and proportions of the orders with free-hand sketching.
Lettering.

THIRD YEAR.

Architectural design.
Architectural perspective.
Rendering in pencil, pen and ink, and water color.

Machine Drawing.

This course is suitable for machinists, engineers, sheet metal workers, structural steel workers, electricians, steamfitters, and draughtsmen.

FIRST YEAR.

The uses and care of draughting instruments and materials.
Problems in applied geometry, with allied mathematics.
Projection, from models, with free-hand sketching.

Working drawings of simple machine details, from models.
Inking; dimensioning; lettering.

SECOND YEAR.

Problems in applied geometry.

Projection, development of surfaces, and intersection of solids.

Representation of screws, pulleys, gears, and cams, with allied mathematics.

Working drawings of machine details, from models and from measured sketches.

Tracing; dimensioning; lettering.

THIRD YEAR.

Drawing of a machine and details, from the object or measured sketches and specifications.

Machine design; screws; gears and cams; and mechanical motions.

Tool and Jig Making.

This course is planned for machinists who have passed the apprenticeship period and who desire to increase their efficiency. The instruction is given by means of talks, demonstrations, and practice in making the articles suggested.

1. Measuring tools and their uses.
2. Character and treatment of tool steel.
3. Accurate machine work as applied to the making of mandrels, reamers, taps, and other small tools.
4. Hand operations; filing; scraping; laying out and making templets and gauges.
5. Grinding cutters, reamers, and gauges.
6. Designing and making jigs and fixtures.

EXAMPLE.

Design a drill jig for drilling two $\frac{1}{2}$ -inch holes 5 inches apart in a link, other dimensions to be specified in sketch.

Ship Draughting.

The course in Ship Draughting is suitable for ship draughtsmen, ship joiners, ship wrights, boat builders, ship smiths, ship fitters, and for all craftsmen associated with ship building.

The uses and care of draughting instruments and materials.
Simple projection.

Drawing the lines of some vessel with sheer, half breadth, and body plans, and the "fairing up" of the same.

Construction and sail plans with necessary calculations to obtain the centre of lateral resistance of the hull; curve of areas, displacements, etc.

Details of joinery and wood work for ship joiners, ship wrights, and boat builders.

Details of steel work for ship fitters and ship smiths.

Course in Free-hand Drawing.

The work in this course embraces the following subjects:

FIRST YEAR.

Model and object drawing, involving principles of perspective.

Light and shade drawing from groups of objects and casts of the antique and examples of historic ornament.

Mediums to be used: pencil, charcoal, pen and ink or water color monochromes.

SECOND YEAR.

Drawing from the antique.

Drawing from the life model.

Pictorial composition.

Exercises in pen and ink rendering adapted for illustration.

Exercises in water color monochroms adapted for illustration.

THIRD YEAR.

Drawing from the life model.

Pictorial composition.

Exercises in mediums and methods best adapted for illustration.



QUINCY ELEMENTARY SCHOOL INDUSTRIAL CLASS.

Design.

The course in Design is suitable for students wishing a full course in the theory and practice of design, or for designers in all lines requiring special branches. One of the three weekly sessions is held at the Boston Public Library, and is spent in research work with talks upon the bases or principles of design. The full certificate course requires three years' attendance. Talks are given on the following subjects:

- | | |
|------------------------------------|--------------------------|
| 1. Variety. | 7. Drop pattern. |
| 2. Spotting. | 8. Scale and balance. |
| 3. Utility. | 9. Wall paper. |
| 4. Evolution of a unit. | 10. Lettering. |
| 5. Nature and conventionalization. | 11. Leaded glass. |
| 6. Geometric and diaper pattern. | 12. Weaving. |
| | 13. Interior decoration. |
| | 14. Composition. |
| | 15. Arts and money. |

The work done in class covers the following subjects:

- a. *Color* (uses of water colors and designer's colors).
 - Its analysis and use.
 - Values.
 - Original composition (schemes in variety).
- b. *Pattern*.
 - For surface:
 - Individual nature.
 - Original design for tile in color or stencil.
 - Original design for wall paper in color.
 - Self-repeating.
- c. *Borders and Historic Uses of Same*.
 - Nature and conventionalization.
 - Original design for plate border.

- d. *Lettering and Illumination* (use of black and white).
 - Original monogram for metal.
 - Printing for poster work.
 - e. *Solids and Vase Form*.
 - Original design for jewelry or metal.
 - f. *Study for Costume*.
 - Effect of line and pattern on figure.
- Advanced Work upon:*
- Leaded glass windows and shades.
 - Textiles and carpets.
 - Wall papers.
 - Silver work.
 - Book plates and covers.

*A Course Preparing for the Lowell Institute School
for Industrial Foremen.*

A course in plane geometry and elementary algebra, designed to meet the requirements of admission to the Lowell School for Industrial Foremen in the subject of Mathematics, is offered on Monday, Wednesday, and Friday evenings from 7.30 to 9.30 o'clock, during the fall and winter, at the Central Evening High School, held in the English High School building, Montgomery street, Boston.

Free text-books are furnished and class instruction is adapted as far as is practicable to the needs of the individual student. Regularity of attendance and thorough preparation of nightly assignments will give adequate training for the work of the Lowell School Course.

Steam Engineering.

This course is intended to be especially advantageous to firemen, janitors, and others who wish to

become proficient in the operation of steam boilers and engines of various types. In addition to the course outlined below, practical talks are given on the various types of boilers and engines, illustrated by means of lantern slides, blue prints, and specimens of different parts.

1. *Construction of Boilers.*

a. Fire Tube Boilers.

Shell. Tubes. Joints — including the figuring of percentage. Up-take — the different ways in which it is formed. Combustion Chamber. Back, Connection Brickwork — laws for setting up. Manhole — its effect on the boiler shell. Handholes. Nozzles. Bracing — methods of figuring.

b. Water Tube Boilers.

Steam Drums — their use and the manner in which they are made. Tubes. Tiling. Mud Drum — its use. Staying. Nipples. Headers. Caps.

2. *Boiler Accessories.*

Valves — the different types and their uses. Check Valves. Safety Valves. The Water Column — its many different troubles. Steam and Vacuum Gauges — the difference in action. Fusible Plugs — the two types and their uses. Steam Separators. Steam Traps — the several kinds and their actions. Feed Apparatus and Feed Water Heaters. Boiler Feed Pumps, Injectors, and Inspirators. Reducing Valves. Damper Regulators. Fuel Economizers. Forced Draft.

3. *Types of Boilers.*

Return Tubular. Vertical Tubular. Locomotive Type. Yarrow. Manning. Babcock and Wilcox. Almy. Sterling. Scotch Marine. Cahall. Porcupine. Thornycroft. Through Tube Marine.

4. *Pumps.*

Construction and Detail. Power. Plunger. Piston. Duplex. Single (*a*) single acting; (*b*) double acting. Circulating. Blake. Knowles. Deane Air Pump. Boiler Feed Pumps. Pumps in Connection with Steam Fire Engines.

5. *Valve Gears.*

Plain Slide — its modifications, such as piston, valve, etc. Riding Cut-off. Corliss. Putnam. Green. Brown. Westinghouse, McKintosh and Seymour. Rice and Sargent. Rollins and Slater. Armington and Sims. Fitchburg. Ideal.

6. *Condensers.*

Distinct types — (*a*) surface; (*b*) jet; (*c*) injector. The uses and peculiarities of condensers and the many different makes.

7. *Indicators.*

Cards — why they are taken and the results. Construction of the indicator. Theory of indicator cards.

Sheet Metal Pattern Draughting.

This course is planned to help those who are already in the sheet metal working trade. A pupil taking this course is expected to make his designs from his own drawings.

FIRST YEAR.

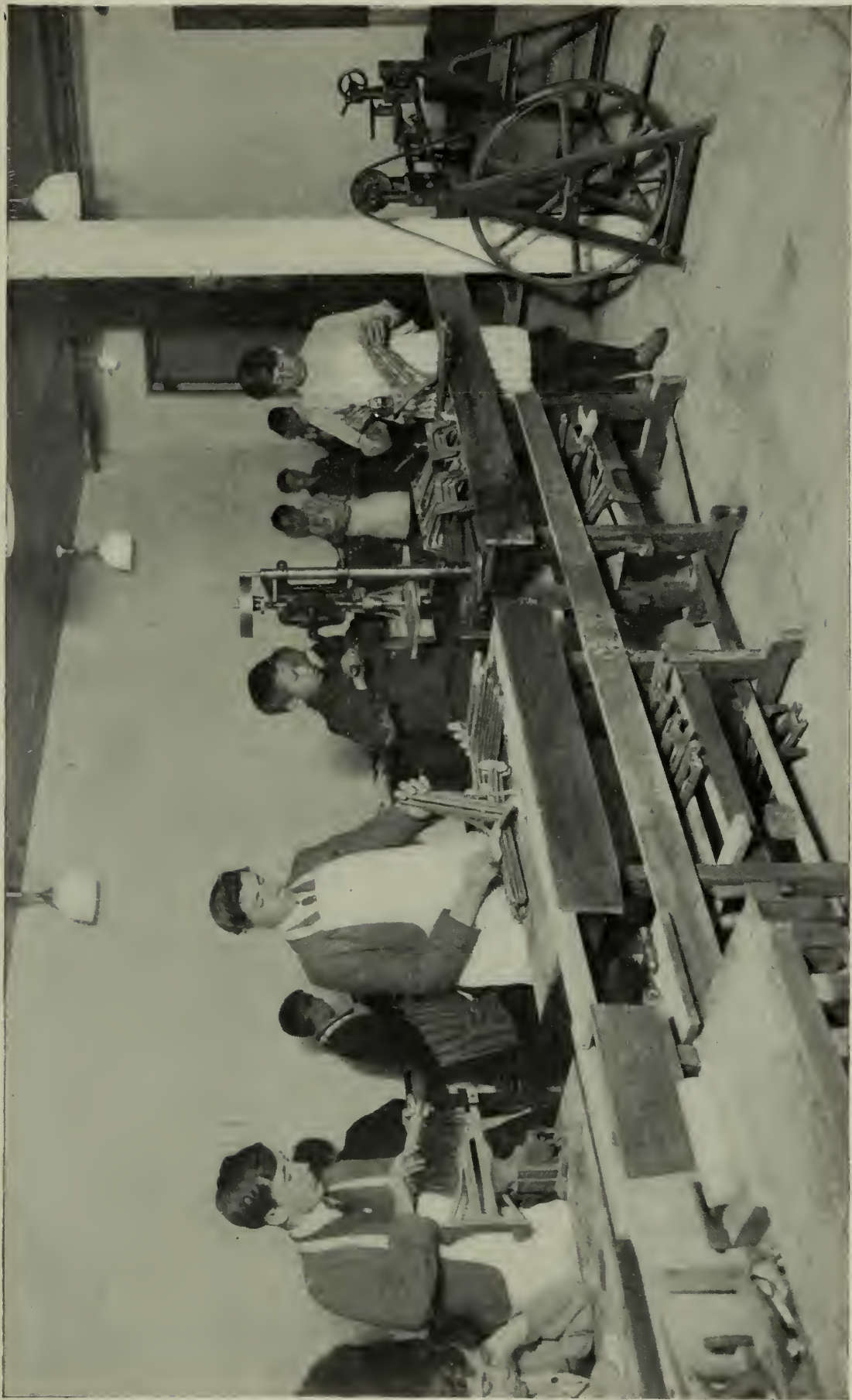
Draw the plan and elevation of a three-piece reducing elbow, the reduction ell to be made in the middle piece, the reduction to be made from 5-inch diameter pipe to a 3-inch diameter pipe.

Draw the stretch-out or development of the three pieces comprising the elbow, these patterns to be used for making up the elbow.

SECOND YEAR.

Draw the plan and elevation of a square ash chute making into a vertical round pipe.

Draw the pattern for the opening in the vertical pipe and also the pattern for the flaring body of the square chute.



QUINCY ELEMENTARY SCHOOL CLASS.—SNAGGING, MARKING, BORING AND PAINTING ADJUSTABLE IRONS.

THIRD YEAR.

Draw two views of small pipe intersecting a larger one and at an angle both to the vertical and horizontal. Draw the pattern for the small pipe by triangulation.

Building Estimating.

This course is arranged for those employed in construction work. This is a special course and special attention is given to individuals.

Applied problems in arithmetic and geometry.

Use of materials in construction.

Plans and specifications studied with reference to estimates.

Contracts.

Interior Decorating.

In the course in Interior Decorating special instruction in the following subjects is given:

Color.

Use and values. Composition schemes in variety.

Design.

With special lectures and research work.

Ornamentation.

Egyptian.

Greek.

b. Evening Elementary Schools.

In addition to the regular academic subjects taught in the evening elementary schools there are also courses in dressmaking, including cutting, fitting, and sewing, and courses in cookery, millinery, and embroidery. In planning the work of these courses these purposes were kept in mind:

To interest the pupils in home life and in the spirit of home-making.

To teach neatness in person and also in methods of work.

To show the value of economy in the management of a home.

To present simple standards of living which mean comfort and health above all things.

To assist home-makers in the management of simple homes in a capable manner.

Classes in dressmaking and millinery were arranged not only for the purpose of teaching things of utilitarian interest to the home, but also for the purpose of assisting young women who are apprentices in stores. With this end in view the courses were arranged so that the student might become of more value to herself and to those who employ her. The success of this department was manifest back in 1906 and it has gained in popularity and usefulness ever since.

In connection with the work in millinery an idea of the courses introduced may be obtained from the following plan:

1. Making bows and rosettes:
 - a. Different kinds of bows.
 - b. All kinds of rosettes.
2. Making, wiring, and covering bands.
3. Hemming:
 - a. Plain hem.
 - b. French hem.
4. Folds:
 - a. Plain.
 - b. Milliner's.
5. Binding:
 - a. Plain.
 - b. Roll.
 - c. Shirred.
6. Shirring, seaming different materials, and practice in different stitches.
7. Making frames (if the pupils wish).

8. Study of lines and outlines of different frames, including changing of frames to make them suitable for each individual person.

9. Renovating old material, velvet, ribbon, silk, chiffon, etc.

Each pupil is encouraged to use her own ideas as to combination of color with advice and help from the teacher; also to ask questions relative to anything not thoroughly understood. Advanced pupils are given advice and help as they need it. The majority of the pupils in the elementary classes are either in charge of their own homes or those who have been so employed as to be unable to learn how to make their own clothing. In these classes the immediate wants of the individual are worked out by themselves under the direction and supervision of the teacher. In advanced classes pupils are taught dressmaking in all its branches, the making of coats, skirts, gowns, shirt waists, kimonos, and other garments. In both elementary and advanced classes pupils supply their own materials, and are taught to make any kind of garment of which they are in need. Pupils are also taught to make over dresses from material that is too valuable to discard. The same may be said with reference to skirts, jackets, and other garments.

The work in embroidery is put to varied uses. Patterns for shirt waists, dresses, and hats are designed and embroidered by the pupils. The artistic side of the work is also developed from original patterns for centre-pieces, doilies, table covers, and other articles, the object being to develop such work as may be used practically and ornamentally in the home.

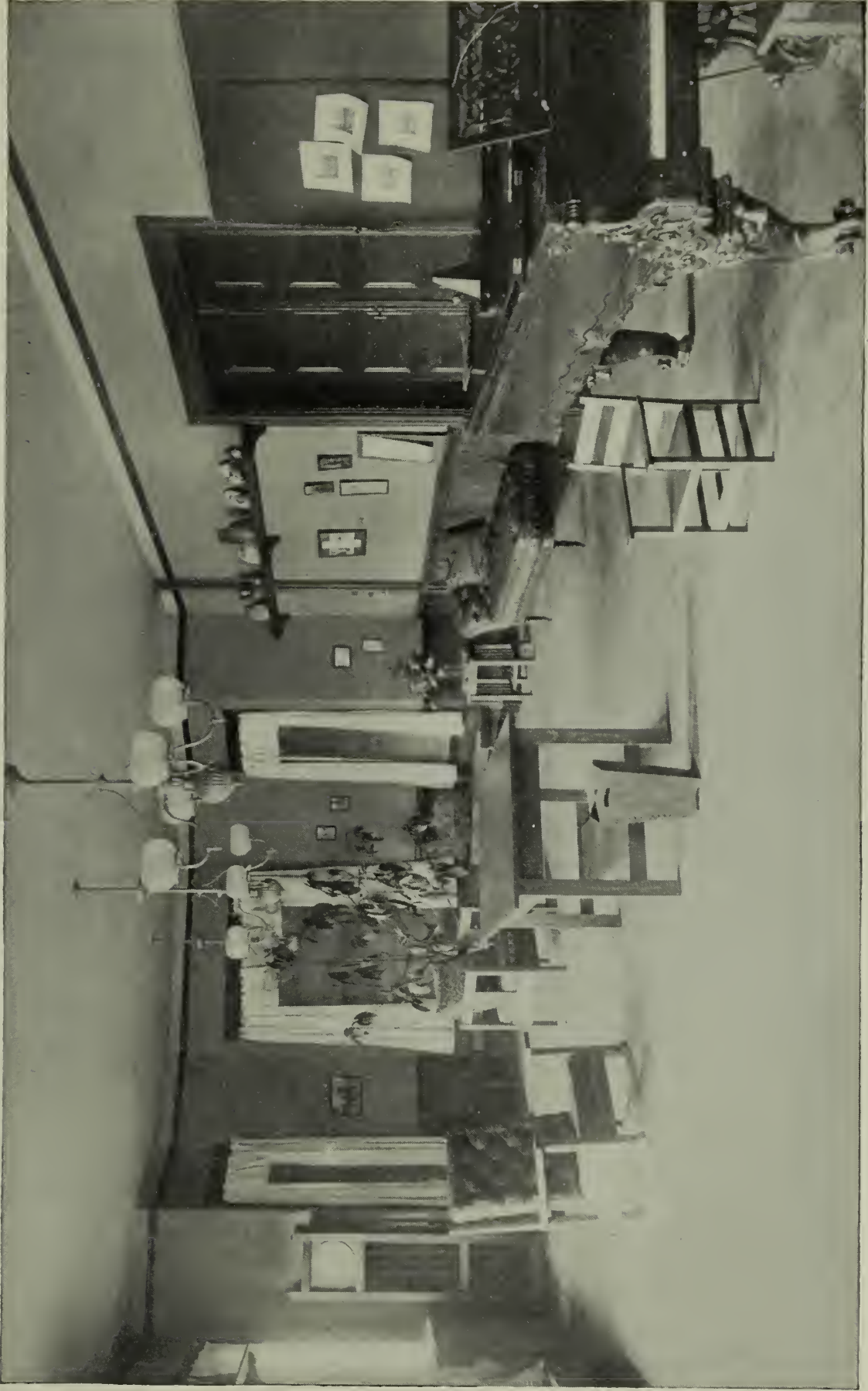
6. IN CONTINUATION SCHOOLS.

In May, 1909, the School Committee authorized the Superintendent to invite the co-operation of merchants and manufacturers for the purpose of establishing Continuation Schools, wherein working people should be given opportunity to improve their knowledge of the business in which they are engaged, and to increase their industrial efficiency. Several months were given to a general study of conditions and in February, 1910, a special agent was assigned to this particular work and directed to report practicable ways for the organization of such schools. Vocational and trade schools, maintained by private enterprise, were visited and local employers were consulted. These conferences were followed closely by a request from the New England Shoe and Leather Association that a continuation school for employees in the leather industry be established, and a request was made by several dry goods firms for a similar class for employees in the dry goods houses.

A room at 91 Bedford street (a location convenient to the wholesale and retail districts) was rented and equipped for forty pupils with regular school desks, wall maps, and other school furnishings.

a. Shoe and Leather Course.

The shoe and leather course opened on April 5, 1910, and the dry goods course on April 11, 1910, both with a full membership. Sessions for each class are from three to five o'clock on two days per week.



WASHINGTON ALLSTON SCHOOL SUITE.—LIVING ROOM.

The course of study for the Shoe and Leather class includes:

The production and distribution of leather; tanning processes; leather manufacture; recognition of kinds, grades, and comparative values of leathers; manufacture and classification of shoes; commercial arithmetic; commercial geography; commercial correspondence; salesmanship; efficiency training.

b. Dry Goods Course.

The course of study for the Dry Goods class includes:

Fibres; cotton and cotton goods; wool, worsted, and woolens; silk and silk fabrics; linen and linen fabrics; recognition and comparison of mixed fabrics; simple tests for determining quality; coloring materials and color preservation; shrinking; mercerization; non-inflammable fabrics; care of stock; commercial arithmetic; commercial geography; commercial correspondence; salesmanship; efficiency training.

The instruction is given by employers and experts in the industry, and without expense to the city.

c. Preparatory Salesmanship Course.

At the request of several retail stores two classes in preparatory salesmanship were also established at 91 Bedford street; one for boys, opening on April 12, 1910, and one for girls, opening on April 13, 1910. Each of these classes is in session from 8.30 to 11 o'clock on two mornings per week.

The course of study includes:

Commercial correspondence; facility in oral and

written expression; store arithmetic; sales slip practice; sources of merchandise and its distribution; raw materials; textiles; penmanship; color and design; hygiene; practical talks on the fundamental principles of success; salesmanship.

Pupils over eighteen years of age are not admitted to these classes.

The instruction is given principally by a teacher from one of the public schools, who is especially fitted for the work. This instruction is supplemented by frequent talks given by the heads of departments and other experts from the stores. The cost of instruction is assumed by the various business houses whose employees attend the school.

On account of the scarcity of printed material on these subjects the business houses have furnished a stenographer to take down and transcribe the lectures for use in instructing future classes.

Each class has an advisory committee of employers who co-operate in the direction of the work, and they assume the responsibility of securing lecturers who have a thorough knowledge of the subjects. These men, who would hardly be supposed to be willing to absent themselves from their business, much less talk to the public on what a few years ago were considered trade secrets, are to-day lending all their force and energy to this movement. Prominent manufacturers from Salem, Peabody, Fitchburg, Worcester, Gloversville, N. Y., and Philadelphia have come to address the classes.

The various lecturers bring large quantities of material to the school for illustrating their talks, much of which is left for use with future classes.

A very remarkable interest is shown by the students, and many make a practice of spending their noon hour at school studying the stenographic reports. They are required to report in writing on all lectures, and these reports are kept on file for the inspection of their employers.

For the youth who can devote his time up to the age of eighteen or twenty-one chiefly to his education ample provision is found in high schools, technical and professional schools, and colleges, which are rapidly adapting themselves to his needs, but little or no provision has been made for the intellectual improvement of those who must devote those years chiefly to the earning of a livelihood.

There is every reason why youths who have to go to work, or who fail to make the best use of their time in high school, should be given opportunities for specific instruction in the industry which they enter. Industry must not continue to take a child at fourteen and leave him, intellectually, at the same place when he is eighteen.

These first years of work constitute a period of adjustment. They are most difficult, and the youth must be helped to make the transition from school life to a well placed industrial life easily and safely.

After the youth has selected his vocation the most favorable conditions for effective instruction are presented. The vocation has been selected and the youth is eager to insure his success. He must feel that opportunity is open to him and that he is responsible for making the best use of it.

This is the day of specialized instruction where

there is extensive preparation for activity in a single line, and the time is not far distant when youths will make preparation for different lines of business in the same manner in which preparation is made for different professions.

In England a large number of railway companies and mercantile establishments excuse day work that employees may attend classes in the daytime. An attempt has been made in France to make day industrial instruction of adults compulsory. For many years Germany has maintained a very thoroughly organized system of continuation schools for working people and they have been a large if not the chief factor in the rapid development of her commerce and industry. These schools represent all trades and put within the reach of young workers the opportunity for further education and training.

Many large firms in the United States are conducting schools for their employees, and the consensus of opinion is that these schools are a success, both from the standpoint of the pupil and the employer. But many smaller firms are not able to do this and consequently there is a very strong demand for public instruction along these lines.

Boston is meeting this need in the establishment of the continuation schools above referred to. These schools for working people, held during business hours in the locality of their employment, afford opportunity for instruction under the most favorable conditions. A maximum number is served at a minimum waste of time in travel; a close specialization of subjects is possible; the pupil



WASHINGTON ALLSTON SCHOOL SUITE.— DINING ROOM.

is continually applying the theory of the class-room to practical problems in the store or factory; and the instruction satisfies the needs of the pupil's greatest and most vital interest, for it is enlivening and dignifying his daily task. The youth is not preparing for some indefinite job that he may never get; he has the job already and he aims to increase his efficiency in that position. He is not accumulating knowledge that will be forgotten before he has a chance to apply it; he is learning the meaning of problems and conditions which are being worked out about him on a commercial basis day by day. He sees the relation of his duties to the industry as a whole, his work becomes enlivened and dignified, and he finds in the school an avenue of self-expression where he feels that he can show his ability.

D. VOCATIONAL DIRECTION.

Previous reports of the Superintendent have been devoted chiefly to a discussion of changes in the machinery of school administration. These administrative changes, important as they are, have that importance only because they are designed to improve the educational product of the schools. This report has attempted to show that improvement in organization and administration has been accompanied by an even more important reorganization of the educational work of the schools.

The basis of this reorganization has been, first, a more definite emphasis upon the vocational purpose of all education, and second, a recognition of the differing vocational aims of pupils. Consequently,

all general courses have been carefully revised for the purpose of increasing their vocational value and special courses and special vocational schools have been established wherein the differing vocational aims of pupils may be realized.

Undoubtedly the near future will see, both in Boston and elsewhere, a marked increase in the number and variety of special vocational schools. The establishing of these schools will bring upon the American people a new and serious problem, namely, the necessity of an early choice of a vocation for their children.

The problem is one of vast moment and serious danger. Children and parents must be brought to a realizing sense of the importance of the question, so that every effort may be made to avoid on the one hand that selection which attempts to fit a boy for a position or profession that lies beyond his possibilities, and on the other that selection which leaves a brilliant, ambitious boy to pass a dissatisfied and unhappy life in a business or trade below his abilities, but from which he cannot escape because of the restrictive nature and limited amount of his education. The task of the school, therefore, is to do what it can to arouse in the whole public, both children and adults, a serious and abiding interest in this — one of the great life problems. In all these lines much work has been done. The adaptation of existing schools and courses to vocational aims and the establishing of new schools and courses for vocational purposes has been going forward for some years. The results have been discussed in the preceding parts of this report.

In order to make vocational direction effective much work needs to be done along various lines. The public must be made to realize the importance of the wise selection of vocations for its children. Information must be gathered with reference to the various vocations, what they are, what opportunities exist in each, what natural abilities and what qualifications are necessary for admission to each vocation and for progress therein after admission, how to determine the natural abilities of candidates for admission, and what opportunities exist or should be created for the securing of the qualifications that may be acquired by training. Competent advisers must be found and trained, so that they may be able both to determine with greater accuracy what abilities each child possesses and in what vocations these abilities will give greatest promise of success. Existing schools and courses must be modified to adapt them more closely to vocational aims and new schools or courses must be established to provide such training as may be determined to be necessary for vocational success. And all this must be done, not as a separate problem but with a full understanding of its close connection and necessary relation to the school system as it now exists, in order that we may not lose sight of those principles long recognized as basic in American education and may preserve all that the experience of the past has shown to be of value.

In May, 1909, for the purpose of directing attention of pupils, teachers, and parents more definitely to the importance of wise and thoughtful consideration of vocational aptitude and vocational

opportunity, the School Committee requested the co-operation of the Vocation Bureau, and provided for the appointment of a Committee on Vocational Direction composed of six members of the teaching force. Such a committee was appointed by the Superintendent in June, 1909, and has been working in co-operation with the Vocation Bureau since that date. In fact, the work of the Committee on Vocational Direction and of the Vocation Bureau in so far as it relates to the public schools has been so closely interwoven that it is impossible to separate the work of one from the work of the other.

Upon the Vocation Bureau has been placed the task of collecting information with reference to existing vocational opportunities, the arousing of a public interest, and the planning of courses of instruction wherein competent vocational counsellors may be trained for the adequate performance of their important duties.

The Committee on Vocational Direction has arranged for co-operation among various organizations interested in the work of vocational direction, conducted meetings of principals and teachers, and taken such other action as indicated in the report of this committee published as Appendix H of this report.

Most important of the results accomplished by the Committee on Vocational Advice is the appointment in each high school and elementary school of one or more vocational counsellors. These counsellors have been selected by the principals with reference to their interest in the work of vocational direction, their skill in determining the abilities



WASHINGTON ALLSTON SCHOOL SUITE — CHAMBER,

and possibilities of the children, and their willingness to devote extra time to acquiring information and perfecting themselves for the successful performance of their important duties. Meetings of these counsellors have been held for the purpose of discussing the problems of vocational direction and considering how best to minimize its dangers and increase its beneficial results. Arrangements have been made whereby the Vocation Bureau will conduct a course of instruction for vocational counsellors wherein they may be even more efficiently prepared for the work of directing pupils wisely. As an illustration of the work of these vocational counsellors the following will serve:

When the pupils who were to graduate from the elementary schools selected the high schools that they wished to attend, it was found that twice as many as could be admitted had elected the High School of Commerce and the High School of Practical Arts. Hitherto when similar conditions have arisen it has been necessary to choose the half that could be admitted either by lot or on the basis of scholarship. This year the existence of the vocational counsellors rendered possible a different and a better procedure. The principal of each elementary school was sent a list of the boys in his school who had applied for admission to the High School of Commerce, with the statement that only half could be admitted, and the request that the vocational counsellor select that half. The principal of the High School of Commerce met the vocational advisers, explained the special work done in that school, and outlined the qualities that a boy must

possess in order to succeed therein. The vocational counsellors then approached the question of choosing the boys to be admitted, having on the one hand some knowledge of the special qualities needed in that particular school, and, on the other hand, a knowledge of the tastes and aptitudes of the boy as shown by his work in the elementary school. The boys chosen by the vocational counsellors were then admitted. A similar course was pursued for the High School of Practical Arts, and it is hoped that this process of selection will bring into these schools a higher percentage of pupils fitted to do the work therein than would have been secured by either of the methods previously pursued.

Since the High School of Commerce was organized in 1906 systematic instruction has been given with reference to business opportunities and the possibilities of each. Carefully prepared courses of lectures, based on accurate investigations of conditions in Boston and elsewhere, have been presented each year. The whole atmosphere of the school has been permeated with the idea of choosing wisely some particular business. The purpose of the school is not only to fit the boy for a commercial career but to find that particular commercial career in which he gives promise of the greatest progress. In order to assist in the process of fitting each boy to his business a system of summer apprenticeship has been established. Prior to the summer vacation in 1909, and again in 1910, the school committee appointed a man to have charge of the work of finding employment for the high

school boys during the summer in the business houses of the city. The business men have cooperated heartily in the plan. They agree to give the boys the best possible chance to obtain a knowledge of the business and demonstrate their own fitness or unfitness for it. In particular, they agree not to hire the boy after school opens in September even though he has shown special aptitude for the work in hand. By this means the business men have a sympathetic understanding of the aims of the school, the school appreciates more thoroughly the demands made upon the boys who enter business, and the boys obtain some insight into the relation of their school tasks to their life work.

In the Trade School for Girls the giving of vocational assistance is not left to the teaching body but is placed in charge of a person appointed for that sole purpose. She is given the title of *vocational assistant* and the regulations of the School Committee provide that one such vocational assistant may be appointed for each one hundred girls in the school.

The vocational assistant is charged with the duty of investigating conditions in the trades taught by the school, in order to enable the school to adapt its course to the exact needs of business, and to provide accurate and up-to-date information available for use of parents and pupils. It is the business of the vocational assistant to secure positions for graduates, and, in this sense, she conducts an employment bureau, but with this important difference, that she knows both the conditions in the trade and the particular girls, and, therefore, endeavors to

find not merely a place for the girl but a place in which she will succeed. The work of the vocational assistant, however, but begins with finding a place for the girl. It is success that counts, and the vocational assistant is to keep track of her girls, know which ones succeed, and more especially which ones fail, and why they fail; to find for these other places better suited to their abilities, or, perchance, advise them to return to school until they reach a degree of proficiency that will enable them to retain a position once obtained.

On the moral side also the work of the vocational assistant will have great effect. Before the girl leaves school it is hoped that such a mutual relation of confidence and friendship will be established that any girl who finds herself at work in a shop or factory where conditions are improper will report promptly to the vocational assistant, with the result that the girl will be placed in another position, and that no more girls will be sent to the shop or factory in question until conditions are improved. With the unsuccessful girl, perhaps, the most important work of all may be done. The girl who is efficient and who, because of that efficiency, is soon advanced to the rank and wages of a skilled worker, is far less likely to succumb to temptation than is the girl whose inefficiency keeps her wages below the amount required for decent living. When, perchance, a girl is placed in a position in which she cannot advance, or from which she is discharged, the vocational assistant should be on hand to encourage and assist, to tide the girl over immediate difficulty and



PRE-APPRENTICE SCHOOL.—COMPOSING ROOM.

to find some other work wherein there is greater prospect of earning a living wage.

Mention should also be made of the valuable co-operation received from other associations. The School and Home Association has made plans for interesting parents in the problem of vocational selection. Provision will be made for the presentation of the problem before the Parents' Association in each district, and it is probable that trained advisers will be provided for the discussion of such specific cases as may be referred to them.

The Women's Municipal League has undertaken the preparation of a statement of vocational instruction available in both public and private schools. One chart has already been published and others are in course of preparation. The Girls' Trade Education League has agreed to give special attention to the advising of girls between the ages of fourteen and eighteen whether in school or out. Each of the above named associations deserves much credit for its helpfulness and for the spirit of co-operative endeavor whereby duplication of work has been avoided.

E. CONCLUSION.

This report has attempted to show that a comprehensive and effective effort has been made to give the general courses of the schools a more definite vocational value, to emphasize essential and fundamental subjects, to eliminate all that does not contribute directly to a desirable educational result, and to establish special courses and special schools

of an avowed vocational purpose; to interest the public in the important question of vocational selection; to provide for acquisition of information about vocational opportunities, and to select and train competent advisers so that the selection of a life work may be made with greater care. Many items of great importance to the educational system, such, for example, as the new law increasing the amount of pensions paid to retiring teachers, have necessarily been omitted but will undoubtedly be discussed in the annual report of the School Committee.

STRATTON D. BROOKS,
Superintendent of Public Schools.

APPENDIX A.

EDUCATIONAL ORGANIZATIONS.

NOTE.—Facts relative to the general organization, the membership, and the purpose of associations are given herein when they appear for the first time. Similar information in regard to other associations may be found in Appendix B of the Superintendent's Annual Report for 1909.

I. OFFICIALLY CONNECTED WITH THE PUBLIC SCHOOLS.

1. BOSTON MASTERS' ASSOCIATION.—*Chairman*, the Superintendent of Schools, *ex officio*; *secretary*, Lincoln Owen; *executive committee, chairman*, George W. Ransom; Ellen C. Sawtelle, Henry L. Sawyer, Frank V. Thompson, F. Morton King.

2. BOSTON HEAD MASTERS' ASSOCIATION.—*Chairman*, the Superintendent of Schools, *ex officio*; *chairman*, John Tetlow; *secretary*, George C. Mann.

3. HIGH SCHOOL COUNCILS:

Ancient Language Council.—*Chairman*, Albert S. Perkins, Dorchester High; *secretary*, Clara A. W. Barnes, South Boston High.

Commercial Council.—*Chairman*, Henry C. Shaw, Roxbury High; *secretary*, William L. Anderson, Dorchester High.

Drawing and Manual Training Council.—*Chairman*, Grace G. Starbird, High School of Practical Arts; *secretary*, Adalena R. Farmer, Dorchester High.

English Council.—*Chairman*, Byron Groce, Public Latin; *secretary*, James E. Thomas, English High.

History Council.—*Chairman*, William I. Corthell, South Boston High; *secretary*, Charles T. Wentworth, Dorchester High.

Mathematics Council.—*Chairman*, Henry M. Wright, English High; *secretary*, Milford S. Power, Dorchester High.

Modern Language Council.— *Chairman*, William P. Henderson, Public Latin; *secretary*, Anna M. Fries, Dorchester High.

Science Council.— *Chairman*, Samuel F. Tower, English High; *secretary*, George A. Cowan, West Roxbury High.

4. BOSTON TEACHERS' RETIREMENT FUND ASSOCIATION.— *President*, George E. Brock; *secretary*, Alfred Bunker; *City Treasurer*, *custodian*, Charles H. Slattery; members elected by the School Committee, David A. Ellis, James P. Magenis, George E. Brock, David D. Scannell, M. D.; members elected by the association, Frederic A. Tupper, Celia A. Scribner, Loea P. Howard, Laura B. White, Lincoln Owen, Gertrude A. Bigelow.

Annuities are granted, upon application, to members retiring from the service who have taught thirty or more years in the aggregate, including ten or more years in Boston public schools; also to members retiring from the service on account of disability who have taught two or more years in Boston public schools. No annuity can be granted until the applicant has paid into the fund an amount equal to the reservations for thirty years, viz., \$540.

II. COMPOSED WHOLLY OR MAINLY OF BOSTON TEACHERS.

5. ASSOCIATION OF TEACHERS OF PHYSICAL EDUCATION.— *President*, Laura S. Plummer; *vice-president*, Mary Hubbard; *secretary and treasurer*, Edith T. Sears; *executive committee*, to serve for one year, Miriam Harris; to serve for two years, Mary F. Stratton.

Membership.— Boston teachers of physical education in the Normal, High and Latin Schools, the Director of School Hygiene and his assistants, and instructors in athletics in the Boston public schools.

Number of Members.— 18.

Meetings.— Third Thursday, September to May, inclusive.

Annual Election.— May meeting.

Purpose.— To advance the cause of physical education in the Boston public schools.

Organized.— 1908.

6. BIOLOGICAL CLUB OF BOSTON NORMAL SCHOOL.— *President*, Florence E. Marshall; *secretary*, Mary K. Corbett; *treasurer*, Mary A. I. O'Brien.

7. "B and S" CLUB.— *President*, Kate E. Coney; *vice-president*, S. C. Johnson; *secretary and treasurer*, Jessie L. Burns; *executive committee*, Mary J. Marlow, Grace E. Hayden, Anna S. Streijffert, Helen M. Ekstrom, Elise Jonsson.

8. BOSTON ASSOCIATION OF SCHOOL PRINCIPALS.— *President*, John F. Eliot; *vice-president*, Henry B. Miner; *secretary*, Charles F. Merrick; *treasurer*, Arthur Stanley; *executive committee*, Herbert S. Weaver, Herbert L. Morse, Frank L. Keith, Benjamin J. Hinds, Amos M. Leonard, Frederic H. Ripley, H. Winslow Warren, Jason L. Curtis, Charles C. Haines.

9. BOSTON ELEMENTARY TEACHERS' CLUB.— *President*, Eva L. Morley; *first vice-president*, Annie E. Bancroft; *second vice-president*, Katherine E. Lahey; *recording secretary*, Katherine A. Kiggen; *corresponding secretary*, Mary F. Finneran; *treasurer*, Florence I. Reddy; *executive committee* (made up of one director from each school division), Margaret D. Barr, Annie G. Scollard, Mary L. Hennessy, Sabina G. Sweeney, Marguerite L. Lillis, Louise A. Keeler, Mary F. McMorrow.

These officers constitute the executive board of the club. There are sixty-six counsellors, one for each school building, to distribute notices of meetings and events.

Membership.— Assistants in elementary schools of Boston, whose salary is less than one thousand dollars (\$1,000) a year, and the teachers of kindergartens, cookery, and sewing may become members upon the payment of the initiation fee.

Number of Members.— 1,547.

Meetings.— Of the executive board on the first Thursday of every month. General club meetings are called at the discretion of the president and the board.

Annual Election.— First Wednesday in February.

Purpose.— To promote a spirit of professional loyalty which should lead to unity of action whenever required for the advancement of the vital interests of all the members.

Organized.— February 2, 1910.

10. BOSTON GERMAN TEACHERS' CLUB.— *President*, James A. Beatley; *secretary*, Jessie L. Adams.

11. BOSTON HIGH SCHOOL MASTERS' ASSOCIATION.—*President*, Oscar C. Gallagher; *vice-president*, Sidney Peterson; *secretary and treasurer*, Charles T. Wentworth; *executive committee*, Charles L. Hanson, Thomas H. H. Knight, John A. Marsh.

12. BOSTON NORMAL SCHOOL KINDERGARTEN CLUB.—*President*, Mary Olden Daly; *vice-president*, Helen L. Brown; *recording secretary*, Gertrude L. Gavin; *corresponding secretary*, Lucy E. Low.

13. BOSTON NORMAL SCHOOL GRADUATES' ENGLISH CLUB.—*President*, Verna G. Pitt; *vice-president*, Mary A. Duston; *recording secretary*, Lena A. Sherwood; *corresponding secretary*, Mary F. MacGoldrick; *treasurer*, Emily Curtis.

14. BOSTON PRIMARY TEACHERS' ASSOCIATION.—*President*, Amelia Watkins; *vice-president*, J. E. Dickson; *recording secretary*, J. G. Leary; *corresponding secretary*, L. A. L. Hill; *treasurer*, J. G. L. Morse; *executive committee*, M. L. Eaton, J. C. Scholtes, E. M. Seaverns, C. A. Jordan, L. M. Goodwin, A. C. Ryan, S. H. Nugent, L. M. Jordan, A. M. Turnbull, M. Mais.

15. BOSTON PUBLIC SCHOOL NURSES' ASSOCIATION.—*President* (position vacant); *vice-president*, Jennie R. Dix; *treasurer*, Helena M. Daly; *secretary*, Helen C. McCaffrey.

16. BOSTON SCHOOLMEN'S CLUB.—*President*, James E. Thomas; *secretary and treasurer*, Oscar C. Gallagher; *executive committee*, to serve until March, 1911, Albert P. Walker, Louis P. Nash, Oscar C. Gallagher; to serve until March, 1912, Charles C. Haines, John C. Brodhead, Maurice J. O'Brien; to serve until March, 1913, Augustine L. Rafter, James E. Thomas, Walter Mooers.

17. BOSTON SCHOOL PLAYGROUND ASSOCIATION.—(This organization was formerly the "Boston Playground Association," and its membership included persons outside the Boston public school service. On May 2, 1910, it was made exclusively a school organization and the name was changed by the addition of the word "school.") *President*, Thomas F. Harrington, M. D.; *vice-president*, John F. McGrath.

18. BOSTON SEWING TEACHERS' ASSOCIATION.—*President* (position vacant); *vice-president*, Esther C. Povah; *secretary*, Henrietta L. Yelland; *treasurer*, Ellen Wight.



PRE-APPRENTICE SCHOOL.— BOOKBINDING ROOM.

19. BOSTON TEACHERS' CLUB.—*President*, Mary E. Perkins; *vice-presidents*, Catherine McGinley, Lena L. Carpenter, Marietta S. Murch; *corresponding secretary*, Alice M. May; *recording secretary*, Louise A. Pieper; *treasurer*, Jennie F. McKissick; *assistant treasurer*, Martha F. Wright.

20. BOSTON TEACHERS' MUTUAL BENEFIT ASSOCIATION.—*President*, Maurice P. White; *recording secretary*, Jennie F. McKissick; *financial secretary*, Henry C. Parker; *treasurer*, Herbert L. Morse; with ten directors constitute the Board of Trustees.

21. DUNTON EDUCATIONAL CLUB.—*President*, Wallace C. Boyden; *vice-president*, Lotta A. Clark; *secretary*, Julia K. Ordway; *treasurer*, Esther F. Sullivan.

22. HIGH SCHOOL ASSISTANTS' ASSOCIATION.—*President*, Dora Williams; *vice-presidents*, Bertha Vogel, Matilda Fraser; *secretaries*, Persis P. Drake, Gertrude Weeks.

23. LADY TEACHERS' ASSOCIATION.—*President*, Ann E. Newell.

24. MASTER'S ASSISTANTS' CLUB.—*President*, J. Annie Bense; *vice-president*, Clara G. Hinds; *treasurer*, Alice E. Farrington; *secretary*, Caroline F. Melville; *executive committee, chairman*, Nellie J. Breed; Susan J. Ginn, Emma E. Lawrence.

25. SUB-MASTERS' CLUB OF BOSTON.—*President*, Murray H. Ballou; *secretary and treasurer*, John F. Suckling.

APPENDIX B.

PUBLICATIONS OF BOSTON TEACHERS, 1909-10.

Public Latin School.

JOHN TETLOW:

"The Vocabulary of High School Latin and How to Master It."—*Classical Journal*. Chicago. Vol. V., No. 1, pages 18-29.

Brighton High School.

FREDERIC ALLISON TUPPER:

"Moral Training in the Public Schools. A Symposium."—*Journal of Education*. Boston. Vol. LXXI., February 3, 1910, pages 117-123.

"The Present Status of Teachers' Pensions."—*The Boston Transcript*. April 22, 1910. Page 16.

"The Present Status of Teachers' Pensions with the Main Arguments for Such Pensions."—*The Weekly Review*. Allston-Brighton. Vol. 17, No. 16, April 29, 1910, pages 1 and 4.

East Boston High School.

AUGUSTUS F. ROSE:

"Series of Ten Workshop Problems in Copper Work and Jewelry."—*School Arts Book*. Worcester, 1910. 50 pages. Illustrated.

"Copper Work as a Recent Development in the Manual Arts."—*Manual Training Magazine*. Peoria, Ill. April, 1910. 16 pages. Illustrated.

English High School.

FRANK O. CARPENTER:

"The City Guard."—*New Boston*, Magazine of Boston, 1915. Vol. I., pages 39-41. May, 1910.

RUFUS PHILLIPS WILLIAMS:

"Essentials of Chemistry — Experimental, Descriptive, Theoretical." Ginn & Co., Boston. May, 1910. 412 pages, besides appendix and index. Illustrated.

"An Ancient Duodecimal System."—A research. *Publications of School Science and Mathematics*. Chicago. June, 1909. 6 pages.

CHARLES BRADFORD TRAVIS:

"Summer Vacation Letters from Grandpré, Nova Scotia, and St. John."—*The Item*. Brighton. 1909–10.

FRANK EDWIN LAKEY:

"President's Address." National High School Commercial Teachers' Association, Louisville, Ky.—*Proceedings of the National Commercial Teachers' Federation, 1909*. Vol. XIV., pages 239–241.

"Commercial School Work." Twelve articles (monthly). —*American Penman*. Cedar Rapids, Iowa. Vol. XXVI. 1909, 1910.

"Report of Thirteenth Session of the Eastern Commercial Teachers' Association, Washington, D. C."—*Business Educator*. Columbus, Ohio. 1910. Pages 19–21.

"Laggards in our Schools."—*Business Educator*. Columbus, Ohio. February, 1909. Pages 28–30.

W. HOLLIS GODFREY:

"For the Norton Name." First volume of Young Captains of Industry series. Little, Brown & Co., Boston. 1909. 238 pages. Illustrated.

"A Laboratory Manual, to Accompany Godfrey's Elementary Chemistry." Longmans, Green & Co., New York. 1910. 118 pages. Illustrated.

"The Health of the City."—*Atlantic Monthly*. Boston. Vol. XVIII.

"City Noise."—*Atlantic Monthly*. Boston. Vol. 104, No. 5.

"City Housing."—*Atlantic Monthly*. Boston. Vol. 105, Nos. 3 and 4.

Blackinton District.

EVERETT L. GETCHELL:

"The Family of Samuel Getchell of Salisbury, Mass."—*New England Historical and Genealogical Register*. Boston. July, 1909. Page 10.

"The Boston Basin." A Teachers' Guide Book of Field Lessons in Geography and History. Little, Brown & Co. Boston. 1910. 260 pages. Plates, maps. Illustrated. 8vo.

Dearborn District.

CHARLES F. KING:

"New England Supplement to Advanced Geography." Charles Scribner's Sons, New York. May, 1910. 24 pages with maps. Illustrated.

Franklin District.

SETH SEARS:

"Hygiene of Sex."—*Hygiene and Physical Education*. Boston. January, 1910.

Lyman District.

EMMA BATES HARVEY:

"My Wonder Book." Pages from the Life of Lewis Benton Bates. Chapple Publishing Company. Boston. 1909. Vol. III., IV., 202 pages.

MARY A. STILLMAN:

"Games for the School Yard."—*Primary Education*. Boston. January, February, April, 1910.

"Drill Sentences."—*Primary Education*. January, February, March, April, May, June, 1910.

"Life in the School Room."—*Primary Education*. May, 1909.

"An Egg-shell Garden."—*Primary Education*. May, 1909.

"The Persistent Kid."—*American Primary Teacher*. Boston. June, 1910.

Prescott District.

W. LAWRENCE MURPHY:

"An Out Door Class."—*Bureau of Municipal Research*, New York City; and *Journal of Education*, Boston. Vol. LXX., No. 7, pages 176-177. Illustrated.

Wendell Phillips District.

WILLIAM T. MILLER:

"Vocation Teaching."—*Atlantic Monthly*. Boston. Vol. 104, No. 5, pages 644-646.

William E. Russell District.

NELLIE J. BREED:

"Field Work in Lübeck."—*Popular Educator*. Boston. Vol. XXVII., November, 1909, pages 118-119. Illustrated.

"Germany."—*Popular Educator*. Boston. Vol. XXVII., May, 1910, pages 471-477. Illustrated.

KATE LOUISE BROWN:

"San Rocco."—*Herald*. New York. February 14, 1909.

"The Blue Sugar Bowl."—*The Christian Register*. Boston, April 29, 1909.

"The Hollyhock Song."—*Junior Christian Endeavor World*. Boston. August, 1909.

"Santa Claus Sure."—A Christmas Cantata for Children (with Elizabeth Usher Emerson).—*United Societies of Christian Endeavor*. Boston. October, 1909.

"The Christmas of Smith, Jones, and Brown."—*Sacred Heart Review*. Boston. December 11, 1909.

"How May We Best Honor Christ?"—*Christian Register*. Boston. January 27, 1910.

"A Lake Country Statesman."—*Christian Register*. Boston. April 7, 14, 1910.

Horace Mann School.

MABEL ELLERY ADAMS:

"The Little Marquis's Inheritance."—*American Annals of the Deaf*. Washington, D. C. Vol. LV., pages 217-222.

APPENDIX C.

REPORT ON THE SUMMER HIGH SCHOOL
TERM OF 1910.

MR. STRATTON D. BROOKS,
Superintendent of Schools, Boston:

DEAR SIR,— I submit herewith my report for the second year of the Summer High School for the term beginning July 5 and ending August 12, 1910.

The purpose of the school was to provide for two classes of pupils:

First.— High school pupils who wished to make up subjects in which they were conditioned.

Second.— Those who are preparing for college entrance examinations.

By vote of the Board of Superintendents no elementary school class was established.

In view of the shortness of the term, and with last year's experience to help, an attempt was made to save a day in the process of organizing. These plans involved not merely the registration of pupils the first day, as last year, but also the giving out of books and the assignment of lessons for the next day. By this means the regular program was initiated at eight o'clock on Wednesday, July 6. By the omission of general closing exercises on the last day, making it a regular recitation day, practically another day was gained. These changes gave the pupils twenty-eight working days instead of twenty-six. Proportionally, this would be equivalent to a gain of three weeks in an ordinary school year.

Two hundred twenty-two application cards were filled out before the opening of the school. One hundred fifty-five, or 70 per cent of the signers of these cards, appeared for registration. The school was 10 per cent larger than in 1909. But



TRADE SCHOOL FOR GIRLS.— DRESSMAKING CLASS.

for the uncertainty as to its existence it would undoubtedly have been larger yet. In one high school, as late as June 20, it was announced that no session would be held.

The sessions of the school were from eight a. m. to twelve noon, and were divided into four periods of fifty-five minutes each.

Pupils were not required to come to school until their first recitation and, upon written request of their parents, were dismissed at the close of their last recitation.

The spirit of the school was excellent. The question of discipline was almost negligible, owing partly to the personality of the teachers, and partly to the fact that the pupils meant business.

If the school is to be in session another year I make the following recommendations tending to increase its efficiency:

That head masters and teachers make plain to pupils the futility of attending this school without a firm purpose and the willingness to spend sufficient time for thorough preparation on each home lesson daily.

That head masters require evidence of satisfactory effort from a school or tutor before allowing a pupil to take a "condition" examination.

That plans be perfected for getting text-books to the school before the term opens.

That pupils be allowed to borrow text-books for summer use. The fact that the Summer High School has no permanent home or organization makes this difficult, but a partial solution is offered in the suggestion that pupils borrow from their high schools as many as possible of the books needed for summer study, the principal of the Summer High School to furnish to the head masters a list of text-books to be used in that school.

That allowance be made in the "condition" examinations for the fact that the Summer High School cannot give the exact work of each high school, particularly in English and the languages, because the diversity of text-books and the content of courses are so great.

On May 17, 1910, the Committee on Summer High School of the Head Masters' Association made the following recommendation: "Before the opening of the schools in September,

the principal of the summer high school should send to the head master of each of the high schools a report, in duplicate, giving the names of the pupils from his school, their attendance, and their rank in each subject. The principal who receives this report will return to the head master of the summer high school the duplicate, after making, in the appropriate space, an entry showing whether each pupil did or did not pass the 'condition' examination."

That recommendation will be carried out as far as the Summer High School is concerned. The results so obtained ought to give a practical test of the work of the school. Whatever the showing may be I can testify to the earnest efforts of the teachers and of many of the pupils.

REGISTRATION BY SCHOOLS.

HIGH SCHOOLS.	Total Registration.	Total Number Given Records.	Number Passing All Their Work.	Number Passing Part of Their Work.
Public Latin.....	40	34	17	13
Girls' Latin.....	14	11	8	2
Brighton High.....	5	5	5	0
Charlestown High.....	8	6	5	1
Dorchester High.....	21	19	14	4
East Boston High.....	4	2	2	0
English High.....	39	22	17	3
Girls' High.....	62	57	51	3
High School of Commerce.....	8	5	3	1
High School of Practical Arts.....	4	3	3	0
Mechanic Arts High.....	25	19	10	4
Roxbury High.....	42	31	24	3
South Boston High.....	17	14	12	1
West Roxbury High.....	29	23	20	3
Other schools.....	22	13	11	1
Totals 1910.....	340	264	202	39
Totals 1909.....	310	214	150	30

REGISTRATION FOR EACH SUBJECT BY SCHOOLS.

SUBJECTS.	Public Latin.	Girls' Latin.	Brighton.	Charlestown.	Dorchester.	East Boston.	English.	Girls' High.	High School of Commerce.	High School of Practical Arts.	Mechanic Arts.	Roxbury.	South Boston.	West Roxbury.	Other Schools.	Total Registration.	SUMMER HIGH SCHOOL.	
																	Number Given Records.	Passed.
Algebra I.	11	2	.....	3	3	1	6	14	2	1	4	2	2	7	5	63	48	41
Algebra II.	4	2	1	1	1	.....	5	.....	.....	.....	3	7	.....	.....	2	26	22	19
Bookkeeping I.	3	1	.....	3	2	.....	2	.....	.....	.....	1	2	.....	.....	6	31	16	16
Bookkeeping II.	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	6	6
English I.	4	1	.....	1	4	.....	2	7	.....	.....	7	4	.....	.....	.....	34	30	14
English II.	4	1	.....	1	3	.....	2	.....	.....	.....	1	3	.....	.....	1	17	14	10
English III.	.....	.....	.....	1	3	.....	1	.....	.....	.....	.....	2	.....	.....	.....	14	11	5
French I.	2	1	.....	1	3	.....	2	4	.....	.....	.....	4	.....	.....	.....	34	31	29
French II.	2	2	.....	1	3	.....	4	6	.....	.....	10	2	.....	.....	.....	49	39	39
French III.	2	2	.....	1	1	.....	13	12	.....	.....	3	4	.....	.....	.....	10	8	8
Geometry.	3	2	.....	1	2	.....	8	8	.....	.....	5	8	.....	.....	.....	49	36	32
German I.	1	2	.....	.....	1	.....	4	.....	.....	.....	.....	4	.....	.....	.....	10	10	15
Greek I., II., III.	9	2	.....	.....	.....	.....	8	7	.....	.....	.....	2	.....	.....	.....	23	15	15
History I. (Ancient).	1	2	.....	.....	.....	.....	3	.....	.....	.....	.....	2	.....	.....	.....	15	14	14
History II., III. (Mediaeval and Modern).	.....	.....	.....	.....	1	.....	.....	8	.....	.....	7	3	.....	.....	.....	30	20	15
History IV. (U. S.).	.....	.....	.....	.....	.....	2	.....	2	.....	.....	.....	.....	.....	.....	.....	10	7	7
Latin I.	6	2	.....	.....	.....	1	1	.....	.....	.....	1	.....	.....	.....	.....	7	6	6
Latin II.	15	3	.....	.....	2	.....	7	3	.....	.....	.....	5	.....	.....	7	38	23	23
Latin III. (Vergil)	8	.....	.....	1	1	.....	2	6	.....	.....	.....	1	.....	.....	.....	31	25	19
Latin III. (Cicero)	1	1	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10	10	8
Physics.	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	3	3
Stenography I.	1	1	.....	.....	1	.....	2	.....	.....	.....	2	.....	.....	.....	.....	14	9	8
Stenography II.	.....	.....	3	.....	2	.....	1	4	.....	.....	.....	1	.....	.....	.....	20	15	15
Totals.....	78	25	8	16	31	8	64	94	10	4	44	65	25	47	32	551	421	365

Respectfully submitted,

W. M. F. RICE,
Principal.

APPENDIX D.

FOURTH ANNUAL REPORT OF THE SUPERVISOR
OF LICENSED MINORS.

MR. STRATTON D. BROOKS,
Superintendent of Schools:

SIR,— I beg to submit to you the fourth annual report on the supervision of licensed minors for the year ending August 31, 1910.

Owing to the recent report of the School Committee, which presents a comprehensive summary of both methods and results of the supervision of street trades (see pages 34–37, Annual School Report for 1909), this report will deal only with certain very important changes in laws, ordinances, and regulations which have gone into effect since the other report appeared. These changes are as follows:

1. Practically a new law was enacted by the last Legislature and went into effect May 21, 1910, re-affirming the wisdom of placing school children under fourteen years of age engaged in street trades under the control of the School Committee and under such regulations as it may deem best; also re-enacting the following:

“A minor who sells such articles or exercises such trade without a license if one is required or who violates the conditions of his license or any of the provisions of said regulations shall be punished by a fine of not more than ten dollars for each offence. Any person who, having a minor under his control, knowingly permits him to violate the provisions of this act, and any person who procures or employs a minor to violate the provisions of this act, *and any person who, either for himself or as agent of any other person or corporation, knowingly furnishes or sells to any minor any of the articles above referred to with knowledge that said minor intends to sell said articles in violation of the provisions of this act and after having received*



TRADE SCHOOL FOR GIRLS. — MAKING CLOTHING ON POWER MACHINES.

written notice from the school committee that the minor is unlicensed shall be punished by a fine of not more than two hundred dollars or by imprisonment for not more than six months."¹ (Chapter 419, Acts and Resolves of 1910.)

The law was further strengthened by expressly providing that police as well as truant officers should hold themselves responsible for the enforcement of the same.

Immediately after this law was passed a circular letter went out from this office to all persons known to supply goods, whether newspapers or other articles, to school children for the purpose of selling the same. This circular letter called attention to the new law, copies of which were enclosed, particularly to that portion of it which held them responsible under certain conditions. Similar letters were also forwarded to the police and truant officers calling the attention of the members of each force to their responsibility as expressly specified in the new law, copies of which were posted in every police station of the city.²

The effects of this new law are already everywhere in evidence on the streets of Boston, and it might safely be said that there is hardly one of the twenty-five leading American cities where the usual child labor evils, characteristic of street trades, are so well under control as they are in Boston to-day.

2. In addition to this new state law, an order was recently issued by the Licensing Board of the City of Boston to all holders of liquor licenses not to permit minors to loiter upon the licensed premises, more especially newsboys and messenger boys. This order will help much in dealing with the difficult problem of keeping licensed minors out of the saloons.

The licensed pedlers of this city are under similar orders not to engage little children to sell for them with or without compensation. These pedlers have hitherto crowded the markets of this city by inviting children to help them in the business, frequently for no other compensation than the offal of their push-carts or stands.

¹ The adult delinquency provision as applied to street trades, embodied in the italicized words, is entirely new in the history of the law of this state, and unparalleled in any other state in the Union.

² The Rules and Regulations of the School Committee are also embodied in the Police Manual recently issued by the Police Department.

3. The regulations of the School Committee and especially the methods of enforcing them have been so modified as to increase the responsibility of the parents and especially the older boys who are licensed towards the little children legitimately or illegitimately employed in the trades.

In this connection it is also worth while to call attention to the fundamental change in the regulations by which the license, while renewed annually, continues in operation until the licensee is fourteen years of age. This not only does away with the difficult task of receiving and acting upon a new set of applications every year, but makes the boys understand that the renewing of their license is not a matter of form or finance, but is based solely on continued regular attendance, good conduct and increasing application at school so long as he remains at school and chooses to stay in the paper business.

In short it will be seen that the combined effect of the new state laws, the city ordinances and the school regulations recently enacted is sure to be permanent and wholesome, because in each case the tables have been turned on the adults who deal with the children and profit by their law breaking, rather than on the children themselves. In legislation, therefore, and even more so in practice, the attempt has been made during the past four years to lift the heavy legal burdens from the narrow shoulders of little children and place them on the broad shoulders of their parents or other persons dealing with them for profit.

However, a careful analysis of the facts underlying the statistics which are herewith presented will show that there is an irreducible minimum of offences committed by children for which no older person can really be held responsible,—primarily because the spirit of the whole gang engaged in street trades has for years been “agin the law,” due to many ill-advised provisions which have since been remedied and to much persecution on the part of the officers especially assigned to so-called street work, which is now also a thing of the past.¹

¹One ex-officer, since dismissed from the force, was in the habit of lying in wait for every boy selling on the street and suddenly pouncing upon him demand to see the license. If the boy was fortunate enough to have a license and have it with him the answer would be, “never mind, I will catch you some other time.” In other words, he was fully expecting the boys to break the law, and was disappointed when they didn't.

It is a privilege to report that since the new era of self-government inaugurated among the licensed school boys of all the leading schools of our city, through the organization of the "Boston School Newsboys' Association," officered by newsboy captains and lieutenants of their own choosing, the gang spirit has greatly improved, and the increased respect for the new rules and regulations which were re-enacted with their knowledge, and in one or two instances through their own petition, is now a matter of common knowledge.

This association was organized two years ago with the consent of the School Board, every member of which has had occasion to address either the whole association itself, counting twenty-five hundred members, or its officers, of whom there are one hundred and ten at this writing, representing all the leading school districts of the city, with one exception.

At the third annual newsboys' patriotic celebration, which is the annual meeting of the association, the following resolution addressed to all public departments concerned was unanimously carried:

RESOLUTIONS IN FAVOR OF A NEWSBOYS' COURT.

Whereas so many newsboys get into court every year for petty violations of the laws either through ignorance or thoughtlessness, or failure to realize the consequences, and thereby bring discredit and shame upon themselves, their families and fellow newsboys, and whereas the majority of the newsboys who thus get into court are mere children;

Be it resolved, That we, the newsboys of Boston, in mass meeting assembled at Keith's Theatre on Bunker Hill Day, June 17, 1910, do publicly declare in favor of establishing a Newsboys' Court in conformity with the laws of the Commonwealth, which court shall deal with all first offenders against the rules and regulations governing their trade. We invite the co-operation of all public departments concerned.

The School Board expressed its "hearty sympathy with the proposed plan" and its desire to "see it put into effect." The following *Plan for the Establishment of a Newsboys' Court* is hereby offered:

(1) The court shall consist of a Trial Board of five: two adults, annually appointed by the School Committee, and three school newsboy captains, annually elected from the ranks of the newsboy captains.

(2) This Board shall have jurisdiction over all cases of

violation of license regulations of the School Committee and City Council committed by licensed newsboys attending the Boston public schools. The Board shall have power to investigate, make findings and recommend either the suspension of the license for a definite period, or its revocation, which recommendations shall be honored, unless its decisions be reversed by either the School Committee or the City Council.

(3) The meetings of the Board shall be held at the Boston Newsboys' Club, 277 Tremont street.

(4) The Supervisor of Licensed Minors shall be directed to bring his complaints before this Board instead of to the Juvenile Court. The Police Commissioner shall be requested to instruct the officers now especially detailed to these offences to bring his complaints to this Board.

RECOMMENDATIONS.

1. The establishment of a newsboys' court as a final step in the movement of self-government among the licensed school newsboys will unquestionably largely reduce the number of boys who now get into court for petty offences which could equally well be handled by a newsboys' court such as the boys themselves are now proposing, and it is sincerely recommended that masters and teachers be requested to co-operate with the newsboy captains of their respective districts in their endeavor to put the proposed plan into effect this fall.

2. It is also recommended that an effort be made during the next session of the Legislature to amend the following: Section 50, chapter 112, Revised Laws of Massachusetts, "If a street railway company, its agents or servants, allow a child under the age of ten years to enter upon or into any of its cars for the purpose of selling newspapers or other articles therein or offering them for sale it shall forfeit fifty dollars for each offence which shall be recovered by any person by an action brought within three months after the offence has been committed." This section ought to be amended so as to include licensed school boys under fourteen years of age, who are the chief offenders.

3. It is further recommended that the regulations prohibiting licensed minors from selling after 8 p. m. in the winter or 9 p. m. in the summer be further amended to permit them to



TRADE SCHOOL FOR GIRLS.—MILLINERY CLASS.

sell until 10 p. m. on nights when "extras" are out, as, for example, on the night of the million dollar South End fire. On such nights it is absolutely impossible to cope with the wholesale violations of this provision of the law and it is far better to secure the enforcement of a practical provision which meets the demands of the trade, rather than permit the gross violations of an ideal provision with the subtle influence of permissive law breaking which is the undoing of so many street boys.

4. It is again recommended that a "Child Labor Day" be established in the public schools similar to the Health Day, on which occasion (a) child labor evils might be dramatized in picture and story; (b) child labor laws in factories and on the street explained orally and through printed outlines to children and through them to parents, with special emphasis on school matters, such as the proper way of getting a working certificate or license; (c) such child labor facts as might be volunteered by pupils in the course of conversation be later investigated.

The recommendation of last year relative to the publication of a leaflet on child labor laws in factories and on the street, work certificates and licenses, compulsory education, etc., was carried out by the Massachusetts State Child Labor Committee in connection with its own work. This printed leaflet is now obtainable at the office of the above-named committee.

The recommendation of last year relative to the establishment of salesmanship classes for immigrant newsboys, sixteen to twenty-one years of age, was referred to the Boston Newsboys' Club, which has already established study classes for this class of boys and is definitely planning to organize several other educational groups next fall.

STATISTICS FOR THE YEAR ENDING AUGUST 31, 1910.

I. Violations:

Selling without license	149
Selling without badge	30
Selling after 8 p. m. or before 6 a. m.	58
Selling in school hours	6
Bad conduct or irregular attendance	43
Selling on cars	21
Assisted by unlicensed minors	20
Miscellaneous	13
Total	<u>340</u>

II. Dispositions:

Violations	{ after warning 39 after serving written notice upon parent 89 after personal interview with parent 80
discontinued	
License suspended or revoked 60	
Placed on probation for license 57	
Brought home 4	
Miscellaneous 11	
Total	<u>340</u>

III. COURT CASES.*

(Acted as complainant or witness in a majority of cases.)

OFFENCE.	Fined.	On Pro- bation.	Copied Law.	Dismissed.	Total.
Selling without license	1	3	12	2	18
Selling without badge	4	.....	12	.....	16
Selling after 8 p. m. or before 6 a. m.	2	4	57	1	64
Selling on cars	3	.....	4	1	8
Miscellaneous . . . . .	.....	.....	1	.....	1
Totals	10	7	86	4	107

* These court cases are not counted in the 340 cases dealt with and settled outside of court.

IV. Number of cases settled outside of court	340
Number of court cases (acted as complainant or witness)	107
Total number of cases dealt with during year	<u>447</u>

V. NUMBER OF LICENSES ISSUED AND REVOKED, 1903-10.

	1903.	1904.	1905.	1906.	1907.	1908.	1909.	1910.
Issued	2,453	2,505	2,677	2,988	2,737	3,072	2,500	2,424
Revoked	15	13	8	11	11	15	15	11

Respectfully submitted,

PHILIP DAVIS,
Supervisor of Licensed Minors.

APPENDIX E.

REPORT OF THE COMMITTEE ON COLLEGE
CREDIT FOR 1909-10.

BOSTON, August 3, 1910.

MR. STRATTON D. BROOKS,
Superintendent of Public Schools:

DEAR SIR,—Your Committee on College Credit presents its third annual report with satisfaction and pleasure since the hopeful anticipations of our report of 1909 have been more than realized in 1910.

Nearly three years ago this committee was appointed "to investigate opportunities for study accessible to Boston teachers, having specially in mind courses in evening and summer schools of such nature that teachers, who so desire, may obtain credit sufficient to enable them to complete a college course in a sabbatical year." To-day we can report the organization of a system of university extension, unequalled in richness of opportunity and most favorable in regard to expense, which provides a college education for teachers in service without the sacrifice of the sabbatical year.

As we anticipated, President Lowell's deep interest in the collegiate courses which he had founded for those shut out by untoward circumstances from college halls, and his long experience as trustee of the Lowell Institute peculiarly fitted him to become the leader in a co-operative movement of the colleges for university extension. Under his leadership the Department of University Extension has been established at Harvard, the Commission on Extension Courses, representing eight collegiate institutions in and about Boston, has been formed, and the degree of Associate in Arts has been created.

Although we regretted the necessity for the creation of a new degree and accepted it only after long and careful delibera-

tion and consultation with able advisers, we became convinced that it was the most reasonable solution of the problem of collegiate degrees for non-resident students. When we considered that to grant our petition for special concessions on behalf of teachers in service desiring to work for a college degree, the colleges would be obliged to set aside nearly all the stated and traditional requirements for the Bachelor's degree, we realized that the result would be confusion in college standards, injustice to regular college undergraduates, and unstable and unreliable special legislation. If the colleges were willing to grant the conditions for which we had petitioned we felt that in all fairness we should be willing to concede any point not essential to the attainment of our object,— a college education duly certified. The essential which must be safeguarded was the exact equality of the A. A. and the A. B. in amount and quality of work required and in acceptance for admission to university graduate schools. Through correspondence and conference, by patient discussion until agreement was reached in essentials and concessions granted in non-essentials, we believe that the degree of Associate in Arts stands to-day absolutely equivalent to the degree of Bachelor of Arts in these respects. Furthermore, we believe that the quality of the work done by candidates for the A. A. will be superior to that of the usual college undergraduate as certainly as the character of the courses will be better suited to the needs of teachers and specializing students.

The equivalence of the A. A. and A. B. has been established by the Graduate School of Arts and Sciences at Harvard by a vote "to admit holders of the degree of Associate in Arts from Harvard University to the Graduate School on the same terms as holders of a degree of Bachelor of Arts or Bachelor of Science." The maintenance of college standards in courses leading to the A. A. degree is safeguarded in the rules adopted by the Faculty, April 6, 1910:

I. For the degree of A. A. a candidate is required to pass in studies amounting to the same number of courses as is regularly required for the degree of A. B., of which the equivalent of not less than five full courses shall be courses given



TRADE SCHOOL FOR GIRLS.—MAKING STRAW HATS ON POWER MACHINES.

by officers of instruction of Harvard University or by authority of Harvard University.

II. Of these courses, one shall be taken from each of the following four groups of subjects:

1. Language, Literature, Fine Arts, Music.
2. Natural Sciences.
3. History, Political and Social Sciences.
4. Philosophy and Mathematics.

III. Not more than five of these courses shall be elementary courses in any one department.

IV. The Administrative Board of the Department of University Extension is directed to present annually to the Committee on Instruction of the Faculty of Arts and Sciences a list of courses, offered by Harvard University and the co-operating institutions, to be approved by the Faculty as acceptable for the degree of A. A.

It is understood that the courses to be specially accepted for this degree will mainly consist of the courses of the Summer School of Arts and Sciences and of the extension courses to be offered by the "Commission on Extension Courses," already organized by the following co-operating institutions:

Harvard University.	Boston University.
Tufts College.	Boston Museum of Fine Arts.
Mass. Inst. of Technology.	Wellesley College.
Boston College.	Simmons College.

There remains but one more step to be taken to bring to our teachers the full benefit of this new system of university extension, that is, the acceptance by the School Committee of the degree of Associate in Arts as a qualification for appointment to positions in high and Latin schools on the same footing as it does that of Bachelor of Arts. The Board of Superintendents has recommended such acceptance, and when the committee shall so vote Boston teachers will have opened to them opportunities for advancement which will be the strongest incentive to self-improvement.

Prof. James Hardy Ropes, Dean of the Department of University Extension at Harvard, as chairman of the Commission on Extension Courses has prepared a fine prospectus for the year 1910-11, providing a wide choice of subjects, a body of highly qualified instructors, and convenient hours and places for lectures. As these courses are purely academic in character, a request from our committee for courses in commercial and industrial branches has been granted by Simmons College in the offering of a particularly attractive list of courses in these subjects for teachers only.

Boston University, our constant benefactor, has given us further cause for gratitude by granting "special rates when the total tuition fees paid by a candidate enrolled for a degree amount to \$520." This reduces the probable cost of a college education through courses for teachers by about one-half. That the teachers appreciate the sympathetic interest of the Faculty of the College of Liberal Arts of Boston University is evidenced by the number pursuing courses here,—one hundred and forty-nine during the past year.

The collegiate course at the Museum of Fine Arts has also had a large enrollment, and the teachers have been enthusiastic over the value of the work. Fortunately, these courses will be continued since the Museum is a member of the Commission on Extension Courses.

While words fail us in expressing our gratitude to those who have given generously of time and effort in the organization of these extension courses, we do not forget our great indebtedness to those who are providing for their financial support,—President Lowell, who has turned over to the commission the income of the John Lowell Fund, and Mr. James P. Munroe, Chairman of the Committee on Education of the Chamber of Commerce, who has secured the co-operation of that body.

In his report of 1908 the superintendent cited the work of the Committee on College Credit "as an illustration of the valuable work that can be accomplished by co-operative effort." This effort has brought about the co-operation of colleges and commercial interests in the support of a broad and far-reaching program of popular education,—for, it must be noted that

while all this work has been done primarily for the benefit of teachers the resulting opportunities are at the service of any properly qualified man or woman. This is, indeed, the chief source of our satisfaction, that an undertaking of our school administration for the advancement of our teachers has resulted in the creation of a great institution for the higher education of all the people.

Respectfully submitted,

FLORENCE E. LEADBETTER,
Chairman.

APPENDIX F.

NEW ELEMENTARY SCHOOL SYSTEM OF RECORDS.

Through the efforts of a committee of masters the elementary school records have been systematized with a view to securing uniformity and the elimination of many of the errors in the summary reports for the city that have resulted in the past from the use of several independent and more or less faulty schemes of keeping records in different districts. The new system was devised during the latter part of the year, and will be put into operation with the opening of the school year 1910-11. It constitutes a distinct advance in methods of keeping school records and furnishes a foundation for a system of statistical reports worked out according to a uniform plan.

The new system comprises four principal units: (1) an admission, discharge, and promotion card; (2) an attendance and scholarship record; (3) an office record card; and (4) a transfer card. The second is in the form of a loose-leaf sheet and the others are, as the names indicate, cards. The use of the admission, discharge, and promotion card and the transfer card is required while the use of the other two is made optional. The masters of forty-seven out of sixty-five districts, however, have elected to use all four forms and the practical value of the system should be adequately tested during the ensuing year.

The admission, discharge, and promotion card, No. 1, takes the place of the promotion card now in use, the blue-book, one of the (duplicate) discharge cards, and that portion of the Heath record which has to do with permanent data concerning the pupil's birth and parentage. This card is to be kept for every pupil from the time he enters school until he is finally discharged. It contains a cumulative record of his progress from room to room and school to school during his entire school

life, showing, in addition to other facts of interest and value, the school, grade, room, weeks of attendance, conduct, and scholarship for each year.

The attendance and scholarship record, No. 2, is a loose-leaf sheet which takes the place of the Heath record formerly in use. One sheet for every pupil is kept by each teacher in a loose-leaf binder, thus allowing for an alphabetical arrangement of pupils' records throughout the year. These are filed in the office at the end of the year. Each sheet is arranged to provide for the keeping of the pupil's daily attendance and monthly or bi-monthly record of scholarship in all studies. Provision is made for a summing up of these records at the end of the year in a manner uniform with the requirements of the admission, discharge, and promotion card and the office record card.

The office record card, No. 3, is the permanent card record kept in the master's office and takes the place of the cumbersome book record in use for many years. It duplicates all the essential features of the admission, discharge, and promotion card, for the record of the pupil during his attendance at any one school, together with other facts suitable for the private use of the master and teachers of the school. From these cards, arranged alphabetically in a catalog case at the office of main building of the school district, the principal is enabled at a moment's notice to locate a pupil attending any of the school buildings in the district, and to find out the chief facts of record concerning him without reference to the teacher. If more detailed information is required concerning the pupil's record previous to the current year it can be secured from the files of the attendance and scholarship record, No. 2, which are placed in the office at the end of each school year. Should information be desired concerning a pupil who has left the school reference may be made with equal facility to the office record cards of discharged pupils, or to the files of the attendance and scholarship records for past years.

The transfer card No. 4 takes the place of the second (duplicate) discharge card now in use. It is used by the truant officer in tracing pupils transferred from one school to another. It also serves as a source of information to the principal for

transcription to the office record card of facts concerning discharge of transferred pupils.

The whole plan is thus characterized and described in the report of the Committee on Card Records for Elementary Schools:

“This system is intended to furnish more information than is now afforded concerning the pupil, to require less time in making the record, to economize greatly the time consumed in securing information for use, and to present a continuous, progressive record of the pupil’s school life, derived systematically from the daily record kept by the teacher, and in complete harmony with it as to arrangement. Both the office record and the teachers’ records are always alphabetically arranged, and can be checked up yearly for accuracy. A complete summary of the pupil’s progress through school accompanies him whenever he is transferred, and his record in each school remains on file there after he leaves. The duplication of records is reduced to a minimum, and the arrangement of data on the cards is such as to facilitate the transfer of identical facts from one to the other.

“The whole scheme is elastic in its nature. It contemplates the use of blank cards for detailed records of individual cases, and additional forms for the study of physical growth, vocational tendencies, and other investigations that may be deemed necessary. It is possible at once to locate a pupil by grade and room, from the office record, not only while he is a member of the school but for any time during which he may have been a member. The office record is kept in two separate divisions, one containing the entire membership of the school at any given time, the other containing the discharged pupils. These latter may be separated in turn, if desired, so as to have cards of pupils discharged during the year in one lot and those previously discharged in another. In the same way it is possible to keep the names of pupils graduating from the school, or the names of any other group or class of pupils as desired. These possibilities are mentioned here to show the elastic nature of this form of record, a quality that is of course possessed to some degree by any card system.”



CENTRAL EVENING INDUSTRIAL SCHOOL.—MACHINE DRAWING.

APPENDIX G.

REPORT OF THE COMMITTEE ON VOCATIONAL
DIRECTION.

MR. STRATTON D. BROOKS,
Superintendent of Schools:

DEAR SIR,—The Committee on Vocational Direction respectfully presents the following as a report for the school year just closed. The past year has been a year of beginnings, the field of operation being large and the problems complicated. A brief survey of the work shows the following results:

A general interest in vocational direction has been aroused among the teachers of Boston, not only in the elementary but in the high schools. A vocational counsellor, or a committee of such counsellors, has been appointed in every high school and in all but one of the elementary schools. A vocational card record of every elementary school graduate for this year has been made, to be forwarded to the high school in the fall.

Stimulating vocational lectures have been given to thirty of the graduating classes of the elementary schools of Boston, including all the schools in the more congested parts of the city. Much has been done by way of experiment by the members of this committee in the various departments of getting employment, counselling, and following up pupils after leaving school. The interest and loyal co-operation of many of the leading philanthropic societies of Boston have been secured as well as that of many prominent in the business and professional life of the city and the state. A good beginning has already been made in reviewing books suitable for vocational libraries in the schools.

It was early decided that we should confine our efforts for the first year mainly to pupils of the highest elementary grade as the best point of contact. The problem of vocational aid

and counsel in the high schools has not as yet been directly dealt with, yet much that is valuable has been accomplished in all our high schools on the initiative of the head-masters and selected teachers. It is safe to say that the quality and amount of vocational aid and direction has far exceeded any hitherto given in those schools. The committee, through open and private conferences, and correspondence with the head-masters, have kept in close touch with the situation in high schools, but they feel that for the present year it is best for the various types of high schools each to work out its own plan of vocational direction. The facts regarding their experience can properly be made the basis of a later report. A committee of three, appointed by the Head-Masters' Association, stands ready to advise with this committee on all matters relating to high school vocational interests. Once during the year the principals of the specialized high schools have met in conference the vocational counsellors of the city and have presented the aims and curricula of these schools in such a way as greatly to enlighten those responsible for advising pupils just entering high schools.

The committee have held regular weekly meetings through the school year since September. At these meetings every phase of vocational aid has been discussed, together with its adaptability to our present educational system. Our aim has been to test the various conclusions before recommending them for adoption. This has taken time. Our most serious problem so far has been to adapt our plans to conditions as we find them, without increasing the teachers' work and without greatly increased expense. We have assumed that the movement was not a temporary "fad," but that it had a permanent value, and was therefore worthy the serious attention of educators.

Three aims have stood out above all others: first, to secure thoughtful consideration, on the part of parents, pupils, and teachers, of the importance of a life-career motive; second, to assist in every way possible in placing pupils in some remunerative work on leaving school; and third, to keep in touch with and help them thereafter, suggesting means of improvement and watching the advancement of those who need such aid. The first aim has been in some measure achieved throughout the city. The other two have thus far been worked out only by

the individual members of the committee. As a result we are very firmly of the opinion that until some central bureau of information for pupils regarding trade and mercantile opportunities is established, and some effective system of sympathetically following up pupils, for a longer or a shorter period after leaving school, is organized in our schools as centres, the effort to advise and direct merely will largely fail. Both will require added executive labor which will fall upon the teachers at first. We believe they will accept the responsibility. If, as Dr. Eliot says, teachers find those schools more interesting where the life-career motive is present, then the sooner that motive is discovered in the majority of pupils the more easily will the daily work be done and the product correspondingly improved.

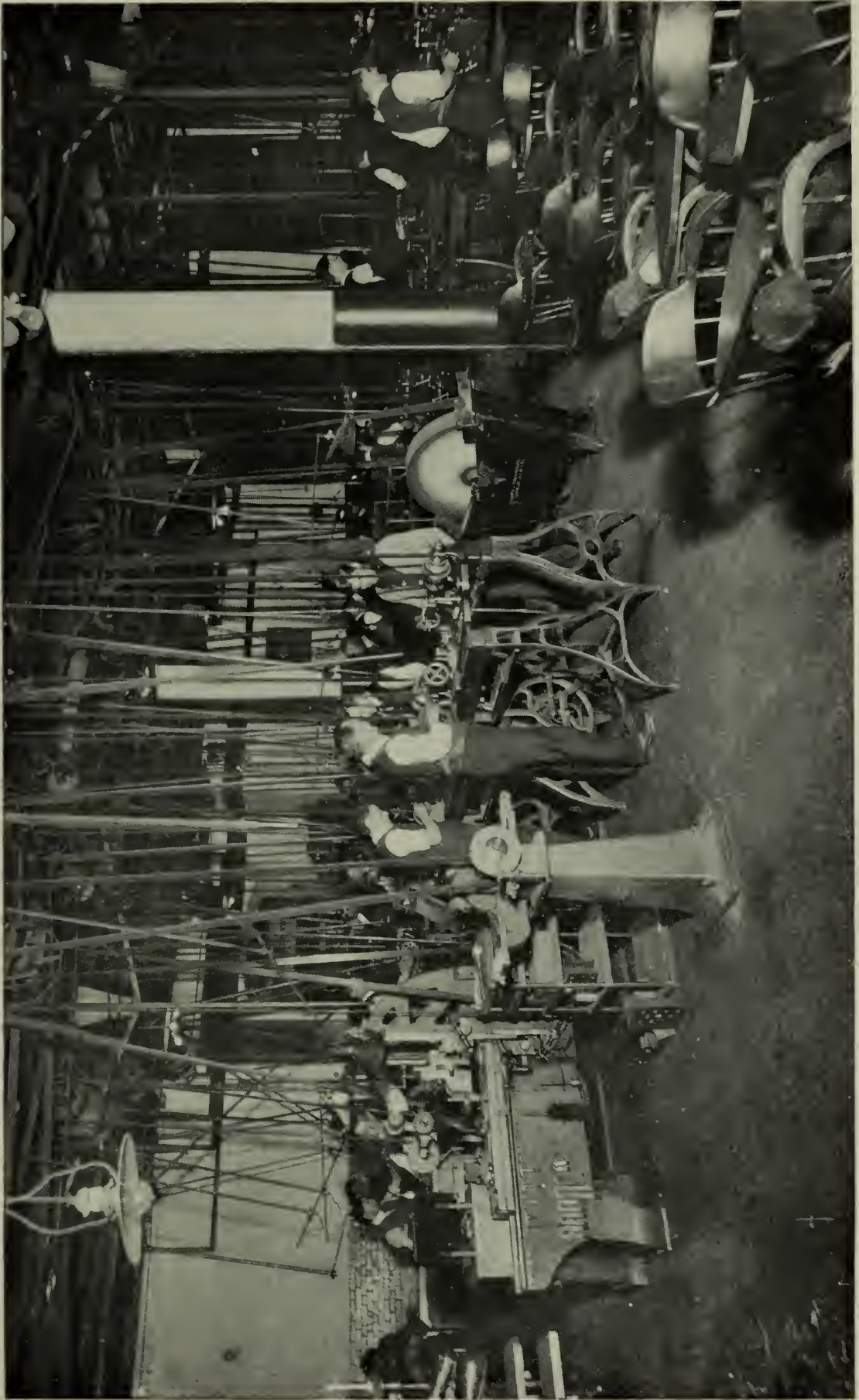
In order to enlist the interest and co-operation of the teachers of Boston three mass meetings, one in October and two in the early spring, were held. A fourth meeting with the headmasters of high schools was also held with the same object. As a most gratifying result the general attitude is most sympathetic and the enthusiasm marked. The vocation counsellors in high and elementary schools form a working organization of over one hundred teachers representing all the schools. A responsible official, or committee, in each school stands ready to advise pupils and parents at times when they most need advice and are asking for it. They suggest whatever helps may be available in further educational preparation. They are ready to fit themselves professionally to do this work more intelligently and discriminatingly, not only by meeting together for mutual counsel and exchange of experiences, but by study and expert preparation if need be.

As a beginning of our work with pupils we have followed out two lines,—the lecture and the card record. The addresses have been mainly stimulating and inspirational. It seems to the committee, however, that specific information coming from those intimately connected with certain lines of labor should have a place also in this lecture phase of our work. In a large number of high and elementary schools addresses of this character have been given by experts during the year. The committee claim no credit for these, though carried out under

the inspiration of the movement the committee represent. The custom of having such addresses given before Junior Alumni Associations, Parents' Associations, and evening school gatherings has become widespread, the various masters taking the initiative in such cases. The speakers are able to quote facts with an authority that is convincing to the pupil, and leads him to take a more serious view of his future plans, especially if the address is followed up by similar talks from the class teacher, emphasizing the points of the speaker. This is a valuable feature and should be extended to include more of the elementary grades, especially in the more densely settled portions of the city from which most of our unskilled workers come.

A vocational record card, calling for elementary school data on one side and for high school data on the other, has been furnished all the elementary schools for registration of this year's graduates. The same card will be furnished to high schools this fall. These cards are to be sent forward by the elementary school counsellors to high schools in September, to be revised twice during the high school course. The value of the card record is not so much in the registering of certain data as in the results of the process of getting these. The effect upon the mental attitude of pupil, teacher, and parent is excellent, and makes an admirable beginning in the plan of vocational direction.

The committee are now in a position where they must meet a demand of both pupils and teachers for vocational enlightenment. Pupils should have detailed information in the form of inexpensive hand-books regarding the various callings and how to get into them, wages, permanence of employment, chance of promotion, etc. Teachers must have a broader outlook upon industrial opportunities for boys and girls. Even those teachers who know their pupils well generally have little acquaintance with industrial conditions. The majority can advise fairly well how to prepare for a profession, while few can tell a boy how to get into a trade, or what the opportunities therein are. In this respect our teachers will need to be more broadly informed regarding social, industrial, and economic problems. We have to face a more serious problem in a



CENTRAL EVENING INDUSTRIAL SCHOOL.—TOOL AND JIG MAKING.

crowded American city than in a country where children are supposed to follow the father's trade.

In meeting the two most pressing needs, viz., the vocational enlightenment of teachers, parents, and pupils, and the training of vocational counsellors, we shall continue to look for aid to the Vocation Bureau. The Bureau has been of much assistance during the past year, in fact indispensable, in matters of correspondence, securing information, getting out printed matter, and in giving the committee counsel based upon a superior knowledge of men and conditions in the business world.

The question of vocational direction is merely one phase of the greater question of industrial education. As a contributory influence we believe serious aggressive work in this line will lead to several definite results, aside from the direct benefit to the pupils. It will create a demand for better literature on the subject of vocations. It will help increase the demand for more and better trade schools. It will cause teachers to seek to broaden their knowledge of opportunities for mechanical and mercantile training. Lastly, it will tend to a more intelligent and generous treatment of employees by business houses, the personal welfare and prospects of the employee being taken into account as well as the interests of the house itself.

Appended hereto are detailed plans for a school employment bureau and for a system of following up pupils who leave school.*

Respectfully submitted,

GEORGE A. TYZZER, *Chairman.*

FREDERICK W. SWAN.

EDGAR L. RAUB.

CASPAR ISHAM.

WALTER J. PHELAN.

LOUIS T. NASH.

BOSTON, June 30, 1910.

* Omitted in print.

APPENDIX H.

ADVISORY COMMITTEES.

HIGH SCHOOL OF COMMERCE.

Term expiring 1911.

Name.	Business Address.
Lucius Tuttle, President	318 Commonwealth avenue.
Carl Dreyfus, Secretary	68 Summer street.
Bernard J. Rothwell	Chamber of Commerce.
John C. Cobb	60 State street.
Jerome Jones	33 Franklin or 77 Summer street.
Wallace L. Pierce	Tremont, corner Beacon street.
Edward F. McSweeney	74 Summer street.
Samuel B. Capen	350 Washington street.

Term expiring 1912.

Frederick P. Fish.	84 State street.
William B. Bird	34 India street.
Edward B. Bayley	58 Mason Building.
A. Lincoln Filene.	453 Washington street.
Magnus W. Alexander	General Electric Company, Lynn.
Thomas L. Livermore	12 Ashburton place.
George P. Field	85 Water street.
Fred L. Howard	32 Franklin street.

Term expiring 1913.

Thomas G. Plant.	Bickford and Centre streets, Roxbury.
James J. Phelan	60 Congress or 53 State street.

Name.	Business Address.
Thomas B. Fitzpatrick	104 Kingston street.
David F. Tilley	60 Devonshire street.
Geoffrey B. Lehy	69 South Market street.
William Dillon	50 Congress or 23 Court street.
Frank A. Day	35 Congress street.
Daniel D. Morss	608 Chamber of Commerce.

MECHANIC ARTS HIGH SCHOOL.

Term expiring August 31, 1910.

Name.	Business Address.
M. W. Alexander	General Electric Company, Lynn.
Russell Robb	147 Milk street.
Prof. Alfred E. Burton	Institute of Technology.
Walter B. Russell	Franklin Union.
Charles A. Stone	147 Milk street.
Everett Morss	110 State street.

Term expiring August 31, 1911.

Asa M. Mattice	798 East First street, South Boston.
B. Preston Clark	55 Kilby street.
Melville H. Barker	109 Beach street.
M. B. Kaven	United Shoe Machinery Company, Beverly.
Percy R. Ziegler	7 Merchants row.
John Lindall	439 Albany street.

Term expiring August 31, 1912.

Frederick P. Fish	84 State street.
Charles W. Hubbard	Shawmut Bank Building.
Francis T. Bowles	148 Marlborough street.
Edwin F. Greene	70 Kilby street.
George H. Ellis	272 Congress street.
Howard T. Chandler	45 Broad street.

TRADE SCHOOL FOR GIRLS.

Term expiring August 31, 1910.

Name.	Business Address.
Miss Ida M. Mason	1 Walnut street.
Miss O. M. E. Rowe	5 Ivy street.
Mrs. Samuel Cabot	109 Commonwealth avenue.
Miss Frances E. Newell	189 Walnut street, Brook- line.
Miss Emily F. Ladd	407 Marlborough street.
Miss Maria L. Betts	8 Saxton street, Dorchester.

Term expiring August 31, 1911.

Mrs. Mary Morton Kehew	29A Chestnut street.
Miss Susan Upham	379 Marlborough street.
Miss Eleanor Bramhall	56 Bay State road.
Mrs. Malcolm Donald	Mattapan, Mass.
Miss Florence M. Marshall	Hancock street, Cambridge.
Mr. C. Lothrop Higgins	3 Walnut street.

Term expiring August 31, 1912.

Miss Edith M. Howes	1070 Beacon street, Brook- line.
Mrs. Barrett Wendell	358 Marlborough street.
Miss Anna F. Wellington	420 Beacon street.
Miss Isabel Hyams	26 Wales street, Dorchester.
Miss Annette P. Rogers	5 Joy street.
Mr. Thomas K. Corey	48 Babcock street, Brook- line.

FOR THE DEPARTMENT OF SCHOOL HYGIENE.

Term expiring August 31, 1910.

Name.	Business Address.
Dr. Richard C. Cabot	190 Marlborough street.
Dr. George S. Badger	48 Hereford street.
Mr. William F. Garcelon	405 Sears Building.

Term expiring August 31, 1911.

Gen. William H. Brigham	State House.
Dr. John B. Blake	161 Beacon street.
Rev. Ruben Kidner	16 Brimmer street.

Term expiring August 31, 1912.

Name.	Business Address.
Prof. William T. Porter	Harvard Medical School.
Dr. Edward H. Nichols	294 Marlborough street.
Dr. E. H. Bradford	133 Newbury street.

ON THE FURTHER USE OF SCHOOL BUILDINGS.

Term expiring August 31, 1910.

Name.	Business Address.
Alvin E. Dodd	39 North Bennet street.
Edward T. Hartman	3 Joy street.
Grafton D. Cushing	717 Barristers' Hall.
Miss Mary P. Follett	5 Otis place.

Term expiring August 31, 1911.

Robert Treat Paine, Jr.	85 State street, Room 5.
Miss Sarah Louise Arnold	Dean, Simmons College.
Miss Mary Boyle O'Reilly	39 Eliot street, Jamaica Plain.

Term expiring August 31, 1912.

James P. Munroe	77 Summer street.
Mrs. Francis H. Williams	505 Beacon street.
John D. Adams	Lincoln House, Emerald street.
Mrs. Fannie Fern Andrews	405 Marlborough street.

FOR THE PRE-APPRENTICE SCHOOL OF PRINTING AND BOOK-BINDING.

*Appointed June 23, 1910, for the Term expiring
June 23, 1911.*

Name.	Business Address.
George H. Ellis	272 Congress street.
John Dykeman	110 High street.
John O. Battis	351 Old South Building.

Term expiring June 23, 1912.

Name.	Business Address.
L. H. Lane	97 Oliver street.
Henry L. Johnson	University Press, Cambridge.
George Hoeffner	3150 Washington street, Jamaica Plain.

Term expiring June 23, 1913.

Peter McKenzie	15 Columbia street.
Herbert Stead	145 High street.
James H. Smyth	251 Causeway street.

ON INDEPENDENT LIGHTING PLANTS IN SCHOOL BUILDINGS.

Name.	Business Address.
Frederick H. Butts	33 Purchase street.
J. L. Gleason	128 Summer street.
H. A. Howard	176 Federal street.
John H. Manahan	154 Tremont street.
Louis E. Schleber	453 Washington street.

SCHOOL DOCUMENT NO. 11 — 1910
BOSTON PUBLIC SCHOOLS

RULES OF THE SCHOOL COM-
MITTEE AND REGULATIONS
OF THE PUBLIC SCHOOLS
OF THE CITY OF BOSTON



BOSTON
PRINTING DEPARTMENT
1910

[Corrected to October 3, 1910.]

CONTENTS.

		PAGE.
Terms used in the Rules and Regulations		6
Chapter.	RULES.	
I.—	Organization and General Rules of the Board	7
II.—	Duties of Secretary	11
III.—	Duties of Business Agent	13
IV.—	Duties of Auditor	15
V.—	Duties of Schoolhouse Custodian	17
VI.—	Duties of Superintendent	18
VII.—	Duties of Board of Superintendents,—Certificates of Qualification	22
REGULATIONS.		
X.—	General Regulations of the Schools	40
XI.—	Duties of Principals	51
XII.—	Teachers,—Appointments, Removals, and Transfers	56
XIII.—	Number and Rank of Teachers	62
XIV.—	Leaves of Absence	81
XV.—	Salaries of Teachers,—Promotional Examinations	85
XVI.—	Regulations for the Normal School	93
XVII.—	Regulations for Latin and High Schools	95
XVIII.—	Regulations for Elementary Schools	97
XIX.—	Regulations for the Horace Mann School	100
XX.—	Regulations for Evening Schools	101
XXI.—	Regulations for Special Departments	103
XXII.—	Minors' Licenses	109
XXIII.—	Regulations for the Eastburn School Fund	111
XXIV.—	Regulations for Truant Officers	112
XXV.—	Regulations for Advisory Committees	118
XXVI.—	Regulations for Day Industrial Schools	119
XXVII.—	Regulations for Franklin Park School	119
APPENDIX.		
Boundaries of School Districts		121
Laws relating to the School Committee:		
Year.	Number of Act.	Title of Act.
1875	Chapter 241	To reorganize the School Committee of the City of Boston
		145
1877	Chapter 53	To incorporate the Boston School Committee
		147
1886	Chapter 33	To provide for the organization of the School Committee of the City of Boston
		148
1889	Chapter 297	To enlarge the powers of the School Committee of the City of Boston
		149
1898	Chapter 400	Relative to the support of the public schools of the City of Boston
		149
1899	Chapter 362	Relative to additions to and alterations and repairs of school buildings in the City of Boston
		151
1900	Chapter 235	Relative to the School Committee of the City of Boston
		152

Laws relating to the School Committee, *continued.*

Year.	Number of Act.	Title of Act.	PAGE.
1900	Chapter 237	To provide for a Public School Teachers' Retirement Fund in the City of Boston	153
1901	Chapter 448	Relative to the public schools of the City of Boston,	156
1901	Chapter 473	To establish a Schoolhouse Department of the City of Boston	157
1902	Chapter 233	To authorize the Trustees of the Public School Teachers' Retirement Fund to invest in bonds of the City of Boston	160
1902	Chapter 386	Relative to the Board of Schoolhouse Commissioners of the City of Boston	160
1902	Chapter 531	To provide for licensing hawkers, peddlers, and bootblacks under the age of fourteen in the City of Boston by the School Committee of said city	161
1903	Chapter 170	To authorize the School Committee of the City of Boston to make additional appropriations in the present year (1903) for the support of the public schools	162
1904	Chapter 212	Relative to the admission of men to the Boston Normal School	163
1904	Chapter 376	Relative to the Schoolhouse Department of the City of Boston	164
1905	Chapter 349	To reorganize the School Committee of the City of Boston	165
1906	Chapter 205	Relative to appropriations for the support of the public schools in the City of Boston	166
1906	Chapter 231	Relative to the terms of office of the superintendent and assistant superintendents of the public schools of the City of Boston	168
1906	Chapter 259	Relative to sale of land or buildings owned by the City of Boston and used for school purposes	169
1906	Chapter 318	Relative to the tenure of office of certain officers of the School Committee of the City of Boston,	170
1907	Chapter 295	To enlarge the powers of the School Committee of the City of Boston in respect to physical education	171
1907	Chapter 357	Relative to the appointment of nurses by the School Committee of the City of Boston	172
1907	Chapter 450	Relative to the construction of school-houses in the City of Boston	173
1908	Chapter 589	To provide for the payment of pensions to teachers in the public day schools of the City of Boston,	175
1909	Chapter 120	Relative to the authority of the School Committee of the City of Boston over organizations of school pupils	179
1909	Chapter 388	Relative to appropriations for the support of the public schools of the City of Boston	180
1909	Chapter 446	To provide for a high school of commerce and school administration building in the City of Boston	181
1909	Chapter 537	Relative to the payment of pensions to teachers in the public day schools of the City of Boston	183
1910	Chapter 617	Relative to the payment of pensions to the members of the teaching or supervising staff of the public schools of the City of Boston	184

TERMS USED IN THE RULES AND REGULATIONS.

Board.— This word, used alone, applies only to the School Committee.

Board of Superintendents.— This term is always printed in full, and is applied to the Superintendent and the Assistant Superintendents when acting as an organized body.

Officers.— This term applies to the Superintendent, Assistant Superintendents, Secretary, Auditor, Business Agent, and School-house Custodian.

Teachers.— This term includes principals of schools or districts and other persons employed to give instruction who are not members of the supervising staff.

Supervising Staff.— This term includes directors, assistant directors, assistants to directors, supervisors, assistant supervisor of substitutes, medical inspector, supervising nurse, assistant nurses, instructors and assistant instructors in athletics, instructor and assistant instructor of military drill.

Classification of Schools and Teachers.— The schools and teachers employed therein are divided into groups and classes as indicated in the following schedule:

GROUPS.	CLASSES.										
Elementary	<table style="border: none;"> <tr><td style="font-size: 2em; vertical-align: middle;">{</td><td>Kindergartens.</td></tr> <tr><td style="font-size: 2em; vertical-align: middle;">{</td><td>Elementary, Grades I. to VIII., inclusive.</td></tr> <tr><td style="font-size: 2em; vertical-align: middle;">{</td><td>Cookery.</td></tr> <tr><td style="font-size: 2em; vertical-align: middle;">{</td><td>Manual Training.</td></tr> <tr><td style="font-size: 2em; vertical-align: middle;">{</td><td>Sewing.</td></tr> </table>	{	Kindergartens.	{	Elementary, Grades I. to VIII., inclusive.	{	Cookery.	{	Manual Training.	{	Sewing.
{	Kindergartens.										
{	Elementary, Grades I. to VIII., inclusive.										
{	Cookery.										
{	Manual Training.										
{	Sewing.										
Secondary	<table style="border: none;"> <tr><td style="font-size: 2em; vertical-align: middle;">{</td><td>Normal.</td></tr> <tr><td style="font-size: 2em; vertical-align: middle;">{</td><td>High and Latin.</td></tr> </table>	{	Normal.	{	High and Latin.						
{	Normal.										
{	High and Latin.										
Day Industrial	<table style="border: none;"> <tr><td style="font-size: 2em; vertical-align: middle;">{</td><td></td></tr> </table>	{									
{											
Evening	<table style="border: none;"> <tr><td style="font-size: 2em; vertical-align: middle;">{</td><td>High.</td></tr> <tr><td style="font-size: 2em; vertical-align: middle;">{</td><td>Elementary.</td></tr> <tr><td style="font-size: 2em; vertical-align: middle;">{</td><td>Drawing and Industrial.</td></tr> </table>	{	High.	{	Elementary.	{	Drawing and Industrial.				
{	High.										
{	Elementary.										
{	Drawing and Industrial.										

Rules.— This term applies to the duties of the members and officers of the Board.

Regulations.— This term applies to the duties of teachers, members of the supervising staff, and all persons in the service of the Board who are not officers.

District.— This term applies to a group of elementary day schools under the charge of a single principal; also to the territory from which pupils are allowed to attend a given high school.

RULES OF THE SCHOOL COMMITTEE.

CHAPTER I.

Organization and General Rules of the Board.

SECTION 1. The annual meeting for organization shall be held on the first Monday in February of each year. The Board shall be called to order by the member present whose original election as a member of the school committee of the city of Boston was of the earliest date, who shall preside until a chairman is chosen.

Organization.

Chairman *pro tempore*.

SECT. 2. The officers of the Board shall consist of a chairman, secretary, treasurer of the corporation, auditor, business agent, schoolhouse custodian, superintendent, and six assistant superintendents.

Officers.

SECT. 3. The chairman and the treasurer of the corporation shall be elected annually at the meeting for organization.

Term of office of chairman and treasurer.

SECT. 4. The secretary, auditor, business agent, and schoolhouse custodian, when duly elected by the Board, shall have a tenure of office during good behavior and efficiency.

Term of office of secretary, auditor, business agent, and schoolhouse custodian.

SECT. 5. The superintendent shall be elected during the month of June, 1906, and during the month of April in each sixth year thereafter, and shall hold office for the term of six years from the first day of September in the year of his election; *provided*, that his employment shall terminate on the thirty-first day of August next following his seventieth birthday.

Term of office of superintendent.

Retirement age.

SECT. 6. The assistant superintendents shall be elected during the month of June, 1906, and shall hold office as follows: One for one year, one for two years, one for three years, one for four years, one for five years, and one for six years, from the first day of September in said year; and annually thereafter one assistant superintendent shall be elected during the month of April, who shall hold office for the term of six years from the first day of September in

Term of office of assistant superintendents.

Retirement
age.

the year of his election; *provided*, that their employment shall terminate on the thirty-first day of August next following their seventieth birthday.

Term of office
of trustees of
teachers'
retirement
fund.

SECT. 7. At the first meeting in the month of October of each year two members of the Board shall be elected to serve as members of the board of trustees of the teachers' retirement fund for the term of two years.

Method of
election of
officers.

SECT. 8. The election of officers of the Board and of the trustees of the teachers' retirement fund shall be by a *viva voce* vote, each member who is present answering to his name when it is called by the secretary, and stating the name of the person for whom he votes, or that he declines to vote. The secretary shall record every such vote. No ballots, written or printed, shall be used.

Ballots.

Votes
necessary to
elect.

SECT. 9. 1. The votes of a majority of the whole number of the members of the Board shall be necessary to elect any officer or trustee of the teachers' retirement fund, and to approve the appointment of a principal, director, teacher, janitor, or other employee; *provided*, however, that for the approval of the appointment of special teachers of gymnastics, calisthenics, or military drill, a two-thirds vote of the Board shall be necessary.

Approval of
appointments
by *viva voce*
vote.

2. The approval of appointments to permanent positions of persons not rated on the eligible list shall be by a *viva voce* vote, each member who is present answering yes or no when his name is called by the secretary, or stating that he declines to vote. The secretary shall record every such vote.

Appointments
laid over.

3. Appointments and removals of teachers and members of the supervising staff, to or from permanent positions, shall be laid over at least one week before final action by the Board.

Vacancies,
how filled.

SECT. 10. If a vacancy occurs among any of the officers of the Board, the vacancy shall be filled by the election of a successor for the unexpired term as soon as practicable, but on not less than one week's notice.

Officers to
hold over.

SECT. 11. If necessity arise, officers shall hold over after the expiration of their term until their successors shall have been duly elected and qualified.

SECT. 12. The rules of the corporation shall be as follows: Rules of the corporation.

The chairman of the Board shall be president of the corporation *ex officio*.

The secretary of the Board shall be secretary of the corporation *ex officio*.

The treasurer shall be elected in the manner and at the time prescribed for the election of officers of the Board.

SECT. 13. The regular meetings of the Board shall be held on the first and third Mondays of each month, except during July and August. Regular meetings of Board.

SECT. 14. Upon not less than twenty-four hours' notice special meetings of the Board may be called by the chairman, and shall be called by the secretary upon the written request of not less than two members of the board. Special meetings of Board.

SECT. 15. A majority of the Board shall constitute a quorum, but a less number may vote to send for absent members, to call the roll and record the names of absentees, or to adjourn. Quorum.

SECT. 16. The sessions of the Board as a rule shall be open, but the Board may, at any time, by a majority vote, go into executive session. It shall, however, pass no votes in executive session. Meetings to be open.
Executive sessions.

SECT. 17. The minutes of the Board shall be published and distributed under the direction of the secretary. Minutes.

SECT. 18. The order of business at meetings of the Board shall be as follows, unless the Board shall otherwise direct: Order of business.

1. Unfinished business of the preceding meeting.
2. Communications from the mayor, city council, and other city departments.
3. Communications from the superintendent, board of superintendents, or other officers of the Board.
4. Reports of committees.
5. Motions, orders, resolutions, communications, petitions, etc.

SECT. 19. In the absence of the chairman, the Board shall choose a chairman *pro tempore*. Chairman *pro tempore*.

Duties of
presiding
officer.

SECT. 20. The presiding officer shall preserve order in the meetings, decide all questions of order, subject to an appeal to the Board by any member, which appeal shall be decided without debate. He may take part in debate, and vote upon all questions before the Board.

Reconsidera-
tion.

SECT. 21. The action of the Board on any question may be reconsidered at the same meeting by a majority vote; or, if any member who is not shown by a yea and nay vote to have voted against the prevailing side shall give notice in writing to the secretary before 12 o'clock M. of the day following that on which the meeting was held of his intention so to do, he may move a reconsideration at the next meeting of the Board. Only one motion for this purpose shall be in order.

Suspension of
rules and
regulations.

SECT. 22. No rule or regulation of the Board shall be suspended except by the affirmative vote of four members.

Amendments
to rules and
regulations.

SECT. 23. Amendments to the rules or regulations shall be read at two different meetings of the Board, and after such second reading may be adopted by a majority vote.

Yeas and nays.

SECT. 24. The yeas and nays shall be recorded upon any question whenever any member shall so request.

Motions in
writing.

SECT. 25. Motions shall be submitted in writing if any member shall so request.

Order of
putting
motions.

SECT. 26. 1. When motions are made naming sums or fixing times, the largest sum or longest time shall first be put to vote.

2. If a question be under debate, the only motions in order shall be (1) to adjourn, (2) to suspend the rules, (3) to lay on the table, (4) for the previous question, (5) to postpone to a day certain, (6) to commit or recommit, (7) to amend, (8) to postpone indefinitely, which motions shall have precedence in the above order.

Votes required
to pass orders,
motions, etc.

SECT. 27. The affirmative vote of three members shall be necessary to pass any vote, order or resolution, excepting those motions specified in the preceding section, which shall require only a majority vote of the members present.

SECT. 28. A motion to adjourn shall always be in order, except when a member has the floor, or a question has been put and not decided.

Adjournment.

SECT. 29. Motions to adjourn, to lay on the table, or to take from the table, and for the previous question, shall be decided without debate. The previous question shall be put in this form: "Shall the main question be now put?" And its adoption shall end all debate, and bring the Board to a vote upon pending amendments, if there are any, and then upon the main question.

Motions not debatable.

SECT. 30. No school-house shall be named in honor of any living person. Any proposition to name a school-house shall lie on the table for at least two weeks, and four votes shall be required for favorable action thereon.

Naming of school-houses.

SECT. 31. Any order or proposition relating to an extension to or change in the school system involving additional expense, or a contemplated expenditure for which provision has not been made in the annual appropriation order, shall be referred to and be reported upon by the business agent before final action thereon shall be taken.

Report on proposition involving additional expense.

SECT. 32. The offices of the Board shall be open, and the officers or their assistants present, every day throughout the year, Sundays, the 17th of June, and legal holidays excepted, from 9 o'clock A.M. to 5 o'clock P.M.; *provided*, that on Saturdays the offices may be closed at 1 o'clock P.M., except during July and August, when they may be closed at 12 o'clock M.

Office hours.

CHAPTER II.

Duties of Secretary.

SECTION 35. The secretary shall keep a permanent record of the proceedings of the Board. He shall have charge of the rooms, documents and files of the Board.

General duties.

SECT. 36. He shall also serve as secretary of the corporation and of the board of superintendents,

Secretary of corporation and board of superintendents.

shall keep their records, and have the custody of their files and documents.

Give notice of action of Board.

SECT. 37. 1. He shall give notice of all meetings of the Board, and shall transmit to members of the Board and to other officers, departments, and individuals attested copies of such votes, orders, and resolutions passed by the Board as may be necessary or required, and shall notify teachers and other employees of the Board of their appointment, dismissal, or leave of absence granted.

Certification of appointments.

2. He shall certify to the business agent as to the validity of certificates of qualification held by persons appointed to serve as members of the supervising staff, or as teachers in the public schools.

Annual returns to State Board of Education.

SECT. 38. He shall prepare the annual returns to the State Board of Education required by the Revised Laws.

Distribute minutes and documents.

SECT. 39. He shall distribute the minutes, documents, reports, and other publications of the Board.

Publish rules and regulations.

SECT. 40. He shall, from time to time, publish editions of the rules and regulations, revised and corrected to the date of issue.

Publish manual.

SECT. 41. He shall prepare and publish a manual of the public schools on or before the first day of March in each year.

School census.

SECT. 42. He shall have general charge of the annual school census required by the Revised Laws.

Courses of study.

SECT. 43. He shall, from time to time, publish the various courses of study, revised and corrected to the date of issue.

Advertisements.

SECT. 44. He shall prepare and publish the usual advertisements of examinations, and of the opening of the schools.

Authorized list of text, reference, and supplementary books.

SECT. 45. He shall, from time to time, prepare and publish a list of the text, reference, and supplementary books authorized for use in the public schools.

Certificates and diplomas.

SECT. 46. He shall attend to the preparation of certificates and diplomas when awarded, and deliver the same to the respective principals at least one day before they are required for distribution.

SECT. 47. He shall notify the various principals of the action of the board of superintendents with respect to the promotion of pupils, the granting of diplomas, and at the beginning of each fall term shall notify the principals of the high schools of the names of graduates of elementary schools who are to be admitted to such schools.

Notify of promotions and granting of diplomas.

SECT. 48. He shall retain in his possession all papers upon which action has been taken by the Board at any meeting until the right to file a motion of reconsideration shall have expired, and if such notice be filed, shall continue to retain the papers relating thereto until after the following meeting of the Board.

Hold papers for reconsideration.

SECT. 49. No room in the school committee building, Mason street, shall be used except by the Board, its committees and officers, without permission of the secretary, to whom all applications for the use of such accommodations shall be made.

Use of rooms, Mason-street building.

SECT. 50. Applications for the use of school premises for other purposes than the regular work of the schools shall be filed with the secretary, who may issue permits therefor in accordance with the rules and regulations.

Use of accommodations in school buildings.

SECT. 51. He may appoint such assistants as shall be necessary, subject to the approval of the Board.

Appoint assistants.

CHAPTER III.

Duties of Business Agent.

SECTION 55. The business agent shall keep a complete set of books wherein shall be entered a full account of the receipts and expenditures of the Board, which shall at all times be open to the inspection of members of the Board.

Keep books and accounts.

SECT. 56. He shall furnish a bond in the sum of ten thousand (10,000) dollars for the faithful performance of his duties. A reasonable amount as premium on such bond shall be allowed and paid at the expense of the city.

Furnish bond.

Payments to
teachers on
leave of
absence.

SECT. 57. He shall, before approving the payment of the salary of a teacher who is absent on leave granted by the superintendent, obtain from the superintendent a written statement that such leave has been granted.

Pay-rolls and
requisitions.

SECT. 58. He shall prepare all pay-rolls and examine all bills of expenditure, certify to their correctness in all respects, and prepare monthly requisitions on the city auditor for the payment of all pay-rolls and accounts which have been approved by the Board.

Classify and
record
expenditures.

SECT. 59. He shall keep a separate account of expenditures under the various items appearing in the annual appropriation order, and shall classify and record all expenditures of the Board in such manner as to make the cost of the various departments and units of the school system and items of its administration readily ascertainable and available for comparison.

Approve
requisitions.

SECT. 60. He shall carefully examine all requisitions for books, fuel, printing, postage, and materials of every description required for use by any officer or in any school, and, if approved by him, he shall affix his signature thereto and forward the same to the auditor to be filled. Requisitions for fuel and janitors' supplies shall be countersigned by the schoolhouse custodian.

Oversight of
expenditures.

SECT. 61. He shall keep a careful oversight of all expenditures and shall call the attention of the Board to any expense which may seem to him unnecessary, wasteful, or in excess of proper requirements.

Report
exhaustion of
appropriation.

SECT. 62. He shall, whenever the amount appearing under any item in the annual appropriation order shall have been wholly expended, immediately report that fact to the Board in writing.

Report
excessive
expenditures.

SECT. 63. He shall, if at any time the expenditure for a particular purpose shall seem to him unduly large, or in excess of a proper monthly ratio of the total amount allotted thereto, notify the Board in writing to that effect.

Tuition of
non-resident
pupils.

SECT. 64. He shall make out bills for tuition of non-resident pupils in the public schools, and transmit the same to the city collector for collection.

SECT. 65. He shall submit to the Board a monthly comparative statement of the appropriations, expenditures and unexpended balances to date, and for the corresponding period in the previous year, arranged under the following headings: Salaries of teachers, salaries of officers, salaries of janitors, fuel, light, supplies and incidentals. He shall also include in such reports such recommendations as he may deem expedient tending to a more economical expenditure of appropriations.

Monthly statements of appropriations and expenditures.

SECT. 66. He shall, annually, in the month of March, submit to the Board a detailed report of the appropriations, income, and expenditures of the Board for the year ending January 31 next preceding, with such suggestions relating thereto as he may deem expedient.

Annual report.

SECT. 67. He shall consider and report upon any order or proposition relating to an extension to or change in the school system involving additional expense, or a contemplated expenditure for which provision has not been made in the annual appropriation order, before final action thereon shall be taken.

Report on proposition involving additional expense.

SECT. 68. He may appoint such assistants as shall be necessary, subject to the approval of the Board.

Appoint assistants.

CHAPTER IV.

Duties of Auditor.

SECTION 70. The auditor shall be the executive officer of the Board with respect to the purchase, storing and distribution of all supplies for use in the school system, including printing, postage, and the transportation of pupils.

General duties.

SECT. 71. He shall furnish a bond in the sum of ten thousand (10,000) dollars for the faithful performance of his duties. A reasonable amount as premium on such bond shall be allowed and paid at the expense of the city.

Furnish bond.

SECT. 72. He shall cause to be delivered in good order to the officers of the Board, to members of the supervising staff, to teachers, and to janitors upon requisitions made by the business agent such print-

Furnish supplies.

ing, postage, books, fuel, and supplies as may be required and necessary, and shall keep an account of the cost thereof and the quantity delivered to each officer, department or school; *provided*, however, that only such books shall be purchased for use in the schools as shall have been duly authorized by the Board.

Obtain receipts.

SECT. 73. He shall obtain and keep on file proper receipts for all articles delivered by him.

Limit of expenditures.

SECT. 74. He shall authorize no single expenditure in excess of five hundred (500) dollars without the authority of the Board.

Obtain competitive bids.

SECT. 75. He shall, if possible, obtain competitive bids for furnishing any article or articles, the estimated cost of which shall be in excess of one hundred (100) dollars.

Advertise for proposals.

SECT. 76. He shall annually, or from time to time, unless the Board shall otherwise direct, advertise in the *City Record*, published in the city of Boston for proposals to furnish any article or articles, except text, reference and supplementary books, the estimated cost of which shall be in excess of five hundred (500) dollars.

Retain proposals on file.

SECT. 77. He shall retain on file in his office and open to inspection by members of the Board, all proposals received by him, until such proposals shall be submitted to the Board or be required by the city auditor.

Orders for purchases.

SECT. 78. He shall make no purchases except by written orders which shall be in triplicate. The original order shall be transmitted to and become the property of the party to whom the order is issued. The duplicate shall remain in the order book for the purpose of checking the bill when rendered. The triplicate shall be sent to the supply room for use in checking the receipt of supplies and receipting therefor. Orders shall be numbered consecutively.

Certify to correctness of purchases and charges.

SECT. 79. He shall attach to every bill for supplies or materials furnished under his direction, a certificate that such supplies or materials have been actually purchased and delivered under an order issued by him of a certain number and date in accordance with a contract, agreement or accepted

estimate; and if there is no written contract, agreement or estimate, that the prices charged are reasonable and not in excess of current or market rates; and he shall thereupon forward the bills so certified to the business agent

SECT. 80. He shall annually prepare and submit to the Board, at or before its last regular meeting in February, an itemized appropriation order to cover the expenses of the public schools for the current financial year, accompanied by detailed estimates of the probable expenditures upon which such order is based.

Prepare annual appropriation order.

SECT. 81. He shall annually, in the month of March, submit to the Board a detailed report of the work of his department during the year ended January 31 next preceding, with a statement of the cost of books, fuel and other materials furnished and charged to the various officers, schools and departments, the disposition of the same, and an inventory of the stock then on hand.

Annual report.

SECT. 82. He shall receive and receipt for all amounts received from the sale of books or from other sources, and pay the same over to the city collector, taking his receipt therefor; the income thus collected forming a part of the amount available for school purposes the following year.

Receive and account for income.

SECT. 83. He may appoint, subject to the approval of the Board, such messengers as may be necessary for the prompt delivery of communications and small packages required to be transmitted by the Board and its officers.

Appoint messengers.

SECT. 84. He may appoint such assistants as shall be necessary, subject to the approval of the Board.

Appoint assistants.

CHAPTER V.

Duties of Schoolhouse Custodian.

SECTION 85. 1. The schoolhouse custodian shall be the executive officer of the Board in all matters relating to the care and custody of land and buildings used for school purposes, except the Mason-street building.

General duties.

Authority over
janitor, engi-
neers and
matrons.

2. He shall exercise general supervision and control over the janitors, engineers, and their assistants, and matrons, employed in the several school buildings, except the Mason-street building, see that the rules and regulations for their government are strictly enforced, and report to the Board, in writing, cases of negligence or inefficiency on the part of such employees.

Appoint,
transfer and
remove jani-
tors, engineers
and matrons.

SECT. 86. He shall, subject to the approval of the Board, appoint, transfer and remove janitors, engineers and matrons, and may make temporary appointments of such employees for a period not exceeding ten days.

Suspend jani-
tors, engineers
and matrons.

SECT. 87. He may suspend, for the good of the service, any janitor, engineer or matron for a period not exceeding fifteen days, but shall immediately report such action to the Board, in writing, with full particulars.

Inspect build-
ings and in-
struct janitors,
engineers and
matrons.

SECT. 88. He shall visit and inspect the school buildings from time to time, and as frequently as circumstances shall permit, and shall advise and instruct janitors, engineers and matrons in the performance of their duties.

Countersign
requisitions.

SECT. 89. He shall countersign requisitions for fuel and janitors' supplies required for use in the several schools.

Office attend-
ance.

SECT. 90. He shall be in his office at least one hour each week day, which hour shall be regular.

Keys of
buildings.

SECT. 91. He shall keep in his office duplicate keys of school buildings and of the rooms therein.

Records.

SECT. 92. He shall keep full and complete records of the business of his office, which shall be open to the inspection of the members of the Board.

Appoint
assistants.

SECT. 93. He may appoint such assistants as shall be necessary, subject to the approval of the Board.

CHAPTER VI.

Duties of Superintendent.

Executive
officer.

SECTION 100. The superintendent shall be the executive officer of the Board in all matters relating to instruction and discipline in the public schools,

and may, at his discretion, exercise any or all of the duties assigned to assistant superintendents, members of the supervising staff and teachers.

SECT. 101. He shall see that the regulations and orders of the Board affecting the supervision and management of the schools and the instruction given therein are enforced, and may make such supplemental regulations, not contrary to the rules and regulations or orders of the Board, as he may deem necessary for the proper conduct and management of the schools.

General duties.

SECT. 102. He shall, with the approval of the board of superintendents, establish a plan of management and control of school athletics, and issue from time to time and enforce such regulations, not contrary to the rules and regulations of the Board, as may be necessary to put this plan in operation.

School athletics.

SECT. 103. He shall be chairman of the board of superintendents, and shall assign to each assistant superintendent such duties as he may deem best, and may delegate to or recall from any one or more assistant superintendents any part of his authority, except such as relates to the appointment, transfer, suspension, or removal of members of the supervising staff and teachers; to the approval of plans of school buildings; and to recommendations to the Board, or other relations with it. Such delegated authority shall be exercised under the direction of the superintendent, and he shall be responsible therefor.

Relations with board of superintendents.

SECT. 104. He shall have authority to make such arrangements, and give such instructions to assistant superintendents, members of the supervising staff and teachers, and to the truant officers, as in his judgment the interests of the school system require, not contrary to the rules and regulations or orders of the Board.

Instruct assistant superintendents, supervising staff and teachers.

SECT. 105. He shall, subject to the approval of the Board, appoint, reappoint, and remove all members of the supervising staff and teachers; *provided*, that in the original appointment on probation of subordinate teachers, he shall consult the principal of the school or district and the assist-

Appoint and remove members of supervising staff and teachers.

ant superintendent in charge thereof, or the director of the special department, if the appointment is in that department.

Transfer members of supervising staff and teachers.

SECT. 106. He may, subject to the approval of the Board, transfer members of the supervising staff and teachers; *provided*, that the transfer shall be to a position of the same rank and salary; and *provided*, that in the transfer of subordinate teachers he shall consult the principals of the schools or districts and the assistant superintendents in charge thereof, or the director of the special department, if the transfer is in that department. (See Sect. 272.)

Designate training teachers.

SECT. 107. He shall, in September of each year, designate a sufficient number of teachers in the elementary schools to act as training teachers who shall receive pupils from the Normal School for observation and practice.

Reprimand or suspend members of supervising staff and teachers.

SECT. 108. He may reprimand or suspend, with or without pay, for a period not exceeding one month, any member of the supervising staff or teacher for due cause, and shall keep a record of all such cases, with the reason for his action thereon, which shall be open to inspection by members of the Board.

Grant leave of absence.

SECT. 109. He may grant leave of absence to members of the supervising staff and teachers as prescribed in the regulations. (See Sect. 316.)

Order examinations of candidates for certificates of qualification.

SECT. 110. He may order general examinations of candidates for certificates of qualification whenever in his judgment such examinations are necessary.

Order special examinations.

SECT. 111. He may order special examinations of any class or grade at his discretion.

Suspend school sessions.

SECT. 112. He may suspend the school sessions as provided in the regulations. (See Sect. 204.)

Attend meetings of Board.

SECT. 113. He shall, except when the election or salary of the superintendent is under discussion, be present at all meetings of the Board, and shall have the same right as a member to participate in debate, and to present orders.

Determine form of records.

SECT. 114. He shall determine what registers, records, and forms shall be used in the schools, and shall prescribe the manner in which they shall be kept.

SECT. 115. He shall make investigations as to the number and condition of children who are not attending the public schools, and shall endeavor to ascertain the reasons for such non-attendance, and to suggest and apply the proper remedies.

Investigate cases of non-attendance.

SECT. 116. He shall keep on file in his office and easily accessible for reference by members of the Board and such others as he shall deem proper, all reports made to him by assistant superintendents, members of the supervising staff or teachers. He shall notify the chief truant officer of any report made by a principal of unsatisfactory conduct on the part of a truant officer.

File reports.

Notify chief truant officer of unsatisfactory service of truant officers.

SECT. 117. 1. He shall, in July of each year, submit a printed report to the Board, giving an account of the duties he has performed, together with such facts and suggestions relating to the school system as he may deem expedient.

Annual report.

2. He shall, as soon as may be after June 30, submit to the Board in print a statement of the statistics of membership, attendance, etc., of the schools.

Annual statistics.

SECT. 118. He shall investigate all cases of suspension or discipline of pupils which the principals and assistant superintendents are unable to adjust, and, in the event of his inability to settle the same, refer them to the Board for final determination.

Investigate cases of suspensions and discipline of pupils.

SECT. 119. He shall consider and report upon such matters as may be referred to him by the Board or its committees, may recommend to them such action relating to the schools as he deems necessary, and shall perform such other duties as the Board may require.

Report on matters referred.

SECT. 120. He shall perform all other duties and exercise all other authority conferred upon him by the regulations.

Other duties and authority.

SECT. 121. He may appoint such clerical assistants as may be necessary, subject to the approval of the Board.

Appoint assistants.

CHAPTER VII.

Duties of Board of Superintendents.

Chairman.

SECTION 125. The superintendent shall be a member of the board of superintendents and chairman *ex officio*, and when present shall preside at meetings of said board.

Give written opinions.

SECT. 126. The board of superintendents shall give written opinions on any question when so requested by (1) the superintendent, (2) the Board or any sub-committee thereof, (3) any member of the Board who shall formally present such request for insertion in the minutes of the Board.

Individual duties.

SECT. 127. The assistant superintendents when not acting as a board shall perform such duties as the superintendent may direct.

Visit schools and report thereon.

SECT. 128. The assistant superintendents shall, under the direction of the superintendent, visit all the schools, both day and evening, as often as practicable, also the Parental School and the Suffolk School for Boys, for the purpose of obtaining information regarding the efficiency of the teachers, the progress of the pupils, the observance of the regulations and courses of study, and the general condition of the schools. The results of such visits, with such remarks, recommendations, and suggestions as may seem desirable, shall be reported to the superintendent in such manner and at such times as he shall prescribe. Such reports shall be kept on file in the superintendent's office and be open only to the inspection of the members of the Board.

Authority.

SECT. 129. The assistant superintendent is the direct representative of the superintendent in the school or district to which he is assigned, and as such may exercise full authority not contrary to the rules and regulations, the orders of the Board, or the instructions of the superintendent with respect to all matters of organization, instruction, and discipline. He may, at his discretion, exercise any or all of the duties assigned to principals or teachers in such school or district.

SECT. 130. Any assistant superintendent may present to the superintendent in the month of June of each year a written report, and, if he shall so request, the superintendent shall, subject to the approval of the Board, include such reports in an appendix to his annual report. Reports.

SECT. 131. The board of superintendents shall prepare all courses of study, and submit the same to the Board for approval. Any proposed deviation from the established courses of study, or programs of special studies, shall be reported upon in writing by the board of superintendents and approved by the Board before being put into effect. Prepare courses of study.

SECT. 132. 1. Annually, in the month of June, the board of superintendents shall obtain reports from the principals of the various schools, on suitable forms, of the standing in scholarship and conduct of the pupils belonging to the graduating grades and classes, with the recommendations of the principals as to the granting of diplomas, and shall determine the award of the same. Award diplomas.

2. It shall also, near the close of the term of the evening schools, approve the questions to be used in the examination of pupils who are candidates for diplomas, obtain suitable reports from the respective principals of the results of such examinations, and decide the award of diplomas. Evening school examinations.

3. It shall decide the award of Franklin medals. Franklin medals.

SECT. 133. The board of superintendents shall determine the proper standards to be attained in each grade and class, and the best methods to be pursued with respect to instruction therein. Determine standards and methods of instruction.

SECT. 134.* 1. The board of superintendents shall report in writing upon every proposition for the introduction or discontinuance of a text or supplementary book, dictionary, cyclopædia, atlas, globe, map or chart before it shall be acted upon by the Board. Report on books, maps and charts.

* Revised Laws, chapter 42, section 38. A change may be made in the school books used in the public schools by a vote of two-thirds of the whole school committee at a meeting thereof, notice of such intended change having been given at a previous meeting.

Approve books
of reference.

2. The board of superintendents shall approve all other books of reference purchased for use in the schools.

Other duties
and authority.

SECT. 135. The board of superintendents and each assistant superintendent shall perform all other duties and exercise all other authority conferred upon them by the regulations.

Certificates of Qualification.

Conduct
examinations.

SECT. 136. 1. The board of superintendents shall conduct examinations of candidates for certificates of qualification as members of the supervising staff, teachers, and interpreters, and shall prepare and adopt the questions to be used at such examinations.

Age
limitations.

2. The board of superintendents shall not admit to such examinations candidates who shall have reached their fortieth birthday on or before the thirtieth day of June next following the date of the examination, and may exclude therefrom any candidate who, in the opinion of said board of superintendents, is ineligible for admission thereto; *provided*, that the restriction as to age shall not affect applicants for certificates which do not render the holders eligible for appointment to permanent positions as members of the supervising staff or as teachers in the public schools.

Date of
examinations.

SECT. 137. 1. Examinations shall be held during the week beginning with the last Monday in January in each year, under the direction of the board of superintendents, which board shall determine for what grade or grades of certificates each such examination shall be held. Other examinations may be held whenever, in the opinion of the superintendent, the needs of the schools seem to demand the same. Notice of such examinations shall be given by advertisement in at least four daily newspapers published in the city of Boston.

Information
regarding
examinations.

2. The board of superintendents shall prepare and distribute information with regard to the time of holding, character, and scope of such examinations, and the weight given to each subject included therein.

Conduct of
examinations.

3. These examinations shall be conducted by the board of superintendents, with the assistance

of such directors, principals, or other persons as the board of superintendents may deem necessary. No person not actually engaged in taking, conducting, or assisting at any examination — except members of the Board — shall be present thereat.

4. The examinations given as aforesaid shall be designed to test the training, knowledge, aptness for teaching, and character of the candidates. Purpose of examinations.

5. The marking of each paper shall be made on a scale, and in accordance with a plan to be determined by the board of superintendents. Marking of papers.

SECT. 138. Certificates of qualification may be granted by the board of superintendents to persons who present satisfactory evidence of possessing good character, health, and scholarship, and satisfactory and documentary evidence of the date of birth, and who successfully pass the required examinations as follows: Schedule of certificates.

I. *Normal School, Head-Master:* To head-masters of the Boston Normal School.

The requirements for this certificate are: A diploma from a college or university approved by the board of superintendents, or from an institution of as high a grade; evidence of five years' successful experience in teaching and governing regular graded day schools; evidence of good administrative ability.

This certificate includes certificate designated II.

II. *Normal School:* To masters, junior-masters, instructors, first assistants, assistants and assistant instructors of the Boston Normal School.

The requirements for this certificate are: A diploma from a college or university approved by the board of superintendents, or from an institution of as high a grade; evidence of five years' successful experience in teaching and governing regular graded day schools.

III. *High School, Head-Master:* To head-masters of day high schools.

The requirements for this certificate are: A diploma from a college or university approved by the board of superintendents, or from an institution of as high a grade; evidence of five years' successful experience in teaching and governing regular graded day schools; evidence of good administrative ability.

This certificate includes certificates designated IV., V., XII., XIII., XIV., XV.; also certificates for special studies valid in high schools, and day and evening high school special assistant certificates.

IV. *High School:* To masters, junior-masters, instructors, first assistants, and assistants of day high schools.

The requirements for this certificate are: A diploma from a college or university approved by the board of superintendents, or from an institution of as high a grade; evidence of three years' successful experience in teaching and governing regular graded day schools.

Instructors, special instructors and special assistant instructors in commercial branches, drawing and manual training, or in modern languages in high schools, who have satisfactorily completed seven years of permanent service in the Boston public schools in any of these ranks, may thereby become eligible for the certificate of qualification, IV., High School, subject to such examination as the board of superintendents may determine.

This certificate includes certificates designated V., XIII., XV.; also certificates for special studies valid in high schools, and day and evening high school special assistant certificates.

V. *High School, Special:* To masters, junior-masters, instructors and assistant instructors teaching mechanical branches in the Mechanic Arts High School.

The requirements for this certificate are: A diploma from a college or university approved by the board of superintendents, or from an institution of as high a grade, and evidence of three years'

successful experience in teaching and governing regular graded day schools; or, three years' successful experience in teaching mechanical branches in an institution of high school or college grade, approved by the board of superintendents; or, five years' successful industrial experience in the work of one of the mechanical branches; or, one year's successful experience in the Mechanic Arts High School under a license granted by the board of superintendents.

This certificate includes certificates designated XX., XXIII. and XXIV.

Licenses.

The board of superintendents may issue licenses to teach mechanical branches in the Mechanic Arts High School to persons who present satisfactory evidence of possessing good character and health, and who, upon investigation, shall be found to have had five years' satisfactory industrial experience in the work of the mechanical branch which the candidate is to teach, or two years' successful experience in teaching mechanical branches in an institution of high school or college grade, approved by the board of superintendents. Said licenses shall expire not later than the thirty-first day of August following the first anniversary of the date of issue, and shall not be extended or renewed.

VI. *Elementary School, Master:* To masters of elementary schools, and of day industrial schools.

The requirements for this certificate are: Evidence of five years' successful experience in teaching and governing regular graded day schools; evidence of good administrative ability.

This certificate includes certificates designated VII., VIII., XIII., XIV., XV.

VII. *Elementary School, Class A:* To submasters, masters' assistants, first assistants in charge of elementary schools, and first assistants, grammar schools.

The requirements for this certificate are: Evi-

dence of three years' successful experience in teaching and governing regular graded schools. (See, also, Section 359.)

This certificate includes certificates designated VIII., XIII., XV.

VIII. *Elementary School, Class B:* To assistants of elementary schools, and of the Horace Mann School for the Deaf.

The requirements for this certificate are: Evidence of two years' successful experience in teaching and governing regular graded day schools, or graduation from the Boston Normal School.

This certificate includes certificate designated XV.

IX. *Elementary School, Special:* To assistants of elementary schools, and to substitutes for submasters and for first assistants of elementary schools and for assistants of day high schools.

The requirements for this certificate are: Graduation from a college or university approved by the board of superintendents, and graduation from the Boston Normal School.

This certificate includes certificates designated XIII., XV.

X. *Kindergarten:* To teachers of kindergartens.

The requirements for this certificate are: Evidence of one year's successful experience in teaching a regular kindergarten subsequent to graduation from a kindergarten training school approved by the board of superintendents, or graduation from the Boston Normal School and completion of the kindergarten course therein.

XI. *Special:* To members of the supervising staff, to teachers of special studies and of special schools, to industrial instructors and industrial assistants of day high schools, and to special assistants of day high schools.

The requirements for this certificate are:

For members of the supervising staff: Such as the board of superintendents may determine.

For assistant directors of physical training and athletics: A diploma from a college, university or medical school approved by the board of superintendents, or from an institution of as high a grade, and evidence of three years' successful experience in teaching and governing schools, a satisfactory portion of which must have been in physical training. For instructors and assistant instructors in athletics: A diploma from a high school approved by the board of superintendents, or evidence of an equivalent academic education, and evidence of three years' successful experience in teaching and governing schools, a satisfactory portion of which must have been in physical training.

For instructor and assistant instructor of military drill: Completion of a three years' course of study in a high school or in an institution of similar grade approved by the board of superintendents, and a two years' course of instruction in military tactics at a military academy approved by the board of superintendents, or two years' service in a regular state militia; and evidence of two years' successful experience in teaching military tactics.

For certificates in special studies valid in day high schools: Evidence of three years' successful experience in teaching and governing schools of such grade or grades as the board of superintendents may determine.

For principal and assistant-principal of the Horace Mann School for the Deaf: Evidence of five years' successful experience in teaching and governing schools, at least three years of which shall have been in schools of a similar character. (For assistants in the Horace Mann School for the Deaf, see certificate VIII. Elementary School, Class B.)

For special certificates valid in other schools, for industrial assistants of day high schools and for special assistants of day high schools: Evidence of one year's successful experience in teaching and

governing schools of such grade or grades as the board of superintendents may determine, or graduation from the Boston Normal School and completion of special course therein.

For industrial instructors in household science: Graduation from a college or university approved by the board of superintendents, and evidence of one year's successful experience in teaching classes in household science and arts. For industrial instructors in dressmaking and millinery: Either a diploma from an institution giving approved courses in industrial training, and two years' successful experience in teaching industrial subjects; or four years' trade experience, a satisfactory portion of which shall include experience in teaching, and such evidence of business ability as the board of superintendents may determine; or three years' successful experience in teaching industrial subjects in the High School of Practical Arts.

The special assistant certificate in day high schools includes the special assistant certificate in evening high schools.

XII. *Evening High School, Principal:* To principals of evening high schools.

The requirements for this certificate are: A diploma from a college or university approved by the board of superintendents, or from an institution of as high a grade; evidence of three years' successful experience in teaching and governing schools of such grade or grades as the board of superintendents may determine; evidence of good administrative ability.

This certificate includes certificates designated XIII., XIV., XV.

XIII. *Evening High School:* To assistants of evening high schools.

The requirements for this certificate are: A diploma from a college or university approved by the board of superintendents, or from an institution of as high a grade, and evidence of one year's

successful experience in teaching and governing schools of such grade or grades as the board of superintendents may determine; or three years' successful experience in teaching and governing schools of such grade or grades as the board of superintendents may determine.

This certificate includes certificate designated XV.

XIV. *Evening Elementary School, Principal:* To principals of evening elementary schools.

The requirements for this certificate are: Evidence of three years' successful experience in teaching and governing schools of such grade or grades as the board of superintendents may determine; evidence of good administrative ability.

This certificate includes certificate designated XV.

XV. *Evening Elementary School:* To first assistants and assistants of evening elementary schools.

The requirements for this certificate are: Evidence of two years' successful experience in teaching and governing schools of such grade or grades as the board of superintendents may determine.

XVI. *Evening School, Special:* To special assistants, laboratory assistants, and typewriting assistants of evening high schools.

The requirements for this certificate are: Evidence of one year's successful experience in similar work.

XVII. *Evening School, Limited:* To teachers of industrial subjects in evening elementary schools.

The requirements for this certificate are: Evidence of three years' successful experience in the practical pursuit of the industry the candidate is to teach. These certificates shall expire the first day of September following the date of issue.

XVIII. *Evening Elementary School, Interpreter:* To teachers in interpreting languages in evening elementary schools.

The requirements for this certificate are: A thorough knowledge of the English language, and of such other language or languages as the candidate is to interpret. These certificates shall expire the first day of September following the date of issue.

XIX. *Evening Drawing School, or Evening Industrial School, Principal:* To principals of evening drawing schools or of evening industrial schools, and to assistant principals and first assistants in charge of evening industrial schools.

The requirements for this certificate are: Evidence of three years' successful experience in teaching and governing schools of such grade or grades as the board of superintendents may determine; evidence of good administrative ability.

This certificate includes certificate designated XX.

XX. *Evening Drawing School, or Evening Industrial School:* To assistants of evening drawing schools or of evening industrial schools.

The requirements for this certificate are: Evidence of one year's successful experience in teaching and governing schools of such grade or grades as the board of superintendents may determine; or evidence of three years' satisfactory experience in the practical pursuit of the subject the candidate is to teach.

XXI. *Nurse:* To supervising and assistant nurses.

The requirements for this certificate are: Evidence of graduation from a hospital or similar institution giving a course of instruction in nursing at least two years in length.

XXII. *Playground*: To first assistants in playgrounds, assistants in playgrounds, and assistants in sand gardens.

The requirements for this certificate are: Completion of a course of instruction in physical training approved by the board of superintendents, or evidence of one season's successful experience in similar work.

XXIII. *Evening Industrial School*: To teachers of industrial subjects in evening industrial schools.

The requirements for this certificate are: Successful experience in a Boston evening industrial school under a license granted by the board of superintendents.

Licenses.

The board of superintendents may issue licenses to teach industrial subjects in evening industrial schools to persons who present satisfactory evidence of possessing good character and health, and who, upon investigation, shall be found to have had three years' satisfactory experience in the practical pursuit of the industry the candidate is to teach, or one year's successful experience in teaching such subject to classes. Said licenses shall expire on the thirtieth day of June following the date of issue, and shall not be extended or renewed.

Candidates holding valid certificates other than certificate designated XXIII. may be employed in the evening industrial schools if, in the opinion of the board of superintendents, they possess the requisite qualifications.

XXIV. *Day Industrial School*: To teachers of industrial or related subjects in day industrial schools.

The requirements for this certificate are: One year's successful experience in a public day industrial school under a license granted by the board of superintendents.

Licenses.

The board of superintendents may issue licenses

to teach industrial or related subjects in day industrial schools to persons who present satisfactory evidence of possessing good character and health, and who, upon investigation, shall be found to have had three years' satisfactory experience in the practical pursuit of the industry the candidate is to teach, or one year's successful experience in teaching such subject to classes. Said licenses shall expire on the thirtieth day of June following the first anniversary of the date of issue, and shall not be extended or renewed.

Candidates holding valid certificates other than certificate designated XXIV. may be employed in the day industrial schools if, in the opinion of the Board of Superintendents, they possess the requisite qualifications.

XXV. *Temporary*: To teachers temporarily serving in positions of such rank and in such schools as are specified in the certificate.

The requirements for this certificate are such as the board of superintendents may determine.

Temporary certificates may also be issued by the board of superintendents to holders of regular certificates of qualification which are no longer valid, under such conditions as that board may determine.

Equivalent
certificates and
diplomas.

SECT. 139. 1. A satisfactory certificate in pedagogy or a diploma from the Boston Normal School, or from a State normal school in Massachusetts, is accepted as equivalent to one year's successful experience in teaching and governing schools.

Including
certificates.

2. Certificates issued to directors or heads of departments include certificates issued to assistant directors or other teachers in the same departments.

Signing of
certificates.

SECT. 140. 1. Certificates of qualification shall be signed by the superintendent and by the secretary of the board of superintendents, and no certificate shall be signed in blank.

Eligibility of
holders of
certificates.

2. The holder of a certificate shall be eligible for service as a substitute, temporary teacher, or

special assistant, or for appointment on probation, or for service in playgrounds, or sand gardens, except as otherwise specified. (See Elementary School, Special Certificate, and Sect. 297 of the regulations for playground certificate requirements.)

SECT. 141. 1. The names of those successfully passing the prescribed examinations and obtaining certificates rendering them eligible to appointment to permanent positions in the day school service shall be arranged by the board of superintendents in suitable, graded eligible lists in the order of their respective qualifications, as ascertained by such examinations.

Graded eligible lists of certificate holders.

2. The names of graduates of the Boston Normal School shall be arranged by the board of superintendents in suitable, graded eligible lists in the order of their respective qualifications, and shall annually in June be regraded upon such lists. Such graduates may obtain positions upon other eligible lists under the conditions prescribed for other candidates.

3. The name of no person shall appear upon more than one list of persons eligible for appointment to positions of a given rank.

SECT. 142. The names of persons holding certificates which include certificates of lower grades may, upon request, be included in the eligible list of such lower grade or grades according to the marking of such holders of certificates in their respective examinations, but they shall not be entitled to a higher standing on such lower list or lists by reason of their holding higher grade certificates.

Standing on eligible lists of certificate holders.

SECT. 143. 1. Certificates shall cease to be valid as follows:

Expiration of certificates.

2. Certificates issued on examination after June 1, 1906, shall cease to be valid on the thirtieth day of June of the sixth year following the date of issue, provided that no certificate shall remain valid after the thirtieth day of June next following the fortieth birthday of the holder thereof, except as hereinafter provided, and that this limitation as to age shall not affect the validity of certificates issued prior to

January 1, 1909, nor the validity of certificates which do not render the holders eligible for appointment to permanent positions as members of the supervising staff or as teachers in the public schools, nor the validity of certificates hereafter issued to permanent teachers in the public schools.

3. Certificates issued on examination prior to June 1, 1906, shall cease to be valid on the thirtieth day of June of the second year following the date of issue, except as hereinafter provided.

4. Certificates issued to graduates of the Boston Normal School prior to June 1, 1906, shall cease to be valid June 30, 1912, except as hereinafter provided.

5. Certificates issued to graduates of the Boston Normal School after June 1, 1906, shall cease to be valid on the thirtieth day of June of the sixth year following the date of issue, except as hereinafter provided.

6. Certificates issued on examination prior to June 1, 1906, and valid on that date by reason of renewal or of service in the Boston public schools, shall cease to be valid June 30, 1908, except that regular high school certificates held by teachers serving during the year ending June 30, 1906, in permanent positions in the elementary day schools of Boston, shall cease to be valid June 30, 1912, except as hereinafter provided.

7. The validity of certificates issued prior to June 1, 1906, which include positions in day schools of a different class, but which also include the position in which the holder thereof is employed, shall expire with respect to such day schools of a different class on June 30, 1912; nor shall the validity of any certificate issued after June 1, 1906, extend beyond the thirtieth day of June of the sixth year following the date of issue by reason of the service of the holder thereof in schools of a different class than that in which the holder is employed.

8. All certificates under which appointments are made to permanent positions in the day school service, and certificates of a higher grade, but including the position in which the holder thereof

is employed, shall remain valid with respect to the class of schools in which the holder thereof is employed during the term of such service.

9. All certificates, except those under which appointments are made to permanent positions in the day school service, cease to be valid when the names of the holders are removed from the eligible lists.

10. Temporary certificates shall entitle the holders thereof to serve in temporary positions of such rank and in such schools as are specified in the certificate. These certificates shall be valid for such length of time as the board of superintendents may determine, but not beyond the thirtieth day of June of the sixth year following the date of issue.

Temporary
certificates.

11. All certificates are non-renewable, and any certificate may be revoked by the board of superintendents if, in its opinion, the good of the service so demands.

Certificates
non-renewable
may be
revoked.

12. Certificates VII. elementary school, class A., or VIII. elementary school, class B, or equivalent certificates issued prior to January 1, 1908, and held on that date by persons serving in permanent positions in the Parental School, shall remain valid during the term of such service.

13. Certificates under which appointments are made to permanent positions in the Parental School, under the same conditions governing appointments to similar positions in the public schools of the city of Boston, and certificates of higher grade, but including the position in which the holder thereof is employed, shall remain valid during the term of such service, so far as elementary school service is concerned.

Parental School
appointments.

SECT. 144. 1. No person shall, after January 1, 1909, except as hereinafter provided in this section, be appointed to a permanent position as a member of the supervising staff or as a teacher in the public schools, whose name does not appear among the highest three of the names on the proper eligible list willing to accept such appointment, without regard to the dates on which the names were placed on said list; nor shall any person be appointed in

Appointments
to be made
from eligible
lists.

accordance with the provisions of this section to take effect later than the thirtieth day of June following the fortieth birthday of such person; *provided*, however, that these restrictions shall not affect the promotion of a permanent teacher to a higher rank in a school of the same class as that in which such teacher is already employed; and *provided*, further, that the limitation as to age shall not affect the promotion of permanent teachers to any position in the public schools.

Removal and restoration of names to eligible lists.

2. The names of persons appointed to permanent positions in the day school service shall be removed from the eligible lists. A person whose name appears upon such lists may, upon request, have the same removed therefrom at any time, and may have it restored to the next eligible lists with the same rating as before, upon written application made during the month of June; *provided*, that such restoration shall not affect the validity of the certificate and shall not operate to extend the original period for which the certificate is valid.

Appointment of teachers from Parental School.

3. Teachers serving in permanent positions in the Parental School on January 1, 1908, and teachers appointed on probation in the Parental School after January 1, 1908, under the same conditions governing appointment to similar positions in the public schools, shall be eligible to appointment on probation to the same rank in the public schools of the city of Boston.

Appointments not made from eligible lists.

4. Appointments as principal of a school or district, as director of a special subject, as supervisor of a special subject or department, as assistant supervisor of substitutes, as teacher in the Normal School, as instructor of military drill, as medical inspector of special classes, and as supervising nurse, shall not be subject to the restrictions of paragraph 1 of this section.

Names to remain on eligible lists.

5. The names of persons appointed as substitutes, as temporary teachers, as special assistants in elementary schools, or as teachers in evening or continuation schools, or in playgrounds, shall not be removed from their respective eligible lists because of such appointment.

6. Promotions of teachers in the service shall be made in the order of merit as determined by quality and character of service. Promotions.

SECT. 145. The name of any person appearing upon any eligible list who has failed of selection on five separate occasions when another person on said list has been selected and appointed, may be dropped from said list by action of the board of superintendents, and shall not be restored thereto except by another examination. The name of any person that has been upon any eligible list six years shall be removed therefrom, and may be restored thereto only by examination. The name of any person appearing on any eligible list who has refused three offers of permanent employment shall, by action of the board of superintendents, be dropped from said list for the remainder of the current school year. Any person taking more than one examination of the same class shall be rated upon the eligible list of that class solely on the results of the latest examination. Removal of names from eligible lists.

Candidates refusing appointment.

Candidates to be rated on latest examination.

REGULATIONS.

CHAPTER X.

General Regulations of the Schools.

Who may
attend school.

SECTION 200. All children living in the city who are four years of age and upwards, and who are not disqualified by non-compliance with the rules and regulations, shall be entitled to attend the public schools; but neither a non-resident child, nor one who has only a temporary residence in the city, shall be allowed to enter or to remain in any school, unless his parent, guardian, or some responsible person has executed an agreement to pay the tuition of such child, or until a statement from the business-agent permitting such child to attend the school has been received by the principal thereof.

Non-residents.

School year,
and terms.

SECT. 201. The school year shall begin on the first day of September in each year, and shall consist of two terms, viz.: the fall term beginning on the second Wednesday in September, and the spring term beginning on the first Monday in February.

Vacations and
holidays.

SECT. 202. 1. All day schools shall be in session from the second Wednesday in September up to and including the Wednesday of the second calendar week immediately preceding the Fourth of July, except on Saturdays and Sundays and the following vacations and holidays: The Twelfth of October; from 12 o'clock noon on the day before Thanksgiving Day until the following Monday; from 12 o'clock noon on the second calendar day immediately preceding Christmas Day to and including the first day of the following January; the Twenty-second of February; Good Friday; the week beginning with the first Monday in April; the Nineteenth of April; Memorial Day; and the Seventeenth of June. Whenever any of the afore-

said holidays, except the first day of January, falls upon Sunday, the schools shall not be in session on the following Monday.

2. In addition to the regular term, the day industrial schools shall be in session for a summer term from the fifth day of July up to and including the last Friday in August. When the fifth day of July falls upon Saturday or Sunday, the school shall begin upon the following Monday. When the fourth day of July falls upon Sunday, the school shall begin the following Tuesday.

Summer term
day industrial
schools.

3. The summer high school shall be in session from the first Monday in July for a term of six weeks. When the Fourth of July falls upon Sunday or Monday, the school shall begin the following Tuesday.

Summer high
school.

SECT. 203. 1. The graduating exercises of the Normal, Latin and high schools shall be held on Thursday of the second calendar week immediately preceding the Fourth of July, at such hour as may be determined by the respective principals, subject to the approval of the board of superintendents.

Graduating
exercises.

2. The graduating exercises of the elementary schools shall be held on Friday of the second calendar week immediately preceding the Fourth of July, at such hour as may be determined by the respective principals, subject to the approval of the board of superintendents.

SECT. 204. 1. The chairman of the Board may suspend the schools, not exceeding six sessions, in each calendar year.

Chairman may
suspend
sessions.

2. The superintendent may suspend a session or sessions of any school for important reasons peculiar to that school. He may dismiss any school or schools two half days in each term, for the purpose of advising teachers with respect to methods of instruction and discipline.

Superintendent
may suspend
sessions.

3. The superintendent may, on account of stormy weather, suspend the sessions of day schools for the entire day by causing the proper signal to be given at 7.45 o'clock A.M. The Public Latin School, English High School, Mechanic Arts High School, High School of Commerce, and day indus-

Suspension of
sessions on
stormy days.

trial schools shall be exempt from the operation of the no-session signal. (For suspension of afternoon sessions see authority of principals, section 266.)

Other suspension of sessions.

4. Except as provided in this section, no school sessions shall be suspended except by a three-fourths vote of the Board.

Sessions of Normal, Latin and high schools.

SECT. 205. 1. The sessions of the Normal, Latin, and high schools shall begin not earlier than 8.20 o'clock A.M., and close not later than 4 o'clock P.M.; *provided*, that no pupil shall be required to attend school more than six hours daily.

Sessions of elementary schools.

2. The morning sessions of the elementary schools shall begin at 9 o'clock and close at 12 o'clock. The afternoon sessions of these schools shall be two hours in length, and shall begin not earlier than 1.45 o'clock and close not later than 4 o'clock; *provided*, that from the first Monday in November to and including the last Friday in January, and at other times in the discretion of the superintendent with respect to poorly lighted rooms, the afternoon sessions may begin at 1.30 o'clock and end at 3.30 o'clock.

Sessions of kindergartens.

3. The sessions of the kindergartens shall begin at 9 o'clock A.M. and close at 12 o'clock M.

Sessions of Horace Mann School.

4. The sessions of the Horace Mann School for the Deaf shall begin at 9 o'clock A.M. and close at 4 o'clock P.M., with such recesses and intermissions as the superintendent may direct.

Sessions of day industrial schools.

5. The sessions of day industrial schools shall begin at 8.30 o'clock A.M., and close at 5 o'clock P.M., with a noon intermission of one hour.

Sessions of Franklin Park School.

6. The sessions of the Franklin Park School shall begin at 8.30 o'clock A.M., and close at 5 o'clock P.M., with such recesses and intermissions as the superintendent may direct.

Recesses.

SECT. 206. 1. In the Normal, Latin and high schools one-half hour of the daily session shall be devoted to recess.

2. In the elementary schools there shall be a recess of twenty minutes continuous when one-half of the morning session has expired.

3. In the first three grades of the elementary schools there shall be a recess of twenty minutes when one-half of the afternoon session has expired.

4. The time occupied by pupils in passing from and re-entering buildings shall be included in the recess period. Pupils shall not be obliged to take an open-air recess in inclement weather, but must pass out of the class-room in order that it may be thoroughly aired.

SECT. 207. Pupils in the elementary schools who have not been absent or tardy during any month may, in the discretion of the principal of the district, be dismissed thirty minutes before the regular closing time at the last session in that month.

Dismissal of elementary school pupils last session of month.

SECT. 208. There may be an annual visitation day in all the schools during the week beginning with the third Monday in May. Notice of the day selected in each school shall be filed with the secretary of the Board not later than the second Monday in May in each year.

Annual visitation day.

SECT. 209. Patriotic exercises shall be held in all the schools during the last sessions preceding the Twenty-second of February, the Thirtieth of May, and the Twelfth of October, and on the Twelfth of February, unless that day falls on a Saturday or Sunday, in which case the exercises shall be held during the last session preceding.

Patriotic exercises.

SECT. 210. The morning exercises in each class-room shall begin with the reading by the teacher of a portion of Scripture without note or comment. No other religious exercises shall be allowed.

Reading of Bible.

SECT. 211. School-rooms shall be open, and teachers present therein, fifteen minutes before the time for each session to begin.

Opening of rooms and attendance of teachers.

SECT. 212. Upon cold or stormy days throughout the year, pupils shall be admitted to the several school-houses one-half hour before the beginning of each session.

Admission of pupils on cold or stormy days.

SECT. 213. 1. A child who has not been vaccinated shall not be admitted to a public school except upon presentation of a certificate granted for cause stated therein, signed by a regular practising physician that he is not a fit subject for vaccination. This certificate shall state that at the time of giving such certificate the physician has

Vaccination.

personally examined the child, and is of the opinion that the physical condition of the child is such that his health would be endangered by vaccination. Such certificates are not required of pupils who are transferred from one public school to another.

2. In all cases of admission of a child for the first time to the public schools a record shall be made in a proper book, accessible for reference, that a certificate of vaccination, or a certificate that the child is an unfit subject for vaccination, has been presented, which record shall contain the name of the child, the date of his admission, and the name and address of the physician by whom the certificate is signed.

Contagious diseases.

SECT. 214. A child who is a member of a household in which a person is ill with smallpox, diphtheria, scarlet fever, measles, whooping cough, or any other infectious or contagious disease, or of a household exposed to such contagion from another household as aforesaid, shall not attend any public school, including evening and summer schools, during such illness until the teacher of the school has been furnished with a certificate from the Board of Health, or from the attending physician of such person, stating that danger of conveying such disease by such child has passed.

Absence of pupils on account of contagious disease.

SECT. 215. 1. When pupils are absent from school on account of sickness, and whenever the principal or teacher has reason to believe that contagious disease exists in any household, he shall be authorized to exclude any pupils from school, including evening and summer schools, until the cases can be properly investigated.

Suspension of pupils.

2. If a principal or a teacher has any reason to believe that a pupil attending school has visited a household where, at the time of such visit, smallpox, diphtheria, scarlet fever, or measles existed, he shall, where the disease was smallpox, diphtheria, or scarlet fever, suspend such pupil from school, including evening and summer schools, for a period of two weeks, and, where the disease was measles, for a period of one week, next following such visit.

SECT. 216. Pupils shall not be sent to the residences of absent pupils suspected of having contagious or infectious diseases, or on private or personal errands for teachers.

Pupils not to be sent on errands.

SECT. 217. 1. A register shall be kept in every school of the names, ages, dates of admission, and places of residence of the pupils. Other records shall also be kept of the absence and tardiness of pupils, and of their advancement and standing.

School registers and returns.

2. Each pupil shall be seated in accordance with his physical requirements only, and not according to rank in scholarship or in conduct, or in both. Adjustable furniture shall be requested by the principal on regular requisition to the schoolhouse commission, so that the demands of those pupils unfitted by size for the standard fixed furniture may be met properly. All adjustable furniture shall be altered sufficiently often to meet the requirements of each pupil.

Seating of pupils.

* 3. Teachers shall faithfully keep the registers of attendance daily, and make due return thereof to the principal or superintendent, as may be required. These registers shall be open to the inspection of the Board, its officers, and the truant officers.

Teachers to keep registers.

4. In reckoning the average membership and the percentage of attendance in the schools no pupil's name shall be omitted in counting the number of persons belonging to the school and the number of absences of such person until it is known that such pupil has withdrawn from the school without intention of returning, or, in the absence of such knowledge, after investigation by the truant officer, until ten consecutive days of absence have been recorded.

Recording of attendance and absence.

SECT. 218. 1. Tardiness, unless satisfactorily explained, shall be subject to a proper penalty. Pupils detained from school or tardy should present an excuse in writing from their parent or guardian, but should not be sent home to obtain such excuse.

Tardiness and absence.

* The fact that a pupil's absence is constrained by statute, or by the board of health, or by a physician, or in any imperative way, does not release the teacher from following the requirements of this regulation to record his absence.

2. A pupil who is not present during at least half of a session shall be marked and counted as absent for that session.

Absence for instruction elsewhere.

3. No pupil shall be absent a part of any session for the purpose of receiving instruction elsewhere; nor shall a pupil leave before the close of the session without the consent of the teacher.

Services of truant officer.

SECT. 219. If the services of the truant officer are required, the proper blank shall be filled out and the case clearly stated thereon.

Books and studies authorized.

SECT. 220. 1. The books used and the studies pursued in the public schools shall be such only as are authorized by the Board.

Unauthorized publications.

2. Teachers shall not permit unauthorized publications to be distributed in the schools or placed in school libraries. They may, however, use such books or cards as they deem desirable, for purposes of illustration or for examples, but not as text-books, or to the exclusion or neglect of the prescribed text-books.

Approval of requisitions.

3. Requisitions for books, supplies, and other material to be furnished from special funds, and requisitions for supplementary and reference books, shall be approved by the board of superintendents.

Pupils not to furnish books.

4. No pupil shall be required to furnish himself with any books for school use.

Advertisements on school premises.

SECT. 221. 1. No advertisement shall be read or distributed on any school premises, nor be posted on the walls or fences of any school estate.

Agents on school premises.

2. No agent or other person shall be permitted to enter any school premises for the purpose of exhibiting, either to teachers or pupils, any book or article offered for sale, or for any commercial purpose whatever.

List of pupils.

3. No list of pupils shall be given to any person not a member or officer of the Board.

Entry of names in official records.

SECT. 222. In all official records and documents containing the names of teachers or pupils no abbreviations or diminutives shall be used, but such names shall be expressed with at least one of the given names in full.

Use of buildings for other than school work.

SECT. 223. 1. No school building or part of a school building shall be used for other purposes than the regular work of the schools unless by

order of the Board, or upon the written application of a responsible person stating the purpose for which such use is desired. Such application shall be filed with the secretary, who may issue a permit in accordance with such applications as he shall approve; and no janitor shall open a school building for other than school use except by order of the Board unless such permit shall have been issued.

2. All school buildings shall be open to teachers for school purposes from 8 A.M. until one hour after the close of the afternoon session; and on not to exceed two Saturdays in each term from 9 A.M. to 12 o'clock noon, on the request of the assistant superintendent in charge. On sweeping nights class-rooms shall be vacated in accordance with a schedule approved by the principal; the janitor to be permitted to start sweeping the first room not later than five minutes after the close of school in elementary schools, and not later than half past three in high schools; *provided*, that janitors of high schools may begin to sweep unoccupied class-rooms immediately after the close of the school session. Notice of the time at which any room must be vacated shall be given by the janitor by placing a card in said room not later than 2 o'clock P.M. Five minutes before the janitor locks the buildings and gates at the close of the day's session, he shall sound an alarm on all gongs in the school buildings, and the school-house shall be vacated immediately by all persons.

Opening and vacating of buildings.

SECT. 224. All teachers are required to make themselves familiar with the regulations of the Board, especially with such as relate to their individual duties, and to observe them faithfully.

Teachers to be governed by regulations.

SECT. 225. Teachers shall punctually observe the hours appointed for opening and dismissing the schools, and shall faithfully devote themselves to their duties. They shall co-operate with their principals in the management of pupils before and after school sessions, at recess, and during the noon intermission. They must be at the station to which they have been assigned in halls, yards, and on stairways or elsewhere at the times specified

Teachers to devote themselves to duties assigned.

by the principals for such duty, and must not loiter in halls or corridors or visit one another's rooms while on duty. In all intercourse with their pupils they shall strive to impress on their minds, both by precept and example, the principles of morality, truth, justice, and patriotism, and to train them up to a true comprehension of the rights, duties, and dignities of American citizenship, and the avoidance of falsehood, idleness, and profanity.

Daily physical exercises.

SECT. 226. 1. Teachers in elementary schools shall so arrange their daily exercises in their classes that each pupil shall have, each forenoon and afternoon, regular exercises from the course of study in physical education. These exercises shall be given between 10 o'clock A.M., and 10.10 o'clock A.M., and for a ten-minute period in the afternoon beginning fifty minutes after the afternoon session opens. The time designated for regular physical exercises shall be in addition to the time devoted in each session to recess. Windows shall be opened, top and bottom, for a sufficient portion of each period allotted to physical exercises to ensure the thorough flushing of each room with outside air.

Opening of windows.

Setting-up drill.

2. Principals of high schools shall so arrange their daily exercises in the various classes that each pupil shall have daily a ten-minute setting-up drill. Windows shall be opened, top and bottom, for a sufficient portion of each period allotted to the setting-up drill to ensure the thorough flushing of each room with outside air.

Opening of windows.

Detention of pupils after school.

SECT. 227. No pupil shall be detained for study or punishment during the noon intermission or a recess period. Any pupil may be detained at the close of the afternoon session for a period not exceeding thirty minutes in elementary schools and in day industrial schools, either for purposes of discipline or to make up imperfect lessons, but only on account of his own fault or neglect.

Punishment of pupils.

SECT. 228. 1. The confinement of pupils in a closet or wardrobe, and the use on the part of a teacher of sarcastic or discourteous language, is forbidden.

2. Corporal punishment shall not be inflicted upon girls in any school or upon boys in the Latin or high schools, or kindergartens, or in sight of other pupils, and shall be restricted to blows on the hand with a rattan. It shall only be resorted to in extreme cases, and after the nature of the offence has been fully explained to the offending pupil.

3. Cases of corporal punishment shall be reported by each teacher daily, in writing, to the principal of the district, which reports shall state the name of the pupil, the amount of the punishment, and the reason for its infliction. These reports, together with those of cases of corporal punishment inflicted by the principals, shall be kept on file by the principals for two years, at the expiration of which time they shall be destroyed. These reports shall be open only to inspection by the superintendent, the assistant superintendents, and members of the Board.

Reports of corporal punishment.

SECT. 229. 1. No teacher shall sell or keep for sale any books, stationery, or other articles required for use in the schools, award diplomas or prizes to pupils, or receive any present from them.

Teachers not to sell articles, award prizes to, or receive presents from, pupils.

2. Soliciting or encouraging contributions from pupils for any purpose is prohibited, except with the consent of the assistant superintendent in charge.

Contributions from pupils.

3. No teacher shall participate in any newspaper, magazine, or other contest, the prizes in which are to be awarded on the basis of the number of votes cast by coupons, or slips, or in any other manner.

Teachers not to participate in voting contests.

SECT. 230. No teacher shall keep a private school, or teach private pupils until the expiration of one hour after the regular closing hour of the school in which such teacher is employed, except on Saturdays or during vacations; or edit any newspaper, or any religious or political periodical.

Teachers not to teach private pupils.

SECT. 231. 1. Teachers shall at all times give vigilant attention to the ventilation and temperature of their class-rooms to the end that the air be kept pure, and the temperature maintained as near 67 degrees Fahrenheit as possible.

Ventilation and temperature.

Record of
temperature.

2. They shall record the temperature of each room, each session, in a permanent form accessible to inspection, the reading to be made and recorded at a time midway between the opening of the session and the time for physical exercises or recess.

Airing out
rooms.

3. They shall thoroughly air each class-room by opening the windows, top and bottom, a sufficient portion of each recess period and of the period allotted to physical exercises, so as to ensure the flushing of each room with fresh air from outside the building.

4. They shall thoroughly air each class-room and dressing room by opening the windows, top and bottom, at the close of the forenoon session for a period of not less than three nor more than ten minutes.

Failure of
heating and
ventilating
apparatus.

5. Any failure of adjustment of the heating and ventilating apparatus to meet the prescribed requirements shall be immediately reported by the teacher to the principal or teacher in charge, who shall report the same, in writing, immediately to the director of school hygiene.

Misconduct of
pupils.

SECT. 232. Any pupil who shall in any manner wilfully deface or otherwise injure any portion of a school estate, or write any profane or indecent language, or make any obscene pictures or characters on school premises, shall be liable to suspension, expulsion or other punishment according to the nature of the offence.

Transfer of
pupils.

SECT. 233. 1. No principal shall admit to any of the schools in one district any pupils residing in another district unless a request for transfer made by the parent or guardian and approved by the assistant superintendents in charge of both districts shall have been received by him.

Certificates of
transfer.

2. Certificates of transfer in duplicate shall be issued in case of pupils removing from one school or district to another, one of which shall be given to the pupil and the other to the truant officer. Pupils regularly discharged from one school shall be admitted to the same grade of any other school upon presentation of their certificates of transfer.

3. Pupils may be transferred from one building to another within the district by the respective principals, subject to the approval of the assistant superintendent in charge.

SECT. 234. Every pupil must come to school cleanly in his person and dress, and with his clothes in proper repair. Cleanliness of pupils.

SECT. 235. No pupil who has been expelled from, or is under suspension in, any school shall be admitted to another school, except by permission of the Board. Pupils suspended and expelled.

SECT. 236. 1. Diplomas of graduation signed by the chairman of the Board and by the principals of the respective schools and districts shall be granted to pupils satisfactorily completing the course of study. Diplomas.

2. In any school, certificates of progress to be signed by the superintendent and by the respective principals may be granted to pupils who have satisfactorily completed a part of the course of study. Certificates.

SECT. 237. Diplomas shall be presented at the graduating exercises, or at other proper times, by any member of the Board, a school officer, director, principal, teacher or invited guest. Presentation of diplomas.

SECT. 238. Each school-house shall be provided with a United States flag, not less than four feet in length, and with suitable apparatus whereby such flag shall be displayed on the school-house building or grounds every school day when the weather permits, and on the inside of the school-house on other school days. Such flags shall also be displayed on other days designated by the Board. Display of United States flag.

CHAPTER XI.

Duties of Principals.

SECTION 245. Principals of schools and districts are the responsible administrative heads of their respective schools or districts, and are charged with the organization thereof, the supervision and direc- Administra-
tive duties.

tion of their subordinates and pupils, and the general maintenance of order and discipline. They may establish and enforce such regulations not contrary to the rules and regulations, the orders of the Board or the instructions of the superintendent or the assistant superintendent in charge, as may in their opinion be needful for the successful conduct of their schools.

Observe rules and regulations.

SECT. 246. They shall see that the rules and regulations of the Board, the directions of the superintendent and assistant superintendents, and the established courses of study are observed and enforced in their respective schools and districts.

Consider minutes of Board official notice.

SECT. 247. They shall regard the minutes of the Board, which shall be regularly sent them, as official notices of the action of the Board, and be governed and instruct their subordinates accordingly. Failure to receive such minutes of any meeting shall not excuse principals from observing any instructions contained therein, unless application shall have been made to the secretary for copies of such proceedings, and such application neglected.

Furnish subordinates with rules and regulations.

SECT. 248. They shall see that each teacher is furnished with a copy of the rules and regulations; and that a special copy of such rules and regulations is kept conveniently accessible in each school building, in which shall be entered promptly such amendments to said rules and regulations as the Board may adopt.

Furnish required information.

SECT. 249. They shall promptly respond to any request for information received from the Board, a subcommittee thereof, the board of superintendents, or a school officer.

Keep records and make reports.

SECT. 250. They shall keep or cause to be kept such records, and make such reports to the superintendent as he shall prescribe, and shall furnish the regular monthly reports on or before the fifth day of the month following that covered by any report.

Responsible for school property.

SECT. 251. 1. They shall be responsible for, and keep full and complete records of, all books, globes, maps, charts, apparatus, and other articles

furnished to their respective schools, and the disposition thereof, and make returns thereon in such manner as shall be prescribed by the Board, or by the auditor, or business agent.

2. They shall not permit books of reference to be kept out of school buildings during school hours.

Not allow reference books to be taken away.

SECT. 252. They shall keep full and complete records of all gifts, such as pictures, casts, apparatus, etc., made to their several schools, and, unless otherwise ordered by the Board, permit no paintings, engravings, photographs, casts, etc., to be displayed in any school building under their charge unless the same shall have first been approved by the director of drawing and manual training.

Keep records of gifts, and not accept gifts not authorized.

SECT. 253. They shall give such instructions to their subordinates as will prepare them to act promptly and prudently in case of fire; and shall so train pupils that at a given signal they will leave the school building speedily and in order. They shall establish a fire-alarm signal and drill, and shall require the same to be practised at irregular and unexpected times at least once each month during the school year in all buildings that are two or more stories in height. Each such drill shall be timed by the principal or teacher in charge of a school building, and a report thereof made to the superintendent each month.

Precautions against fire.

Fire drills.

SECT. 254. They shall see that the doors to class and dressing rooms are kept unlocked during school hours, and that all corridors, stairways, or other means of egress are kept free from obstructions and in readiness for immediate use. They shall also see that the outside doors of buildings are kept locked from without and open from within during school hours.

Doors to be kept unlocked.

SECT. 255. 1. They shall prescribe such rules for the use of yards and outbuildings as shall ensure their being kept in neat and proper condition; shall examine such premises frequently; and shall be held responsible for any want of cleanliness or unsanitary condition not reported to the proper person, officer, or department.

Rules for yards and outbuildings.

Responsible for unsanitary conditions.

Report failure of heating and ventilating apparatus.

2. They shall report to the director of school hygiene immediately any failure of the heating and ventilating system to meet the prescribed requirements.

Rules for janitors, engineers and matrons.

SECT. 256. They shall see that the rules and regulations for the government of janitors, engineers and matrons their assistants and other employees are enforced; and shall notify the schoolhouse custodian in writing immediately of any neglect of duty or improper conduct on the part of the janitors, engineers, or their assistants.

Suspension of pupils.

SECT. 257. They may suspend a pupil for violent and pointed opposition to authority in any particular instance, or when the example of the pupil is very injurious or subversive of discipline. They may request the attendance of the parent or guardian of such suspended pupil at the principal's office for the purpose of consultation and adjustment. In case satisfactory adjustment is not made within three days, the principal shall report the case to the assistant superintendent in charge, and shall so notify the pupil and the parent or guardian, stating the office hours of the assistant superintendent. If any pupil so reported shall give satisfactory evidence of amendment, the assistant superintendent may reinstate him in school. If the pupil is not reinstated within two weeks, the case shall be reported to the superintendent for final action; *provided*, that no pupil may be permanently excluded from school except with the approval of the Board.

Reports of corporal punishment.

SECT. 258. They shall make monthly reports, in writing, to the superintendent of the number of cases of corporal punishment within their districts by whomsoever inflicted.

Report appointment of teachers.

SECT. 259. 1. They shall notify the business agent, within one week after the appointment of any teacher in their respective schools or districts, of the name of such teacher, with the date of beginning of service; and shall also notify the business agent immediately, and in writing, of the transfer, resignation, removal, or death of any teacher, with the date thereof.

2. Principals of day schools shall certify to the services of all substitutes employed in their schools or districts to the supervisor of substitutes, on the dates required by the supervisor.

Certify to service of teacher.

3. Principals of day schools shall certify to the services of all special assistants, temporary and permanent teachers, to the business agent, on the dates required by the business agent.

4. Principals of evening schools shall certify to the business agent the number of sessions of actual service rendered by themselves and by their subordinate teachers, in the case of substitutes naming the regular teacher for whom the substitute has acted.

SECT. 260. They shall, at the beginning of each term, report to the proper officer the names of non-resident pupils, and the names and addresses of the parents or guardians of such pupils, and shall not permit such pupils to enter or to remain in the schools under their charge without proper authority.

Report non-resident pupils.

SECT. 261. They shall report on the first of October and on the first of February in each year to the assistant superintendent in charge, the names of pupils attending their schools, but residing in other districts. These reports shall state for each pupil the district in which he resides, his grade, and the date in which the permission to transfer expires.

Report pupils residing in other districts.

SECT. 262. They shall notify the chief truant officer, in writing, of unsatisfactory performance of duty on the part of the truant officers assigned to their respective districts.

Services of truant officers.

SECT. 263. They may permit their subordinate teachers to be absent, without loss of pay, two days in each school year to visit other schools for the purpose of observing methods of instruction and discipline. Principals of elementary districts may permit teachers of ungraded classes to visit other schools three days in each year. Substitutes for teachers so absent may be employed in the regular manner. Reports of all such visits, giving the names of the teachers, the names of their substitutes and the names of the schools and teachers

Grant leave of absence to teachers.

visited, shall be reported to the superintendent immediately after each such visit.

Investigate complaints and grievances.

SECT. 264. All complaints from parents or guardians shall be referred to the principal in charge of the school or district, who shall patiently hear and impartially investigate the same, using his best endeavors to redress any real grievances, and referring such as he cannot satisfactorily adjust to the assistant superintendent in charge.

Notify subordinate of proposed absence.

SECT. 265. Whenever a principal is to absent himself from his main building, he shall notify the assistant principal, master's assistant, or one of the masters, sub-masters, or first assistants, who shall assume charge thereof until his return.

Suspension of afternoon sessions of elementary schools.

SECT. 266. The principal of each elementary school or district may, on account of stormy weather, suspend the afternoon session of the elementary schools in his district by giving notice to his pupils at twelve o'clock M. The principal shall report to the superintendent each case of suspension of the sessions under this regulation. (See Sect. 204.)

CHAPTER XII.

Teachers — Appointments, Removals and Transfers.

Appointment of teachers.

SECT. 270. 1. All appointments of members of the supervising staff and of teachers of every rank shall be made by the superintendent, subject to the approval of the Board, except original appointments of temporary teachers for a period not exceeding two months, which may be made by the superintendent at his discretion and be by him reported to the Board at its next meeting. Temporary appointments may, with the approval of the Board, be renewed for successive periods of four months; *provided*, that all such appointments shall not extend beyond the close of the school term in June of each year.

Temporary teachers.

Teachers in day industrial schools.

2. Appointments of teachers to serve during the regular term of the day industrial schools shall not extend beyond the thirtieth day of June in

each year, but such teachers may be reappointed to begin service on the first day of September following. Temporary teachers may be appointed and reappointed as provided in paragraph 1 of this section.

3. Appointments of teachers in the summer term of day industrial schools shall not extend beyond the last Friday of August.

Summer term,
day industrial
schools.

4. Appointments of special assistants in elementary schools shall not extend beyond the close of the school term in June of each year.

Special assist-
ants.

5. Appointments of teachers in playgrounds and of playground employees shall not extend beyond the first day of December in each year, unless otherwise provided by the superintendent.

Playgrounds.

6. Whenever a vacancy occurs in the supervising staff or teaching force, or an additional appointment thereto is required, the principal of the school or district, or the director concerned, shall notify the superintendent and confer with him with reference to the appointment.

Conference
with principal
or directors.

7. The superintendent shall appoint, with the approval of the Board, a list of substitute teachers to be known as the emergency list. In case of need of a substitute teacher the principal of the school or district shall notify the superintendent, who shall assign some one from the emergency list to fill such vacancy. Persons on the substitute list shall be paid only for days of actual service. The names of those on the eligible lists may be also upon the emergency list.

Appointment
and assign-
ment of
substitues.

Emergency
list.

8. When sub-masters, masters' assistants, first assistants, grammar schools, or first assistants in charge are absent a substitute of assistant's rank may be appointed; and if such absence is for a continuous period exceeding two weeks in length, the superintendent may designate some teacher in the building to act as sub-master, master's assistant or first assistant in charge during the absence of the regular teacher.

Appointments
to fill absences.

9. When teachers in high schools of any rank are absent a substitute of lower rank may be appointed at the discretion of the superintendent.

Substitues in
high schools.

Removal of
teachers.

SECT. 271. 1. Any member of the supervising staff or teacher may be removed by the superintendent at any time, subject to the approval of the Board; and no person shall receive any compensation for services rendered after such removal.

Age limitation.

2. The employment of members of the supervising staff or teachers shall terminate on the thirty-first day of August next following the seventieth birthday of such persons.

Transfer of
subordinate
teachers.

SECT. 272. The superintendent may transfer subordinate teachers whenever in his opinion the good of the service requires; *provided*, that the transfer shall be to a position of the same rank and salary. Such transfers shall be reported to the Board at its next regular meeting. (See Sect. 106.)

Term of
teachers.

SECT. 273. The term of all reappointed members of the supervising staff and teachers shall date from the first day of September; that of all others from the time they enter upon their duties.

Teachers must
be regularly
appointed and
hold proper
certificates.

SECT. 274. 1. No person who has not been regularly appointed in accordance with the rules and regulations shall be employed or give any instruction in the public schools.

2. No person shall serve in any position other than that for which the certificate qualifies the holder thereof, and to which such person has been appointed, nor be appointed from a date prior to the date of issue of the certificate of qualification held by such person.

Teachers not to
receive com-
pensation
unless certified.

3. No person shall receive any compensation for services as a member of the supervising staff or as a teacher who has not been certified by the secretary to the business agent as holding a valid certificate of qualification of the proper grade.

Persons
authorized to
give
instruction.

4. No person who does not hold a certificate of qualification or service of the proper grade shall give any instruction in the schools, except regular students of the Boston Normal School assigned to the schools for the purpose of observation and practice, and lecturers employed in accordance with the rules and regulations.

Teachers
appointed on
probation.

SECT. 275. 1. All members of the supervising staff, and all regular and special teachers in day

schools, shall be appointed on probation, and shall be entitled to receive the established salary for their respective positions from the time of entering upon their duties.

2. No appointments on probation shall be made to take effect between the first Monday in May and the close of the same school year.

No appointment to be made after first Monday in May.

SECT. 276. 1. The principal or director, or one or more assistant superintendents, as designated by the superintendent, shall personally inspect the work of persons on probation and report thereon in writing to the superintendent, who, after examining these reports, may confirm, subject to the approval of the Board, such persons who have satisfactorily served for at least one year.

Inspection of work of teachers on probation.

2. The superintendent may, in his discretion, extend the term of probation, but no person failing of confirmation after serving for two years on probation in the same position shall be longer employed.

Extension of probation.

SECT. 277. All members of the supervising staff and teachers who have served successfully three successive years after confirmation shall be eligible for appointment for tenure of office during good behavior and efficiency, to date from the first day of September next following the completion of the prescribed length of service; *provided*, that no teacher appointed to begin service on probation after September 1, 1906, shall be appointed to serve during the pleasure of the School Committee who has not successfully passed the first promotional examination.

Appointment on tenure.

SECT. 278. Members of the supervising staff and teachers not on tenure shall be annually reappointed by the superintendent, in his discretion, in the month of June, and those eligible for appointment on tenure may be so appointed at the same time, subject to the approval of the Board. All such appointments shall be contained in a printed report, which shall include a statement of the number of pupils in each school or district, and of the number of teachers to which each school or district is entitled under the regulations. The

Annual reappointment of teachers not on tenure.

report shall also contain a statement of the schools or districts in which the number or rank of teachers, as prescribed by the regulations, has been exceeded, with the reason for such excess.

Teachers
re-entering
service.

SECT. 279. Members of the supervising staff and teachers who re-enter the service shall be appointed and reappointed in the same manner as new teachers; *provided*, that those who voluntarily retire from the service may, within a period of two years from the first day of January next following the date of their resignation, be appointed to a position of the same grade or rank, and on the same year of service in their rank, that they held at the date of their retirement.

Promotion of
teachers on
tenure.

SECT. 280. Members of the supervising staff and teachers who are on tenure, and who are promoted to a higher position, may, if confirmed after serving for one year on probation in the higher position, be appointed on tenure in the new position; *provided*, that any teacher, serving on tenure, who may be promoted to the position of principal of a normal, Latin, high or elementary school, shall be annually reappointed to such position for two years, and may then be appointed on tenure.

Change in rank
of teachers.

SECT. 281. The rank of any teacher may be changed by the Board upon the recommendation of the superintendent, whenever the average whole number of pupils upon which the rank of such teacher depends shall so warrant; but the change shall take effect only at the beginning of the month following favorable action. When the rank of any teacher is reduced by the operation of this regulation, such teacher shall receive the salary of the lower rank, next lower than the one received in the position of higher rank, but when the rank of any teacher who has been so reduced is subsequently increased in like manner, the salary shall be that to which any previous term of service in the same or in higher rank, or in both, may entitle the person concerned.

Determination
of rank and
number of
teachers.

SECT. 282. 1. At the annual election in June, the average number of pupils belonging during the current school year shall be used in determining

the rank of subordinate teachers to be reappointed; and the greatest number of pupils belonging on any day of the current school year shall be used in determining the number of subordinate teachers of all ranks to be reappointed in any school or district.

2. When the appointment of an additional teacher in an elementary district to begin service on any day from the second Wednesday of September to the second Wednesday of October is under consideration, the average number of pupils belonging during the preceding school year shall be used in determining the number and rank of teachers to which the school or district is entitled.

3. When the appointment of an additional teacher in a high or Latin school to begin service on any day from the second Wednesday of September to the second Wednesday of October is under consideration, the estimated number of pupils, determined by the superintendent in accordance with the reports from the elementary schools, shall be used in determining the number and rank of teachers to which the school is entitled. Appointments of teachers in high or Latin schools may be made in June to take effect in September; *provided*, that they are made from the eligible lists as revised by the board of superintendents after the April examinations and are limited to those whose certificates will be valid in September; and *provided*, further, that the number of teachers employed in any high or Latin school on the second Wednesday of October shall not exceed the number authorized by the regulations.

4. At all other times, when the appointment of an additional teacher is under consideration, the average number of pupils belonging during the preceding twenty school days, including those who have been temporarily discharged, shall be used in determining the number and rank of teachers to which the school or district is entitled.

SECT. 283. The marriage of a woman teacher shall operate as a resignation of her position, and it shall be the duty of the principals to report the

Married
women as
teachers.

marriages of such teachers forthwith to the business agent, who shall remove the names of such teachers from the pay-rolls from the date of marriage; *provided*, however, that such teachers who marry during the summer vacation shall receive the salaries that would otherwise have been due them to the first of September in that year. If the superintendent appoints a married woman as teacher he shall so report to the Board.

Application of this chapter to nurses.

SECT. 284. 1. The provisions of this chapter with respect to the appointment, reappointment, assignment, transfer, removal, tenure of office, and marriage of teachers shall be applicable to nurses.

Application of this chapter to day industrial schools.

2. The provisions of this chapter except sections 275, 276, 277, 280, 281, and 282 shall be applicable to regular teachers in day industrial schools.

CHAPTER XIII.

Number and Rank of Teachers.

NORMAL SCHOOL.

Rank and number of teachers.

SECT. 290. 1. Teachers in the Normal School shall consist of a principal holding the rank of head-master, masters, one of whom shall be director of the Model School, junior-masters, instructors, a supervisor of practice, first assistants, assistants, and assistant instructors.

2. There shall be as many subordinate teachers of the various ranks as may be necessary to carry on the assigned work of the school in an efficient manner as determined by the superintendent.

3. One special assistant or one clerical assistant may be appointed.

LATIN AND HIGH SCHOOLS.

Rank and number of teachers.

SECT. 291. 1. Teachers in the Latin and high schools shall consist of one principal for each school holding the rank of head-master, and addi-

tional teachers as follows: In the Public Latin, the English High, the Mechanic Arts High Schools, and the High School of Commerce, the subordinate teachers shall consist of six masters in each school, who shall be heads of departments, junior-masters, and instructors; *provided*, that the masters serving in the Public Latin, the English High, and the Mechanic Arts High Schools before June 1, 1906, who do not become heads of departments, shall retain the rank of master, and that junior-masters serving in said schools before June 1, 1906, shall, for the twelfth and subsequent years of service, have the rank of master.

Public Latin,
English High,
Mechanic Arts
High, and
High School of
Commerce.

2. In addition to the principal and masters there shall be one junior-master for the first two hundred forty-five pupils belonging and one additional junior-master for every seventy pupils additional thereto; one male instructor for the first two hundred eighty pupils belonging, and one additional male instructor for every seventy pupils additional thereto; *provided*, that no teachers serving in the Public Latin, the English High, and the Mechanic Arts High Schools before June 1, 1906, shall be reduced in rank or salary because of the operation of this section.

3. The number of teachers to which any number of pupils will entitle the Public Latin School, the English and the Mechanic Arts High Schools, and the High School of Commerce is shown in the following schedule:

NUMBER OF PUPILS.	Masters.	Junior-Masters.	Male Instructors.	Total.
210	6	.....	.....	6
245	6	1	.....	7
280	6	1	1	8
315	6	2	1	9
350	6	2	2	10
385	6	3	2	11
420	6	3	3	12
455	6	4	3	13
490	6	4	4	14
525	6	5	4	15
560	6	5	5	16
595	6	6	5	17
630	6	6	6	18
665	6	7	6	19
700	6	7	7	20

NUMBER OF PUPILS.	Masters.	Junior-Masters.	Male Instructors.	Total.
735	6	8	7	21
770	6	8	8	22
805	6	9	8	23
840	6	9	9	24
875	6	10	9	25
910	6	10	10	26
945	6	11	10	27
980	6	11	11	28
1,015	6	12	11	29
1,050	6	12	12	30
1,085	6	13	12	31
1,120	6	13	13	32
1,155	6	14	13	33
1,190	6	14	14	34
1,225	6	15	14	35
1,260	6	15	15	36
1,295	6	16	15	37
1,330	6	16	16	38
1,365	6	17	16	39
1,400	6	17	17	40
1,435	6	18	17	41
1,470	6	18	18	42
1,505	6	19	18	43

Girls' Latin
and Girls' High
Schools.

4. In the Girls' Latin and Girls' High Schools the subordinate teachers shall consist of two masters, who shall be heads of departments, junior-masters, first assistants who shall be heads of departments, assistants, and assistant instructors. In addition to the principal and masters there shall be one junior-master for the first four hundred twenty pupils belonging, and one additional junior-master for every two hundred eighty pupils additional thereto; one first assistant for the first two hundred forty-five pupils belonging, and one additional first assistant for every seventy pupils additional thereto, until the maximum number of four first assistants is reached; one assistant instructor for the first three hundred fifty pupils belonging, and one additional assistant instructor for every one hundred forty pupils additional thereto; and a sufficient number of assistants to make the entire quota of masters, junior-masters, first assistants, assistants, and assistant instructors equal to one for every thirty-five pupils; *provided*, that no teacher serving in these schools before June 1, 1906, shall be reduced in rank or salary because of the operation

of this section. The position of assistant principal shall be abolished on the retirement of the present incumbents.

5. The number of teachers to which any number of pupils will entitle the Girls' High and Girls' Latin Schools is shown in the following schedule:

Girls' High and Girls' Latin Schools.

NUMBER OF PUPILS.	Masters.	Junior-Masters.	First Assistants.	Assistants.	Assistant Instructors.	Total.
210.....	2			4		6
245.....	2		1	4		7
280.....	2		1	5		8
315.....	2		2	5		9
350.....	2		2	5	1	10
385.....	2		3	5	1	11
420.....	2	1	3	5	1	12
455.....	2	1	4	5	1	13
490.....	2	1	4	5	2	14
525.....	2	1	4	6	2	15
560.....	2	1	4	7	2	16
595.....	2	1	4	8	2	17
630.....	2	1	4	8	3	18
665.....	2	1	4	9	3	19
700.....	2	2	4	9	3	20
735.....	2	2	4	10	3	21
770.....	2	2	4	10	4	22
805.....	2	2	4	11	4	23
840.....	2	2	4	12	4	24
875.....	2	2	4	13	4	25
910.....	2	2	4	13	5	26
945.....	2	2	4	14	5	27
980.....	2	3	4	14	5	28
1,015.....	2	3	4	15	5	29
1,050.....	2	3	4	15	6	30
1,085.....	2	3	4	16	6	31
1,120.....	2	3	4	17	6	32
1,155.....	2	3	4	18	6	33
1,190.....	2	3	4	18	7	34
1,225.....	2	3	4	19	7	35
1,260.....	2	4	4	19	7	36
1,295.....	2	4	4	20	7	37

6. In the High School of Practical Arts the subordinate teachers shall consist of one master, or junior master, who shall be head of a department; first assistants, who shall be heads of departments; assistants, assistant instructors, industrial instructors, and industrial assistants. In addition to the principal and master there shall be one first assistant for the first two hundred forty-five pupils

High School of Practical Arts.

belonging and one additional first assistant for every seventy pupils additional thereto until the maximum number of four first assistants is reached; one assistant instructor for the first three hundred fifty pupils belonging, and one additional assistant instructor for every one hundred forty pupils additional thereto; and a sufficient number of assistants, industrial instructors, and industrial assistants to make the entire quota of master, first assistants, assistants, assistant instructors, industrial instructors, and industrial assistants equal to one for every thirty-five pupils; *provided*, that industrial instructors or industrial assistants may be substituted for teachers of higher rank at the discretion of the superintendent.

7. The number of teachers to which any number of pupils will entitle the High School of Practical Arts is shown in the following schedule:

High School of Practical Arts.

NUMBER OF PUPILS.	Master or Junior-Master.	First Assistants.	Assistants, or Industrial Instructors or Industrial Assistants.	Assistant Instructors.	Total.
210.....	1	.....	5	.....	6
245.....	1	1	5	.....	7
280.....	1	1	6	.....	8
315.....	1	2	6	.....	9
350.....	1	2	6	1	10
385.....	1	3	6	1	11
420.....	1	3	7	1	12
455.....	1	4	7	1	13
490.....	1	4	7	2	14
525.....	1	4	8	2	15
560.....	1	4	9	2	16
595.....	1	4	10	2	17
630.....	1	4	10	3	18
665.....	1	4	11	3	19
700.....	1	4	12	3	20

Mixed high schools.

8. In the high schools attended by both boys and girls the subordinate teachers shall consist of two masters, who shall be heads of departments, junior-masters, instructors, first assistants who

shall be heads of departments, assistants, and assistant instructors; *provided*, that masters serving in these schools before June 1, 1906, who do not become heads of departments, shall retain the rank of master, and that junior-masters serving in these schools before June 1, 1906, shall for the twelfth and subsequent years of service have the rank of master. In addition to the principal and masters who are heads of departments, there shall be one junior-master for the first four hundred twenty pupils belonging, and one additional junior-master for every two hundred eighty pupils additional thereto; one male instructor for the first five hundred sixty pupils belonging, and one additional male instructor for every two hundred eighty pupils additional thereto; one first assistant for the first two hundred forty-five pupils belonging, and one additional first assistant for every seventy pupils additional thereto until the maximum of four first assistants is reached; one assistant instructor for the first three hundred fifty pupils belonging, and one additional assistant instructor for every one hundred forty pupils additional thereto; and a sufficient number of assistants to make the entire quota of masters, junior-masters, instructors, first assistants, assistants, and assistant instructors equal to one for every thirty-five pupils; *provided*, that no teacher serving in these schools before June 1, 1906, shall be reduced in rank or salary because of the operation of this section. The position of assistant principal shall be abolished on the retirement of the present incumbents.

9. The number of teachers to which any number of pupils will entitle mixed high schools is shown in the following schedule:

Mixed High Schools.

NUMBER OF PUPILS.	Masters.	Junior-Masters.	Male Instructors.	First Assistants.	Assistants.	Assistant Instructors.	Total.
210.....	2	.....	.....	.....	4	.....	6
245.....	2	.....	.....	1	4	.....	7
280.....	2	.....	.....	1	5	.....	8
315.....	2	.....	.....	2	5	.....	9
350.....	2	.....	.....	2	5	1	10
385.....	2	.....	.....	3	5	1	11
420.....	2	1	.....	3	5	1	12
455.....	2	1	.....	4	5	1	13
490.....	2	1	.....	4	5	2	14
525.....	2	1	.....	4	6	2	15
560.....	2	1	1	4	6	2	16
595.....	2	1	1	4	7	2	17
630.....	2	1	1	4	7	3	18
665.....	2	1	1	4	8	3	19
700.....	2	2	1	4	8	3	20
735.....	2	2	1	4	9	3	21
770.....	2	2	1	4	9	4	22
805.....	2	2	1	4	10	4	23
840.....	2	2	2	4	10	4	24
875.....	2	2	2	4	11	4	25
910.....	2	2	2	4	11	5	26
945.....	2	2	2	4	12	5	27
980.....	2	3	2	4	12	5	28
1,015.....	2	3	2	4	13	5	29
1,050.....	2	3	2	4	13	6	30
1,085.....	2	3	2	4	14	6	31
1,120.....	2	3	3	4	14	6	32
1,155.....	2	3	3	4	15	6	33
1,190.....	2	3	3	4	15	7	34
1,225.....	2	3	3	4	16	7	35
1,260.....	2	4	3	4	16	7	36
1,295.....	2	4	3	4	17	7	37
1,330.....	2	4	3	4	17	8	38

10. In each high and Latin school two additional teachers may be appointed as follows:

Additional
teachers
allowed.

Public Latin School, two junior-masters.

Girls' Latin School, one assistant, and one special instructor in German. The rank of special instructor in German shall be abolished upon the retirement of the present incumbent.

Brighton High School, one special instructor in drawing and manual training, and one special assistant instructor in commercial branches.

Charlestown High School, one special instructor in commercial branches, and one special assistant instructor in commercial branches.

Dorchester High School, one special assistant instructor in commercial branches, and one instructor.

East Boston High School, one special instructor in commercial branches, and one special assistant instructor in commercial branches.

English High School, one special instructor in drawing, and one special instructor in commercial branches.

Girls' High School, two special assistant instructors in commercial branches.

High School of Commerce, two special instructors in commercial branches.

High School of Practical Arts, one special assistant instructor in drawing, and one industrial instructor.

Mechanic Arts High School, one junior-master, and one first assistant.

Roxbury High School, one special assistant instructor in drawing, and one assistant instructor.

South Boston High School, one special assistant instructor in commercial branches, and one special assistant instructor in French. The rank of special assistant instructor in French in the South Boston High School shall be abolished upon the retirement of the present incumbent.

West Roxbury High School, one special instructor in commercial branches, and one special assistant instructor in drawing.

11. In each high and Latin school attended by girls, one special instructor in physical training may be appointed, and when the number of pupils belonging exceeds six hundred, a special assistant instructor in physical training may also be appointed.

12. In each high and Latin school, one special assistant or one clerical assistant may be appointed.

13. Teachers of ranks other than those prescribed in the preceding regulations may be substituted for teachers to which the school is entitled under the regulations as follows:

In the Charlestown High School, one special assistant instructor in commercial branches, instead of an assistant instructor.

In the Dorchester High School, two special instructors in commercial branches, and two special instructors in drawing and manual training, instead of instructors; three special assistant instructors in commercial branches, and two special assistant instructors in drawing, instead of assistant instructors.

In the East Boston High School, one special instructor in drawing and manual training instead of an instructor.

In the Girls' High School, two special instructors in commercial branches, instead of junior masters, and three special assistant instructors in commercial branches, and one special assistant instructor in chemistry, and one special assistant instructor in drawing instead of assistant instructors.

In the High School of Commerce, one special instructor in commercial branches, instead of an instructor.

In the High School of Commerce there may also be appointed one additional junior-master, and one additional special instructor in commercial branches.

In the High School of Practical Arts there may also be appointed one additional special instructor in drawing, and three teachers of such of the following ranks as the superintendent may deter-

mine: assistants, assistant instructors, industrial instructors, or industrial assistants.

In the Mechanic Arts High School, three assistants, instead of instructors.

In the Roxbury High School, one special instructor in commercial branches instead of an instructor, and one special assistant instructor in commercial branches instead of an assistant instructor.

In the South Boston High School, one special assistant instructor in drawing, and one special assistant instructor in commercial branches instead of assistant instructors.

In the West Roxbury High School, one special assistant instructor in commercial branches instead of an assistant instructor.

14. In the Mechanic Arts High School there may also be appointed one clerical assistant, three masters who shall be heads of mechanical departments, one special assistant in the mechanical department for each shop or drawing room in constant use, and three additional special assistants in the mechanical department to serve as tool keepers. Assistant instructors in mechanical branches may be substituted for instructors at the discretion of the superintendent.

15. In each school teachers of lower rank may be substituted for teachers of higher rank at the discretion of the superintendent. A teacher may be appointed for an excess of twenty pupils, and one may be removed for a deficiency of twenty pupils. The teacher so removed shall be of such rank as will leave the quota of teachers in accordance with the preceding sections.

Teachers of
lower rank.

16. In any school when the teaching of any subject not in charge of a teacher regularly appointed as head of the department is divided between two or more teachers, the principal may cause the work in that subject to be administered as a separate department, and may, with the approval of the assistant superintendent in charge, appoint a teacher to act as head of the department for one year without extra compensation.

Heads of
departments.

ELEMENTARY SCHOOLS.

Rank and
number of
teachers.

SECT. 292. 1. Teachers of elementary schools shall consist of principals holding the rank of master, sub-masters, master's assistants, first assistants in charge, assistants, first assistants of kindergartens, and assistants of kindergartens.

2. There shall be one principal for each elementary school district. Beside the principal each elementary school district shall be allowed one teacher regardless of rank for grades above the first as follows: For the school year 1908-09, one teacher for every forty-six pupils belonging. For the school year 1909-10 and thereafter, one teacher for each forty-four pupils belonging. Each elementary school district shall be allowed one teacher for every forty-two pupils belonging to the first grade. An additional teacher in any grade may be appointed for an excess of thirty pupils. When there is a deficiency of thirty pupils, a teacher shall be transferred or removed from the service.

3. The quota of pupils to a teacher in ungraded classes shall be thirty-five; in kindergartens, twenty-five; in disciplinary classes, twenty; in special classes, fifteen. An additional teacher may be appointed in a kindergarten for an excess of fifteen pupils continuing one month, and a teacher may be removed for a deficiency of fifteen pupils continuing one month. An additional teacher in special classes may be appointed for an excess of ten pupils, and shall be removed or transferred when there is a deficiency of ten pupils.

4. Each elementary school district, except those attended exclusively by girls in grades above the third, shall be entitled to one sub-master. Each elementary school district shall be entitled to two sub-masters if the number of boys belonging in grades above the third exceeds six hundred. Such additional sub-masters may be appointed as the Board may from time to time authorize. Each elementary school district shall be entitled to one first assistant, grammar school, if the number of girls belonging in grades above the third exceeds six

hundred. The rank of first assistant, grammar school, except as provided for in this section, shall be abolished as the position becomes vacant by the retirement of the present incumbents.

5. The number of teachers to which any number of pupils will entitle an elementary school district is shown in the following schedule:

In the First Grade.

NUMBER OF PUPILS.	Number of Teachers.
30 to 71.....	1
72 to 113.....	2
114 to 155.....	3
156 to 197.....	4
198 to 239.....	5
240 to 281.....	6
282 to 323.....	7
324 to 365.....	8
366 to 407.....	9
408 to 449.....	10
450 to 491.....	11
492 to 533.....	12
534 to 575.....	13
576 to 617.....	14

In Grades Above the First for the School Year 1909-10 and Thereafter.

NUMBER OF PUPILS.	Number of Teachers.
470 to 513.....	11
514 to 557.....	12
558 to 601.....	13
602 to 645.....	14
646 to 689.....	15
690 to 733.....	16
734 to 777.....	17
778 to 821.....	18
822 to 865.....	19
866 to 909.....	20
910 to 953.....	21
954 to 997.....	22
998 to 1,041.....	23
1,042 to 1,085.....	24
1,086 to 1,129.....	25

*In Grades Above the First for the School Year
1909-1910 and Thereafter.—Concluded.*

NUMBER OF PUPILS.	Number of Teachers.
1,130 to 1,173.....	26
1,174 to 1,217.....	27
1,218 to 1,261.....	28
1,262 to 1,305.....	29
1,306 to 1,349.....	30
1,350 to 1,393.....	31
1,394 to 1,437.....	32
1,438 to 1,481.....	33
1,482 to 1,525.....	34
1,526 to 1,569.....	35
1,570 to 1,613.....	36
1,614 to 1,657.....	37
1,658 to 1,701.....	38
1,702 to 1,745.....	39
1,746 to 1,789.....	40
1,790 to 1,833.....	41
1,834 to 1,877.....	42
1,878 to 1,921.....	43
1,922 to 1,965.....	44
1,966 to 2,009.....	45
2,010 to 2,053.....	46

First assistants
in charge.

6. In every school building, other than the central grammar school of any district, in which there are six or more regular teachers of any grade, but no sub-master, one first assistant in charge may, in the discretion of the superintendent, be appointed, who shall perform such executive and supervisory duties in connection with said school as the principal of the district may require. The rank of first assistant, primary school, shall be abolished as the position becomes vacant by the retirement of the present incumbents.

First assistants,
primary
schools.

Kindergartens.

Director of
kindergartens.

SECT. 293. 1. There shall be a director of kindergartens who shall also have charge of the special classes.

Rank and
number of
teachers.

2. The teachers in kindergartens shall consist of first assistants and assistants. The rank of a single teacher in charge of a kindergarten may

be either that of first assistant or of assistant. In kindergartens having two or more teachers the rank of one of the teachers shall be that of first assistant and the others shall rank as assistants. Whenever the number of pupils in attendance entitles a kindergarten to four teachers, such kindergarten may be reorganized so as to consist of two kindergartens, each with a first assistant.

3. Kindergarten maids or attendants may be appointed by the superintendent, in his discretion, to serve in kindergartens and in open air classes for a period not extending beyond the close of the school term in June of each year.

Kindergarten
maids.

Special Assistants.

SECT. 294. Special assistants may be appointed, with the approval of the Board, as follows: In grades above the first whenever it is necessary to assign sixty or more children to one class; in the first grade whenever it is necessary to assign fifty or more children to one class; in ungraded classes whenever it is necessary to assign forty or more children to one class; in special classes whenever it is necessary to assign twenty or more children to one class; in the classes of first assistants in charge, in the Horace Mann School, and in kindergartens, at the discretion of the superintendent.

Special
assistants.

Horace Mann School for the Deaf.

SECT. 295. 1. The teachers of the Horace Mann School for the Deaf shall consist of a principal, an assistant principal and assistants.

Rank and
number of
teachers.

2. Besides the principal, there shall be allowed one teacher for every ten pupils, and an additional teacher for an excess of five pupils; *provided*, that in the discretion of the superintendent at least one teacher may be appointed for each grade, although the number of pupils in any one grade may be less than five.

EVENING SCHOOLS.

Rank and certificate requirements of teachers.

SECT. 296. 1. Teachers of evening schools shall consist of principals, first assistants, assistants, special teachers, and interpreters. The certificate requirements for special teachers in evening high schools shall be the same as those for assistants in evening high schools.

Time of appointment.

2. Principals shall be appointed in June of each year, other teachers in September, and at such other times as the needs of the service require.

Number of teachers, high schools.

3. Besides the principal, each evening high school shall be entitled to one assistant or special teacher for every twenty-five pupils in average attendance, and an additional assistant or special teacher for an excess of twenty pupils; *provided*, that the pupils attending classes in physical training and music shall not be counted in making up the number of pupils necessary to authorize the employment of any teacher of other subjects.

Additional teachers, high schools.

4. In each evening high school additional teachers may be appointed, as follows: One special assistant, one typewriting assistant, one laboratory assistant in each class in physics or chemistry, and one pianist for each class in physical training. In the central evening high school one second special assistant may be appointed.

Number of teachers, elementary schools.

5. Besides the principal, each evening elementary school shall be entitled to one assistant or interpreter for every twenty pupils in average attendance, and an additional assistant or interpreter for an excess of fifteen pupils; *provided*, that the required average number of pupils may be thirty-five for every two teachers conducting classes together in the same room.

Additional teachers, elementary schools.

6. In each evening elementary school additional teachers may be appointed as follows: In schools having over one hundred pupils in average attendance, one male first assistant; in schools having over four hundred pupils in average attendance, one assistant or interpreter.

Number of teachers, industrial schools.

7. Besides the principal, each evening industrial school shall be entitled to one assistant for every

twenty pupils in average attendance, and to an additional assistant for an excess of fifteen pupils.

8. In each evening industrial school, and in each branch thereof, one curator may be appointed. Curators.

9. In each evening school having less than seventy-five pupils in average attendance, the principal shall be included in the complement of teachers to which the school is entitled. Principal counted as teacher.

10. Teachers shall be dismissed at the close of any month in which the average attendance shall have fallen below the number authorizing their employment, or earlier at the discretion of the superintendent; *provided*, however, that in evening high schools where there is but one class in any subject that class may be continued until the close of the term unless the number of pupils therein shall fall below ten; and the same provision shall apply to classes in ship draughting and in clay modeling in evening industrial schools. Dismissal of teachers.

11. No principal or woman teacher of a public day school in Boston shall be employed in the evening schools; *provided*, however, that any woman teacher employed in an evening school who is appointed to a permanent position in a day school, may, in the discretion of the superintendent, continue such evening service until the close of the term for which she has been appointed, but no longer. Women teachers of public day schools on leave of absence without pay may be employed in the evening school during the term of such absence. Employment of principals or women day school teachers.

12. The employment of men day school teachers in evening schools, except as principals thereof, shall not exceed three hundred nights in any period of five years; *provided*, however, that this limitation shall not apply to evening school service rendered previous to September 1, 1904; and *provided*, further, that such teachers may, in the discretion of the superintendent, continue such evening service until the close of the term for which they have been appointed, but no longer. Employment of men day school teachers.

PLAYGROUNDS.

Rank of
teachers.

SECT. 297. 1. Teachers in playgrounds shall consist of instructors in athletics, assistant instructors in athletics, inspectors of playgrounds, play-teachers, first assistants in playgrounds, assistants in playgrounds and assistants in sand gardens.

Time of
appointment.

2. In April of each year the superintendent shall appoint, with the approval of the Board, a list of teachers of playgrounds. All teachers of playgrounds shall be assigned from this list by the Superintendent. He may also appoint, with the approval of the Board, a list of substitute teachers in playgrounds, from which list he shall fill all vacancies that may occur in playgrounds.

Certificate
requirements.

3. Instructors in athletics and assistant instructors in athletics must hold a certificate of qualification including those positions. Play-teachers must hold a certificate of qualification, elementary school class B, or a higher certificate. First assistants in playgrounds, and inspectors of playgrounds, must hold a certificate of qualification, elementary school, class B, or a higher certificate, or a kindergarten certificate, or a special physical training certificate for high schools, or a playground certificate. Assistants in playgrounds and assistants in sand gardens must hold a certificate of qualification, elementary school class B, or a higher certificate, or a kindergarten certificate, or a special physical training certificate, or a playground certificate, or be pupils in regular attendance in the Boston Normal School.

Term and
sessions.

4. The period during which playgrounds shall be conducted, and their days and hours of session, shall be such as the Board may each year determine.

Employment
of day school
teachers.

5. A woman teacher holding a permanent position in a public day school may be employed as a teacher in playgrounds during the regular school term and for not more than one-half of the summer vacation period; *provided*, that the written consent is secured of the principal of the day school in which such teacher is employed; and *provided*, further, that the director of school hygiene cer-

tifies that in his opinion the teacher can do the work without detriment to her health, or to the discharge of her duties in the day school.

SPECIAL DEPARTMENTS.

SECT. 298. The department of drawing and manual training shall consist of a director of drawing and manual training, one assistant director of drawing and manual training, one assistant in manual training, and five assistants in drawing.

Drawing and manual training.

SECT. 299. The teachers of manual training in the elementary schools shall be instructors and assistant instructors. They shall be appointed to the corps of manual training teachers, and assigned by the superintendent, with the approval of the board of superintendents, to service in one or more schools, in accordance with the requirements of the course of study. The number of instructors shall not exceed the number of schools attended exclusively by boys in grades above the third, and shall be assigned to such schools.

Rank and number of teachers.

SECT. 300. There shall be a director of evening and continuation schools.

Evening and continuation schools.

SECT. 301. There shall be a director of music, four assistant directors, and four assistants.

Music.

SECT. 302. 1. There shall be a director of school hygiene, three assistant directors of physical training and athletics, six instructors in athletics, and as many special instructors in physical training, special assistant instructors in physical training, assistant instructors in athletics, supervisors of schoolyard playgrounds, play-teachers, first assistants in playgrounds, assistants in playgrounds, and assistants in sand gardens, as the Board may from time to time authorize.

School hygiene.

2. There shall be a supervising nurse, and as many assistant nurses as the Board may from time to time authorize.

3. There shall be an instructor, and an assistant instructor of military drill, and an armorer.

4. There shall be a medical inspector of special classes.

Substitutes.

SECT. 303. There shall be a supervisor of substitutes, and one assistant supervisor of substitutes.

Household science and arts.

SECT. 304. There shall be a supervisor of household science and arts.

Other special teachers.

SECT. 305. There shall be such other special teachers as the Board may from time to time authorize.

Assignment of teachers.

SECT. 306. Teachers of sewing, cookery, and other special teachers shall be assigned by the superintendent, with the approval of the board of superintendents, to service in one or more schools in accordance with the requirements of the course of study.

Supervisor of licensed minors.

SECT. 307. There shall be a supervisor of licensed minors.

DAY INDUSTRIAL SCHOOLS.

Rank and number of teachers.

SECT. 310. 1. Teachers in the day industrial schools shall consist of principals, holding the rank of master, first assistants, assistants, vocational assistants, trade assistants, and helpers.

2. There shall be one principal in each day industrial school, and a sufficient number of first assistants, trade assistants and helpers to make the total number of teachers of these ranks, exclusive of the principal, equal to one for every fifteen pupils. Assistants in the elementary schools may be transferred by the superintendent to day industrial schools. Teachers so transferred shall be counted in the number of teachers to which such industrial school is entitled under the provisions of this paragraph, but shall remain subject to all regulations applicable to assistants in elementary schools.

Vocational assistants.

3. There shall be one vocational assistant in each day industrial school for every one hundred pupils.

Clerical assistants.

4. There shall be one clerical assistant and one bookkeeper in each day industrial school.

Aids.

5. Aids may be appointed in day industrial schools by the superintendent, with the approval

of the Board, for a period not extending beyond the close of the regular term in June of each year.

6. In day industrial schools for boys, special instructors and special assistant instructors may be appointed by the superintendent, with the approval of the Board.

FRANKLIN PARK SCHOOL.

SECT. 312. 1. The subordinate teachers of the Franklin Park School shall consist of a first assistant in charge, and assistants.

2. There shall be allowed one teacher for every thirty-five pupils, and an additional teacher for an excess of thirty pupils.

CHAPTER XIV.

Leaves of Absence.

SECTION 315. No member of the supervising staff or teacher shall be granted leave of absence except for the following reasons:

(1) Personal illness; (2) critical illness or death in the immediate family of the teacher; (3) to attend the funeral of a teacher or school officer in the employ of the city; (4) to serve in teachers' institutes held under the direction of state boards of education, or to take part in teachers' associations; (5) to visit other schools; (6) to study and travel, or for rest; (7) by order of the Board on the recommendation of the superintendent.

SECT. 316. 1. The superintendent may, in his discretion, grant leave of absence to a director, supervisor, or principal because of personal illness for a period not exceeding one week, and to a subordinate teacher for a period not exceeding three weeks. If longer leave is required, the applicant must file with the superintendent a satisfactory certificate from a physician that such leave is necessary.

2. The superintendent may, in his discretion, grant to any teacher leave of absence (1) because of critical illness or death in the immediate family of such teacher, for not more than five days; (2) to attend the funeral of a teacher or school officer in the employ of the city, for not more than one day; (3) to serve in teachers' institutes held under the direction of state boards of education, or to take part in teachers' associations, for not more than three days. He shall report to the Board for action such other applications for leave of absence as he may approve.

(For the provisions of the regulations with respect to compensation of absent teachers see Sect. 344.)

Leave of absence to study and travel; or for rest.

SECT. 317. 1. Applications for leave of absence to study and travel shall be for a period not exceeding one year, shall state the definite purpose for which such leave of absence is desired, and, if recommended by the superintendent, shall be submitted by him to the Board for approval.

Leave of absence for rest.

2. A member of the supervising staff or teacher receiving leave of absence to study and travel must have completed seven years of service in the public schools of the city of Boston, part of which may be in the Parental School. He may be granted such leave of absence more than once, but not to exceed one year in any eight consecutive years. A member of the supervising staff or teacher receiving leave of absence for rest must have completed twenty years of service in the public schools of the city of Boston, part of which may be in the Parental School. He may be granted such leave of absence more than once, but not to exceed one year in any twenty-one consecutive years.

Reports to be made by teachers.

3. The teacher shall make to the superintendent at such times and in such form as the latter may specify reports as to the manner in which the leave of absence is employed; and for failure on the part of the teacher to comply with any requirement of this section, or to pursue in a satisfactory manner the purpose for which leave of absence was granted, such leave of absence may be terminated by the superintendent at any time.

4. The teacher shall file with the secretary of the Board an agreement in writing, binding the teacher to remain in the service of the Board for three years after the expiration of such leave of absence, or, in case of resignation within said three years, to refund to the Board such proportion of the amount paid him for the time included in the leave of absence as the unexpired portion of said three years may bear to the entire three years. The provisions of this agreement shall not apply to resignation on account of ill health, with the consent of the Board, nor to resignation at the request of the Board.

Agreement to be filed by teachers.

SECT. 318. Any day school teacher may, with the consent of the principal of the school or district, be absent two days in each school year to visit other schools for the purpose of observing methods of instruction and discipline. Teachers assigned to ungraded classes may, with the consent of the principal of the district, be absent three days in each year to visit other ungraded classes.

Visiting days.

SECT. 319. Principals shall immediately notify the superintendent of the absence of any teacher in their respective schools or districts.

Principals to notify superintendent of teachers absent.

SECT. 320. Except for purposes of study and travel, no leave of absence shall be granted for a period exceeding four months, but such leave may be extended for successive periods not exceeding four months each; *provided*, that no teacher shall be granted continuous leave of absence for more than one year, and failing to return to duty at the expiration of that time, such teacher shall resign or be honorably discharged from the service.

Length of leaves of absence.

SECT. 321. Applications for a leave of absence longer than the superintendent is authorized to grant, shall, if approved by him, be submitted to the Board with his recommendation.

Applications for leaves of absence to be reported.

SECT. 322. In case of the death or disability of the principal of a school or district, or of the head of a special department, it shall be the duty of the senior teacher highest in rank, who is present, in such school or department, to notify immediately the superintendent, who shall designate some

Death or disability of principals or heads of departments.

person in the regular school service to take charge thereof until the position is otherwise filled in accordance with the rules and regulations. In such cases the superintendent may, in his discretion, appoint a temporary teacher in such school or department. In case of the death or disability of a master's assistant or a first assistant in charge, the superintendent may, in his discretion, designate some person in the regular school service to perform the duties of the position thus made vacant until it is otherwise filled in accordance with the rules and regulations. The superintendent shall report his action to the Board at its next meeting.

SECT. 323. 1. No nurse shall be granted leave of absence except for the following reasons:

Leaves of
absence for
nurses.

(1) Personal illness; (2) critical illness or death in the immediate family of the nurse; (3) to attend the funeral of a teacher or school officer in the employ of the city; (4) to serve in teachers' institutes held under the direction of state boards of education, or to take part in teachers' associations; (5) to visit other schools; (6) by order of the Board on the recommendation of the superintendent.

Day industrial
schools.

2. The provisions of paragraph 1 of this section shall apply to teachers in day industrial schools.

SECT. 324. 1. The superintendent may, in his discretion, grant leave of absence to the supervising nurse for a period not exceeding one week, and to an assistant nurse for a period not exceeding three weeks, because of personal illness. If longer leave is required, the applicant must file with the superintendent a satisfactory certificate from a physician that such leave is necessary.

Nurses.

2. The superintendent may, in his discretion, grant leave of absence to any nurse (1) for not more than five days because of critical illness or death in the immediate family of such nurse; (2) for not more than one day to attend the funeral of a teacher or school officer in the employ of the city; (3) to serve in teachers' institutes held under the direction of state boards of education, to take part in teachers' associations, or similar educational conferences,

for not more than three days. He shall report to the Board for action such other applications for leave of absence as he may approve.

3. The provisions of paragraph 2 of this section shall apply to teachers in day industrial schools.

Day industrial schools.

CHAPTER XV.

Salaries of Teachers and Promotional Examinations.

SECTION 335. Annually, in the month of June, the Board shall establish the salaries of all the teachers in schools for the year beginning the first of the following September; and such salaries having been once determined by the Board shall not be changed during that year.

Salaries established annually.

SECT. 336. 1. The compensation of members of the supervising staff and of regular teachers in the day schools shall be established either at a fixed rate per annum, or at a minimum rate with an annual increase for each succeeding year of service until a fixed maximum shall be reached; and members of the supervising staff and teachers whose compensation is established on such a scale shall be advanced thereon subject to the provisions of this chapter.

Salaries fixed or on sliding scale.

2. The compensation of nurses permanently appointed shall be established at a minimum rate with an annual increase for each succeeding year of service until a fixed maximum shall be reached.

Compensation of nurses.

3. The compensation of teachers appointed to serve during the regular term of the day industrial schools shall be established at a minimum rate per month for the months from September to June inclusive, with an annual increase on their respective anniversaries for each succeeding year of service until a fixed maximum monthly rate shall be reached.

Compensation of teachers, day industrial schools.

4. The compensation of members of the supervising staff and of teachers who retire from the service during the summer vacation shall cease and their

Compensation of teachers who retire during summer.

resignations shall take effect as of August 31. Those who retire during the month of September, and who do not complete said month, shall be paid for each day of actual service rendered during said month.

Teachers failing to resume duties at opening of term.

5. Members of the supervising staff and teachers who do not resume their duties on the second Wednesday in September and who are not granted leave of absence (1), because of personal illness; (2) because of critical illness or death in the immediate family; (3) to attend the funeral of a teacher or school officer in the employ of the city; (4) or by order of the Board on recommendation of the superintendent, shall be paid only for the days following their return.

Compensation of substitutes, temporary teachers, and special assistants.

SECT. 337. 1. The compensation of substitutes, of temporary teachers, and of special assistants shall be established at a per diem rate for actual service; one-session days in the elementary schools being reckoned as full days.

Compensation of temporary and substitute nurses.

2. The compensation of temporary and substitute nurses shall be established at a per diem rate for actual service; one-session days to be reckoned as full days.

Compensation of temporary and substitute teachers and aids.

3. The compensation of temporary and substitute teachers and aids in day industrial schools shall be established at a per diem rate for actual service, one session days to be reckoned as full days.

Compensation of teachers, evening schools.

SECT. 338. The compensation of teachers in the evening schools shall be established for the term, or at a per diem rate for actual service.

Compensation of playground employees.

SECT. 339. The compensation of playground employees shall be established at a per diem rate for actual service.

Credit for previous service.

SECT. 340. All members of the supervising staff and teachers appointed on probation, except those transferred to a higher rank or grade of schools, shall be placed upon the minimum salary of their respective ranks; *provided*, that those appointed as assistants in the elementary day schools may be allowed one year's credit for more than two and less than four years' previous service; two years' credit for more than four and less than six years'

previous service; three years' credit for six or more years' previous service.

SECT. 341. A teacher appointed on probation, who at the time of appointment is serving in a permanent position in the Parental School, and who during that service has complied with the requirements for promotional examinations established for teachers in the public schools of the city of Boston, shall receive credit for that service on the same conditions and to the same extent as if that service had been rendered for an equal period in a public school of the city of Boston; *provided*, that the salaries paid to teachers in the Parental School during that period be not less than the salaries paid teachers of the same rank in the public schools of the city of Boston.

Credit for previous service in Parental School.

SECT. 342. The salary of a teacher transferred to a higher rank or grade of schools shall not be reduced, but such teacher shall be placed upon that year of service in the new rank or grade for which the salary is next higher than that which such teacher has been receiving.

Salaries of teachers transferred.

SECT. 343. The salary of a teacher who fails of confirmation after serving two years on probation in the same position, or of one who has been absent from duty by leave of absence for a full year, and who does not return at the expiration of such year, shall cease; and it shall be the duty of the business agent to see that the names of such teachers are dropped from the pay-rolls.

Salaries of teachers failing of confirmation or not returning from leave of absence.

SECT. 344. 1. The salaries of members of the supervising staff and of teachers absent from duty to visit other schools, not exceeding two days in each school year, and for teachers of ungraded classes not exceeding three days in each year or under leave granted by the superintendent: (1) because of death in the immediate family of the teacher, for not more than five days; (2) to attend the funeral of a teacher or school officer in the employ of the city, for not more than one day; (3) for service in teachers' institutes held under the direction of state boards of education or to take part in teachers' associations, for not more

No deduction for certain absences.

than three days; (4) for court attendance on school business; (5) for absence on leave granted by the superintendent to principals of school or districts not exceeding three days in each school year, or evening school term, shall be subject to no deduction for the period of absence.

Rates of deduction for absence.

2. The salaries of members of the supervising staff, of teachers, of nurses, of clerical assistants and of bookkeepers otherwise absent from duty on leave granted by the Board, shall be subject to a deduction for each day's absence equal to one four-hundredth part of the annual salary of the absentee, unless leave of absence without pay shall have been granted by the Board on the recommendation of the superintendent, except as hereinafter provided.

3. The salaries of those members of the supervising staff whose vacations are limited by the regulations to four weeks in each calendar year, shall be subject to a deduction for each day's absence of one five-hundredth part of the annual salary of the absentee.

4. The salaries of vocational assistants and trade assistants in day industrial schools shall be subject to a deduction of four dollars (\$4) for each day's absence. The salaries of helpers in day industrial schools shall be subject to a deduction of three dollars (\$3) for each day's absence. The salaries of other teachers in day industrial schools shall be subjected to a deduction of three one-hundredths part of the monthly salary of the absentee. The total deduction in any month shall not exceed the monthly salary.

Deduction for absence without leave.

5. The salaries of members of the supervising staff, teachers, nurses, clerical assistants and bookkeepers absent without leave shall be subject to a deduction of the total amount of salary due for the time of absence.

Dates for advances in salary.

SECT. 345. 1. All teachers, except principals and members of the supervising staff, holding permanent positions in the day school service, whose compensation is on a sliding scale with a fixed increase for each successive year of service,

shall be paid at the rate established for the first year of service, until the first of January or the first of September next following the first anniversary of the date of their respective appointments. The advance to the second year of the salary schedule and all subsequent advances, if any, shall be made upon the first of January or the first of September respectively.

2. Teachers absent from duty on leave, without pay, for one year shall receive no compensation during such period. The salaries of teachers absent from duty, without pay, for a period of less than one year shall be subject to a deduction of one two-hundredth part of the annual salary of the absentee for each day's absence, including days on which regular school sessions may be suspended; *provided*, that in the event of such deduction exceeding the salary for the month from which the deduction is made, the balance shall be deducted from the salary for any succeeding month.

Teachers
absent from
duty without
pay.

3. Teachers absent from duty on leave, without pay, for a continuous period of three months or more, shall have the dates of their anniversaries advanced by the amount of such absence.

Advancement
of anniversaries.

SECT. 346. 1. Two promotional examinations shall be held each year, one in December and one in May, for the purpose of determining the efficiency of the teachers in the service. These examinations shall consist of three parts: (1) success in the school during the preceding year; (2) professional study; and (3) academic study in some one line. Satisfactory completion of a course or courses authorized by, and conducted under the direction of, the board of superintendents may be accepted as a part of the examination relating to professional study. For the requirements with regard to academic study, may be substituted such course or courses counting for a degree in a college as the board of superintendents may, from time to time, approve, or the satisfactory completion of a course or courses authorized by, and conducted under the direction of, said board.

Promotional
examinations.

First pro-
motional
examination.

2. All teachers, except principals and members of the supervising staff, whose compensation is on a sliding scale with a fixed increase for each successive year of service, must take the promotional examination next following the second anniversary of the date on which they began service; *provided*, that teachers who are appointed prior to December 31 in any school year shall take the examination occurring in December of the second year thereafter.

Advancement
of teachers who
pass.

3. Teachers successfully passing the aforesaid examination shall be placed upon the third year salary of their respective schedules on the first of January or the first of September next following the date of the examination.

Teachers who
fail to pass.

4. Teachers who fail to pass the aforesaid examination shall remain on the salary of the second year of their respective schedules for another year, when they shall again be examined in a similar manner. If they successfully pass the examination, they shall be placed upon the third year salary of their respective schedules on the anniversary of the date they were placed upon the second year salary of their respective schedules next following the date of the examination, and shall be regularly advanced on succeeding anniversaries until the sixth year salary of their respective schedules is reached. The employment of teachers who fail to pass the aforesaid examinations on two successive occasions shall terminate with the first of September next following the date of the second examination.

Second pro-
motional
examination.

SECT. 347. 1. All teachers who are receiving the sixth year salary of their respective schedules shall be examined by the board of superintendents before being placed upon the seventh year salary of their respective schedules. This examination shall consist of three parts: (1) Success in the school during the preceding year; (2) professional study; (3) academic study in some one line. Satisfactory completion of a course or courses authorized by, and conducted under the direction of, the board of superintendents may be accepted as a part of the

examination relating to professional study. For the requirements with regard to academic study may be substituted such course or courses counting for a degree in a college, as the board of superintendents may, from time to time, approve, or the satisfactory completion of a course or courses authorized by, and conducted under the direction of, the board of superintendents.

2. Teachers successfully passing the aforesaid examination shall be placed upon the seventh year salary of their respective schedules on the first of January or the first of September next following the completion of the year during which they have received the salary established for the sixth year of service of their respective ranks, and shall be regularly advanced on succeeding anniversaries until the maximum salary of their rank or grade is reached.

Advancement
of teachers who
pass.

3. Teachers who fail to pass the aforesaid examination or who do not wish to be thus examined shall remain on the sixth year salary of their respective schedules until such time as they shall have successfully passed such examination, when they shall be placed upon the seventh year salary of their respective schedules on the first of January or the first of September next following the date of the examination, and shall be regularly advanced on succeeding anniversaries until the maximum salary of their rank or grade is reached.

Teachers who
fail to pass.

4. Teachers promoted to a higher rank in schools of the same class shall not be required to pass additional promotional examinations because of such promotion, but shall remain subject to the requirements of the regulations with respect to such examinations, and shall not be advanced in salary more than once (exclusive of the increase granted at the time of promotion) after their original appointment, until they shall have passed successfully the first promotional examination, and shall not be advanced in salary more than five times after their original appointment until they shall have passed successfully the second promotional examination.

Teachers
promoted.

5. Teachers promoted to schools of a different class shall be required to pass two promotional examinations, after said promotion, at the same times and under the same conditions as new teachers appointed to similar positions.

Teachers placed on advanced salary.

6. Teachers who, on entering the service, are placed on an advanced salary of their respective ranks, shall not be advanced in salary more than once until they shall have passed successfully the first promotional examination, nor be advanced in salary more than five times until they shall have passed successfully the second promotional examination; *provided*, that no teacher shall be placed upon the maximum salary of his rank until such time as he shall have successfully passed the second promotional examination.

Teachers in Parental School.

7. Teachers appointed on probation who have already passed one or both of the prescribed promotional examinations while serving in the Parental School, shall be allowed full credit therefor in the same manner as other teachers whose entire service has been rendered in the public schools of the city of Boston.

Board of superintendents to determine character and scope of examinations, and certify successful candidates to business agent.

SECT. 348. 1. The board of superintendents shall determine the method of estimating a teacher's success in the school, and shall determine the course of professional study. It shall prepare a list of academic subjects from which the teacher may select the one in which he prefers to be examined.

2. The board of superintendents shall prepare and distribute information with regard to the time of holding, the character and scope of such examinations, and the relative weight given to each part included therein.

3. The board of superintendents shall issue to each person passing the aforesaid examinations a certificate to that effect.

4. The board of superintendents shall certify to the business agent the names of teachers who have successfully passed the aforesaid examinations and the date thereof.

Teachers to give notice of intention to take examinations.

SECT. 349. 1. Teachers who intend to take the aforesaid examinations shall give written notice

to the secretary of the board of superintendents of such intention, together with the academic subject selected for the test, at least two months before the time appointed for the holding of such examinations.

2. Teachers appointed to begin service on probation prior to September 1, 1906, shall be exempt from the provisions of section 345, paragraph 1, and sections 346, 347, 348, and 349.

Teachers in service September 1, 1906, exempt from examinations.

SECT. 350. 1. Upon the recommendation of the principal and assistant superintendent, or of the assistant superintendent of any school or district, the superintendent may require any teacher now in the service or who may hereafter enter the service to take the promotional examination in May of any year. Notice of said requirement shall be sent to said teacher before October first preceding the date on which said examination is required.

Examination of teachers in the service.

2. Teachers failing to pass said examination must be again examined in the following May.

Re-examination of teachers.

3. The employment of teachers who have been so required to take the promotional examinations, and who have failed to pass said examinations on two successive occasions, shall terminate on August 31, next following the date of the second examination.

Termination of employment of teachers.

CHAPTER XVI.

Regulations for the Normal School.

SECTION 355. The regular course of study for the Normal School shall be for two years.

Course of study.

SECT. 356. 1. Candidates for admission must be young women at least eighteen years of age, unless an exception is made by the board of superintendents upon good cause shown, of good moral character, and have good health, with no physical characteristic that would be likely to interfere with their success as teachers.

Conditions of admission.

2. They must have completed a four years' course of study in a Boston high school, or an equivalent course of study, with diploma.

3. They must satisfactorily pass a special examination to be held by the board of superintendents on the second Friday and preceding Thursday in June in each year.

Admission to advanced standing.

4. Graduates of a university or college approved by the board of superintendents, and women graduates of a State Normal School, so approved, may be admitted to the school without examination, and, if they prove to be qualified, may be admitted to the senior class.

Time of admission.

5. Pupils shall be admitted to the school only at the beginning of a school year.

Probation.

6. All pupils shall be put on probation, and as soon as, in the opinion of the board of superintendents, they prove unsatisfactory, shall be discharged.

Text-books.

SECT. 357. The text-books used in this school shall be such of the books used in the other public schools of the city as are needed for the course of study, and such others as shall be authorized by the Board.

Observation and practice.

SECT. 358. 1. The principal shall send the normal pupils into the rooms of the training teachers appointed by the superintendent for observation and practice in teaching, under his direction, for such periods of time as the course of study demands.

2. The principal is authorized to send the supervisor of practice and such other teachers in the Normal School as the superintendent may approve into the rooms of the training teachers for the purpose of making visits or criticisms upon the normal pupils during their periods of observation and practice.

3. The training teachers and principals of schools in which the normal pupils observe and practice shall report to the principal of the Normal School, in writing, their opinion of the teaching and governing ability of those pupils, on blanks provided for the purpose.

Diplomas and certificates.

SECT. 359. A diploma of graduation from the Normal School issued after the year 1872 shall

entitle the holder to receive a certificate of qualification, VIII., elementary school, class B. Those who complete the kindergarten course shall receive the certificate X., kindergarten. Those who complete the special courses shall receive corresponding certificates, XI., special. Graduates of the Normal School who at the time of admission were graduates of colleges or universities approved by the board of superintendents shall be granted certificates IX., elementary school, special, and after two years of service in the public day schools of Boston the holders of these elementary school certificates, special, may be granted certificates of qualification, VII., elementary school, class A; *provided*, that they have shown in a way satisfactory to the board of superintendents that they possess such knowledge of the principles and practice of education, and such superior ability in teaching and governing schools as would warrant their appointment as sub-masters and first assistants.

SECT. 360. Such instruction shall be given, in connection with the Normal School, to teachers in the employ of the city, as the superintendent may direct.

Instruction to teachers.

CHAPTER XVII.

Regulations for Latin and High Schools.

LATIN SCHOOLS.

SECTION 365. The course of study for the Latin schools shall be for six years.

Course of study.

SECT. 366. 1. Candidates for admission to the Latin schools must present a written statement from their parents or guardians of their intention to give such candidates a collegiate education.

Conditions of admission.

2. Pupils under the age of eleven years shall not be admitted without special permission of the superintendent.

Required age for admission.

3. Graduates of the public elementary schools of Boston, and of other cities or towns making a

Graduates of elementary schools.

reciprocal arrangement approved by the board of superintendents, and pupils of such schools who have been promoted to the seventh or a higher grade, and who present to the principal evidence of satisfactory scholarship, will be admitted to the Latin schools without examination, and may be placed in such classes as their qualifications may determine.

Graduates of private schools.

4. Graduates of private schools whose standards are satisfactory to the board of superintendents may be admitted by certificate to the Latin schools, and may be placed in such classes as their qualifications may determine.

Examination of candidates.

5. Other candidates shall be required to present certificates of character from the principals of the schools they last attended, and to pass an examination equivalent to that required for admission to the seventh grade of the elementary schools. Such examinations shall be held on the second Friday in June, and on the second Wednesday in September in each year.

HIGH SCHOOLS.

Course of study.

SECT. 367. The course of study for the high schools shall be for four years.

Conditions of admission.

SECT. 368. 1. Pupils shall be admitted in the order of application to the high school of the district in which they reside, except to the Mechanic Arts High School, the High School of Practical Arts, and the High School of Commerce, which receive pupils from all parts of the city. (See p. 121.) Pupils eligible for high school instruction may be admitted or transferred to a high school in a district other than that in which they reside, upon the written application of their parents or guardians, approved by the assistant superintendent in charge.

Required age for admission.

2. Pupils under the age of thirteen years shall not be admitted to the high schools without special permission of the superintendent.

Graduates of elementary schools.

3. Graduates of the public elementary schools of Boston, and of other cities or towns making a

reciprocal arrangement approved by the board of superintendents, will be admitted to the high schools without examination.

4. Graduates of private schools whose standards are satisfactory to the board of superintendents may be admitted by certificate to the high schools.

Graduates of private schools.

5. Other candidates shall be required to present certificates of character from the principals of the schools they last attended, and to pass an examination equivalent to that required for graduation from the elementary schools; *provided*, that candidates from other secondary schools may be admitted on recommendation of the principals, approved by the board of superintendents. Such examinations shall be held on the second Friday and preceding Thursday in June, and on the second Wednesday and following Thursday in September in each year.

Examination of candidates.

LATIN AND HIGH SCHOOLS.

SECT. 369. 1. A pupil in a Latin or high school who fails to sustain a satisfactory standard of scholarship, or of conduct, may be placed on probation by the principal, with the approval of the assistant superintendent in charge, and if at the end of two months such pupil has not shown reasonable improvement he may, on the recommendation of the principal, approved by the board of superintendents, be required to withdraw finally from the school.

Exclusion of pupils.

2. Principals may require pupils whose scholarship is unsatisfactory to return to the school after the close of the regular session for a study period not exceeding two hours daily.

Return of pupils for study period.

CHAPTER XVIII.

Regulations for Elementary Schools.

SECTION 375. The course of study for elementary schools, exclusive of the kindergarten, shall be for eight years.

Course of study.

Division into grades.

SECT. 376. Pupils in the elementary schools shall be divided into kindergartens and eight grades, and each grade may be subdivided into as many groups as its proper instruction may require. The lowest grade shall be designated the first grade.

Required age for admission.

SECT. 377. 1. Children of four years of age and upwards may be admitted in the order of application to those kindergartens which are most convenient for them to attend, and in which there is sufficient accommodation.

Required age for admission to grades.

2. No pupil under five years of age shall be admitted to the first or a higher grade.

Evidence of age required.

3. Pupils admitted for the first time must present a birth certificate, baptismal record, official governmental passport containing proof of age, or evidence satisfactory to the principal that none of these is obtainable. Such record shall be kept on file with the vaccination certificates of pupils. In order to facilitate the registration of pupils at the beginning of the fall term, each teacher shall in June of each year ascertain which pupils in her class have brothers or sisters who intend to enter the schools the following September, and through such pupils shall notify the parents of the requirements of this rule. Pupils who fail to present the evidence of age herein required may be admitted and continued in the schools pending the securing of such evidence.

Placing of pupils in ungraded classes.

4. Pupils over eight years of age may be placed in an ungraded class by the principal of the district; but no pupil shall be placed in an ungraded class for misconduct, except with the permission of the assistant superintendent in charge.

Required age for admission to manual training classes.

5. Pupils twelve years of age or older may be admitted to classes in woodworking, cookery, and sewing, with the approval of the assistant superintendent in charge.

General requirements for admission.

SECT. 378. 1. Pupils shall be admitted in the order of application to the schools which are most convenient for them to attend within the district in which they reside, and in which there is sufficient accommodation and suitable classes. The principal of the district, with the approval of the assist-

ant superintendent in charge, shall establish such boundary lines for the buildings within his district as the proper organization of the schools makes desirable. Pupils may be transferred by the principals from one building to another within the same district, subject to the approval of the assistant superintendent in charge.

2. Applications of pupils for admission to schools in districts in which they do not reside must be approved by the assistant superintendent or superintendents in charge.

3. In case the location of buildings makes it desirable for children of the first three grades to attend schools in districts outside of the ones in which they reside, the assistant superintendent or superintendents in charge shall establish suitable boundary lines.

SECT. 379. One ungraded class may be established in each elementary school district. Additional ungraded classes may be established by the superintendent, with the approval of the Board.

Ungraded
classes.

SECT. 380. Such special classes may be established by the superintendent as the Board may from time to time approve.

Special
classes.

SECT. 381. Such disciplinary classes may be established by the superintendent as the Board may from time to time approve.

Disciplinary
classes.

SECT. 382. The regular promotion of pupils from grade to grade shall be made at the close of the school term in June. Promotions of individual pupils from the kindergarten to the first grade, or of pupils from grade to grade, or of classes, may be made at any time by the principal of the district, with the approval of the assistant superintendent in charge.

Promotions.

SECT. 383. If any division complete the course of study for its grade previous to the regular time of promotion, it shall proceed with the work of the next higher grade.

Divisions com-
pleting course
of study.

SECT. 384. Principals of districts may, with the approval of the assistant superintendent in charge, decline to admit pupils to the kindergartens when the number in attendance exceeds fifty; and they

When pupils
may not be
admitted.

may decline to admit applicants under seven years of age to the first grade after October 31, in each year; but a record shall be kept of all applicants who have been so refused admission.

Afternoon
duties of kin-
dergarten
teachers.

SECT. 385. Teachers of kindergartens shall regularly devote their afternoons to visiting in the families of their respective districts for the purpose of securing the interest and co-operation of parents in kindergarten work.

Absences of
kindergarten
pupils.

SECT. 386. If any pupil shall be absent from the kindergarten for three successive days, the teacher shall ascertain the cause of absence.

Physical
restraint in
kindergartens.

SECT. 387. No physical restraint of any kind shall be used in a kindergarten.

Grade pupils
qualified for
high schools.

SECT. 388. No pupil qualified for admission to the high school shall, without the consent of the assistant superintendent in charge, remain in the eighth grade after the close of the year in which he is a member of said grade.

Assignment of
pupils to
disciplinary
classes.

SECT. 389. Pupils may be assigned to disciplinary classes, with the approval of the assistant superintendent in charge.

Assignment
of pupils to
special classes.

SECT. 390. Pupils shall be admitted to special classes on probation by the teachers thereof. Pupils shall be regularly admitted to and discharged from special classes on recommendation of the medical inspector, approved by the assistant superintendent in charge.

Home lessons.

SECT. 391. 1. Lessons to be learned out of school shall be such as not to require more than one hour's study by a pupil of good capacity. Lessons to be studied in school shall not be such as to require a pupil of ordinary capacity to study out of school to learn them.

2. No home study shall be required of pupils below the sixth grade; nor during the month of June, except of pupils in the eighth grade.

CHAPTER XIX.

Regulations for the Horace Mann School.

Course of
study.

SECTION 395. The course of study for the Horace Mann School for the Deaf shall be the same

as for the elementary schools, except in the following respects: (1) Singing shall be omitted. (2) Exercises for developing speech and training the voice, and in speech reading shall be given in each grade. (3) The regular time for completing the work of a grade, especially of the first grade, may be more than a year.

SECT. 396. Pupils over five years of age are admitted in accordance with the provisions of the Revised Laws, chapter 39, section 19, viz.:

Admission of pupils.

The governor may, upon the request of the parents or guardians and with the approval of the board (State Board of Education), send such deaf persons as he considers proper subjects for education, for a term not exceeding ten years, but, upon like request and with like approval, he may continue for a longer term the instruction of meritorious pupils recommended by the principal or other chief officer of the school of which they are members . . . to the Horace Mann School at Boston. . . .

No distinction shall be made on account of the wealth or poverty of such children or their parents. No such pupil shall be withdrawn from such institutions or schools except with the consent of the authorities thereof or of the governor; and the expenses of the instruction and support of such pupils in such institutions or schools, including their necessary travelling expenses, whether daily or otherwise, shall be paid by the Commonwealth; but the parents or guardians of such children may pay the whole or any part of such expense.

CHAPTER XX.

Regulations for Evening Schools.

SECTION 400. The evening schools are established for the benefit of adults, and of minors not less than fourteen years of age who do not attend day schools. Pupils over fourteen years of age who attend day schools may be admitted under such conditions as the board of superintendents may prescribe.

For whom established.

SECT. 401. No evening school shall be established unless at least forty persons have previously pledged themselves to attend the same regularly; and no school shall be continued when the average attendance for the month shall have fallen below thirty.

Establishment and discontinuance.

SECT. 402. 1. The term of the evening schools shall begin on the first Monday in October and

Term and vacations.

shall continue for twenty-two school weeks. A week in which more than one session of any evening school occurs shall be deemed a school week. The sessions of the schools shall be suspended from the second Friday preceding Christmas day to and including the first day of the following January; but when the first day of January of any year shall fall later than Tuesday of any week the sessions shall be suspended on the remaining days of that week.

Sessions.

2. The sessions of the evening schools shall open not earlier than seven o'clock P.M. nor later than half past seven o'clock P.M., and shall close not later than half past nine o'clock P.M., on not less than three evenings in the week from Monday to Friday, inclusive, as determined by the superintendent, the evenings of legal holidays and of the day following Thanksgiving excepted.

School-rooms open.

3. The school-rooms shall be open and teachers shall be present at least fifteen minutes before the time for the session to begin.

Enrollment of pupils.

SECT. 403. 1. No pupil shall be considered as enrolled in any evening school until he shall have attended at least one class session thereof.

Requirements for admission.

2. No pupil shall attend an evening high school who is not a graduate of a Boston elementary school, a Boston evening elementary school, or a school of equal or higher rank, or who has not passed a satisfactory examination in such subjects as the board of superintendents may prescribe.

Minimum attendance.

3. No pupil shall be admitted to an evening high school who is unable to attend at least two evenings each week, except by permission of the director of evening and continuation schools.

Admission to evening elementary schools.

4. Pupils fourteen years of age and over may be admitted without examination to evening elementary schools.

Admission to evening industrial schools.

5. Pupils fourteen years of age and over may be admitted without examination to any first year class of the evening industrial schools. Those who by examination can prove their ability to undertake advanced work may be admitted to the second or third year classes.

SECT. 404. Any pupil who shall absent himself from an evening school for three consecutive evenings on which his attendance is due shall be discharged therefrom, and shall not be reinstated unless the absence shall have been satisfactorily explained to the principal.

Absence and discharge of pupils.

SECT. 405. Pupils may be discharged by principals for disobedience or improper conduct, and such pupils shall not be readmitted without the consent of the director of evening and continuation schools.

Discharge of pupils.

SECT. 406. Pupils attending the evening elementary schools shall not be permitted to take books belonging to the city from the several school buildings.

Books in elementary schools.

SECT. 407. Exhibitions of the work of the evening schools may be held at such times as the superintendent shall approve.

Exhibitions.

SECT. 408. Certificates of regular and punctual attendance, good deportment, and general proficiency, to be signed by the principal and by the superintendent, shall be awarded to deserving pupils in the evening elementary schools at the close of the term.

Certificates.

SECT. 409. Appropriate graduating exercises may be held at the close of the term in the several evening schools at such times as may be approved by the director of evening and continuation schools.

Graduating exercises.

CHAPTER XXI.

Regulations for Special Departments.

SECTION 420. 1. Directors and supervisors of special departments or teachers in charge of such departments shall, under the direction of the superintendent, have general supervision and control, of the instruction in their respective departments.

General duties of directors and supervisors.

2. They shall regularly prepare, subject to the approval of the superintendent, graded outlines for instruction in their subjects in accordance

Graded outlines.

with the prescribed course of study, and shall furnish the same to the teachers in the elementary schools.

Schedule of visits.

3. They shall prepare each year, before the first school day in September, a schedule showing the proposed visits of the assistant directors and assistants to the schools. Before finally adopting the schedule they shall submit the same to the superintendent for his approval. This schedule may include meetings of teachers held for the purpose of instruction in methods, and shall be so prepared as to avoid conflicts with visits from other departments, and unnecessary interference with other school work.

4. They shall transmit copies thereof to the members and officers of the Board, principals of schools and districts, and first assistants in charge. This schedule may be changed, with the approval of the superintendent.

Conferences.

5. They shall hold regular conferences with the assistant directors and assistants at least once a month, and shall keep a permanent record book in which proceedings at such conferences shall be regularly recorded, and kept in the office of the superintendent open to the inspection of members of the Board.

Reports.

6. They shall make a written report to the superintendent annually, on or before May 1, and at such other times as the superintendent may request.

Assistant directors and assistants.

SECT. 421. 1. Assistant directors and assistants shall give instruction in the schools to which they may be assigned by the director, with the approval of the superintendent.

Reports.

2. They shall report to the director in writing at such times as he or the superintendent may request.

Notify teachers in charge.

3. They shall, upon arriving at a school, in pursuance of their duties, immediately notify the teacher in charge.

Deviations from schedule.

4. They shall, in case of deviation from the schedule, notify beforehand the teacher in charge of the school affected thereby.

5. They shall keep a record of the time of their arrival at, and departure from, each school visited by them, and in each case of absence or deviation from the schedule on their part, shall report to the director, who shall keep a record of the same and notify the superintendent.

Records.

SECT. 422. The director of kindergartens shall also have general supervision and control over special classes.

Director of kindergartens.

SECT. 423. The supervisor of substitutes shall perform such service in assigning, visiting, and assisting substitutes, temporary teachers, and special assistants, and such other duties, as the superintendent may direct.

Supervisor of substitutes.

SECT. 424. 1. The director of evening and continuation schools shall, under the direction of the superintendent, have general supervision of evening and continuation schools, and perform such other duties as the superintendent may direct.

Director of evening and continuation schools.

2. He shall see that all rules and regulations, and orders of the Board, and all directions of the superintendent relating to evening and continuation schools, are enforced. He may have delegated to him by the superintendent any of the powers of the superintendent in regard to evening and continuation schools.

Duties of director of evening and continuation schools.

3. He shall make an annual report in writing to the superintendent, on or before September 1, containing such information as the superintendent may require, and such other matters as he may wish to bring to the attention of the Superintendent.

Supervisor of household science and arts.

SECT. 425. The supervisor of household science and arts shall have general supervision of sewing and cooking in the schools, and teach such classes in the normal and high schools as the superintendent may direct.

Duties of supervisor of household science and arts.

SECT. 426. 1. The director of school hygiene shall have general supervision and control of all matters affecting the physical welfare of pupils and teachers; of medical inspection, except that under the control of the Board of Health; of school nursing; of physical training, military drill, athletics, sports, games, and play engaged in by the

Duties of director of school hygiene.

pupils or conducted in buildings, yards, and grounds under the control of the Board, or in other buildings, yards, and grounds that it may have the right to use for such purposes.

2. He shall be charged with the enforcement of such rules for the management and control of school athletics as the superintendent, with the approval of the board of superintendents, may from time to time establish.

3. He shall report to the superintendent violations of the rules and regulations or orders of the Board, any acts or practices in the schools which he deems prejudicial to the physical welfare of the pupils or teachers, and shall make such other reports as the superintendent may require.

4. He shall determine, subject to the approval of the superintendent, the hours of service to be rendered on school days and on Saturdays and holidays by his assistants, including employees in playgrounds.

Vacation.

5. He shall be entitled to four weeks' vacation during each calendar year, to be taken at such time or times as the superintendent may appoint.

Duties of subordinate teachers, department of school hygiene.

SECT. 427. 1. Assistant directors of physical training and athletics, special instructors in physical training, special assistant instructors in physical training, instructors in athletics, assistant instructors in athletics, supervisors of school-yard playgrounds, play teachers, first assistants in playgrounds, assistants in playgrounds, and assistants in sand gardens shall perform such duties as may be assigned to them by the director of school hygiene.

Vacations.

2. The assistant directors of physical training and athletics, and instructors and assistant instructors in athletics, shall be entitled to four weeks' vacation in each calendar year, to be taken at such time or times as the director of school hygiene may appoint.

Duties of supervising nurse.

SECT. 428. 1. The supervising nurse shall, under the direction of the director of school hygiene, have general supervision of the assistant nurses, be responsible for the efficiency and character of the

service rendered by each nurse, and perform such additional duties as the director of school hygiene may appoint.

2. She shall determine, subject to the approval of the director of school hygiene, the hours of service to be rendered on school days and on Saturdays, and during vacation, by the assistant nurses.

3. She shall inspect the work of the assistant nurses, instruct them in their duties, and see that the time spent in each district by the nurse assigned thereto is regularly recorded.

4. She shall make requisition for the necessary supplies for each nurse.

5. She shall make such reports as may be required by the superintendent.

6. The supervising nurse shall be entitled to as many weeks' vacation during the months of July and August as the director of school hygiene may approve. Such vacation shall be not less than four weeks in duration, and shall be taken at such time or times as the director of school hygiene may appoint. Vacation.

SECT. 429. 1. It shall be the special duty of the assistant nurses to assist the medical inspectors assigned to the public schools, to see that the directions given by the inspectors are carried out, and to give such instruction to the pupils as will promote their physical welfare. Duties of
assistant
nurses.

2. They shall receive from the supervising nurse the following information:

(a.) The schools in which they are to perform their duty.

(b.) The hours for visiting each school.

(c.) To whom they shall report in each school.

3. They shall be provided with a place in which to work by the principal or teacher in charge of the school or district.

4. They shall report in person to the principal or teacher in charge immediately upon their arrival each day.

5. They shall arrange with the medical inspector assigned to the school or district a method of daily reports of cases to be visited and treated.

6. They shall keep a record of the time of arrival at and departure from each school.

7. They shall keep a record in such form as the superintendent may determine of the name, age, address, disease, and treatment of each pupil examined in school. Also a separate record of all excluded pupils and pupils to be visited.

8. They shall obtain daily a list of all excluded pupils.

9. They shall visit excluded pupils at their homes; *provided*, that such visits shall not be made in cases of smallpox, scarlet fever, diphtheria, measles, whooping cough or mumps, and shall keep a record of all visits made by them, and the outcome of each case.

10. Revisits shall be made from time to time, if necessary.

11. They shall make personal visits to homes to give necessary instructions or suggestions, and may demonstrate the treatment of pediculosis. In the case of diseases that cannot properly be treated at the home by the nurse or parents, the services of a physician or treatment at a dispensary should be urged.

12. Cases of trachoma shall not be treated by the nurses. All such cases should be excluded from school, and the pupil returned only on the certificate of the medical inspector, stating that all danger of conveying such disease by such pupil has passed.

Absence from
duty.

13. If from some unforeseen cause an assistant nurse is unable to attend to her duty, she shall notify the supervising nurse or the superintendent at once by telephone, telegram or special messenger. This notification shall be followed within five hours by a written application for leave of absence. Before returning to duty after leave of absence exceeding one day for any cause, an assistant nurse shall report in person to the supervising nurse, and shall furnish a certificate from her attending physician, if one has been employed by her during her absence, if the supervising nurse shall so require.

Vacation.

14. Each assistant nurse shall be entitled to as

many weeks' vacation during the months of July and August as the director of school hygiene may approve. Such vacation shall be not less than four weeks in duration, and shall be taken at such time or times as the supervising nurse, with the approval of the director of school hygiene, may appoint.

SECT. 430. 1. The instructor of military drill shall, under the direction of the director of school hygiene, have charge of instruction in military drill.

Duties of instructor of military drill.

2. He shall make such reports as may be required by the superintendent.

3. The armorer shall, under the direction of the instructor of military drill, have general charge of the military equipment provided for the schools.

Duties of armorer.

SECT. 431. 1. The medical inspector of special classes shall perform such duties in connection therewith as may be assigned to him by the director of school hygiene.

Duties of medical inspector.

2. He shall make such reports as the superintendent may require.

SECT. 432. The supervisor of licensed minors shall give attention to the enforcement of the regulations governing licensed minors. He shall keep a record of his doings, especially of all cases of children investigated or in any way acted upon by him, and shall submit an annual report to the superintendent of schools.

Duties of supervisor of licensed minors.

CHAPTER XXII.

Minors' Licenses.

SECTION 440. No minor under fourteen years of age shall, in any street or public place of the city of Boston, work as a bootblack, or sell or expose for sale any books, newspapers, pamphlets, fuel, fruits, provisions, ice, live animals, brooms, agricultural implements, hand tools used in making boots and shoes, agricultural products of the United States or the products of his own labor or the labor of his family, unless he has been granted a minor's

Minors required to hold licenses.

license in accordance with the provisions of Chapter 65, Section 17, Revised Laws, and Chapter 531 of the Acts of 1902. All such licenses shall be granted by the superintendent subject to the approval of the School Committee, and said licensed minors shall wear a badge issued by the superintendent.

Applications for licenses.

SECT. 441. The principal of a school or district, in which a minor under fourteen years of age is a pupil, shall receive the application of the parent or guardian of such minor or any responsible citizen of Boston, for a license for such minor to work as a bootblack, or to sell any or all of the articles enumerated in the preceding section, and shall forward to the superintendent each application, certifying that said minor is regular in attendance and fair in conduct.

Expiration of licenses, and return of badges.

SECT. 442. 1. All licenses shall expire at the end of the year during which the minor reaches his fourteenth birthday. The licensee shall return his badge to the principal of the school at which he attends on or before the date on which his license expires, or before leaving the city, if he is to remove therefrom, or upon discontinuing selling.

2. When a badge has been lost, the licensee losing it shall immediately report his loss to the superintendent of schools, who, on application of said licensee, may issue a duplicate badge.

3. A charge of twenty-five cents shall be made for the use of each badge or of each duplicate badge.

Minors to conform to statutes, ordinances and regulations.

SECT. 443. 1. The minor shall conform to the statutes, the ordinances of the city of Boston, and the regulations of the School Committee.

2. He shall, so long as he continues to be licensed, attend, during every session thereof, one of the public schools, or some regularly established school in the city of Boston, unless excused from such attendance in accordance with the provisions of the statutes.

3. He shall not sell, lend or give his badge to any one, nor furnish any unlicensed minor with newspapers or other articles to sell.

4. He shall not sell newspapers in or on a street car, nor during school hours, nor before 6 o'clock in the morning, nor after 8 o'clock in the evening, except during the period from April 15 to October 15, when he shall sell no papers before 6 o'clock on the morning nor after 9 o'clock in the evening, and except on days of national, state or city elections, when he shall not sell papers after 10 o'clock in the evening.

5. He shall not at any time, while engaged in working as a bootblack, or selling articles in public places, congregate with other persons, nor make any unnecessary noise, nor in any way disturb or annoy persons as they pass, nor obstruct free passage of any sidewalk, or entrance to any public place.

6. He shall not at any time, while so working or selling, fail to wear his badge conspicuously in sight, in such position as may be designated by the superintendent.

7. Any minor who violates any of the foregoing provisions of the regulations will be deprived of his license and badge and will be subject to a fine. Revocation and suspension of licenses.

8. The superintendent may suspend a license for a period not exceeding two weeks, or revoke a license, subject to the approval of the School Committee.

SECT. 444. Applications, licenses, and badges shall be in such form as may be approved by the superintendent of schools. Forms.

SECT. 445. Licenses shall not be issued to girls, nor to boys who are under the age of eleven years. Licenses not issued to girls.

CHAPTER XXIII.

Regulations for the Eastburn School Fund.

SECTION 450. The income of the Eastburn School Fund shall be drawn from the city treasury, from time to time, as needed, by the principal of the Normal School, on the order of the business agent, approved by the chairman of the Board. Income, how drawn.

Expenditure
of income.

SECT. 451. The money thus received shall be expended by the principal, with the approval of the superintendent, for the benefit of deserving and indigent pupils attending the Normal School.

Accounts of
fund.

SECT. 452. The principal of the Normal School shall keep an account of such expenditures, with vouchers, which account shall be open to the inspection of the Board; and a statement of the expenditures shall be filed by him with the business agent on the first days of January and July in each year.

Auditing of
accounts.

SECT. 453. The accounts of the principal shall be audited semi-annually by the business agent.

CHAPTER XXIV.

Regulations for Truant Officers.

Truant officer
force.

SECTION 455. There shall be a truant officer force, consisting of the chief, and as many subordinate officers as the Board may determine.

Direction and
supervision,
of force.

SECT. 456. Truant officers shall perform their duties under the immediate direction of the chief truant officer, and the general supervision of the superintendent.

General duties
of chief.

SECT. 457. 1. The chief truant officer shall be responsible to the superintendent for the efficiency of the truant officer force, and the assignments and faithful performance of the work of each officer, and shall devote his entire time to the duties of his position.

Keep records
and reports.

2. He shall keep a record of the doings of his subordinates, a file of their reports, and of his own; a full and complete record of all cases of children investigated or in any way acted upon by him, or by his subordinates; and such other records as may be required by the Board or by the superintendent.

Report to
superintend-
ent.

3. He shall, not later than the third day of each month, except August and September, transmit to the superintendent a full report of the doings

of his department, and of the absence of any officer or officers and the reasons therefor.

4. He shall investigate any charges made against any officer or officers, and shall report thereon, in writing, to the superintendent. Investigate charges against subordinates.

5. He may, with the approval of the superintendent, reprimand, or suspend with or without pay, for a period not exceeding ten days, any officer for due cause, and shall report such action, in writing, through the superintendent to the Board for approval, with his reasons therefor. Reprimand or suspend subordinates.

6. He shall keep himself thoroughly informed of all the details of his department, including especially the manner in which each of his subordinates performs the duties assigned him, and shall report any instances of negligence or inefficiency on their part promptly, in writing, to the superintendent. Details of department; negligence and inefficiency of subordinates.

7. He shall keep his office open, and be in attendance, daily from 1 to 2 o'clock P.M., Sundays, legal holidays, and vacations excepted. Office hours.

8. He shall hold meetings with his subordinates every Monday at 4.30 o'clock P.M., except during July and August; shall keep a record of the officers present and absent at such meetings, and of the proceedings. Meetings.

9. He shall transmit to the business agent each month a statement of the amounts due the members of his department, and shall certify that they have been in attendance and have properly attended to the duties assigned them during the period covered by each statement, if such is the case. Certify attendance, and amounts due subordinates.

10. He shall designate a school building in each truant district at which the officer assigned to the district shall be in attendance each day between the hours of 8.30 and 9 o'clock A.M., for the purpose of consulting with parents and others. He shall inform the superintendent, the secretary of the Board, and the principals concerned of such designations. Office hours of subordinates.

11. He shall cause to be investigated, and shall report upon all cases which may be referred to him, in writing, by the Board, or any sub-committee Investigate cases referred.

thereof, the superintendent, an assistant superintendent, or a principal.

Leaves of
absence.

SECT. 458. 1. No truant officer shall be granted leave of absence except on one of the following grounds: (1) Personal illness; (2) critical illness or death in the immediate family of the officer; (3) to attend the funeral of a teacher or school officer in the employ of the city; (4) for not more than twenty-four hours for reasons approved by the chief truant officer. In case of personal illness extending beyond three days, the application for such leave must be accompanied by a physician's certificate stating that the applicant is physically unable to perform the duties of his position.

2. The chief truant officer may, in his discretion, grant any officer leave of absence as aforesaid for a period not exceeding ten days. Applications for leave of absence longer than the chief truant officer is authorized to grant shall, if approved by him, be submitted to the Board with his recommendation.

3. Leave of absence on account of personal illness shall not be granted for more than four months, but such leave may be renewed or extended for successive periods not exceeding four months each; *provided*, that no officer shall be granted continuous leave of absence for more than one year, and failing to return at the expiration of that time, such officer shall resign or be honorably discharged from the service.

Appointment
of substitutes.

4. The chief truant officer may appoint a substitute for any officer absent from duty for a period not exceeding ten days; and shall report any absence for a period longer than ten days to the Board.

Compensation
of substitutes.

5. Substitutes appointed, as aforesaid, shall be paid at the rate of three dollars (\$3) for each day of actual service.

Deduction for
absence.

SECT. 459. 1. The salaries of officers absent from duty on leave granted by the chief truant officer under the provisions of Section 458, and for a period not exceeding ten days, shall be subject to no deduction during the time of absence.

2. The salaries of officers absent on leave for a period exceeding ten days shall be subject to a deduction of one-half for the period of absence; *provided*, that such deduction shall not be made during the summer vacation.

3. The salaries of officers otherwise absent from duty shall be subject to a deduction of the full amount during the period of absence.

SECT. 460. Truant officers shall make themselves thoroughly familiar with all laws relating to the school attendance and employment of minors, and all regulations established for their own guidance, faithfully observe them, and the instructions of the chief truant officer. They shall devote their entire time, Sundays excepted, to the duties of their position, and shall not engage in any other occupation.

General duties
of officers.

SECT. 461. 1. It shall be the duty of the truant officers to see that all children residing in the city, between seven and fourteen years of age, and all children so residing and under the age of sixteen years who cannot read at sight and write legibly simple sentences in the English language, attend some public day school during the entire time such schools are in session, subject to such exceptions with regard to such attendance as the law provides.

Enforce school
attendance.

2. They shall endeavor, by persuasion and argument, both with children and with their parents and guardians, and by other means than legal compulsion, to secure the observance of the school attendance laws, visiting children at their homes or places of employment, and looking after them in the streets for this purpose. Failing by such means to secure the required school attendance of any child, the officer concerned shall file with the chief truant officer a written statement, giving the name, age and residence of the child, the names of the parents or guardians of such child; and, in case of truancy, the name of the school attended by such child, the name of the teacher, and the number of instances of supposed truancy during the three months preceding the filing of the statement. Thereupon, the chief truant officer shall report the same to the assistant superintendent in charge

Procedure in
securing school
attendance.

of the school which such child attends, who, with the principal of the district, shall consider the advisability of placing such child in a disciplinary class, and if such action be deemed not advisable, the assistant superintendent may, in his discretion, authorize the chief truant officer to begin legal proceedings against such child.

Habitual
school
offenders.

3. In each case of an habitual school offender, the assistant superintendent in charge of the school which such child attends, together with the principal of the district, shall consider the advisability of placing such child in a disciplinary class, and if such action be deemed not advisable, the assistant superintendent may, in his discretion, authorize the chief truant officer to begin legal proceedings against such child.

Illegal
employment
of minors.

SECT. 462. 1. Truant officers shall give special attention to cases of illegal employment of minors, and to the duties imposed by chapter 499 of the Acts of 1906, and shall use their utmost diligence to prevent the employment in factories, workshops or mercantile establishments of any children who have not complied with the requirements of law as to school attendance.

Evening
school attend-
ance of
minors.

2. They shall also pay particular attention to the employment of minors who are required by law to attend the evening schools as a condition of their employment, and use their best efforts to ensure the observance of the law relating to such attendance.

Reports to
principals.

SECT. 463. 1. Truant officers shall, so far as practicable, report to the principals of their respective districts at least once each day. In the absence of the principal, and in schools where it will facilitate the work of the officers, a teacher may be designated by the principal to whom the officers shall report in his stead; but every officer shall report to the principal, in person, at least once each week, and shall collect communications and truant cards from the several boxes at least once each day.

Other duties.

2. They shall visit the schools, other than the central schools, in their respective districts as fre-

quently as practicable, and shall perform such duties in connection with the high, Latin and evening schools as shall be assigned them by the chief truant officer.

SECT. 464. 1. Truant officers shall not be employed to inquire into the occasional absence of pupils of the public schools who are not suspected of truancy, nor to visit those suspended by principals, unless directed so to do by the chief truant officer.

Occasional
absence of
pupils.

2. They shall not visit premises where contagious diseases are believed to exist, unless absolutely necessary.

Contagious
diseases.

3. When the services of truant officers are required by teachers to inquire into the absence of pupils suspected of truancy, the officers shall take action only in those cases which are reported to them on the regular cards furnished for the purpose, and known as "truant cards" and "information cards." These cards shall be countersigned by the principal of the district, except that a principal may designate one teacher in such school buildings in his district as are located at long distances from the central school to countersign such cards in his stead.

Act only in
cases properly
referred.

4. Truant officers shall investigate all cases properly referred to them, and report thereon promptly. They shall note on the back of truant cards and information cards the date on which their investigations are completed, and affix their signatures. They shall thereupon return such cards to the respective principals, who shall endorse the same, and forward them once a week to the chief truant officer.

Reports of
cases investi-
gated.

5. Truant officers shall thoroughly acquaint themselves with all cases of neglected children coming to their knowledge in their several districts. When satisfied, after a full investigation and careful consideration, that a case is one in which court proceedings should be taken, they shall proceed to act thereon according to law, and shall, at all times, co-operate with and assist the court having the case in charge. They shall keep a

Neglected
children.

detailed record of each case and its final disposition, and file the same with the chief truant officer.

Reports to chief.

SECT. 465. 1. Truant officers shall present to the chief truant officer at each weekly meeting a full report, in writing, in such form as he shall prescribe, of the duties performed by them during the preceding week, including in such reports all cases of truancy, absentees, neglected children, and violations of law with respect to school attendance and employment of minors which they have investigated, and such other exceptional cases connected directly or indirectly with their duties which have been brought to their attention.

Absence from duty.

2. They shall include in these reports a statement of all absences from duty, with the reasons therefor.

Report absence from duty.

SECT. 466. A truant officer absent from duty shall cause the chief truant officer to be notified immediately of the cause of his absence, and its probable duration.

CHAPTER XXV.

Regulations for Advisory Committees.

How appointed.

SECTION 470. 1. Advisory committees consisting of not less than six nor more than eighteen members, who shall serve without compensation, may be appointed by the Board for any school or department.

Term of office.

2. The term of office of the members of such committees shall expire at the close of the third school year following their respective appointments; *provided*, that when such a committee shall first be appointed the members thereof shall be divided as equally as may be into classes to serve one, two and three year terms, respectively.

Duties.

SECT. 471. 1. It shall be the duty of advisory committees to visit, inspect and become familiar with the conduct of the schools or departments

to which they may be appointed, and to make such suggestions to the School Committee relating thereto as they shall deem expedient, and in the interests of the community.

2. They shall make an annual report to the Board, and may at any time submit special reports or recommendations. Reports.

CHAPTER XXVI.

Regulations for Day Industrial Schools.

SECTION 475. The course of study for day industrial schools shall be not less than one nor more than four years in length, as determined for each separate school. Course of study.

SECT. 476. 1. Pupils fourteen years of age and not over eighteen years of age may be admitted without examination at the beginning of the school year, and on the first Monday of November, January, March, May and July. Pupils may be admitted at other times at the discretion of the assistant superintendent in charge. Admission of pupils.

2. Pupils over eighteen years of age may be admitted to day industrial schools at the discretion of the assistant superintendent in charge.

SECT. 477. All products manufactured in the day industrial schools from material supplied by the School Committee shall be the property of the school. Products.

CHAPTER XXVII.

Regulations for Franklin Park School.

SECTION 480. The Franklin Park School is established for the benefit of pupils in the Boston schools who are pronounced tuberculous by the superintendent of the Boston Consumptives' Hospital. For whom established.

Administration.

SECT. 481. The Franklin Park School shall be under the administration of the principal of the school district to which it may be assigned by the Board.

Course of study.

SECT. 482. The course of study for the Franklin Park School shall be the same as for the elementary schools, with such exceptions as are deemed necessary by the assistant superintendent in charge.

Admission and discharge of pupils.

SECT. 483. Pupils may be admitted and discharged in accordance with the recommendation of the superintendent of the Boston Consumptives' Hospital.

APPENDIX.

BOUNDARIES OF SCHOOL DISTRICTS.

NORMAL, LATIN, AND HIGH SCHOOLS.

The Normal School receives pupils from all parts of the city.

The Public Latin and the Girls' Latin Schools receive pupils from all parts of the city.

The Brighton High School receives pupils who reside within the limits of the former town of Brighton.

The Charlestown High School receives pupils who reside within the limits of the former city of Charlestown.

The Dorchester High School receives pupils who reside within the limits of the former town of Dorchester, except those residing within the limits of the Edward Everett and William E. Russell Districts.

The East Boston High School receives pupils who reside within the limits of East Boston.

The English High and Girls' High Schools receive pupils who reside within the limits of the city proper, and other pupils in the order of application until the seating accommodations of the schools are exhausted.

The High School of Commerce receives pupils from all parts of the city.

The High School of Practical Arts receives pupils from all parts of the city.

The Mechanic Arts High School receives pupils from all parts of the city.

The Roxbury High School receives pupils who reside within the limits of the former city of Roxbury.

The South Boston High School receives pupils who reside within the limits of South Boston, and those residing within the limits of the Edward Everett and William E. Russell Districts.

The West Roxbury High School receives pupils who reside within the limits of the former town of West Roxbury.

ELEMENTARY SCHOOL DISTRICTS.

Abraham Lincoln District, for Boys.

Beginning at the junction of Charles and Beacon streets; thence by the centres of Beacon, Tremont, Court, State, Devonshire, Otis, Summer, and Chauncy streets, Harrison avenue, Dover, and Berkeley streets to the Boston and Albany Railroad; thence by the railroad to Columbus avenue; thence by the centres of Columbus avenue, Park square, and Charles street to the point of beginning.

Abraham Lincoln District, for Girls.

Beginning at the junction of Charles and Beacon streets; thence by the centres of Beacon, Tremont, Court, and State streets to the water; thence by the water to Dover-street bridge; thence by the centre of Dover street and the centre of Harrison avenue to the Boston and Albany Railroad; thence by the railroad to Columbus avenue; thence by the centres of Columbus avenue, Park square, and Charles street to the point of beginning.

Adams District, for Boys and Girls.

Beginning at the junction of Brooks street and the railroad; thence by the railroad to Cunard wharf; thence by the water to Brooks street extended; thence by the centre of Brooks street extended to the point of beginning.

Agassiz District, for Boys, and Bowditch District, for Girls.

Beginning at the junction of Centre and Paul Gore streets; thence by the centre of Paul Gore street in a direct line to the New York, New Haven and Hartford Railroad; thence by said railroad to Boylston street; thence by the centre of Boylston street and Boylston avenue to Stony brook; thence by the brook to Cornwall street; thence by the centres of Cornwall, Washington and Forest Hills streets, Glen road, Sigourney street, Walnut avenue, Seaver street, Blue Hill avenue, and Canterbury street to Morton street; thence by the centre of Morton street to Forest Hills street; thence by the centre of Forest Hills street to the Arborway; thence by the centre

of the Arborway to South street; thence by the rear of the westerly side of South street to Bussey street; thence by the centres of Bussey, Walter, Centre, and Allandale streets to the Brookline line; thence by said line to its junction with Chestnut street; thence by the centre of Chestnut street to Perkins street; thence by the centre of Perkins street to Jamaica way; thence by a direct line to the junction of South Huntington avenue and Centre street; thence by the centre of Centre street to the point of beginning.

Bennett District, for Boys and Girls.

Beginning at North Beacon street, at the Watertown bridge; thence by the centre of North Beacon street to Dustin street; thence by the centre of Dustin street to Cambridge street; thence westerly, by the rear of the southerly side of Cambridge street, to Warren street; thence easterly, by the rear of the northerly side of Warren street, to Commonwealth avenue, thence by the centre of Commonwealth avenue to Summit avenue; thence southerly, by the rear of the westerly side of Summit avenue, to the Brookline line; thence by the Brookline and Newton lines, and the Charles river, to the point of beginning.

Bigelow District, for Boys.

Beginning on the northerly shore at the centre of Dorchester street; thence by the centres of Dorchester, Old Harbor, Eighth, and E streets, and Old Colony avenue, and centre of D street, across Commonwealth park to the water on the northerly shore; thence by the water to the point of beginning.

Blackinton District, for Boys and Girls.

All that portion of East Boston known as Breed's Island.

Bowditch District, for Girls, and Agassiz District, for Boys.

(See Agassiz District, page 122.)

Bowdoin District, for Girls.

Beginning at the water at the West Boston bridge; thence by the centre of Cambridge street to North Russell street; thence by the centre of North Russell street to Eaton street;

thence by the centre of Eaton street to Chambers street; thence by the centre of Chambers street to Green street; thence by the centre of Green street to Lynde street; thence by the centre of Lynde street to Cambridge street; thence by the centre of Cambridge street to Court street; thence by the centre of Court street to Tremont street; thence by the centre of Tremont street to Beacon street; thence by the centre of Beacon street to Charles street; thence by the rear of the west side of Beacon street to Otter street; thence by the centre of Otter street to the water; thence by the water to the point of beginning.

Bunker Hill District, for Boys and Girls.

Beginning at Mystic river, on the boundary line between Charlestown and Somerville; thence by said line to a point opposite Mill street; thence in a direct line to Mill street; thence by the rear of the northerly side of Mill to Main street; thence by the centre of Main to Mead street; thence by both sides of Mead and North Mead streets, including Grant's court, across Medford street to Mystic river; thence by Mystic river to the point of beginning.

Chapman District, for Boys and Girls.

Beginning at Mystic river; thence by a line running easterly across Central square to Bennington street; thence by the centres of Bennington, Brooks, Lexington, and Putnam streets to Chelsea creek; thence by the water to the point of beginning.

Charles Sumner District, for Boys and Girls.

Beginning at the junction of Walk Hill and Harvard streets; thence by the rear of the westerly side of Harvard street to Hyde Park boundary line; thence by said line to its junction with Poplar street; thence in a northwesterly direction to the junction of High and Washington streets; thence by the centre of Washington street to Rockland street; thence by the centre of Rockland street to Farrington avenue; thence by the centre of Farrington avenue to Beech street; thence by the centre of Beech street to Kittredge street; thence by the centre of Kittredge street to Metropolitan avenue; thence by the centre of Metropolitan avenue to Washington street;

thence by the centre of Washington street to Dudley avenue; thence by the centres of Dudley avenue, Birch and South streets to the Dedham Branch Railroad; thence by said railroad to the embankment of the Metropolitan sewer; thence by the embankment to the New York, New Haven and Hartford Railroad; thence southerly by said railroad to Florence street; thence by the rear of the southerly side of Florence street and Neponset avenue to Canterbury street; thence by the rear of the westerly side of Canterbury street to Paine street; thence by the centres of Paine and Walk Hill streets to the point of beginning.

Cheverus District, for Boys and Girls.

All that portion of East Boston, except Breed's Island, lying easterly of a line beginning at Wood Island Park; thence by the centre of Island street across the Boston and Albany Railroad to Shelby street; thence by the centre of Shelby street to Eagle street; thence by a straight line to Chelsea creek.

Christopher Gibson District, for Boys and Girls.

Beginning at the junction of Quincy street and Columbia road; thence by the centre of Quincy street to Mt. Everett street; thence by the centre of Mt. Everett street to Hamilton street; thence by a direct line to Pilgrim place; thence by the centres of Pilgrim place, Richfield street, Puritan avenue, Wales place, Olney-street place, Olney and Blakeville streets to Bowdoin street; thence by the centre of Bowdoin street to Washington street; thence through the centre of Washington street to Faxon street; thence by the rear of the northerly side of Faxon street to the Midland Division of the New York, New Haven and Hartford Railroad; thence in a straight line across said railroad and by the rear of the northerly side of York street to Glenway street; thence by the rear of the northerly side of Glenway street to Blue Hill avenue; thence by the centre of Blue Hill avenue to Stanwood street; thence by the rear of the northerly side of Stanwood street to Normandy street; thence by the centre of Normandy street to Devon street; thence by the rear of the northerly side of Devon street to Lorraine street; thence by the rear of the westerly side of Lorraine street to Brunswick street; thence

by the rear of the northerly side of Brunswick street to Columbia road; thence by the centre of Columbia road to the point of beginning.

Comins District, for Boys and Girls.

Beginning at the junction of Ruggles and Halleck streets; thence by the centre of Halleck to Prentiss street; thence by the centre of Prentiss to Parker street; thence by the centre of Parker to Smith street; thence by the centre of Smith to Phillips street; thence by the centre of Phillips to Tremont street; thence by the rear of the southerly side of Tremont to Parker street; thence by the rear of the westerly side of Parker to Old Heath street; thence by the rear of the southwesterly side of Old Heath street to Centre street; thence by the centre of Centre street to Gardner street; thence by the centre of Gardner street to Roxbury street; thence by the rear of the easterly side of Elmwood street to Linden Park street; thence by the centre of Linden Park street to Hampshire street; thence by the rear of the easterly side of Hampshire street to Ruggles street; thence by the centre of Ruggles street to the point of beginning.

Dearborn District, for Boys and Girls.

Beginning at the junction of Winthrop and Warren streets; thence by the centres of Warren street, Harrison avenue, Northampton, and Southampton streets, and Massachusetts avenue to Gerard street; thence by the centre of Gerard street to George street; thence by a direct line to Eustis street, including No. 270; thence by the southerly side of Eustis street to Hampden street; thence by the centres of Hampden and Dudley streets, Blue Hill avenue, and Winthrop street to the point of beginning.

Dillaway District, for Girls.

Beginning at the junction of Washington and Ruggles streets; thence by the centre of Ruggles to Hampshire street; thence by the rear of the easterly side of Hampshire street to Linden Park street; thence by the centre of Linden Park street to Elmwood street; thence by the rear of the easterly side of Elmwood street to Roxbury street; thence by the centre of Gardner street to Centre street; thence by the centre

of Centre street to Marcella street; thence by both sides of Marcella, Washington, Elmore, and Kensington streets to Bainbridge street; thence by the centre of Bainbridge street to Dale street; thence by both sides of Dale street to Regent street; thence by the centre of Regent street to Warren street; thence by the centres of Warren street and Harrison avenue to Eustis street; thence by the centres of Eustis and Washington streets to the point of beginning.

Dudley District, for Boys.

Beginning at the junction of Washington and Ruggles streets; thence by the centre of Ruggles to Hampshire street; thence by the rear of the easterly side of Hampshire street to Linden Park street; thence by the centre of Linden Park street to Elmwood street; thence by the rear of the easterly side of Elmwood street to Roxbury street; thence by the centre of Gardner street to Centre street; thence by the centre of Centre street to Marcella street; thence by both sides of Marcella, Washington, Elmore, and Kensington streets to Bainbridge street; thence by the centre of Bainbridge street to Dale street; thence by both sides of Dale street to Regent street; thence by the centre of Regent street to Warren street; thence by the centres of Warren street and Harrison avenue to Eustis street; thence by the centres of Eustis and Washington streets to the point of beginning.

Dwight District, for Boys.

Beginning at the east end of Canton street; thence by the centre of Canton street to the Boston and Providence Railroad; thence by said railroad to Camden street; thence by the centre of Camden street to Columbus avenue; thence by the centre of Columbus avenue to Westfield street; thence by the centres of Westfield and Tremont streets to Kendall street; thence by the rear of the northeasterly side of Kendall street to Shawmut avenue; thence by the centre of Shawmut avenue to Woodbury street; thence by the centres of Woodbury and Thorndike streets to Harrison avenue; thence by the centres of Harrison avenue and Northampton street to the former boundary line between Boston and Roxbury; thence by said boundary line to the South bay; thence by the water to the point of beginning.

Edward Everett District, for Boys and Girls.

Beginning at the point where East Cottage street crosses the New England Railroad; thence by the rear of the southerly side of East Cottage street to Edward Everett square; thence by the outside line of Edward Everett square to East Cottage street; thence by the rear of the southerly side of East Cottage street to Dorchester avenue; thence by the rear of the westerly side of Dorchester avenue to Harbor View street; thence by the rear of the southerly side of Harbor View street continued to the water; thence following the shore around Cow Pasture and Savin Hill to the Old Colony Railroad; thence by the Old Colony Railroad to Bay street; thence by the northerly side of Bay street to Dorchester avenue; thence by the centres of Dorchester and Savin Hill avenues to Pleasant street; thence by the centre of Sawyer avenue to Cushing avenue; thence by the centre of Cushing avenue to its junction with Sawyer avenue at the summit of Jones' Hill; thence by a direct line to Glendale street; thence by the centres of Glendale street and Columbia road to Quincy street; thence by the centre of Quincy street to the New England Railroad; thence by said railroad to the point of beginning.

Eliot District, for Boys.

Beginning at the water at the end of Haverhill street; thence by the centre of Haverhill street to Washington street; thence by the centre of Washington street to State street; thence by the centre of State street to the water; thence by the water to the point of beginning.

Emerson District, for Boys and Girls.

All that portion of East Boston beginning on the shore of Boston Harbor at the foot of Brooks street; thence by the centre of Brooks street to Lexington street; thence by the centre of Lexington street to Putnam street; thence by the centre of Putnam street to Chelsea creek; thence by the water to a point opposite Shelby street; thence by the centre of Shelby street to Chelsea street; thence by the centre of Chelsea street to Bennington street to a point opposite Island street; thence by the centre of Island street to Wood Island Park.

Everett District, for Girls. -

Beginning at the east end of Canton street; thence by the rear of the northerly side of Canton street to the Boston and Providence Railroad; thence by said railroad to Camden street; thence by the centre of Camden street to Columbus avenue; thence by the centre of Columbus avenue to Westfield street; thence by the centres of Westfield and Lenox streets to Sawyer street; thence by the rear of the northeasterly side of Sawyer, Woodbury, and Thorndike streets to Harrison avenue; thence by the centres of Harrison avenue and Northampton street to the former boundary line between Boston and Roxbury; thence by the said boundary line to South bay; thence by the water to the point of beginning.

Francis Parkman District, for Boys and Girls.

Beginning at the junction of Washington street and the Arborway; thence by the centre of the Arborway to Forest Hills street; thence by the centre of Forest Hills street to Morton street; thence by the centre of Morton street to its junction with Canterbury street; thence by the centre of Canterbury street to Austin street; thence by the centre of Austin street to Harvard street; thence by the rear of the westerly side of Harvard street to Walk Hill street; thence by the centre of Walk Hill and Paine streets to Canterbury street; thence by the rear of the westerly side of Canterbury street to Neponset avenue; thence by the rear of the southerly side of Neponset avenue to the junction of Hyde Park avenue and Florence street; thence by the rear of the southerly side of Florence street to the New York, New Haven and Hartford Railroad; thence northerly by said railroad to the embankment of the Metropolitan sewer; thence by said embankment to the junction of South street and the Dedham Branch Railroad; thence by the rear of the westerly side of South street to the Arborway; thence by the centre of the Arborway to the point of beginning.

Franklin District, for Girls.

Beginning at the east end of Canton street; thence by the rear of the northerly side of Canton street to the Boston and Providence Railroad; thence by said railroad to the Boston

and Albany Railroad; thence by the latter railroad to Harrison avenue; thence by the centres of Harrison avenue and Dover street to the bridge; thence by the water to the point of beginning.

Frothingham District, for Boys and Girls.

Beginning at Mystic river, at a point opposite Tufts street; thence in a direct line to Tufts street; thence by the centres of Tufts and Bunker Hill streets to Lexington street; thence by both sides of Lexington street to Monument square; thence by Monument square to Winthrop street; thence by the centres of Winthrop and Adams streets to the Navy Yard wall; thence by Chelsea street to Mystic river; thence by the water to the point of beginning.

Gaston District, for Girls.

Beginning at the centre of Dorchester street on the northern shore; thence by the centres of Dorchester and G streets to the southern shore; thence by the water line to the foot of M street; thence by the centre of M street to Sixth street; thence by the centre of Sixth street to N street; thence by the centre of N street to the northern shore; thence by the water line to the point of beginning.

George Putnam District, for Boys and Girls.

Beginning at the junction of Washington and Townsend streets; thence by the centre of Townsend street to Humboldt avenue; thence by the rear of the easterly side of Humboldt avenue to Seaver street; thence by the centres of Seaver street, Walnut avenue, Sigourney street, Glen road, Forest Hills, Washington, and Cornwall streets to Stony brook; thence by the brook to Boylston avenue; thence by the centre of Boylston avenue to Boylston street; thence by the centre of Boylston street to the railroad; thence by the railroad to a point opposite Dimock street; thence in a direct line to Dimock street; thence by the rear of the northerly side of Dimock street to Washington street; thence by the centre of Washington street to the point of beginning.

Gilbert Stuart District, for Boys and Girls.

Beginning at a point on Neponset river from which a line extended northward would pass through a point midway between the houses of A. D. Capen and Tilden Ames (now or formerly) on River street; thence by said line to the junction of Selden and Morton streets; thence by the rear of the northeasterly side of Morton street to Fuller street; thence by the rear of the northerly side of Fuller street to the railroad; thence by said railroad to Van Winkle street; thence by the rear of the northerly side of Van Winkle street to Minot street; thence by the rear of the northerly side of Minot street to Frederika street; thence by the rear of the easterly side of Frederika street to Codman street; thence by the rear of the northerly side of Codman street to the Shawmut Branch Railroad; thence by said railroad to its junction with the Milton Branch Railroad; thence in a southeasterly direction to the Neponset river; thence by the river to the point of beginning.

Hancock District, for Girls.

Beginning at the water at the end of Haverhill street; thence by the centre of Haverhill street to Washington street; thence by the centre of Washington street to State street; thence by the centre of State street to the water; thence by the water to the point of beginning.

Harvard District, for Boys and Girls.

Beginning at Prison Point bridge; thence by the rear of the southerly side of Chapman street to Main street; thence by the centres of Main and Warren streets to Cordis street; thence by the centre of Cordis street to High street; thence by the centres of High, Winthrop and Adams streets to Navy Yard wall; thence in a southerly direction by Navy Yard wall to Charles river; thence by the water to the point of beginning.

Henry L. Pierce District, for Boys and Girls.

Beginning at the point where Centre street crosses the Shawmut Branch Railroad; thence by said railroad to Welles

avenue; thence by both sides of Welles avenue to Dorchester avenue; thence by both sides of Dorchester avenue to Wrentham street; thence by the rear of the northerly and easterly sides of Wrentham and Bruce streets to Ashmont street; thence by the centre of Ashmont street to Adams street; thence by the rear of the westerly side of Adams street to New Minot street; thence by the rear of the northerly side of New Minot and Van Winkle streets to the Shawmut Branch Railroad; thence by said railroad to Fuller street; thence by the rear of the northerly side of Fuller street to Milton avenue; thence by the rear of the easterly side of Milton avenue and Edson street to Norfolk street; thence by the centre of Norfolk street to Bernard street; thence by the centre of Bernard street to Talbot avenue; thence by the rear of the southerly side of Talbot avenue to Centre street; thence by the rear of the southerly side of Centre street to the Shawmut Branch Railroad; thence by said railroad to the point of beginning.

Hugh O'Brien District, for Boys and Girls.

Beginning at the junction of West Cottage street and Blue Hill avenue; thence by the centres of Blue Hill avenue, Dudley and Hampden streets to Eustis street; thence by the rear of the southerly side of Eustis street to No. 270; thence by a direct line to Gerard street; thence by the centre of Gerard street to Massachusetts avenue; thence by the centres of Massachusetts avenue, Southampton and Northampton streets to the former boundary line between Boston and Roxbury; thence by said boundary line to the South bay; thence by the water to a point where the former boundary line between South Boston and Dorchester crosses the old New England Railroad; thence by said railroad to Dudley street; thence by the rear of the southerly side of Dudley street to West Cottage street; thence by the rear of the northerly side of West Cottage street to the point of beginning.

Hyde District, for Girls.

Beginning at the junction of Washington and Ruggles streets; thence by the centre of Ruggles street to Halleck street; thence by the centre of Halleck street to Caldwell street; thence by the rear of the southerly side of Caldwell

street to Parker street; thence by the rear of the westerly sides of Parker and Hemenway streets to Bryant street; thence by the centre of Hemenway street to Gainsborough street; thence by the rear of the westerly side of Gainsborough street to the Boston & Providence Railroad; thence by the centres of Camden street and Columbus avenue to Westfield street; thence by the centres of Westfield and Lenox streets to Sawyer street; thence by the rear of the northeasterly sides of Sawyer, Woodbury and Thorndike streets to Harrison avenue; thence by the centre of Harrison avenue to Eustis street; thence by the centres of Eustis and Washington streets to the point of beginning.

Jefferson District, for Boys and Girls.

Beginning on Huntington avenue at the Brookline line; thence by the centre of Huntington avenue to the rear of the westerly side of Parker Hill avenue; thence by the rear of the westerly and southerly side of Parker Hill avenue to Parker street; thence by the rear of the westerly side of Parker street to Heath street; thence by the centre of Heath street to Bickford street; thence by the centre of Bickford street to Minden street; thence by the centre of Minden street to Gay Head street; thence by the centre of Gay Head street to Round Hill street; thence by the centre of Round Hill street to Day street; thence by the centre of Day street to Perkins street; thence by the centre of Perkins street to Jamaica way; thence by Jamaica way to the point of beginning.

John A. Andrew District, for Boys.

Beginning at Old Harbor bay at the former boundary line between South Boston and Dorchester, and following this line to the South bay; thence by the water in a northerly direction to the extension of D street; thence by the centre of D street, Old Colony avenue, E, Eighth, and Old Harbor streets to Old Harbor bay; thence by the water to the point of beginning.

John A. Andrew District, for Girls.

Beginning at Old Harbor bay at the former boundary line between South Boston and Dorchester, and following this line to the South bay; thence by the water in a northerly direction

to the extension of D street; thence by the centre of D street, Old Colony avenue, E, Ninth, and Old Harbor streets to Old Harbor bay; thence by the water to the point of beginning.

Lawrence District, for Boys.

All that part of South Boston west and northwest of the centre of D street.

Lewis District, for Boys and Girls.

Beginning at the junction of Dale and Regent streets; thence by the centre of Regent street to Warren street; thence by the centre of Warren street to Winthrop street; thence by the centres of Winthrop street and Blue Hill avenue to Maywood street; thence by the rear of the northerly side of Maywood street to Warren street; thence by the centre of Warren street to Blue Hill avenue; thence by the centres of Blue Hill avenue and Seaver street to Humboldt avenue; thence by the rear of the easterly side of Humboldt avenue to Townsend street; thence by the centres of Townsend and Washington streets to Marcella street; thence by the rear of the easterly side of Washington street to Elmore street; thence by the rear of the southerly side of Elmore street to Kensington street; thence by the rear of the easterly side of Kensington street to Bainbridge street; thence by the centre of Bainbridge street to Dale street; thence by the rear of the southerly side of Dale street to the point of beginning.

Lincoln District, for Boys.

Beginning at the centre of Dorchester street on the northern shore; thence by the centres of Dorchester, Emerson, and L streets to the southern shore; thence by the water line to the foot of M street; thence by the centre of M street to Sixth street; thence by the centre of Sixth street to O street; thence by the centre of O street to the northern shore; thence by the water to the point of beginning.

Longfellow District, for Boys and Girls.

Beginning at the junction of Washington and High streets; thence by a line in a northerly direction to the junction of Church and Centre streets; thence by the centre of Church

street to the Brookline line; thence by said line to Allandale street; thence by the centres of Allandale, Centre, Walter, Bussey and South streets to the Dedham Branch Railroad; thence by the railroad in a westerly direction to South street again; thence by the centres of South and Birch streets and Dudley avenue to Washington street; thence by the centre of Washington street to Metropolitan avenue; thence by the centre of Metropolitan avenue to Kittredge street; thence by the centre of Kittredge street to Beech street; thence by the centre of Beech street to Farrington avenue; thence by the centre of Farrington avenue to Rockland street; thence by the centre of Rockland street to Washington street; thence by the centre of Washington street to the point of beginning.

Lowell District, for Boys and Girls.

Beginning at the corner of Perkins and Day streets; thence by the centre of Day street to Round Hill street; thence by the centre of Round Hill street to Gay Head street; thence by the centre of Gay Head street to Minden street; thence by the centre of Minden street to Bickford street; thence by the centre of Bickford street to Heath street; thence by the centre of Heath street to Heath square; thence by the rear of the westerly side of Old Heath street to Centre street; thence by the centre of Centre street to Marcella street; thence by the rear of the westerly side of Marcella street to Washington street; thence by the centre of Washington street to Dimock street; thence by the rear of the northerly side of Dimock street, and by a direct line of Dimock street extended to the Boston and Providence Railroad; thence by said railroad in a direct line to Paul Gore street; thence by the centre of Paul Gore street to Centre street; thence by the centre of Centre street to South Huntington avenue; thence by a direct line to the junction of Jamaica way and Perkins street; thence by the centre of Perkins street to the point of beginning.

Lyman District, for Boys and Girls.

Beginning at the junction of Brooks street and the railroad; thence by the centre of Brooks street to Bennington street; thence by the centre of Bennington street across Central square to the water; thence by the water to Cunard Wharf; thence by the railroad to the point of beginning.

Martin District, for Boys and Girls.

Beginning at the junction of Ruggles and Parker streets; thence by the rear of the westerly sides of Parker and Hemenway streets to Bryant street; thence by the centre of Bryant street to the Fenway; thence by the centre of the Fenway in a westerly direction to the Brookline boundary line; thence by said boundary line to Huntington avenue; thence by the centre of Huntington avenue to Parker Hill avenue; thence by the rear of the westerly and southerly sides of Parker Hill avenue to Parker street; thence by the rear of the westerly side of Parker street to Tremont street; thence by the rear of the southerly side of Tremont street to Phillips street; thence by the centre of Phillips street to Smith street; thence by the centre of Smith street to Parker street; thence by the centre of Parker street to Prentiss street; thence by the centre of Prentiss street to Halleck street; thence by the centre of Halleck street to the junction of Halleck and Caldwell streets; thence by the rear of the southerly side of Caldwell street to Parker street; thence by the rear of the westerly side of Parker street to the point of beginning.

Mary Hemenway District, for Boys and Girls.

Beginning at the point where the Old Colony Railroad crosses Freeport street near Beach street; thence by the Old Colony and the Shawmut Branch Railroads to Dickens street; thence by the northerly side of Dickens street to Adams street; thence by the centre of Adams street to Field's Corner; thence by the centre of Dorchester avenue to Charles street; thence by the northerly side of Charles street to a point on the brook west of the end of Charles street; thence in a southeasterly direction to the Shawmut Branch Railroad; thence by said railroad to Welles avenue; thence by the rear of the northerly side of Welles avenue to Dorchester avenue; thence by the rear of the easterly side of Dorchester avenue to Wrentham street; thence by the rear of the northerly and easterly sides of Wrentham and Bruce streets to Ashmont street; thence by the centre of Ashmont to Freeport street; thence by the rear of the westerly side of Freeport street to the water at Commercial-point bridge; thence by the water to the point of beginning.

Mather District, for Boys and Girls.

Beginning at the southern shore of Savin Hill, on the Old Colony Railroad; thence by said railroad to Bay street; thence by the rear of the northerly side of Bay street to Dorchester avenue; thence by the centres of Dorchester and Savin Hill avenues to Pleasant street; thence by the centre of Sawyer avenue to Cushing avenue; thence by the centre of Cushing avenue to its junction with Sawyer avenue at the summit of Jones' Hill; thence by a direct line to Glendale street; thence by the centre of Glendale street and Columbia road to Quincy street; thence by the centre of Quincy to Mt. Everett street; thence by the centre of Mt. Everett street to Hamilton street; thence by a direct line to Pilgrim place; thence by the centre of Pilgrim place, Richfield street, Puritan avenue, Wales place, Olney-street place, Olney, Blakeville, Bowdoin, and Topliff streets and Geneva avenue to the Shawmut Branch Railroad; thence by said railroad, and by a line in a northwesterly direction to a point on the brook west of the end of Charles street; thence by a direct line to Charles street; thence by the rear of the northerly side of Charles street to Dorchester avenue; thence by the centre of Dorchester avenue to Fields' Corner; thence by the centre of Adams to Dickens street; thence by the rear of the northerly side of Dickens street to the Shawmut Branch Railroad; thence by the Shawmut Branch and Old Colony Railroads in a northerly direction to the water; thence by the water to the point of beginning.

Minot District, for Boys and Girls.

Beginning at Commercial-point bridge on Freeport street; thence by the westerly side of Freeport to Ashmont street; thence by the centre of Ashmont street to Adams street; thence by the rear of the westerly side of Adams street to New Minot street; thence by the rear of the northerly side of New Minot street to Frederika street; thence by the rear of the easterly side of Frederika street to Codman street; thence by the rear of the northerly side of Codman street to the Shawmut Branch Railroad; thence by said railroad to its junction with the Milton Branch Railroad; thence in a southeasterly direction to the Neponset river; thence by the water to the point of beginning.

Norcross District, for Girls.

All that part of South Boston lying west and northwest of a line beginning at the centre of E street on the northern shore, and running by the centre of E street, Old Colony avenue, and the extension of D street to the South bay.

Oliver Hazard Perry District, for Boys.

All that part of South Boston lying easterly and southeasterly of a line beginning at the water's edge on Dorchester bay at the foot of M street; thence by the centre of M street to Sixth street; thence by the centre of Sixth street to O street; thence by the centre of O street to the water line of Boston Harbor.

Oliver Hazard Perry District, for Girls.

All that part of South Boston lying easterly and southeasterly of a line beginning at the water's edge on Dorchester bay at the foot of M street; thence by the centre of M street to Sixth street; thence by the centre of Sixth street to N street; thence by the centre of N street to the water line of Boston Harbor.

Oliver Wendell Holmes District, for Boys and Girls.

Beginning on Blue Hill avenue at the rear of the northerly side of Glenway street; thence by the rear of the northerly side of Glenway street to York street; thence by the rear of the northerly side of York street and by a straight line across the Midland Division of the New York, New Haven and Hartford Railroad; thence by the rear of the northerly side of Faxon street to Washington street; thence by the centre of Washington street to Bowdoin street; thence by the centre of Bowdoin street to Topliff street; thence by the centre of Topliff street to Geneva avenue; thence by the centre of Geneva avenue to the Shawmut Branch of the New York, New Haven and Hartford Railroad; thence by said railroad to Centre street; thence by the rear of the southerly side of Centre street to Talbot avenue; thence by the rear of the southerly side of Talbot avenue to Harvard street; thence by the westerly side of Harvard street to Austin street; thence by the centre of Austin street to

Canterbury street; thence by the centre of Canterbury street to Blue Hill avenue; thence by the centre of Blue Hill avenue to the point of beginning.

Phillips District, for Boys.

Beginning at the water at the end of Craigie's bridge; thence by the centre of Leverett street to Lynde street; thence by the centre of Lynde street to Cambridge street; thence by the centre of Cambridge street to Court street; thence by the centre of Court street to Tremont street; thence by the centre of Tremont street to Beacon street; thence by the centre of Beacon street to Charles street; thence by the rear of the westerly side of Beacon street to Otter street; thence by the centre of Otter street to the water; thence by the water to the point of beginning.

Phillips Brooks District, for Boys and Girls.

Beginning at the junction of Quincy street and Columbia road; thence by the centre of Columbia road to Brunswick street; thence by the rear of the northerly side of Brunswick street to Lorraine street; thence by the rear of the westerly side of Lorraine street to Devon street; thence by the rear of the northerly side of Devon street to Normandy street; thence by the centre of Normandy street to Stanwood street; thence by the rear of the northerly side of Stanwood street to Blue Hill avenue; thence by the centre of Blue Hill avenue to Warren street; thence by the centre of Warren street to Maywood street; thence by the rear of the northerly side of Maywood street to Blue Hill avenue; thence by the centre of Blue Hill avenue to West Cottage street; thence by the rear of the northerly side of West Cottage street to Dudley street; thence by the rear of the southerly side of Dudley street to the old New England Railroad; thence by said railroad to Quincy street; thence by the centre of Quincy street to the point of beginning.

Prescott District, for Boys and Girls.

Beginning at Mystic river at a point opposite Sackville street; thence by a direct line to Sackville street; thence by the rear of the southerly side of Sackville to Bunker Hill street; thence by the centre of Bunker Hill to Green

street; thence by both sides of Green to Bartlett street; thence by the rear of the easterly side of Bartlett street to Monument square; thence by Monument square to Lexington street; thence by the rear of the northerly side of Lexington street to Bunker Hill street; thence by the centres of Bunker Hill and Tufts streets in a direct line to Mystic river; thence by the water to the point of beginning.

Prince District, for Boys and Girls.

Beginning at the water opposite the foot of Massachusetts avenue; thence by the water to Otter street; thence by the centre of Otter to Beacon street; thence by both sides of Beacon street to Charles street; thence by the centres of Charles street, Park square, and Columbus avenue to the Boston and Albany Railroad; thence by said railroad to the Boston and Providence Railroad; thence by the Boston and Providence Railroad to Gainsborough street; thence by the rear of the westerly side of Gainsborough street to Hemenway street; thence by the centre of Hemenway street to Bryant street; thence by the centre of Bryant street to the Fenway; thence by the centre of the Fenway in a westerly direction to the Brookline boundary line; thence by said boundary line to Commonwealth avenue; thence by both sides of Commonwealth avenue to Essex street; thence by the centre of Essex street to Essex-street bridge; thence by the bridge to the water; thence by the water to the point of beginning.

Quincy District, for Boys.

Beginning at the Dover-street bridge; thence by the centres of Dover street, Harrison avenue, Chauncy, Summer, Otis, Devonshire, and State streets to the water; thence by the water to the point of beginning.

Rice District, for Boys.

Beginning at the east end of Canton street; thence by the centre of Canton street to the Boston and Providence Railroad; thence by said railroad to the Boston and Albany Railroad; thence by the latter railroad to Berkeley street; thence by the centres of Berkeley and Dover streets to Dover-street bridge; thence by the water to the point of beginning.

Robert G. Shaw District, for Boys and Girls.

Beginning at the junction of Poplar street with Hyde Park boundary line; thence in a northwesterly direction to the junction of High and Washington streets; thence in a northerly direction to the junction of Church and Centre streets; thence by the centre of Church street to Brookline line; thence by Brookline and Newton lines to Charles river; thence by Charles river to Dedham line; thence by Dedham line to Hyde Park line; thence by Hyde Park line to the point of beginning.

Roger Wolcott District, for Boys and Girls.

Beginning at a point on the Neponset river from which a line extended to the northward passes through a point midway between the house now, or formerly, of Aaron D. Capen, and the house now, or formerly, of Tilden Ames on River street; thence by said line to the junction of Selden and Morton streets; thence by the rear of the southerly side of Selden street to Milton avenue; thence by the rear of the easterly side of Milton avenue and Edson street to Norfolk street; thence by the centre of Norfolk street to Bernard street; thence by the centre of Bernard street to Talbot avenue; thence by the rear of the southerly side of Talbot avenue to Blue Hill avenue; thence across Blue Hill avenue by the westerly side of Harvard street to the boundary line between Boston and Hyde Park; thence by said boundary line and the Neponset river to the point of beginning.

Sherwin District, for Boys.

Beginning at the junction of Washington and Ruggles streets; thence by the centre of Ruggles street to Halleck street; thence by the centre of Halleck street to Caldwell street; thence by the rear of the southerly side of Caldwell street to Parker street; thence by the rear of the westerly sides of Parker and Hemenway streets to Bryant street; thence by the centre of Hemenway street to Gainsborough street; thence by the rear of the westerly side of Gainsborough street to the Boston and Providence Railroad; thence by the centres of Camden street and Columbus avenue to Westfield street; thence by the centres of Westfield and Tremont streets to Kendall street; thence by the rear of the

northeasterly side of Kendall street to Shawmut avenue; thence by the centre of Shawmut avenue to Woodbury street; thence by the centres of Woodbury and Thorndike streets to Harrison avenue; thence by the centre of Harrison avenue to Eustis street; thence by the centres of Eustis and Washington streets to the point of beginning.

Shurtleff District, for Girls.

Beginning at the centre of Dorchester street on the northern shore; thence by the centres of Dorchester and G streets to the water on the southern shore; thence by the water to Old Harbor street; thence by the centres of Old Harbor, Ninth, and E streets to the water on the northern shore; thence by the water to the point of beginning.

Thomas Gardner District, for Boys and Girls.

Beginning at North Beacon street at the Watertown bridge; thence by the centre of North Beacon street to the present boundary line between the Bennett District and the Washington Allston District; thence by said boundary line to the Boston and Albany Railroad; thence by the southerly side of said railroad to Cambridge street; thence by the rear of the northerly side of Cambridge street to Mansfield street; thence by the rear of the westerly side of Mansfield street to Coolidge street; thence by the rear of the northerly side of Coolidge street to North Harvard street; thence by a line running easterly to a point on the Charles river midway between Cambridge street and Western avenue; thence by the Charles river to the point of beginning.

Thomas N. Hart District, for Boys.

Beginning at the junction of Emerson and Dorchester streets; thence by the centres of Emerson and L streets to the water on the southern shore; thence by the water to Old Harbor street; thence by the centres of Old Harbor and Dorchester streets to the point of beginning.

Warren District, for Boys and Girls.

Beginning at Prison Point bridge; thence by the centre of Austin street to Chapman street; thence by the rear of

the southerly side of Chapman street to Main street; thence by the centres of Main and Warren streets to Cordis street; thence by the centre of Cordis street to High street; thence by the centre of High street to Monument square; thence by Monument square to Bartlett street; thence by the rear of the easterly side of Bartlett street to Green street; thence by the rear of the northerly side of Green street to Bunker Hill street; thence by the centre of Bunker Hill street to Sackville street; thence by the rear of the southerly side of Sackville street in a direct line to the water; thence by the water to a point opposite North Mead street extended; thence by the southerly side of North Mead street, excluding Grant's court, to Bunker Hill street; thence by the centre of Bunker Hill street and the rear of the southerly side of Mead street to Main street; thence by the centre of Main street to a point opposite Mill street; thence by the rear of the northerly side of Mill street to Rutherford avenue; thence by the centre of Rutherford avenue to Chapman street; thence by the rear of the northerly side of Chapman street to Austin street; thence by the centre of Austin street to the point of beginning.

Washington District, for Boys and Girls.

Beginning at the water at the lower end of Haverhill street; thence by the centre of Haverhill street to Washington street; thence by the centre of Washington street to Court street; thence by the centre of Court street to Cambridge street at Bowdoin square; thence by the centre of Cambridge street to Lynde street; thence by the centre of Lynde street to Leverett street; thence by the centre of Leverett street to the water; thence by the water to the point of beginning.

Washington Allston District, for Boys and Girls.

Beginning at the point where Market street crosses the Boston and Albany Railroad; thence by the rear of the easterly side of Market street to North Beacon street; thence by the centre of North Beacon street to Dustin street; thence by the centre of Dustin street to Cambridge street; thence westerly by the rear of the southerly side of Cambridge street to Warren street; thence easterly by the rear of the

northerly side of Warren street to Commonwealth avenue; thence by the centre of Commonwealth avenue to Summit avenue; thence by the rear of the westerly side of Summit avenue to the Brookline line; thence by the Brookline line to the Brookline bridge; thence by the Charles river to a point midway between Cambridge street and Western avenue; thence by a line running westerly to Coolidge street, crossing North Harvard street; thence by the rear of the northerly side of Coolidge street to Mansfield street; thence by the rear of the westerly side of Mansfield street to Cambridge street; thence by the rear of the northerly side of Cambridge street to the Boston and Albany Railroad; thence by the southerly side of said railroad to the point of beginning.

Wells District, for Girls.

Beginning at the water at the West Boston bridge; thence by the water to Craigie's bridge; thence by the centre of Leverett street to Green street; thence by the centre of Green street to Chambers street; thence by the centre of Chambers street to Eaton street; thence by the centre of Eaton street to North Russell street; thence by the centre of North Russell street to Cambridge street; thence by the centre of Cambridge street to the point of beginning.

William E. Russell District, for Boys and Girls.

Beginning at the point where the old New England Railroad crosses East Cottage street; thence by the rear of the southerly side of East Cottage street to Edward Everett square; thence by the outside line of Edward Everett square to East Cottage street; thence by the rear of the southerly side of East Cottage street to Dorchester avenue; thence by the rear of the westerly side of Dorchester avenue to Harbor View street; thence by the rear of the southerly side of Harbor View street continued to the water; thence by the water to the former boundary line between South Boston and Dorchester; thence by said boundary line to the South bay; thence by the water to the old New England Railroad; thence by said railroad to the point of beginning.

LAWs RELATING TO THE SCHOOL COMMITTEE.

CHAPTER 241 OF THE ACTS OF 1875.

AN ACT TO REORGANIZE THE SCHOOL COMMITTEE OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. The qualified voters of the city of Boston, at the annual municipal election occurring in the year eighteen hundred and seventy-five, shall elect twenty-four persons, inhabitants of the city, to constitute with the mayor of said city, who shall be ²*ex officio* chairman thereof, the school committee of said city, the members of which shall serve without compensation; the eight persons who shall have received the largest number of votes shall hold their office for three years; the eight persons who shall have received the next largest number of votes shall hold their office for two years; and the eight persons who shall have received the next largest number of votes shall hold their office for one year. In case two or more persons elected shall have received an equal number of votes, those who are the seniors by age shall, for the division into classes hereby required, be classified as if they had received the largest number of votes in the order of ages. And thereafter the qualified voters shall annually elect eight persons, inhabitants of the city, to serve as members of the school committee for the term of three years.

SECT. 2. It shall be the duty of the clerks of the several wards of said city to make returns to the city clerk, after each municipal election, of the votes cast in their several wards for members of the school committee, and after the entry by the city clerk of said returns, or of an abstract thereof, in the official book kept for such purpose, it shall be the duty of the board of aldermen to examine and compare said returns and thereupon to cause certificates of election to be issued to such and so many of the members of said school committee as

¹ See chapter 349, Acts of 1905 [An Act to Reorganize the School Committee of the City of Boston]. See page 165.

² Section 10 of chapter 266 of the Acts of 1885 [An Act to amend the Charter of the City of Boston] provides that "The mayor shall not be a member nor preside at any of the meetings, nor appoint any of the committees of either the Board of Aldermen or of the School Committee.

appear to have been chosen at such election; but said school committee shall be the final judge of the qualifications and elections of its own members.

SECT. 3. The persons so chosen as members of the school committee shall meet and organize on the second Monday in January, in the year eighteen hundred and seventy-six, and annually thereafter, at such time and place as the mayor may appoint. The unexpired term of office of all members and officers of the school committee as hitherto organized and established shall terminate immediately upon the organization of the school committee elected under this act.

[Section 3 amended by chapter 33, Acts of 1886. See page 148.]

SECT. 4. A majority of all the members of the school committee shall be necessary to constitute a quorum for the transaction of business. They shall choose a secretary, not of their own number, who shall also serve as secretary to the board of supervisors, an auditing clerk, and such other subordinate officers as they may deem expedient, and shall define their duties, fix their compensation, and may remove them at pleasure.

[Section 4 repealed by chapter 318, Acts of 1906. See page 170.]

SECT. 5. The school committee shall have the supervision and direction of the public schools, and shall exercise the powers and perform the duties in relation to the care and management of schools which are now exercised and performed by the school committee of said city, except so far as they may be changed or modified by this act, and shall have the powers and discharge the duties which may hereafter be imposed by law upon the school committees of cities and towns. They may elect teachers, and may discharge those now in office, as well as those hereafter elected. They shall appoint janitors for the schoolhouses, fix their compensation, designate their duties, and may discharge them at pleasure. They may fix the compensation of the teachers, but the salaries established at the commencement of each school year shall not be increased during such year.

SECT. 6. Whenever, in the judgment of the school committee, a new building or any addition to or alteration of a building is needed for school purposes, of an estimated cost of over one thousand dollars, they shall make a statement in writing to the city council of the necessity of the proposed

building, addition or alteration; and no contract for the purchase or lease of land, or for the erection, purchase or lease of any building, or for any addition to or alteration of any building for school purposes, shall be authorized by the city council until such statement has been made, nor until the locality and plans for the same have been approved by the school committee or by a sub-committee thereof, duly authorized to approve the same.

[Section 6 amended by chapter 297, Acts of 1889, and by chapter 362, Acts of 1899. See pages 149, 151. See, also, chapter 473, Acts of 1901, page 157.]

SECT. 7. The school committee shall elect a superintendent of schools and a board of supervisors, consisting of not more than six members, and shall define their duties and fix their compensation. The superintendent and the members of the board of supervisors shall hold office for the term of two years, unless sooner removed; and they may be removed for cause at any time by the school committee. No member of either branch of the city council or of the school committee shall hold the office of superintendent or supervisor, and no member of either branch of the city council shall be a member of the school committee. The superintendent shall be a member of the board of supervisors, and shall, when present, preside at their meetings.

[Section 7 repealed by chapter 231, Acts of 1906. See page 168.]

SECT. 8. The votes of the majority of the whole number of members of the school committee shall be necessary to elect the superintendent of schools, the supervisors, the head-masters of the Latin, normal and high schools, the masters of the grammar schools, or the director of a special study or exercise.

[*Approved May 19, 1875.*]

[Section 8 repealed by chapter 231, Acts of 1906. See page 168.]

CHAPTER 53 OF THE ACTS OF 1877.

AN ACT TO INCORPORATE THE BOSTON SCHOOL COMMITTEE.

Be it enacted, etc., as follows:

SECTION 1. The school committee of the city of Boston for the time being, is hereby made a corporation by the name of The School Committee of the City of Boston, and said

committee and its successors in office elected according to law in said city shall continue a body corporate for the purposes hereinafter set forth, with all the powers and privileges and subject to all the duties, restrictions and liabilities set forth in all general laws which now are or may hereafter be in force relating to such corporations.

SECT. 2. Said corporation shall have authority to receive and hold all sums of money, and real and personal estate not exceeding in the aggregate the value of two hundred thousand dollars, which money may be given, granted, bequeathed or devised to it for the benefit of the teachers in the public schools of the city of Boston, or their families, requiring charitable assistance, or for the benefit of any persons or the families of any persons who have formerly been such teachers, requiring charitable assistance. It shall have power to manage and dispose of the same according to its best discretion and to execute any and all trusts according to the tenor thereof which may be created for the purposes aforesaid.

SECT. 3. Said corporation shall likewise be entitled to receive from the members of the school committee within the present limits of that part of the city of Boston which was formerly the city of Charlestown, the fund known as the Charlestown School Trust Fund, and shall hereafter manage said fund and disburse the income thereof within the limits of the former city of Charlestown according to the tenor of the instruments creating said trust.

[*Approved March 13, 1877.*]

[See chapter 235, Acts of 1900, page 152. See, also, chapter 349, Acts of 1905, page 165.]

CHAPTER 33 OF THE ACTS OF 1886.

AN ACT TO PROVIDE FOR THE ORGANIZATION OF THE SCHOOL COMMITTEE OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:

Section three of chapter two hundred and forty-one of the acts of the year eighteen hundred and seventy-five is amended by striking out the words "in the year eighteen hundred and seventy-six and annually thereafter at such time and place as the mayor may appoint", and by inserting in place thereof the words:—in each year,—so that

the first clause of said section shall read as follows:—The persons so chosen as members of the school committee shall meet and organize on the second Monday in January in each year.

[*Approved February 27, 1886.*]

[See chapter 349, Acts of 1905, page 165.]

CHAPTER 297 OF THE ACTS OF 1889.

AN ACT TO ENLARGE THE POWERS OF THE SCHOOL COMMITTEE OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. Section six of chapter two hundred and forty-one of the acts of the year eighteen hundred and seventy-five is hereby repealed, and the following substituted therefor:—*Section 6.* The school committee shall have full power and authority to order to be made on the school buildings any additions, alterations and repairs, for school purposes, which it deems to be necessary; to provide temporary accommodations for school purposes; to select, bond and purchase the land required for school buildings and their yards; and to fix finally and conclusively the plans for school buildings to be erected; *provided*, that nothing herein shall authorize said school committee, in behalf of the city of Boston, to expend or contract to expend for said purposes any money in excess of the amount previously appropriated therefor.

SECT. 2. This act shall take effect upon its passage.

[*Approved May 3, 1889.*]

[Further amended by chapter 362, Acts of 1899. See page 151. See, also, chapter 473, Acts of 1901, page 157.]

CHAPTER 400 OF THE ACTS OF 1898.

AN ACT RELATIVE TO THE SUPPORT OF THE PUBLIC SCHOOLS OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. The school committee of the city of Boston shall forthwith after the passage of this act, and on or before the first day of March in each year thereafter, by vote of two-thirds of all its members, taken by yeas and nays, make

appropriations for the support of the public schools of said city for the financial year, including repairs and alterations on school buildings. Such appropriations shall be made by items specifying the purposes for which the money is to be expended. Such appropriations, which shall be included within the tax limit of said city for municipal purposes as now established by law, shall not exceed in the aggregate, upon each one thousand dollars of the average valuation of the taxable property in said city as ascertained under the provisions of law limiting the rate of taxation in said city, the following sums for the periods specified, to wit:— For the financial year ending on the thirty-first day of January in the year eighteen hundred and ninety-nine, two dollars and eighty cents; for the financial year ending on the thirty-first day of January in the year nineteen hundred, two dollars and eighty-five cents; and for the financial year ending on the thirty-first day of January in the year nineteen hundred and one, and for each financial year thereafter, two dollars and ninety cents; and any vote or appropriation requiring a larger assessment than as above specified shall be void; and said school committee shall have no authority to incur any liability or make any expenditure in excess of such appropriations, anything in any statute to the contrary notwithstanding. Of the total amount authorized to be appropriated as aforesaid an appropriation of which the several items shall amount to not less than twenty-five cents upon each one thousand dollars of said average valuation shall be expended only for such repairs and alterations upon school buildings as said school committee shall order.

[Section 1, amended by chapter 448, Acts of 1901, by chapter 170, Acts of 1903, and by chapter 205, Acts of 1906. See pages 156, 162, 166.]

SECT. 2. The votes of said school committee making such appropriations shall have the same force and effect as orders or votes of the city council appropriating money, and shall be subject to the same provisions of law in respect to approval by the mayor, except that a vote of three-fourths of all the members of said school committee, taken by yeas and nays, shall be necessary to pass any such appropriation over the veto of the mayor.

SECT. 3. After an order or vote of said school committee making an appropriation shall have gone into effect the aggregate amount so appropriated shall be certified by the school committee to the board of assessors, and shall be

included by said assessors in the amount to be raised by taxation in said city for such year.

SECT. 4. Any balance of an appropriation so made by said school committee remaining unexpended at the close of any financial year, and not needed to carry out the requirements of any statute, gift, trust or special appropriation, and any amount within the limit above defined for such year not appropriated by said committee, shall be added to the amount which said committee may appropriate, as herein authorized, for the financial year next ensuing.

SECT. 5. The proceeds of any sale of any school lands or buildings shall be held in the city treasury of said city and used only for the purchase of land or the construction of buildings for school purposes, but shall not be so used without the approval of the mayor in writing in each specific case. Such proceeds shall be expended in accordance with the provisions of chapter four hundred and eight of the acts of the year eighteen hundred and ninety-five and acts in amendment thereof and in addition thereto.

SECT. 6. This act shall take effect upon its passage.

[*Approved May 7, 1898.*]

CHAPTER 362 OF THE ACTS OF 1899.

AN ACT RELATIVE TO ADDITIONS TO AND ALTERATIONS AND REPAIRS OF SCHOOL BUILDINGS IN THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. Section six of chapter two hundred and forty-one of the acts of the year eighteen hundred and seventy-five, as amended by chapter two hundred and ninety-seven of the acts of the year eighteen hundred and eighty-nine, is amended by striking out the words "order to be made," and inserting in place thereof the word:—make,—so as to read as follows:—*Section 6.* The school committee shall have full power and authority to make on the school buildings any additions, alterations and repairs, for school purposes, which it deems to be necessary; to provide temporary accommodations for school purposes; to select, bond and purchase the land required for school buildings and their yards; and to fix finally and con-

clusively the plans for school buildings to be erected; *provided* that nothing herein shall authorize said school committee, in behalf of the city of Boston, to expend or contract to expend for said purposes any money in excess of the amount previously appropriated therefor.

SECT. 2. This act shall take effect upon its passage.
[*Approved May 12, 1899.*]

CHAPTER 235 OF THE ACTS OF 1900.

AN ACT RELATIVE TO THE SCHOOL COMMITTEE OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. The members of the school committee of the city of Boston for the time being shall continue to constitute a corporation by the name of The School Committee of the City of Boston; shall as such corporation have all the powers and be subject to all the duties applicable to such corporations; shall continue to hold the funds now held by it for the benefit of persons or the families of persons who are or who have been teachers in the public schools of the city of Boston, and all other real or personal property hereafter given for said purposes, and shall take and hold all property hereafter given to it for lectures and other educational purposes, including the property left by Robert C. Waterston, late of Boston, to be known as the Teachers' Waterston Fund; and, conforming to the directions of the givers thereof, shall manage and dispose of all said property or the income thereof according to its best discretion, for the purposes aforesaid; ¹[but shall dispose of the income of the fund known as the Charlestown School Trust Fund for the benefit of persons or the families of persons who are or have been teachers within the limits of what was formerly the city of Charlestown.]

SECT. 2. This act shall take effect upon its passage.
[*Approved April 13, 1900.*]

¹ By chapter 262, Acts of 1902, amended by striking out the words in brackets.

CHAPTER 237 OF THE ACTS OF 1900.

AN ACT TO PROVIDE FOR A PUBLIC SCHOOL TEACHERS' RETIREMENT FUND
IN THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. Upon the passage of this act, a Teachers' Retirement Fund shall be created in the city of Boston, which shall consist of:—

(a.) A permanent fund, made up of gifts and legacies specifically given to said permanent fund, and a sum set apart by the board of trustees.

(b.) A general fund, made up of gifts and legacies not specifically given to said permanent fund, amounts retained from the salaries of teachers under the provisions of this act, and the interest derived from said permanent fund. The general fund may be drawn upon for the purposes of this act by said board of trustees, in its discretion.

SECT. 2. The superintendent of public schools in the city of Boston, three female teachers and three male teachers, also of said city and holding positions in the public schools as instructors, and four members of the school committee of said city, shall constitute the board of trustees. The superintendent of public schools shall hold office in said board *ex officio*, and the other ten members shall be chosen as follows:— At the first annual meeting of the school teachers in the city of Boston who are included in this act, which shall be held on the last Saturday of October in the year nineteen hundred, there shall be elected by ballot one female teacher who shall hold office for a term of one year, one female teacher who shall hold office for a term of two years, one female teacher who shall hold office for a term of three years, one male teacher who shall hold office for a term of one year, one male teacher who shall hold office for a term of two years and one male teacher who shall hold office for a term of three years; and a majority of all the votes cast shall be necessary in each case for an election. Said meeting shall be called by the superintendent of public schools after due notice to all the school teachers in the city of Boston included in this act, at such hour and place as he shall designate. Annually thereafter, at a meeting duly called by said board of trustees on the last Saturday in October, one female teacher and one male

teacher shall be elected in the same manner for a term of three years. At the first regular meeting of the school committee of the city of Boston in October in the year nineteen hundred it shall elect two of its number to be members of said board of trustees for a period of one year, and two of its number to be members of said board for a period of two years; and annually thereafter at its first meeting in October the school committee shall elect two of its number to be members of said board for a period of two years. Said board shall organize by adopting rules of its own, not inconsistent with this act, and in case of a vacancy in its membership shall have power to fill such vacancy for the unexpired term.

SECT. 3. Said board shall have control of the retirement fund, investing the same only in such securities as savings banks are authorized by law to invest in. The board shall receive and consider all applications for annuities under this act, and shall determine and direct payment of the same. The board shall keep full and complete records of the receipts and disbursements on account of this fund, and a complete list of all annuitants, and shall make a report of the same at each annual meeting of the teachers in October. All necessary expenses incurred by the board in carrying out the provisions of this act shall be paid out of the retirement fund, in accordance with votes of the board. The members of the board shall serve without compensation. Whenever any member of the board shall cease to hold a position as member of the school committee of said city, or as teacher in the public schools, respectively, his or her membership in the board shall thereupon cease.

[See chapter 233, Acts of 1902, page 160.]

SECT. 4. The city treasurer, under the direction of the board of trustees, shall be the custodian of the retirement fund, and shall make payments therefrom as ordered by the board. He shall receive such compensation for his services and clerk hire, not exceeding fifteen hundred dollars a year, as the board of trustees shall determine, and the sum so determined shall be appropriated for that purpose by the school committee of the city of Boston.

SECT. 5. Beginning with the monthly payments in November in the year nineteen hundred the city treasurer of the city of Boston shall reserve from the salary of each teacher who has come under the provisions of this act the sum of

three dollars, and in every alternate monthly payment thereafter shall reserve the same sum, and shall pay the sums so reserved into the school teachers' retirement fund, as herein provided.

SECT. 6. The city treasurer, upon vote of the board of trustees, shall pay out of said retirement fund, in monthly payments, such an annuity to any teacher who shall retire or be discharged from the service of the city, as the fund will allow and said board of trustees shall determine; but in no case shall a teacher receive such annuity unless such teacher has taught for thirty years, and for at least ten years in the public day schools of the city of Boston, except as hereinafter provided.

SECT. 7. The city treasurer, upon a vote of the board of trustees, shall pay out of the retirement fund, in monthly payments, such an annuity to any teacher who has taught not less than two years in the city of Boston, although less than thirty years in the aggregate, as the fund will allow and said board of trustees shall determine, if such teacher has become incapacitated for teaching and has been discharged from the service of the city of Boston: *provided*, that a certificate of such incapacity be furnished by the attending physician and by a physician employed by the board of trustees; and *further provided*, that the annuity shall cease when the incapacity ceases.

SECT. 8. All annuities shall be uniform in amount, whether the annuitants are retired under the provisions of section six or of section seven, except as provided in section nine of this act.

SECT. 9. No annuity shall be paid to any teacher until such teacher shall contribute, or has contributed to the general fund, a sum equal to all the assessments for thirty years, to wit: — Five hundred and forty dollars; but should any teacher seeking to retire under section six or section seven be unable to pay the full amount of assessments as above specified, before receiving an annuity, the board of trustees may in its discretion make to such retiring teacher such monthly payments as in the opinion of said board the needs of such teacher may require.

SECT. 10. Any teacher who shall have been a contributing member for two years or more, who shall retire from the service of the city of Boston not being in receipt of an annuity,

shall, upon application within three months after date of such retirement, receive one-half of the total amount paid by such teacher into said fund.

SECT. 11. This act shall be binding upon all teachers entering the service of the city of Boston after it goes into effect, and upon such of the teachers in the service of said city at the time of its enactment as may thereafter elect to come under its provisions; and notice in writing to the superintendent of schools, signed by the teacher so electing, shall be conclusive as to such election.

SECT. 12. The term "teacher," in this act, shall include all supervisors, superintendents of instruction, principals and regular instructors in the public day schools.

SECT. 13. This act shall take effect upon its passage.

[*Approved April 17, 1900.*]

CHAPTER 448 OF THE ACTS OF 1901.

AN ACT RELATIVE TO THE PUBLIC SCHOOLS OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. Section one of chapter four hundred of the acts of the year eighteen hundred and ninety-eight is hereby amended by striking out the whole of said section and inserting in place thereof the following:—*Section 1.* The school committee of the city of Boston, in each year, by vote of two-thirds of all its members, taken by yeas and nays, may make an appropriation in one sum for constructing and furnishing new school buildings including the taking of land therefor and for school yards, and the preparing of school yards for use, and may also make an appropriation in one sum for repairs and alterations of school buildings, and may make such other appropriations by items for the support of the public schools as it deems necessary. The total amount to be used in any one year for the public schools of the city and their support, in addition to the money which may be given therefor, the income collected, the balance of appropriations of years preceding such year, and the money which may be authorized by acts of the general court passed prior to the year nineteen hundred and two and not repealed, shall not exceed, prior to said last named year, an amount equal to two dollars and ninety cents, and after the year nine-

teen hundred and one an amount equal to three dollars and forty cents, upon each one thousand dollars of the valuation on which the appropriations of the city council are based; and the amount which may so be raised shall be appropriated by the school committee as aforesaid, and shall be a part of and be met by taxes within the tax limit; and of said amount of three dollars and forty cents not less than forty cents upon every such one thousand dollars shall be appropriated solely for new school buildings, lands, yards and furnishings as aforesaid, and not less than twenty-five cents upon every such one thousand dollars shall be appropriated solely for repairs and alterations of school buildings.

SECT. 2. This act shall take effect upon its passage.

[*Approved May 29, 1901.*]

[Amended by chapter 170, Acts of 1903, and by chapter 205, Acts of 1906. See pages 162, 166.]

CHAPTER 473 OF THE ACTS OF 1901.

AN ACT TO ESTABLISH A SCHOOLHOUSE DEPARTMENT OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. The schoolhouse department of the city of Boston is hereby established and shall be under the charge of a board of three commissioners, citizens of Boston, appointed by the mayor of the city without confirmation. During the current year one of said commissioners shall be appointed for the term of three years, one for the term of two years and one for the term of one year, beginning with the first day of June of said year; and on or before the expiration of any term a commissioner shall be appointed for a term of three years, beginning with the first day of June in the year in which such term expires. Any vacancy occurring in the number of the commissioners shall be filled by appointment of a commissioner in the manner aforesaid, for the remainder of the term. The members of the board shall be paid a salary; the chairman at the rate of four thousand dollars per annum, and each of the other members at the rate of thirty-five hundred dollars per annum. The school committee shall appropriate money to pay the salaries of the members of the board and so much of the necessary expenses of said department as are not provided for by section four of this

act. The provisions of chapter two hundred and sixty-six of the acts of the year eighteen hundred and eighty-five and of all other acts relating to the departments of the city of Boston or the officers or employees thereof, so far as they may be applicable and not inconsistent herewith, shall apply to said department and to the officers and employees thereof. The said board shall make an annual report in writing of its doings, and of all the business transacted by it, to the mayor of the city of Boston, and said report shall be printed as a public document of said city.

[Section 1 amended by chapter 376, Acts of 1904. See page 164.]

SECT. 2. The said board shall have and exercise all the power and authority conferred, and be subject to all the duties and obligations imposed, by all existing laws, whether special or general, upon the city council or school committee of the city of Boston relating to selecting lands for school purposes and requesting the street commissioners to take the same, providing temporary school accommodations, and making, altering and approving designs and plans for school purposes; erecting, completing, altering, repairing, furnishing, and preparing yards for, school buildings, and making contracts and selecting architects for doing the said work; and the said power and authority shall no longer be exercised by, nor said duties and obligations be imposed upon, the city council or school committee: *provided, however,* that the board of schoolhouse commissioners shall not incur any expense for any purpose beyond the amount authorized under section four of this act, in addition to the sums which may be appropriated by the school committee for such purpose.

SECT. 3. The said board in addition to the duties hereinbefore specified shall, as speedily as possible, request the street commissioners to take land for, and shall construct and furnish, and prepare yards for, such normal and other new school buildings as prior to the year nineteen hundred and two shall be determined by said board to be required at that date, for the accommodation of school children, in addition to the school buildings heretofore contracted for, after first obtaining the opinion in writing of the superintendent of schools of said city: *provided, nevertheless,* that, whenever the price proposed to be paid for a lot of land is more than twenty-five per cent. higher than its average assessed valua-

tion during the previous three years, then said land shall not be taken by purchase; and during the current year and the three years following shall do such work on existing school buildings as shall be determined by the board to be required to secure proper ventilation, proper sanitary conditions, protection from fire, and facilities for escape in case of fire, after the receipt by this board in writing of the opinion of said superintendent upon the proposed plans.

SECT. 4. To meet the expense of carrying out the provisions of the preceding section the treasurer of the city shall from time to time, on the request of the mayor, approved by a two-thirds vote of all the members of each branch of the city council, taken by yeas and nays, issue and sell bonds of the city within the debt limit during the current year to the amount of one million dollars, and during each of three years following, to an amount requested by said board and approved by the mayor prior to the first day of February, but not exceeding one million dollars in any one year. All expenses of said department incurred in carrying out the provisions of the preceding section shall be subject to approval by the mayor, and shall be paid out of the proceeds of said bonds.

[Section 4 amended by chapter 386, Acts of 1902. See page 160. See, also, chapter 392, Acts of 1905, for issue of additional bonds in that year.]

SECT. 5. The said board shall not erect or substantially alter any building, or provide temporary school accommodations, or furnish school buildings, or prepare school yards, until the superintendent of public schools of said city shall have submitted to this board his opinion in writing of the proposed changes and plans; nor shall said board request the street commissioners to take any land except within the limits of a school district which shall first be designated by the school committee, or pay for lands except as approved by the mayor.

SECT. 6. Nothing in this act shall prevent the school committee of the city from completing the taking of land, the erection and furnishing of buildings, and the preparation of yards, or from expending money under the provisions of chapter two hundred and eighty-eight of the acts of the year nineteen hundred and one; but the school committee may at any time transfer the said duties to the board hereby created, and require it to carry out the provisions of the said act.

SECT. 7. Any officer or other employee of the school committee or of any department of the city who shall lose his employment or whose tenure of office will be affected by the provisions of this act or by the carrying out thereof, may be appointed to a similar position under the school committee, or in any other department of the city, without civil service examination or enrolment.

SECT. 8. Chapter two hundred and thirty-nine of the acts of the year eighteen hundred and ninety-nine, and all acts and parts of acts inconsistent herewith, are hereby repealed.

SECT. 9. This act shall take effect upon its passage.

[*Approved June 6, 1901.*]

CHAPTER 233 OF THE ACTS OF 1902.

AN ACT TO AUTHORIZE THE TRUSTEES OF THE PUBLIC SCHOOL TEACHERS' RETIREMENT FUND TO INVEST IN BONDS OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. The treasurer of the city of Boston is hereby authorized to sell to the trustees of the Public School Teachers' Retirement Fund, and the said trustees are hereby authorized to buy, bonds of the city of Boston, upon the same terms and in such manner as the said treasurer is now authorized to sell such bonds to the board of sinking fund commissioners of the city of Boston.

SECT. 2. This act shall take effect upon its passage.

[*Approved March 27, 1902.*]

[See chapter 237, Acts of 1900, page 153.]

CHAPTER 386 OF THE ACTS OF 1902.

AN ACT RELATIVE TO THE BOARD OF SCHOOLHOUSE COMMISSIONERS OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. Chapter four hundred and seventy-three of the acts of the year nineteen hundred and one is hereby amended by striking out section four and inserting in place thereof the following: — *Section 4.* To meet the expenses incurred in taking land for and in constructing and furnishing such normal

and other new school buildings as prior to the year nineteen hundred and two shall be determined by said board to be required at that date for the accommodation of school children, in addition to the school buildings contracted for by the school committee, and in preparing yards for the same, the treasurer of the city shall from time to time, on the request of the mayor approved by a two-thirds vote of all the members of each branch of the city council, taken by yeas and nays, issue and sell bonds of the city within the debt limit during the current year to the amount of one million dollars, and during each of the three years following to an amount requested by said board and approved by the mayor, but not exceeding one million five hundred thousand dollars in any one year.

SECT. 2. This act shall take effect upon its passage.

[Approved May 12, 1902.]

CHAPTER 531 OF THE ACTS OF 1902.

AN ACT TO PROVIDE FOR LICENSING HAWKERS, PEDLERS AND BOOTBLACKS UNDER THE AGE OF FOURTEEN IN THE CITY OF BOSTON BY THE SCHOOL COMMITTEE OF SAID CITY.

Be it enacted, etc., as follows:

SECTION 1. Section seventeen of chapter sixty-five of the Revised Laws is hereby amended by inserting after the word "relative," in the second line, the words:—to the exercise of the trade of bootblacking by minors and,— by inserting after the word "scales," in the fourth line, the words:—or such trade,—by inserting after the word "regulations," in the sixth line, the words:—*provided*, that in the case of persons under the age of fourteen years in the city of Boston the foregoing powers shall be vested in and exercised by the school committee of that city,— and by inserting after the word "articles," in the sixth line, the words:—or exercises such trade,—so as to read as follows:—*Section 17.* The mayor and aldermen or selectmen may make regulations relative to the exercise of the trade of bootblacking by minors and to the sale by minors of any goods, wares or merchandise the sale of which is permitted by section fifteen, and may prohibit such sales or such trade, or may require a minor to obtain from them a license therefor to be issued on terms and con-

ditions prescribed in such regulations: *provided*, that in the case of persons under the age of fourteen years in the city of Boston the foregoing powers shall be vested in and exercised by the school committee of that city. A minor who sells such articles or exercises such trade without a license if one is required or who violates the conditions of his license or any of the provisions of said regulations shall be punished by a fine of not more than ten dollars for each offence.

SECT. 2. This act shall take effect on the first day of January in the year nineteen hundred and three.

[*Approved June 27, 1902.*]

CHAPTER 170 OF THE ACTS OF 1903.

AN ACT TO AUTHORIZE THE SCHOOL COMMITTEE OF THE CITY OF BOSTON TO MAKE ADDITIONAL APPROPRIATIONS IN THE PRESENT YEAR FOR THE SUPPORT OF THE PUBLIC SCHOOLS.

Be it enacted, etc., as follows:

SECTION 1. Section one of chapter four hundred of the acts of the year eighteen hundred and ninety-eight, as amended by section one of chapter four hundred and forty-eight of the acts of the year nineteen hundred and one, is hereby further amended by adding at the end thereof the words:— *provided*, that in the year nineteen hundred and three the school committee, instead of appropriating the said forty cents upon every such one thousand dollars solely for new school buildings, lands, yards and furnishings, as aforesaid, may appropriate such portion thereof as the mayor of the city may approve, not exceeding sixty thousand dollars, for the support of the public schools in addition to the amounts hereinbefore authorized to be used for that purpose,— so as to read as follows:— *Section 1.* The school committee of the city of Boston, in each year, by vote of two-thirds of all its members, taken by yeas and nays, may make an appropriation in one sum for constructing and furnishing new school buildings, including the taking of land therefor and for school yards, and the preparing of school yards for use, and may also make an appropriation in one sum for repairs and alterations of school buildings, and may make such other appropriations by items for the support of the public schools as it deems necessary. The total amount to be used in any one year for the

public schools of the city and their support, in addition to the money which may be given therefor, the income collected, the balance of appropriations of years preceding such year, and the money which may be authorized by acts of the general court passed prior to the year nineteen hundred and two and not repealed, shall not exceed, prior to said last named year, an amount equal to two dollars and ninety cents, and after the year nineteen hundred and one an amount equal to three dollars and forty cents, upon each one thousand dollars of the valuation on which the appropriations of the city council are based; and the amount which may so be raised shall be appropriated by the school committee as aforesaid, and shall be a part of and be met by taxes within the tax limit; and of said amount of three dollars and forty cents not less than forty cents upon every such one thousand dollars shall be appropriated solely for new school buildings, lands, yards and furnishings as aforesaid, and not less than twenty-five cents upon every such one thousand dollars shall be appropriated solely for repairs and alterations of school buildings: *provided*, that in the year nineteen hundred and three the school committee, instead of appropriating the said forty cents upon every such one thousand dollars solely for new school buildings, lands, yards and furnishings, as aforesaid, may appropriate such portion thereof as the mayor of the city may approve, not exceeding sixty thousand dollars, for the support of the public schools, in addition to the amounts hereinbefore authorized to be used for that purpose.

SECT. 2. This act shall take effect upon its passage.

[*Approved March 23, 1903.*]

[Amended by chapter 205, Acts of 1906. See page 166.]

CHAPTER 212 OF THE ACTS OF 1904.

AN ACT RELATIVE TO THE ADMISSION OF MEN TO THE BOSTON NORMAL SCHOOL.

Be it enacted, etc., as follows:

SECTION 1. The school committee of the city of Boston may admit men to the normal school maintained by that city, under such restrictions and subject to such regulations as the committee may deem advisable.

SECT. 2. This act shall take effect upon its passage.

[*Approved April 9, 1904.*]

CHAPTER 376 OF THE ACTS OF 1904.

AN ACT RELATIVE TO THE SCHOOLHOUSE DEPARTMENT OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. Section one of chapter four hundred and seventy-three of the acts of the year nineteen hundred and one is hereby amended by striking out the words "The school committee shall appropriate money to pay the salaries of the members of the board and so much of the necessary expenses of said department as are not provided for by section four of this act", in lines nineteen to twenty-two, both inclusive, and inserting in place thereof the words:—The salaries and other necessary expenses of said department shall be apportioned and paid out of the proceeds of the bonds authorized by section four of this act, and out of such sums as shall be appropriated by said school committee for constructing and furnishing new school buildings, including the taking of land therefor and for school yards, and the preparing of school yards for use, and for repairs and alterations of school buildings, which apportionment shall be approved by the mayor,—so as to read as follows:—*Section 1.* The schoolhouse department of the city of Boston is hereby established and shall be under the charge of a board of three commissioners, citizens of Boston, appointed by the mayor of the city without confirmation. During the current year one of said commissioners shall be appointed for the term of three years, one for the term of two years and one for the term of one year, beginning with the first day of June of said year; and on or before the expiration of any term a commissioner shall be appointed for a term of three years, beginning with the first day of June in the year in which such term expires. Any vacancy occurring in the number of the commissioners shall be filled by appointment of a commissioner in the manner aforesaid, for the remainder of the term. The members of the board shall be paid a salary; the chairman at the rate of four thousand dollars per annum, and each of the other members at the rate of thirty-five hundred dollars per annum. The salaries and other necessary expenses of said department shall be apportioned and paid out of the proceeds of the bonds authorized by section four of this act, and out of such sums as shall be appropriated by said school committee for

constructing and furnishing new school buildings, including the taking of land therefor and for school yards, and the preparing of school yards for use, and for repairs and alterations of school buildings, which apportionment shall be approved by the mayor. The provisions of chapter two hundred and sixty-six of the acts of the year eighteen hundred and eighty-five and of all other acts relating to the departments of the city of Boston or the officers or employees thereof, so far as they may be applicable and not inconsistent herewith, shall apply to said department and to the officers and employees thereof. The said board shall make an annual report in writing of its doings, and of all the business transacted by it, to the mayor of the city of Boston, and said report shall be printed as a public document of said city.

SECT. 2. This act shall take effect upon its acceptance by the city council of the city of Boston.

[*Approved May 25, 1904.*]

[Accepted by city council, and approved by the mayor June 25, 1904.]

CHAPTER 349 OF THE ACTS OF 1905.

AN ACT TO REORGANIZE THE SCHOOL COMMITTEE OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. The school committee of the city of Boston shall hereafter consist of five members, to be elected by such persons as shall be qualified to vote for school committee in said city; but no person shall be eligible for election to the committee who is not an inhabitant of the city and has not been a resident thereof for at least three years continuously prior to the election. The school committee shall serve without compensation, and their terms of office shall begin with the beginning of the municipal year following their election. At the annual municipal election in the year nineteen hundred and five, two persons shall be elected as aforesaid, to hold office for three years, two for two years and one for one year; and thereafter at each annual municipal election there shall be elected for the term of three years so many persons as may be necessary to fill the places of the member or members of said committee whose term or terms are about to expire. Vacancies in said committee arising

from death, resignation or otherwise shall be filled for the unexpired term at the next annual municipal election.

SECT. 2. Upon the organization of the school committee elected under and in accordance with the provisions of this act, the terms of office of the members of the present school committee of the city of Boston shall immediately terminate, and said members shall cease to exercise any authority under chapter fifty-three of the acts of the year eighteen hundred and seventy-seven, and acts in amendment thereof and in addition thereto.

SECT. 3. The school committee elected under and in accordance with the provisions of this act shall be the lawful successors of the present school committee, and shall be entitled to all the powers and privileges conferred, and subject to the duties and obligations imposed by chapter fifty-three of the acts of the year eighteen hundred and seventy-seven, and acts in amendment thereof and in addition thereto.

SECT. 4. So much of any act as is inconsistent herewith is hereby repealed.

SECT. 5. This act shall take effect upon its passage.

[*Approved April 28, 1905.*]

CHAPTER 205 OF THE ACTS OF 1906.

AN ACT RELATIVE TO APPROPRIATIONS FOR THE SUPPORT OF THE PUBLIC SCHOOLS IN THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. Section one of chapter four hundred of the acts of the year eighteen hundred and ninety-eight, as amended by section one of chapter four hundred and forty-eight of the acts of the year nineteen hundred and one, and by section one of chapter one hundred and seventy of the acts of the year nineteen hundred and three, is hereby further amended by adding at the end thereof the words:— and *provided, further*, that in the year nineteen hundred and six the said school committee, instead of appropriating solely for repairs and alterations of school buildings the whole proceeds of the twenty-five cents upon each one thousand dollars of the valuation on which the appropriations of the

city council are based, as aforesaid, may appropriate therefrom the sum of sixty thousand dollars for the support of the public schools, in addition to the amounts hereinbefore authorized to be appropriated for that purpose, and may appropriate for repairs and alterations of school buildings, as aforesaid, the remainder of the proceeds of said twenty-five cents upon each one thousand dollars of the valuation on which the appropriations of the city council are based,—so as to read as follows:—*Section 1.* The school committee of the city of Boston, in each year, by vote of two-thirds of all its members, taken by yeas and nays, may make an appropriation in one sum for constructing and furnishing new school buildings, including the taking of land therefor and for school yards, and the preparing of school yards for use, and may also make an appropriation in one sum for repairs and alterations of school buildings, and may make such other appropriation by items for the support of the public schools as it deems necessary. The total amount to be used in any one year for the public schools of the city and their support, in addition to the money which may be given therefor, the income collected, the balance of appropriations of years preceding such year, and the money which may be authorized by acts of the general court passed prior to the year nineteen hundred and two and not repealed, shall not exceed, prior to said last named year, an amount equal to two dollars and ninety cents, and after the year nineteen hundred and one an amount equal to three dollars and forty cents, upon each one thousand dollars of the valuation on which the appropriations of the city council are based; and the amount which may be so raised shall be appropriated by the school committee as aforesaid, and shall be a part of and be met by taxes within the tax limit; and of said amount of three dollars and forty cents not less than forty cents upon every such one thousand dollars shall be appropriated solely for new school buildings, lands, yards and furnishings as aforesaid, and not less than twenty-five cents upon every such one thousand dollars shall be appropriated solely for repairs and alterations of school buildings: *provided*, that in the year nineteen hundred and three the school committee, instead of appropriating the said forty cents upon every such one thousand dollars solely for new school buildings, lands, yards and furnishings,

as aforesaid, may appropriate such portion thereof as the mayor of the city may approve, not exceeding sixty thousand dollars, for the support of the public schools, in addition to the amounts hereinbefore authorized to be used for that purpose; and *provided, further*, that in the year nineteen hundred and six the said school committee, instead of appropriating solely for repairs and alterations of school buildings the whole proceeds of the twenty-five cents upon each one thousand dollars of the valuation on which the appropriations of the city council are based, as aforesaid, may appropriate therefrom the sum of sixty thousand dollars for the support of the public schools, in addition to the amounts hereinbefore authorized to be appropriated for that purpose, and may appropriate for repairs and alterations of school buildings, as aforesaid, the remainder of the proceeds of said twenty-five cents upon each one thousand dollars of the valuation on which the appropriations of the city council are based.

SECT. 2. This act shall take effect upon its passage.

[*Approved March 28, 1906.*]

CHAPTER 231 OF THE ACTS OF 1906.

AN ACT RELATIVE TO THE TERMS OF OFFICE OF THE SUPERINTENDENT AND ASSISTANT SUPERINTENDENTS OF THE PUBLIC SCHOOLS OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. The school committee of the city of Boston, in the current year, and in each sixth year thereafter, shall elect a superintendent of schools, who shall hold office for the term of six years from the first day of September in said year. In the current year the school committee shall elect six assistant superintendents, one of whom shall hold office for one year, one for two years, one for three years, one for four years, one for five years and one for six years, all of said terms to begin on the first day of September in the current year; and thereafter said committee shall annually elect one assistant superintendent for the term of six years from the first day of September in the year of his election. If a vacancy shall occur in the office of superintendent or of assistant superintendent the school committee shall fill such vacancy or vacancies for the

unexpired term. The school committee shall define the duties and fix the compensation of the superintendent and assistant superintendents, and may remove them, or any of them, for cause. The superintendent and assistant superintendents shall constitute a board, to be known as the board of superintendents. The superintendent shall, when present, preside at the meetings of said board. Said board shall have all the powers and duties now or hereafter conferred or imposed by law upon the board of supervisors of said city. No member of either branch of the city council or of the school committee shall hold the office of superintendent or assistant superintendent, and no member of either branch of the city council shall be a member of the school committee.

SECT. 2. The votes of a majority of the whole number of members of the school committee of the city of Boston shall be necessary to elect the superintendent of schools, the assistant superintendents, the head masters of the Latin, normal and high schools, the masters of the grammar schools, the director of a special study or exercise, or any officer employed by said committee.

SECT. 3. Sections seven and eight of chapter two hundred and forty-one of the acts of the year eighteen hundred and seventy-five are hereby repealed.

SECT. 4. This act shall take effect upon its passage.

[*Approved April 2, 1906.*]

CHAPTER 259 OF THE ACTS OF 1906.

AN ACT RELATIVE TO SALE OF LAND OR BUILDINGS OWNED BY THE CITY OF BOSTON AND USED FOR SCHOOL PURPOSES.

Be it enacted, etc., as follows:

SECTION 1. The mayor of the city of Boston, the school committee and the schoolhouse commissioners of said city, acting jointly, are hereby established and created a board with power to sell and convey any land or buildings owned by the said city which at the time of any such sale are or have been used for school purposes, and which the school committee, by a majority vote of all its members, shall have voted is advisable to sell. The board hereby established shall, after the passage of the vote of the school committee as aforesaid, forthwith

offer for sale, and sell, when a suitable price can be obtained, the land or buildings specified in said vote; and the mayor of said city, when authorized by a majority of the board hereby established, shall forthwith execute a proper instrument to convey such land or buildings. The school committee may continue to use any such land or buildings until the completion of the sale and conveyance thereof.

SECT. 2. The said board established under and in accordance with the provisions of this act shall, for the purpose of carrying out the provisions of this act, have all the power and authority now vested in and possessed by the mayor, street commissioners and city council of said city of Boston relative to the sale of such land or buildings.

SECT. 3. The proceeds of any sale of land or buildings under the provisions of this act shall be expended by the school-house commissioners of said city for the purchase of land and the erection of new buildings for school purposes, in accordance with the provisions of chapter four hundred and seventy-three of the acts of the year nineteen hundred and one, and acts in amendment thereof or in addition thereto.

SECT. 4. All acts and parts of acts inconsistent herewith are hereby repealed.

SECT. 5. This act shall take effect upon its passage.

[*Approved April 7, 1906.*]

CHAPTER 318 OF THE ACTS OF 1906.

AN ACT RELATIVE TO THE TENURE OF OFFICE OF CERTAIN OFFICERS OF THE SCHOOL COMMITTEE OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. The school committee of the city of Boston shall choose a secretary, not of their own number, who shall also serve as secretary to the board of superintendents, an auditor and a business agent, who shall hold their respective offices until removed by the committee for cause. The committee may also elect and remove such other subordinate officers not specifically provided for by law as they may deem expedient. The business agent may be elected without civil service examination or enrolment.

SECT. 2. A majority of all the members of the school committee shall be necessary to constitute a quorum for the transaction of business.

SECT. 3. Section four of chapter two hundred and forty-one of the acts of the year eighteen hundred and seventy-five is hereby repealed.

SECT. 4. This act shall take effect upon its passage.

[*Approved April 26, 1906.*]

CHAPTER 295 OF THE ACTS OF 1907.

AN ACT TO ENLARGE THE POWERS OF THE SCHOOL COMMITTEE OF THE CITY OF BOSTON IN RESPECT TO PHYSICAL EDUCATION.

Be it enacted, etc., as follows:

SECTION 1. The school committee of the city of Boston, within the limit of the appropriations for such purposes made by it as hereinafter authorized or under existing authority of law, shall, during the summer vacation and such other part of the year as it may deem advisable, organize and conduct physical training and exercises, athletics, sports, games, and play, and shall provide proper apparatus, equipment and facilities for the same in the buildings, yards and playgrounds under the control of said committee, or upon any other land which it may have the right to use for this purpose.

SECT. 2. The said committee shall use for the purposes aforesaid such of the playgrounds, gymnasias or buildings under the control of the park commission of said city as the school committee may deem suitable therefor, and may equip the same therefor, such use to be subject however to such reasonable regulations and conditions as the park commission may prescribe: *provided, also*, that such use shall not extend to any playground, gymnasium or building under the control of the park commission which said commission shall by vote approved by the mayor declare to be unsuitable for such use.

SECT. 3. Appropriations for the above named purposes shall be made by the school committee in the same manner in which it makes appropriations for the support of the public schools, and the total amount of the appropriations which said committee is authorized by law to make is hereby increased for the current financial year of the city by two cents upon each one thousand dollars of the valuation on which the

appropriations of the city council are based, and by two cents additional, or four cents in all, for each subsequent year; but the amount of said increase shall be appropriated solely for the purposes mentioned in this act.

SECT. 4. This act shall take effect upon its passage.

[*Approved April 13, 1907.*]

CHAPTER 357 OF THE ACTS OF 1907.

AN ACT RELATIVE TO THE APPOINTMENT OF NURSES BY THE SCHOOL COMMITTEE OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. The school committee of the city of Boston shall appoint one supervising female nurse and so many district female nurses as in their opinion are necessary. The said nurses shall hold office for such terms as the school committee may determine and shall perform such duties as the committee may designate, but more particularly they shall assist the medical inspectors in their work in the public schools of the city, seeing that the directions given by the inspectors are carried out, and giving such instruction to the pupils as will promote their physical welfare.

SECT. 2. No person shall be appointed as one of the said nurses unless she has taken a course of instruction in, and has graduated from, some hospital or similar institution giving a course of instruction in nursing at least two years in length, and has presented to the school committee satisfactory evidence that she possesses good character and health, nor unless, in addition, she shall have passed an examination given under the direction of the school committee and designed to test the applicant's training, knowledge, character, experience and aptness for the work.

SECT. 3. To meet the expense incurred under this act the school committee of the city may appropriate, in addition to the amounts allowed by chapter four hundred and forty-eight of the acts of the year nineteen hundred and one, and in the same manner in which other appropriations for the support of the public schools of the city are made by the school committee, a sum not exceeding ten thousand dollars in the current financial year, and in each year thereafter two cents

upon each one thousand dollars of the valuation upon which the appropriations of the city council of the city are based.

SECT. 4. This act shall take effect upon its passage.

[*Approved May 3, 1907.*]

CHAPTER 450 OF THE ACTS OF 1907.

AN ACT RELATIVE TO THE CONSTRUCTION OF SCHOOLHOUSES IN THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. The school committee of the city of Boston shall annually, and as soon after the first of the year as may be practicable, designate in which of the school districts of the city additional school accommodations are necessary, and shall indicate the approximate number of additional pupils for which provision should be made in each of said school districts, naming the school districts in the order in which, in its opinion, provision should be made for additional accommodations therein from the funds which may become available during that year under the provisions of section two of this act. The secretary of the school committee shall notify the board of schoolhouse commissioners of the city of the action taken by the school committee, as aforesaid, and the board of schoolhouse commissioners shall within one month thereafter certify in writing to the school committee the amount which in its opinion will be required for additional accommodations in each of the school districts specified, including land therefor, taking up the items in the order designated by the school committee and continuing until the aggregate of said amount is equal to the limit of the amount which may be provided during the year under the provision of section two of this act. When bonds are authorized to be issued under section two of this act, the amount so authorized shall be set aside for the school accommodations specified by the school committee under this section, taking up each item in the order designated by the school committee and setting aside for that item the amount certified by the schoolhouse commission as necessary therefor, and so continuing until the amount authorized is exhausted; but any amount so set aside for an item may be used for providing other school accommodations if the school committee and the schoolhouse

commissioners of the city, by a concurrent vote, authorize such other use thereof to be made.

SECT. 2. For the purpose of meeting the expense of constructing and furnishing high and elementary school buildings in the city of Boston, of enlarging high and elementary school buildings in said city so as to provide additional school accommodations, of acquiring land as sites for said buildings and additions and as yards therefor, and of preparing such yards for use, the city treasurer of the city of Boston shall issue and sell negotiable bonds of the city to the amount determined to be necessary by the school committee, but such amount shall not exceed one million dollars in each of the years nineteen hundred and seven and nineteen hundred and eight, and in any year thereafter shall not exceed five hundred thousand dollars. Said bonds shall be payable in a period of years not exceeding twenty, at a rate of interest not exceeding four per cent per annum. The orders of the school committee determining the amount of said bonds which the city treasurer is to issue shall be presented to the mayor for his approval or disapproval, and the same proceedings shall be had in relation thereto as are now prescribed by law in regard to other orders of said school committee involving the expenditure of money: *provided*, that if in either or both of the years nineteen hundred and seven and nineteen hundred and eight the amount of bonds so authorized to be issued exceeds seven hundred and fifty thousand dollars the amount authorized in excess thereof shall not be reckoned in determining the statutory limit of indebtedness of the city. The proceeds of said bonds, to the amounts determined as aforesaid, shall be expended by the board of schoolhouse commissioners of the city in accordance with the provisions of this act and of chapter four hundred and seventy-three of the acts of the year nineteen hundred and one and of any amendments thereto.

SECT. 3. All acts and parts of acts inconsistent herewith are hereby repealed.

SECT. 4. This act shall take effect upon its passage.

[*Approved May 24, 1907.*]

CHAPTER 589 OF THE ACTS OF 1908.

AN ACT TO PROVIDE FOR THE PAYMENT OF PENSIONS TO TEACHERS IN THE
PUBLIC DAY SCHOOLS OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. The school committee of the city of Boston shall forthwith establish a permanent school pension fund for the payment of pensions as hereinafter set forth to the members of the teaching or supervising staff of the public day schools of the said city at a rate not exceeding one hundred and eighty dollars a year.

[Section 1 amended by chapter 617, Acts of 1910. See page 184.]

SECT. 2. The care and investment of said fund and of any gifts or legacies thereto are hereby vested in a board of three trustees, of whom one shall be the chairman of the board of commissioners of sinking funds of the city of Boston, *ex officio*, and another shall be chosen by said school committee, and the third shall be chosen by the board of trustees of the Teachers' Retirement Fund in the city of Boston, established under the provisions of chapter two hundred and thirty-seven of the acts of the year nineteen hundred. The said trustees shall serve without compensation. At the first regular meeting of the school committee of the city of Boston, after the adoption of this act, and in each fifth year thereafter, at one of the regular June meetings, or at some subsequent regular meeting of the said committee, it shall elect one member of the said board of trustees who shall hold office for the term of five years beginning with the first day of July in the year of his election. The board of trustees of the said Teachers' Retirement Fund shall elect one of the trustees of the said permanent school pension fund for the term of four years beginning with the first day of July of the current year, and shall, at the expiration of such term and in each fifth year thereafter, elect a member of said board of trustees for the term of five years beginning with the first day of July in the year of his election. Every such trustee shall subscribe, in a book kept for that purpose in the office of the city clerk in said city, a statement that he accepts the said office subject to the provisions of this act, and any elected member of said board of trustees whose term of office has expired shall continue to serve as a member of said board until his successor is duly elected and qualified. In

case of a vacancy in the elected members of said board of trustees by reason of death, resignation or other cause, the body which elected the person whose place thus becomes vacant shall fill the vacancy by an election for the unexpired term.

SECT. 3. Said board of trustees shall have charge and control of said permanent school pension fund and of all amounts contributed thereto, and shall invest and reinvest the same in securities in which the funds of savings banks in the Commonwealth of Massachusetts may by law be invested, excepting personal securities, and said trustees may, from time to time, sell such securities and shall invest and reinvest the proceeds thereof, and any and all unappropriated income of said pension fund. The city treasurer of said city shall be the custodian of all securities and money belonging to the said permanent school pension fund and shall be responsible for the safe custody thereof; shall, whenever any of such securities are sold by the said trustees for the purpose of reinvestment, deliver the securities so sold upon receiving the proceeds thereof; shall, on such conditions and at such rates of interest as the trustees may approve, deposit temporarily in national banks doing business in Boston, or in trust companies organized under the laws of this Commonwealth and doing a banking business in Boston, any money belonging to said fund which, in the opinion of the said trustees, it is inexpedient for the time being to invest in securities authorized by this act; and shall forthwith invest any money belonging to said pension fund in such securities authorized by this act as the said trustees may direct, and upon such terms as they may specify. The said trustees shall keep a record of their proceedings, and shall annually on the first day of February, or as soon thereafter as may be, make a written report to the school committee of the amount and condition of said fund and of the income thereof for the preceding municipal financial year, as established from time to time by said city. Their records and the securities belonging to said fund shall at all times be subject to the inspection of the school committee. The secretary of the school committee shall be the secretary of the said board of trustees and shall have the custody of all records, documents and papers belonging to them. The expense of such additional clerical assistance as may be needed in the office of said secretary for the purposes of this act shall

be paid from the annual appropriations for the expenses hereinafter provided for.

SECT. 4. In addition to the amount which the school committee is now authorized by law to appropriate for the support of the public schools of this city, and for other purposes, it shall annually appropriate for the purposes contemplated by this act, and in the same manner in which it makes appropriations for other school purposes, the sum of five cents upon each one thousand dollars of the valuation on which the appropriations of the city council of the city are based, and shall from time to time pay to the treasurer of the permanent pension fund such portions of the proceeds of said five cents upon each one thousand dollars of the valuation aforesaid as, in the opinion of the school committee, will not be needed for the purpose of paying pensions to teachers during that year.

[Section 4 amended by chapter 617, Acts of 1910. See page 184.]

SECT. 5. Section fifty-four of chapter twelve of the Revised Laws is hereby amended by striking out the words "ten and one-half dollars," in the twentieth line, and inserting in place thereof the words:—ten dollars and fifty-five cents,—so as to read as follows:—*Section 54.* The taxes assessed on property exclusive of the state tax, county tax and sums required by law to be raised on account of the city debt shall not in any year exceed twelve dollars in any city on every one thousand dollars of the assessors' valuation of the taxable property therein for the preceding year, said valuation being first reduced by the amount of all abatements allowed thereon previous to the thirty-first day of December in the year preceding said assessment, subject to the following provisions:—If the city council of a city which contains less than one hundred thousand inhabitants according to the last preceding national or state census so determines, the average of the assessors' valuation of the taxable property therein for the preceding three years, said valuation for each year being first reduced by the amount of all abatements allowed thereon previous to the thirty-first day of December in the year preceding said assessment, shall be used to determine said limit of taxation instead of said assessors' valuation of the preceding year. In the city of Boston, and in all cities which contain one hundred thousand inhabitants or more according to the census aforesaid,

said average shall be so used. In the city of Boston, said taxes shall not exceed ten dollars and fifty-five cents instead of twelve dollars as aforesaid. Any order or appropriation requiring a larger assessment than is herein limited shall be void. The provisions of this section shall not affect any existing exemption from the operation of the corresponding provisions of earlier laws.

[See chapter 521, Acts of 1910. An Act Relative to the Rate of Taxation in the City of Boston.]

SECT. 6. The total amount of pensions payable hereunder in any one year shall not exceed the proceeds of the said five cents upon each one thousand dollars of the valuation aforesaid, together with the income accruing during that year from the investment of the permanent pension fund.

[Section 6 amended by chapter 617, Acts of 1910. See page 184.]

SECT. 7. The school committee of said city, by a majority vote of all of its members, may retire with a pension any member of the teaching or supervising staff of the public day schools of the city of Boston who, in the opinion of said committee, is mentally or physically incapacitated for further efficient service, subject however to the limitations hereinafter set forth. If the person so retired has attained the age of sixty-five years or has been engaged in teaching or supervising in the public day schools for a period aggregating thirty years, twenty of which shall have been in the public day schools of the city of Boston, such person shall be paid a pension at the rate of one hundred and eighty dollars per annum. If a person so retired shall be less than sixty-five years of age and shall have been engaged in teaching or supervising in the public day schools in Boston and elsewhere for a period aggregating less than thirty years, the annual pension paid to such person shall be such percentage of one hundred and eighty dollars as the total number of years of service of such person is of thirty years: *provided, however,* that if the annual pension of such person so determined shall be a larger percentage of one hundred and eighty dollars than the number of years which such person has taught in the public day schools in the city of Boston is of twenty years, then the annual pension paid to such person shall be such percentage of one hundred and eighty dollars as that person's length of service in the public day schools of said city is of twenty years; and *provided, further,* that the pension of any teacher retired under the provisions of

this act shall terminate if, and when, in the judgment of the school committee, the person's incapacity shall have ceased. In determining the aggregate length of service of any person retired in accordance with the provisions of this act any period of leave of absence under salary shall be considered as equivalent to an equal amount of actual teaching service. The city treasurer of the city shall pay pensions to teachers retired under this act in accordance with monthly pay-rolls prepared and certified to by the school committee.

[Section 7 amended by chapter 617, Acts of 1910. See page 184.]

SECT. 8. All acts and parts of acts inconsistent herewith are hereby repealed.

SECT. 9. This act shall take effect upon its acceptance by the city council of the city of Boston, with the approval by the mayor.

(The foregoing was laid before the Lieutenant Governor, Acting Governor, on the twenty-ninth day of May, 1908, and after five days it had "the force of a law," as prescribed by the Constitution, as it was not returned by him with his objections thereto within that time. Accepted by City Council, and approved by the Mayor June 22, 1908.)

CHAPTER 120 OF THE ACTS OF 1909.

AN ACT RELATIVE TO THE AUTHORITY OF THE SCHOOL COMMITTEE OF THE CITY OF BOSTON OVER ORGANIZATIONS OF SCHOOL PUPILS.

Be it enacted, etc., as follows:

SECTION 1. The school committee of the city of Boston may prescribe such rules concerning the admission of pupils enrolled in the public schools of said city to secret organizations, except religious organizations, composed wholly or in part of public school pupils, and their continuance therein, as it may deem expedient for the welfare of the public schools, and may exclude from the public schools any pupil not required by law to attend school who neglects or refuses to comply with any rule prescribed in accordance with the provisions of this act.

SECT. 2. This act shall take effect upon its passage. [Approved February 27, 1909.]

CHAPTER 388 OF THE ACTS OF 1909.

AN ACT RELATIVE TO APPROPRIATIONS FOR THE SUPPORT OF THE PUBLIC SCHOOLS OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. Section one of chapter four hundred of the acts of the year eighteen hundred and ninety-eight, as amended by section one of chapter four hundred and forty-eight of the acts of the year nineteen hundred and one, by section one of chapter one hundred and seventy of the acts of the year nineteen hundred and three, and by section one of chapter two hundred and five of the acts of the year nineteen hundred and six, is hereby further amended by striking out the said section and inserting in place thereof the following:—
Section 1. The school committee of the city of Boston, in each year, by vote of four-fifths of all its members, taken by yeas and nays, may make an appropriation in one sum for constructing and furnishing new school buildings, including the taking of land therefor and for school yards, and the preparing of school yards for use, and may also make an appropriation in one sum for repairs and alterations of school buildings, and may make such other appropriations by items for the support of the public schools as it deems necessary. The total amount to be thus appropriated for the public schools of the city and their support, in addition to the money which may be given therefor, the income collected, the balance of appropriations of years preceding such year, and the money which may be authorized by acts of the general court passed prior to the year nineteen hundred and nine and not repealed, shall not exceed the following sums for the periods specified, to wit:—

For the financial year ending on the thirty-first day of January in the year nineteen hundred and ten, three dollars and fifty cents; for the financial year ending on the thirty-first day of January in the year nineteen hundred and eleven, three dollars and sixty cents; for the financial year ending on the thirty-first day of January in the year nineteen hundred and twelve, three dollars and seventy cents; and for each financial year thereafter, three dollars and seventy cents upon each one thousand dollars of the valuation on which the appropriations of the city council are based; and the amounts which may so be raised shall be appropriated by the school

committee as aforesaid, and shall be a part of and be met by taxes within the tax limit; and of said amounts not less than forty cents upon every such one thousand dollars shall be appropriated solely for new school buildings, lands, yards and furnishings as aforesaid, and not less than twenty-five cents upon every such one thousand dollars shall be appropriated solely for repairs and alterations of school buildings.

SECT. 2. This act shall take effect upon its passage. [Approved May 14, 1909.]

CHAPTER 446 OF THE ACTS OF 1909.

AN ACT TO PROVIDE FOR A HIGH SCHOOL OF COMMERCE AND SCHOOL ADMINISTRATION BUILDING IN THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. The board of schoolhouse commissioners of the city of Boston may cause to be taken for the city as land is taken for schoolhouses, land in said city approved by the school committee of the city, for a building to be occupied by the High School of Commerce and by the administration offices of the school committee and of the board of schoolhouse commissioners; and said last named board shall build and furnish the building as approved by the school committee: *provided*, that the average assessed valuation of any land used or taken for said building shall not exceed twelve dollars and fifty cents a square foot; and *provided, further*, that land having a building thereon may be purchased at such price, irrespective of its assessed value, as the school committee, the schoolhouse commissioners and the mayor may determine.

SECT. 2. The school committee of said city, to meet the expenses incurred under this act, may appropriate a sum not exceeding fifty thousand dollars in the year nineteen hundred and nine, three hundred thousand dollars in the year nineteen hundred and ten, and two hundred and fifty thousand dollars in the year nineteen hundred and eleven. The amount which the school committee may thus appropriate in any single year shall be reckoned in determining the statutory limit of indebtedness of the city for that year. The treasurer

of the city shall issue and sell negotiable bonds of the city to such amount as shall be determined by the school committee within the powers conferred by this act. Said bonds shall be payable in a period of years not exceeding twenty, and shall bear interest at a rate not exceeding four per cent. per annum. The city may, at the discretion of the mayor, issue said bonds upon the serial payment plan, instead of establishing a sinking fund for the retirement thereof. Such plan, if adopted, shall provide for the issue of bonds or scrip to be paid serially in such amounts and at such times as shall be determined by the mayor; the bond last payable to become due at a date not later than that on which the whole series of bonds would have matured if they had been issued under the sinking fund method. The orders of the school committee determining the amount of said bonds which the city treasurer is to issue shall be presented to the mayor for his approval or disapproval, and the same proceedings shall be had in respect thereto as are now prescribed by law in regard to other orders of the school committee involving the expenditure of money. The proceeds of said bonds shall be expended by the board of schoolhouse commissioners of the city in accordance with the provisions of this act and of chapter four hundred and seventy-three of the acts of the year nineteen hundred and one and of any amendments thereof.

SECT. 3. The proceeds of the sale of the estate on Mason street in said city now occupied by the school committee for office and other purposes, and of the Winthrop school estate on Tremont street, shall be applied toward the cost of the land and building authorized by this act, and the amount of bonds which may be issued hereunder shall be reduced by an amount equivalent to the net proceeds of such sale: *provided*, that if such sale shall not be completed until after the issue of some or all of the bonds authorized hereby, then the net proceeds of such sale, less any amount employed in reduction of the amount of bonds thereafter to be issued as above provided, shall be paid to the board of sinking fund commissioners and applied to the retirement or redemption of the bonds authorized hereby.

SECT. 4. This act shall take effect upon its passage.
[Approved May 26, 1909.]

CHAPTER 537 OF THE ACTS OF 1909.

AN ACT RELATIVE TO THE PAYMENT OF PENSIONS TO TEACHERS IN THE
PUBLIC DAY SCHOOLS OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. Those persons who were annuitants of the Boston Teachers' Retirement Fund Association at the time when chapter five hundred and eighty-nine of the acts of the year nineteen hundred and eight took effect, and all other teachers who had retired previous to said time and who had taught in the public day schools for a period aggregating thirty years, twenty of which had been in the public day schools of the city of Boston, shall be paid annual pensions at the rates and from the fund established by said act, forty of such persons and teachers to receive such pensions during the first year after this act shall take effect and forty more of such persons and teachers to receive such pensions during each succeeding year thereafter, according to their aggregate length of teaching service in the public day schools, those whose aggregate length of such service had been the longest first to receive such pensions, until all the persons eligible for pensions under this act have received them: *provided*, that all such persons and teachers who wish to receive such pensions shall so notify, in writing, the school committee of said city within three months after this act shall take effect; and *provided, further*, that all persons receiving pensions under this act shall hold themselves subject to the call of said school committee to teach in case of need or emergency at the rates of pay current for substitutes at the time when they are so called.

SECT. 2. Said school committee shall prepare, or cause to be prepared, a list of the persons eligible for pensions under this act, and the city treasurer of said city shall pay such pensions to such persons in accordance with monthly pay-rolls prepared and certified to by the school committee.

SECT. 3. This act shall take effect at any time during the existence of the fund hereinbefore mentioned when accepted by the school committee of the city of Boston, but no adverse action by the school committee shall prevent any later acceptance of this act.

(The foregoing was laid before the Governor on the fourteenth day of June, 1909, and after five days it had "the

force of a law," as prescribed by the Constitution, as it was not returned by him with his objections thereto within that time.)

[Repealed by chapter 617, Acts of 1910.]

CHAPTER 617 OF THE ACTS OF 1910.

AN ACT RELATIVE TO THE PAYMENT OF PENSIONS TO THE MEMBERS OF
THE TEACHING OR SUPERVISING STAFF OF THE PUBLIC SCHOOLS
OF THE CITY OF BOSTON.

Be it enacted, etc., as follows:

SECTION 1. Section one of chapter five hundred and eighty-nine of the acts of the year nineteen hundred and eight is hereby amended by striking out the words "at a rate not exceeding one hundred and eighty dollars a year," in the fifth and sixth lines, so as to read as follows:—*Section 1.* The school committee of the city of Boston shall forthwith establish a permanent school pension fund for the payment of pensions as hereinafter set forth to the members of the teaching or supervising staff of the public day schools of the said city.

SECT. 2. Section four of said chapter is hereby amended by adding at the end thereof the words:—Accrued interest not expended during any year shall be available for the payment of pensions during any subsequent year,— so as to read as follows:—*Section 4.* In addition to the amount which the school committee is now authorized by law to appropriate for the support of the public schools of the city, and for other purposes, it shall annually appropriate for the purposes contemplated by this act, and in the same manner in which it makes appropriations for other school purposes, the sum of five cents upon each one thousand dollars of the valuation on which the appropriations of the city council of the city are based, and shall from time to time pay to the treasurer of the permanent pension fund such portions of the proceeds of said five cents upon each one thousand dollars of the valuation aforesaid as, in the opinion of the school committee, will not be needed for the purpose of paying pensions to teachers during that year. Accrued interest not expended during any year shall be available for the payment of pensions during any subsequent year.

SECT. 3. Said chapter is hereby further amended by striking out sections six and seven and inserting in place

thereof the following sections:--*Section 6.* The total amount of pensions payable hereunder in any one year shall not exceed the proceeds of the said five cents upon each one thousand dollars of the valuation aforesaid, together with the accrued interest of the permanent fund. In case the amount available in any one year under this act is not sufficient to pay the pensions that have been granted, the amount so available shall be divided *pro rata* among those to whom pensions have been or may be granted on the basis of the amount of the pension each is then receiving: *provided*, that in no case, nor in any year, shall the pension of any person retired after thirty years of service be less than three hundred and twelve dollars. *Section 7.* The school committee of said city, by a majority vote of all its members, may retire with a pension any members of the teaching or supervising staff of the public day schools of the city of Boston, who shall have attained the age of sixty-five years, and such other members of the teaching or supervising staff of said schools, as, in the opinion of said school committee, shall be incapacitated for further efficient service. If a person so retired has been employed in teaching or supervising in public day schools for a period aggregating thirty years or more, ten years of which shall have been in the employ of the school committee of the city of Boston, such person shall be paid a pension at the annual rate of one third of the annual salary paid to said person at the time of retirement: *provided*, that in no case shall the pension of any person so retired after thirty years of service, be less than three hundred and twelve dollars, nor more than six hundred dollars. If a person so retired has been employed in teaching or supervising in the public day schools for a period aggregating less than thirty years, ten years of which shall have been in the employ of the school committee of the city of Boston, said person shall be paid a pension which bears the same ratio to the pension provided for on retirement after thirty years of service as the total number of years of service of said person bears to thirty years. The pension of any teacher retired because of incapacity shall terminate if, and when, in the judgment of the school committee such person's incapacity shall have ceased and said teacher shall have been tendered reappointment in the public schools of the city of Boston. In determining the aggregate length of service of any person retired under the

provisions of this act, any period of leave of absence under salary shall be considered as equivalent to an equal amount of teaching service. The treasurer of the city of Boston shall pay pensions under this act in accordance with monthly pay-rolls prepared and certified to by the school committee. The school committee of the city of Boston shall establish a schedule of pensions in accordance with the provisions of this act. The pensions of persons already retired under the provisions of said chapter five hundred and eighty-nine shall be re-established in accordance with the provisions of this act to date from the first day of the calendar month next following the passage of this act.

SECT. 4. The school committee of said city during the year nineteen hundred and ten shall grant pensions to not less than sixty persons, who were annuitants of the Boston Teachers' Retirement Fund Association at the time when said chapter five hundred and eighty-nine took effect or teachers who had retired previous to said time, having taught in the public day schools for a period aggregating thirty years, twenty of which were in the public day schools of the city of Boston, at a rate not less than one hundred and eighty dollars per annum for each person, which shall be payable from the fund established under the provisions of this act, and during each year thereafter such a number of additional persons shall be pensioned as shall be necessary to keep on the roll the names of not less than sixty such persons: *provided*, that all such persons receiving pensions shall hold themselves subject to the call of said school committee to teach in case of need or emergency at the rates of pay current for substitutes at the time when they are so called; and *provided, further*, that no person shall be paid a pension under this section who shall not have made written application therefor to the secretary of said school committee within three months after the passage of this act.

SECT. 5. The term "teaching or supervising staff of the public day schools of the city of Boston" as used in this act shall include the superintendent, assistant superintendents, supervisors, assistant supervisors, directors, assistant directors, principals and all other persons permanently employed in giving or supervising instruction in the public schools of the city of Boston, and the principal and the teachers of the Parental School of the city of Boston: *provided*, that all

appointments of principals or of teachers in the Parental School of the city of Boston, after the passage of this act, shall be approved by the school committee of the city of Boston, before said principals or teachers begin service.

SECT. 6. All acts and parts of acts inconsistent herewith are hereby repealed.

SECT. 7. This act shall take effect upon its passage.

(The foregoing was laid before the Governor on the sixth day of June, 1910, and after five days it had "the force of a law," as prescribed by the Constitution, as it was not returned by him with his objections thereto within that time.)

INDEX.

A.	Page.	Section.
Absence. (See Leaves of absence.)		
Absence of principals	56	265
Absences, appointments to fill	57	270
Absent members:		
chairman	9	19
may be sent for	9	15
names may be recorded	9	15
Absent teachers. (See Leaves of absence, teachers.)		
Absent truant officers	112, 114	457, 458, 459
Accounts:		
payment of	14	58
and books, kept by business agent	13	55
Additional teachers allowed	69, 72	291, 292
Adjournment, motions for	9, 10, 11	15, 26, 28
Adjustable furniture	45	217
Admission of candidates to teachers' examinations	24	136
Admission of pupils:		
classes in woodworking, cookery, and sewing	98	377
day industrial schools	119	475
disciplinary classes	100, 116	389, 461
elementary schools	98	377, 378
evening industrial schools	102	403
evening schools	101, 102	400, 403
first three grades	99	378
Franklin Park School	120	480
high schools	96	368
Horace Mann School	101	396
in order of application	98	378
in other districts than those in which they reside	98	377
kindergartens	98	378
Latin schools	95	366
list of applicants refused	100	384
minimum age	40	200
Normal School	93	356
to school, in general	40	200
to school-houses on cold and stormy days	43	212
to special classes	100	390
to ungraded classes	98	377
Advertisements:		
examinations	12	44
not to be posted on school premises	46	221
not to be read in schools	46	221
proposals for furnishing articles	16	76
Advisory committees	118	470, 471
Age for admission. (See Admission of pupils.)		
Age for admission to examinations	24	136
Age for appointment as teachers	37	144

	Page.	Section.
Age for retirement	7, 58	5, 6, 271
Age limiting certificates of qualification	24, 35	136, 143
Agents not allowed to enter school premises	46	221
Agreements to be filed by teachers	83	317
Aids	80, 86	310, 337
Amend, motions to	10	26
Amendments to rules and regulations. (See Rules and regulations.)		
Amounts received from sale of books	17	82
Annual appointment of teachers	59	278
Annual appropriation order	17	80
Annual reports. (See Reports, annual.)		
Annual returns to State Board of Education	12	38
Annual visitation day in schools	43	208
Appeal from decision of the chair	10	20
Appendix	121	
Applications for use of accommodations in school buildings	13	50
Appointment of:		
assistant director of drawing and manual training	79	298
assistant directors of music	79	301
assistant directors of physical training	79	302
assistant in manual training	79	299
assistant instructor of military drill	79	302
assistant instructors of athletics	79	302
assistant supervisor of substitutes	80	303
assistants in drawing	79	298
assistants in offices of auditor, business agent, school-house custodian, secretary, superintendent	13, 15 17, 18, 21	51, 68, 84, 93 121
assistants in music	79	301
director of drawing and manual training	79	298
director of evening and continuation schools	79	300
director of kindergartens	74	293
director of music	79	301
director of school hygiene	79	302
instructors of athletics	79	302
instructor of military drill	38, 79	144, 302
medical inspector	38, 79	302
messengers	17	83
nurses, appointment	62, 79	284, 302
persons not rated on eligible list, vote for approval	8	9
supervising nurse, appointment	38, 79	144, 302
supervising staff	8	9
supervisor of household science and arts	80	304
supervisor of substitutes	80	303
Appointment of teachers	8, 19, 56-80	9, 103, 105 270-283 290-307
annual appointment	59	278
credit for previous service	86, 87	340, 341
date	58	273
day industrial schools	56, 80	270, 310
Franklin Park School	81	312
heads of departments	64-67	291

	Page.	Section.
Appointment of teachers:		
in excess.....	59	278
laid over.....	8	9
made from eligible lists.....	37	144
manual training.....	79	299
not after first Monday in May.....	59	275
notice to be given by principals.....	54	259
number and rank.....	62-80	290-307
on probation.....	58	275
on tenure.....	59	277
playgrounds.....	57	270
principals.....	62-74	290
re-entering service.....	60	279
report of superintendent of reappointments.....	59	278
special assistants.....	75	294
special teachers.....	62-80	291-305
substitutes.....	55, 56, 78	263, 270, 297
superintendent responsible for.....	56	270
temporary teachers.....	56, 84	270, 322
term of.....	58	273
under forty years of age.....	37	144
votes required for approval.....	8	9
Appropriation order.....	17	80
Appropriations:		
business agent to report exhaustion.....	14	62
monthly statements.....	15	65
Armorer:		
appointment.....	79	302
duties.....	109	430
Assignment of:		
assistant superintendents.....	19, 22	103, 127
manual training teachers.....	79, 80	299, 306
pupils to disciplinary classes.....	100, 116	389, 461
pupils to special classes.....	100	390
sewing teachers.....	80	306
special teachers.....	80	306
substitutes.....	55, 57	263, 270
teachers of cookery.....	80	306
truant officers.....	112	457
Assistant director of drawing and manual training, appointment.....	79	298
Assistant directors of special departments:		
drawing and manual training.....	79	298
give instruction.....	104	421
keep records of arrival and departure.....	105	421
music.....	79	301
notify teachers in charge of arrival.....	104	421
notify teachers of deviation from schedule.....	104	421
physical training.....	79	302
reports.....	104	421
Assistant in manual training to director.....	79	298
Assistant instructors of athletics, appointment.....	79	302
Assistant principal, position to be abolished.....	65, 67	291
Assistant superintendents (See Board of superintendents):		
age of retirement.....	8	6

	Page.	Section.
Assistant superintendents:		
approve admission of pupils to schools in other districts..	99	378
approve appointment of teachers as heads of departments..	71	291
approve assignment of pupils to disciplinary classes....	100	389
approve assignment of pupils to special classes.....	100	390
approve transfer of pupils.....	50	233
approve transfer of pupils from one building to another.....	51, 99	233, 378
assignment of duties.....	19, 22	103, 127
complaints and grievances of parents and guardians to be referred to.....	56	264
contributions from pupils not permitted without consent of.....	49	229
directions to be observed and enforced by teachers....	52	246
election.....	7	6
exercise authority.....	22, 24	129, 135
exercise duties assigned to principals or teachers.....	22	129
instructions to.....	19	104
officers of Board.....	7	2
perform duties as superintendent may direct.....	22	127
perform duties conferred by regulations.....	24	135
principals to report suspension of pupils to.....	54	257
receive names of pupils residing in other districts.....	55	261
reinstate suspended pupils.....	54	257
reports.....	23	130
reports on corporal punishment open to inspection of..	49	228
reports to be kept on file.....	21, 22	116, 128
reports to be open to inspection of members of Board..	22	128
representatives of superintendent.....	22	129
superintendent may exercise duties of.....	19	100
term of office.....	7	6
truants to be reported to.....	115	461
visit schools and report thereon.....	22	128
Assistant supervisor of substitutes.....	80	303
Assistants in:		
drawing to director, appointment.....	79	298
music to director, appointment.....	79	301
Assistants in office of (See Clerical assistants):		
auditor.....	17	84
business agent.....	15	68
schoolhouse custodian.....	18	93
secretary.....	13	51
superintendent.....	21	121
Assistants of special departments:		
copies of schedules of visits to be transmitted to officers and members of Board and others.....	104	420
give instruction.....	104	421
keep records of arrival and departure.....	105	421
Assistants of special departments:		
notify teachers in charge of arrival.....	104	421
notify teachers of deviation from schedule.....	104	421
reports.....	104	421
Attendance (See Pupils):		
investigation of pupils not attending.....	21	115

	Page.	Section.
Attendance:		
pupils in evening high schools.....	102	403
pupils in general.....	40-51	200-237
pupils, recording of.....	45	217
Attendants in kindergartens and open air classes.....	75	293
Auditor:		
advertise for proposals.....	16	76
annual report.....	17	81
appoint assistants.....	17	84
appoint messengers.....	17	83
bills to be forwarded to business agent.....	17	79
certify to correctness of purchases and charges.....	16	79
duties.....	15-17	70-84
election.....	7	4
executive officer of Board.....	15	70
furnish bond.....	15	71
furnish supplies.....	16	72
keep an account of articles furnished to schools and officers.....	16	72
limit of expenditures.....	16	74
obtain and keep receipts.....	16	73
obtain competitive bids.....	16	75
officer of Board.....	7	2
orders for purchases.....	16	78
pay amounts received from sale of books to city collector.....	17	82
prepare itemized appropriation order.....	17	80
purchase authorized books only.....	16	72
receipt for payments of amounts from sale of books.....	17	82
receive and account for income.....	17	82
retain proposals on file.....	16	77
term of office.....	7	4
Authorized books and studies.....	46	220
B.		
Badges. (See Minors' licenses.)		
Balances, statements of unexpended.....	15	65
Ballots, not to be used.....	8	8
Bible, reading of.....	43	210
Bids:		
competitive, to be obtained.....	16	75
retained on file.....	16	77
Bills to be:		
examined by business agent.....	14	58
forwarded to business agent.....	17	79
Birth certificates.....	98	377
Board, meaning of term.....	5	
Board of Education, State, annual returns to.....	12	38
Board of superintendents (See Assistant superintendents):		
adopt examination questions.....	23, 24, 89, 90, 94	132, 136, 346 347, 356
approve assignment of manual training teachers.....	79	299
approve assignment of special teachers.....	80	306
approve assignment of teachers of cookery.....	80	306
approve assignment of teachers of sewing.....	80	306
approve examination questions, evening schools.....	23	132

	Page.	Section.
Board of superintendents:		
approve reference books.....	24	134
approve requisitions for books, etc., purchased from special funds.....	46	220
award diplomas....	23	132
certify successful candidates to business agent.....	92	348
chairman.....	19	103
chairman <i>ex officio</i>	22	125
conduct examinations for certificates.....	24	136
decide award of Franklin medals... ..	23	132
determine character and scope of promotional examination.....	92	348
determine marking of examinations for certificates....	25	137
determine standards and methods of instruction.....	23	133
distribute information regarding examinations for certificates.....	24	137
distribute information regarding promotional examinations.....	92	348
duties.....	22-39	125-145
examine candidates for admission to Normal School...	94	356
examine candidates for certificates.....	24	136, 137
exercise authority conferred by regulations.....	24	135
give written opinions.....	22	126
hold examinations of candidates for certificates.....	24	136, 137
individual duties of members.....	22	127
issue certificates to teachers who pass promotional examinations.....	92	348
issue temporary certificates.....	37	143
meaning of term.....	5	
perform duties conferred by regulations.....	24	135
prepare courses of study.....	23	131
prepare examination questions.....	23, 24, 89, 90, 94	132, 136, 346 347, 356
principals to report standing of pupils in graduating grades.....	23	132
principals to report suspension of pupils.....	54	257
relation of superintendent with.....	19	103, 104
remove names from eligible lists.....	39	145
report deviations from courses of study or programs of special studies.....	23	131
report on books, maps and charts.....	23	134
revoke certificates of qualification.....	37	143
secretary.....	11	36
superintendent, chairman <i>ex officio</i>	22	125
superintendent to be member.....	22	125
superintendent to preside at meetings.....	22	125
teachers to give notice of intention to take promotional examinations.....	92	349
written opinions of.....	22	126
Board, School. (See School Board.)		
Bonds:		
furnished by auditor.....	15	71
furnished by business agent.....	13	56
Bookkeepers.....	80	310
Books and cards, use of by teachers for illustration.....	46	220

	Page.	Section.
Books:		
and studies	15, 46	72, 220
authorized by Board	16, 46	72, 220
authorized by Board for Normal School	94	357
discontinuance, board of superintendents to report on, evening schools, not to be taken from buildings	103	406
furnished from special funds	46	220
introduction, board of superintendents to report on	23	134
list, printed and distributed	12	45
maps and charts, board of superintendents to report on, payment of amounts received from sale	17	82
pupils not to furnish	46	220
purchase	15	72
reference, not to be kept out of school-houses	53	251
sale	17, 46, 49	82, 221, 229
sale, agents not allowed on school premises	46	221
teachers not to sell	49	229
Boundary lines of schools and districts	98, 121	378
Buildings:		
care and custody of	17	85
opening of	46	223
Business agent:		
annual report	15	66
appoint assistants	15	68
approve requisitions	14	60
audit accounts of Eastburn School Fund	112	453
certificates of qualification, secretary to certify to validity	12	37
classify and record expenditures	14	59
duties	13-15	55-68
election	7	4
examine bills	14	58
extension of school system	11, 15	31, 67
furnish bond	13	56
keep books and accounts	13	55
keep oversight of expenditures	14	61
keep separate account of expenditures	14	59
make requisitions on auditor	14	60
make requisitions on city auditor	14	58
officer of Board	7	2
payments to teachers on leave of absence	14	57
prepare pay-rolls and examine bills	14	58
promotional examinations, certification by board of superintendents	92	348
receive certifications of service of teachers	55	259
receive certified bills	16	79
receive notice of appointment, transfer, resignation, removal, or death of teachers	54	259
receive reports of marriage of women teachers	61	283
receive returns of substitutes	55	259
report excessive expenditures	14	63
report exhaustion of appropriations	14	62
statements of unexpended balances	15	65
statements regarding non-resident pupils to principals	40	200

	Page.	Section.
Business agent:		
submit monthly statements of appropriations and expenditures.....	15	65
successful candidates passing promotional examination to be certified to.....	92	348
term of office.....	7	4
tuition of non-resident pupils.....	14, 40	64, 200
C.		
Calisthenics. (See Physical training.)		
Care and custody of land and buildings.....	17, 53	85, 255
Casts, gifts of:		
approval.....	53	252
record.....	53	252
Certificates:		
of proficiency.....	103	408
of progress.....	51	236
of transfer, to be issued in duplicate.....	50	233
of vaccination.....	43	213
preparation and distribution.....	12	46
Certificates, evening schools:		
award of.....	103	408
signed by.....	103	408
Certificates of intention to pursue collegiate course.....	95	366
Certificates of progress:		
may be granted.....	51	236
to be signed by superintendent and principals.....	51	236
Certificates of qualification.....	24-39	136-145
appointments made from eligible lists.....	37	144
appointments not made from eligible lists.....	38	144
candidates rated on results of latest examination.....	39	145
certificates accepted as equivalent to one year's experience.....	34	139
eligibility of certificate holders.....	34, 78	140, 297
eligible list of certificate holders.....	35	141
eligible lists, graduates of Normal School.....	35	141
eligible lists, number of times names may appear.....	35	141
eligible lists, regrading of Normal School graduates....	35	141
eligible lists, removal of names.....	38, 39	144, 145
eligible lists, standing of certificate holders.....	35	142
examination questions.....	24	136
examinations.....	24-39	136-145
examinations, conducted by board of superintendents..	24	137
examinations, date.....	24	137
examinations, information regarding.....	24	137
examinations, marking of papers.....	25	137
examinations, no persons present.....	25	137
examinations, notices published.....	24	137
examinations, persons over forty years excluded.....	24, 35	136, 143
examinations, purpose ..	25	137
expiration.....	35	143
grades.....	25-34	138
granting.....	25-34	138
including certificates.....	25, 34	138, 139
names to remain on eligible lists.....	38	144

	Page.	Section.
Certificates of qualification:		
no one to teach without	58	274
non-renewable	37	143
Normal graduates	94	359
not valid after age of forty	35	143
of proper grade, teachers to hold	58	274
Parental School teachers, appointment	38	144
Parental School teachers, validity	37	143
playgrounds	78	297
promotions of teachers	39	144
requirements	25-34	138
revocation	37	143
schedule	25-34	138
signing	34	140
teachers to be recorded	58	274
temporary	34, 37	138, 143
validity	37	143
validity, certification to business agent by secretary . .	12	37
Chairman:		
absence	9	19
call special meetings	9	14
election	7	3
officer of Board	7	2
president of corporation	9	12
<i>pro tempore</i> ,	7, 9	1, 19
sign diplomas	51	236
suspend school sessions	41	204
term of office	7	3
vacancy in office	8	10
Changes in system, report by business agent	11, 15	31, 67
Charts, board of superintendents to report on	23	134
Chief of truant officers. (See Truant officer, chief.)		
<i>City Record</i>	16	76
Classification of schools and teachers	5	
Cleaning of buildings	47	223
Cleanliness of:		
pupils	51	234
school premises	53	255
Clerical assistants:		
day industrial schools	80	310
high and Latin schools	70	291
Normal School	62	290
College graduates admitted to Normal School	94	356
College graduates in Normal School, certificates	95	359
Committee, School. (See School Board.)		
Competitive bids to be obtained	16	75
Complaints from parents or guardians to be referred to assistant superintendent	56	264
Confirmation of teachers	59	276
Contagious diseases	44	214, 215
absence of pupils on account of	44	215
pupils not to attend school	44	214
pupils not to be sent for absent pupils	45	216
return of pupils to school	44	214
suspension of pupils	44	215
truant officers not to visit premises	117	464

	Page.	Section.
Continuation schools:		
appointment of director	79	300
duties of director	105	424
enforce rules and regulations	105	424
report	105	424
Contributions from pupils not permitted	49	229
Cookery:		
assignment of teachers	80	306
classes, age for admission	98	377
instruction in	98	377
Corporal punishment:		
cases of, to be reported	49, 54	228, 258
infliction of	49	228
not inflicted in high schools	49	228
not inflicted in kindergartens	49, 100	228, 387
not inflicted in Latin schools	49	228
not to be inflicted upon girls	49	228
reports open to inspection of superintendent, assistant superintendent, and members of Board	49	228
reports to be kept on file	49	228
Corporation:		
president	9	12
rules	9	12
secretary	9, 11	12, 36
treasurer	7, 9	2, 3, 12
Courses of study:		
deviation from	23	131
deviation from, board of superintendents to report	23	131
elementary schools	97	375
high schools	96	367
Horace Mann School	100	395
Latin schools	95	365
Normal School	93	355
preparation	23	131
secretary to publish	12	43
Credit for previous service	60, 86, 87	279, 340, 341
Curators	77	296
Custody and care of land and buildings	17, 53	85, 255

D.

Daily physical exercise for pupils	48	226
Daily sessions of schools. (See Sessions.)		
Day industrial schools:		
admission of pupils	119	476
appointment of teachers	56	270
compensation of employees	85	336
compensation of teachers	85	336
course of study	119	475
employees	80	310
number and rank of teachers	80	310
products	119	477
regulations	119	475-477
sessions	42	205
term	40	202

	Page.	Section.
Death:		
or disability of principals or heads of departments	83	322
teachers, notice to be given business agent	54	259
Debate:		
presiding officer may take part	10	20
superintendent may take part	20	113
Deduction from salaries of:		
absent teachers	87	344
truant officers	115	459
Designation of training teachers	20	107
Detention of pupils after school	48	227
Determination of rank and number of teachers	60, 62-80	282, 290-307
Dictionaries, board of superintendents to report on	23	134
Diphtheria. (See Contagious diseases.)		
Diploma pupils, list of sent to principals	13	47
Diplomas:		
award	23, 51	132, 236
award of, to Normal School graduates	95	359
delivery	12	46
granting of	13	47
preparation and distribution	12	46
presentation	51	237
signed by chairman and principal	51	236
Directors (See Supervising staff):		
appointment	38	144
drawing and manual training, appointment	79	299
drawing and manual training, approve gifts	53	252
evening and continuation schools, appointment	79	300
evening and continuation schools, duties	105	424
instructions to, by superintendent	19	104
kindergartens, appointment	74	293
kindergartens, duties	105	422
leaves of absence to	81	316
may present diplomas and certificates of progress	51	237
music, appointment	79	301
notify superintendent of vacancies	57	270
physical training, appointment	79	302
reappointment	19, 59	105, 278
reports to be kept on file	21	116
school hygiene. (See Physical training.)		
special departments, general duties	103	420
special departments, to hold conferences	104	420
special departments, to prepare graded outlines for instruction	103	420
special departments, to prepare schedule of visits	104	420
special departments, to report	104	420
votes required for approval of appointments	8	9
Disability or death of principals or heads of departments . .	83	322
Discharge of pupils. (See Expulsion, exclusion, or sus- pension of pupils.)		
Discharge of teachers. (See Removal of teachers.)		
Disciplinary classes:		
assignment of pupils to	100, 116	389, 461
number of pupils to a teacher	72	292
superintendent may establish	99	381
Discipline of pupils	21, 49	118, 228

	Page.	Section.
Dismissal of elementary school pupils last session of month,	43	207
Dismissal of teachers. (See Removal of teachers.)		
Display of flag	51	238
Distribution of:		
certificates and diplomas	12	46
minutes and documents	9, 12	17, 39
unauthorized publications forbidden	46	220
District, meaning of term	5	
District lines	99, 121	378
Documents:		
charge of	11	35
secretary to distribute	12	39
Doors to be kept unlocked	53	254
Drawing:		
assistants to director, appointment	79	298
Drawing and manual training (See, also, Special departments):		
assistant director, appointment	79	298
director, appointment	79	298
director, approve gifts	53	252
Duties of:		
auditor	15-17	70-84
board of superintendents	22-24	125-135
business agent	13-15	55-68
director of school hygiene	105	426
medical inspector	109	431
physical training teachers	106	427
presiding officer	10	20
principals	51-56	245-266
schoolhouse custodian	17, 18	85-93
secretary	11-13	35-51
superintendent	18-21	100-121
supervisor of household science and arts	105	425
supervisor of substitutes	105	423
supervisors of special departments	103-109	420-432
truant officers	112-118	455-466
E.		
Eastburn School Fund, regulations	111, 112	450-453
Elections:		
assistant superintendents	7	6
auditor	7	4
business agent	7	4
chairman	7	3
officers	7, 8	3-10
schoolhouse custodian	7	4
secretary	7	4
superintendent	7	5
treasurer	7, 9	3, 12
trustees of teachers' retirement fund	8	7, 8
Elementary schools:		
absence of pupils	44-46, 117	214-219, 464
additional sub-masters may be appointed	72	292
additional teachers allowed	74	292
admission, general requirements	40, 98	200, 377, 378

	Page.	Section.
Elementary schools:		
admission in order of application	98	378
admission of pupils outside of district	98	378
afternoon recess	42	206
afternoon sessions	42	205
age for admission	40, 98	200, 377
age for admission to classes in woodworking, cookery, and sewing	98	377
age for admission to grades	98	377
age for admission to kindergartens	98	377
boundary lines	98, 122	378
classification	5	
corporal punishment	49	228
course of study	97	375
detention of pupils after school hours	48	227
disciplinary classes	99, 100	381, 389
division into grades	98	376
divisions completing course of study	99	383
first assistants, grammar school	72	292
first assistants in charge, appointment	72	292
graduates admitted to high schools	96	368
graduates admitted to Latin schools	95	366
instruction in cookery	98	377
instruction in sewing	98	377
instruction in woodworking	98	377
kindergarten teachers to visit families	100	385
lessons to be learned in school	100	391
lessons to be learned out of school	100	391
number and rank of teachers	72	292
number of pupils to a teacher	72	292
position of first assistant, grammar school, to be abolished	73	292
principal, appointment	72	292
principals, rank	72	292
promotions of pupils from grade to grade	99	382
promotions of pupils from kindergartens	99	382
pupils admitted to first three grades	99	378
pupils, assignment to disciplinary classes	100	389
pupils, assignment to special classes	100	390
pupils, dismissal of, at last session of month	43	207
pupils may be placed in ungraded classes	98	377
pupils may begin work of next grade	99	383
pupils not admitted to elementary schools	99	384
pupils not admitted to kindergartens	99	384
pupils not to remain in eighth grade more than one year	100	388
rank and number of teachers	72-74	292
rank of manual training teachers	79	299
recess	42	206
regulations	97-100	375-391
sessions	41, 42	204, 205
special assistants, appointment	75	294
special classes	99	380
teachers, appointment	72-74	292
teachers to be furnished with graded outlines for instruction in special departments	103	420

	Page.	Section.
Elementary schools:		
temporary teachers, appointment.....	56, 84	270, 322
to be divided into eight grades.....	97	375
transfer of pupils from one building to another.....	44, 50, 99	213, 233, 378
ungraded classes.....	72, 75, 98, 99	292, 294, 379
Eligibility of certificate holders.....	35	141
Eligible lists of certificate holders:		
appointments of persons not on.....	38	144
appointments to be made from.....	37	144
approval of appointments of persons not on.....	8	9
candidates rated on latest examination.....	39	145
graded lists.....	35	141
names may be removed from.....	38, 39	145
names may be restored to.....	38	144
names not to be removed.....	38	144
Normal School graduates.....	35	141
removal of names from.....	38, 39	144, 145
restoration of names to.....	38	144
standing on.....	35	142
Emergency list of substitutes.....	57	270
Employees of School Board:		
appointments.....	13, 15, 17, 18, 21	51, 68, 84, 93 121
notified of appointment, dismissal, or leave of absence..	12	37
votes required to elect.....	8	9
Engineers:		
appointment.....	18	86
enforcement of regulations.....	54	256
removal.....	18	86
schoolhouse custodian to advise and instruct.....	18	88
schoolhouse custodian to have supervision.....	17	85
suspension.....	18	87
temporary appointments.....	18	86
transfer.....	18	86
votes required to elect.....	8	9
Engravings:		
approval.....	53	252
gifts of.....	53	252
Establishment of:		
disciplinary classes.....	99	381
evening classes.....	101	401
special classes.....	99	380
ungraded classes.....	99	379
Evening and continuation schools, director:		
appointment.....	79	300
duties.....	105	424
report.....	105	424
to enforce rules and regulations.....	105	424
Evening high schools:		
additional teachers.....	76	296
admission, examination.....	102	403
age for admission.....	101, 102	400, 403
assistants in typewriting departments.....	76	296
attendance of pupils.....	102	403
discontinuance.....	101	401
dismissal of teachers.....	77	296

	Page.	Section.
Evening high schools:		
laboratory assistants	76	296
number of pupils to a teacher	76	296
pianists	76	296
rank and number of teachers	76	296
record of attendance	45	217
requirements for admission	102	403
special assistant allowed	76	296
term	101	402
Evening industrial schools:		
admission	102	403
advanced work	102	403
age for admission	102	403
curators	77	296
discontinuance	101	401
establishment	101	401
license to teach in	33	138
term	101	402
Evening schools:		
absence of pupils	44-46, 103, 117	214-219, 404 464
age for admission	101, 102	400, 403
approval of examination questions	23	132
attendance of pupils	102	403
award of diplomas	23	132
books not to be taken from buildings	103	406
certificates of attendance, proficiency, etc.	103	408
classification	5	
discharge of pupils	103	404
discontinuance	101	401
dismissal of teachers	77	296
employment of day school principals in evening schools	77	296
employment of men day school teachers	77	296
employment of women day school teachers	77	296
establishment	101	401
examination for admission	102	403
exhibitions	103	407
for whom established	101	400
graduating exercises	103	409
interpreters. (See Interpreters.)		
minors to attend	101, 116	400, 462
names of teachers to remain on eligible lists	38	144
number and rank of teachers	76	296
number of pupils to a teacher	76	296
principals, appointment	76	296
principals, rank	76	296
pupils in day schools not to attend	101	400
rank and number of teachers	76	296
record of attendance	45	217
regulations	101-103	400-409
requirements for admission	102	403
sessions	101	402
teachers, appointment	76	296
teachers, dismissal	77	296
teachers in day schools not to serve in	77	296
teachers' salaries	86	338

	Page.	Section.
Evening schools:		
teachers to be present before sessions.....	102	402
temporary teachers, appointment.....	56, 83	270, 322
term.....	101	402
Examinations (See Certificates of qualification):		
admission to evening schools.....	102	403
admission to high schools.....	96	368
admission to Latin schools.....	95	366
admission to Normal School.....	93	356
adoption of questions.....	23, 24, 89, 94	132, 136, 346 356
certificates in pedagogy or diplomas from Normal School.....	34	139
certificates of qualifications.....	20, 24-39	110, 136-145
character and scope.....	24, 92	137, 348
dates.....	24	137
diplomas, evening schools.....	23	132
marking.....	25	137
promotional. (See Promotional examinations.)		
secretary to prepare and publish advertisements of.....	12	44
special, of classes or grades.....	20	111
teachers in the service.....	93	350
Excessive expenditures to be reported.....	14	63
Exclusion, expulsion, or suspension of pupils. (See Ex- pulsion, exclusion, or suspension of pupils.)		
Exclusion of candidates over forty from examinations.....	24	136
Executive sessions:		
of Board.....	9	16
votes not to be passed in.....	9	16
Exercises:		
graduating.....	41, 103	203, 409
morning.....	43	210
patriotic.....	43	209
Exhaustion of appropriation to be reported.....	14	62
Exhibitions in evening schools.....	103	407
Expenditures:		
accounts.....	13	55
business agent to report excessive.....	14	63
classified and recorded.....	14	59
excessive.....	14	63
limit of.....	16	74
monthly statements.....	15	65
oversight.....	14	61
separate accounts to be kept.....	14	59
Expenses, additional report by business agent.....	11, 15	31, 67
Expulsion, exclusion, or suspension of pupils.....	21, 44, 50, 51 54, 94, 97, 103	118, 215, 232 235, 257, 356 369, 404, 405
Extension of school system to be referred to business agent..	11, 15	31, 67
Extension of term of probation.....	59	276
F.		
Files of Board.....	11	35
Fire-alarm signal, principals to give.....	53	253
Fire drills, principals to give.....	53	253

	Page.	Section.
Fire drills, reports to be made to superintendent.....	53	253
Fires, precautions against.....	53	253
First assistant:		
absence of.....	57	270
First assistant, grammar school, position to be abolished...	73	292
First assistant, primary school, position to be abolished....	74	292
First assistants in charge:		
absence of.....	57	270
duties.....	74	292
elementary schools, appointment.....	74	292
Fixed scale of salaries.....	85	336
Flag, display of.....	51	238
Form of records, superintendent to determine.....	20	114
Franklin medals, award.....	23	132
Franklin Park School, number and rank of teachers.....	81	312
administration.....	120	486
admission of pupils.....	120	488
course of study.....	119	487
regulations.....	119, 120	485-488
sessions.....	42	205
Fuel, requisitions to be countersigned by schoolhouse custodian.....	14, 18	60, 89
Furniture, adjustable.....	45	217
G.		
General regulations of the schools.....	40-51	200-237
Gifts:		
approval.....	53	252
record.....	53	252
unauthorized, not to be accepted.....	53	252
Girls' High School, rank and number of teachers.....	64, 69, 70	291
Girls' Latin School, rank and number of teachers.....	64, 69, 70	291
Graded outlines for instruction in special departments.....	103	420
Graduates of elementary schools admitted to high schools..	96	368
Graduates of Normal School, certificates to.....	94	359
Graduates of other public schools admitted to high schools,	96	368
Graduates of private schools admitted to high schools.....	97	368
Graduates of private schools admitted to Latin schools....	96	366
Graduates of universities, colleges or state normal schools admitted to Normal School.....	94	356
Graduating exercises:		
day schools.....	41	203
evening schools.....	103	409
Graduating grades, standing of pupils.....	23	132
Grievances of parents or guardians.....	56	264
Gymnastics for pupils, daily.....	48	226
H.		
Heads of departments:		
death or disability.....	83	322
masters to be.....	63, 64, 65, 66	291
teachers appointed as.....	64, 65, 66, 83	291, 322
teachers to act as, without extra compensation.....	71	291
Heating and ventilating apparatus.....	49, 54	231, 255

	Page.	Section.
High and Latin Schools, regulations.....	95-97	365-369
High School of Practical Arts, admission of pupils.....	96	368
High School of Practical Arts, number and rank of teachers..	65, 69	
	70	291
High School of Commerce:		
additional teachers allowed.....	69, 70	291
number and rank of teachers.....	63	291
receives pupils from all parts of city.....	96	368
High Schools:		
absence of pupils.....	44-46	214-219
additional teachers allowed.....	69-71	291
admission, age.....	96	368
admission, applicants for.....	96	368
admission by certificate.....	97	368
admission, certificates of character.....	97	368
admission, conditions of.....	96	368
admission, elementary school graduates.....	96	368
admission examinations.....	97	368
admission from other districts.....	96	368
admission from other public schools.....	96	368
admission graduates of private schools.....	97	368
age for admission.....	96	368
award of diplomas.....	23	132
clerical assistants.....	70	291
corporal punishment not inflicted in.....	49	228
course of study.....	96	367
detention of pupils after school hours.....	97	369
exclusion of pupils.....	97	369
number and rank of teachers.....	60, 62-71	281, 282, 290
		291
number of pupils to a teacher.....	62-68	291
pupils may be placed on probation.....	97	369
pupils to reside in district.....	96	368
pupils to reside in district, exception.....	96	368
recess.....	42	206
regulations.....	96, 97	367-369
sessions.....	41, 42	204, 205
special assistants.....	70	291
substitution of teachers.....	71	291
teachers, appointment.....	60, 62-71	291
temporary teachers, appointment.....	56, 83	270, 322
Holidays and vacations.....	40, 106-109	202, 426-429
Home lessons.....	100	391
Horace Mann School:		
absence of pupils.....	44-46	214-219
age for admission.....	101	396
course of study.....	100	395
number and rank of teachers.....	75	295
number of pupils to a teacher.....	75	295
principal, appointment.....	75	295
principal, rank.....	75	295
rank and number of teachers.....	75	295
recesses and intermissions.....	42	205
regulations.....	100	395, 396
sessions.....	42	205
teachers, appointment.....	75	295
temporary teachers, appointment.....	56, 83	270, 322

	Page.	Section.
Hours, school, punctual observance of.....	47	225
Household science and arts (See Special departments):		
supervisor, appointment.....	80	304
I.		
Income, auditor to receive and account for.....	17	82
Industrial schools:		
admission of pupils.....	119	476
appointment of teachers.....	56	270
compensation of employees.....	85	336
compensation of teachers.....	85	336
course of study.....	119	475
employees.....	80	310
number and rank of teachers.....	80	310
products.....	119	477
regulations.....	119	475-477
sessions.....	42	205
term.....	40	202
Industrial subjects:		
licenses to teach.....	33	138
Inspection of work of teachers on probation.....	59	276
Instruction:		
graded outlines.....	103	420
standards and methods of.....	23	133
Instruction in:		
cookery.....	98	377
ethics.....	48	225
sewing.....	98	377
woodworking.....	98	377
Instructor and assistant instructor of military drill. (See Physical training, armorer.)		
appointment.....	38, 79	144, 302
duties.....	109	430
votes required to elect.....	8	9
Instructors of athletics, appointment.....	79	302
Interpreters:		
additional, appointment.....	76	296
appointment.....	76	296
examination questions.....	24	136
J.		
Janitors:		
appointment.....	8, 18	9, 86
cleaning of buildings.....	47	223
closing of buildings.....	47	223
negligence.....	18, 54	85, 256
not to open buildings except by proper authority.....	46	223
open buildings to teachers for school purposes.....	47	223
regulations, enforcement of.....	18, 54	85, 256
removal.....	18	86
schoolhouse custodian to advise and instruct.....	18	88
schoolhouse custodian to have supervision.....	18	85
suspension.....	18	87
sweeping, class-rooms to be vacated.....	47	223
temporary appointments.....	18	86

	Page.	Section.
Janitors:		
transfer.....	18	86
votes required for approval of appointment.....	8	9
Janitors' supplies, requisitions for, to be countersigned by schoolhouse custodian.....	14, 18	60, 89
Junior masters:		
appointment.....	62	290, 291
rank changed to master.....	63	291
K.		
Keys of school buildings.....	18	91
Kindergartens:		
absence of pupils.....	100	386
additional teacher allowed.....	72	292
age for admission.....	98	377
attendants, appointment.....	75	293
corporal punishment not inflicted in.....	49	228
director, appointment.....	74	293
director, control over special classes.....	74	293
director, duties.....	74	293
maids, appointment.....	75	293
maids, term of service.....	75	293
number and rank of teachers.....	72, 74	292, 293
number of pupils to a teacher.....	72	292
physical restraint not to be used.....	100	387
promotions of pupils from.....	99	382
pupils not admitted.....	99	384
sessions.....	42	205
special assistants.....	75	294
teachers' certificates, Normal School.....	94	359
teachers, removal.....	72	292
teachers to ascertain cause of absence of pupils.....	100	386
teachers to visit families.....	100	385
to be reorganized.....	75	293
L.		
Land and buildings, care and custody of.....	17	85
Latin and high schools, regulations.....	95-97	365-369
Latin schools:		
absence of pupils.....	44-46	214-219
additional teachers.....	69, 70	291
admission, certificates of character.....	96	366
admission, elementary school pupils promoted to seventh or higher grade.....	95	366
admission, examinations.....	96	366
admission, graduates of elementary schools.....	95	366
admission, graduates of private schools.....	96	366
age for admission.....	95	365
award of diplomas.....	23	132
certificates of proposed collegiate instruction.....	95	366
clerical assistants.....	70	291
conditions of admission.....	95	366
corporal punishment not inflicted in.....	49	228
course of study.....	95	365
detention of pupils after school hours.....	97	369

	Page.	Section.
Latin schools:		
exclusion of pupils.....	97	369
number and rank of teachers.....	60, 62-71	282, 291
number of pupils to a teacher.....	62-68	282, 291
pupils may be placed on probation.....	97	369
recess.....	42	206
regulations.....	95-97	365, 366, 369
sessions.....	41, 42	204, 205
special assistants, appointments.....	70	291
teachers, appointment.....	62-71	291
temporary teachers, appointment.....	56, 84	270, 322
Laws relating to school committee.....	145	
Leaves of absence (See Teachers):		
application for, to be reported.....	83	321
certificate from a physician required.....	81	316
compensation of teachers absent.....	87	344
extended.....	83	320
grounds for.....	81	315
length of.....	55, 81, 82, 83, 87, 114	263, 316, 317 318, 320, 343 458
no deduction from salaries.....	87	344
not to exceed one year.....	83, 114	320, 458
nurses, grounds for.....	84	323
nurses, superintendent may grant.....	84	324
payment to teachers on.....	14	57
principals and directors.....	81	316
principals, subordinates to be notified of.....	56	265
removal of teachers.....	83	320
salaries of teachers not returning from.....	87	343
superintendent may grant.....	20, 81	109, 316
superintendent may terminate.....	82	317
to directors.....	81	316
to study and travel or for rest.....	81, 82	315, 317
to study and travel, teachers to make reports to superintendent.....	82	317
to study, travel, or rest, teachers eligible for.....	82	317
to study, travel, or rest, teachers to file agreement with secretary.....	83	317
to teachers.....	14, 20, 55, 81-84, 87	57, 109, 263 315-321, 343 344
to truant officers.....	114	458
to visit schools.....	55, 83	263, 318
Lessons:		
to be learned in school.....	100	391
to be learned out of school.....	100	391
Licenses. (See Minors' licenses.)		
Licenses to teach.....	27, 33	138
Limit of expenditures.....	16	74
List of substitutes.....	57	270.
Lists of:		
authorized text, reference and supplementary reading books, printing and distribution of.....	12	45
pupils not to be furnished.....	46	221
substitutes.....	57	270

M.		Page.	Section.
Maids:			
in kindergartens		75	293
in open-air class		75	293
Majority of Board required for quorum		9	15
Manual, secretary to prepare and publish		12	41
Manual training:			
assistant to director, appointment		79	298
classes in woodworking, cookery and sewing		98	377
teachers, appointment and assignment		79	299
teachers, rank and number		79	299
Manual training and drawing. (See Special departments.)			
Maps, Board of Superintendents to report on		23	134
Married women:			
appointment		62	283
resignation		61	283
Masters:			
appointment	62-72		290, 291, 292
appointment of, in Latin and high schools	62-68		291
appointment of, in Normal School	62		290
principals holding rank of master	62-68		292
rank of junior masters changed to	63		291
to be heads of departments	62-68		291
Masters' assistant:			
absence of	57		85, 256
Matrons, regulations, enforcement of	18, 54		
Measles. (See Contagious diseases.)			
Mechanic Arts High School:			
additional teachers allowed	69-71		291
assistants in mechanical departments allowed	71		138
licenses to teach in	27		291
number and rank of teachers	62		368
receives pupils from all parts of city	96		
Medical inspector of special classes:			
appointment	38, 79		144, 302
assignment of pupils to special classes	100		390
duties	109		431
Meetings of Board. (See School Board.)			
Messengers, appointment	17		83
Military drill, instructor. (See Instructor of military drill.)			
Minors:			
evening school attendance	101, 116		400, 462
illegal employment of	116		462
Minors' licenses			
age limitations	109-111		440-445
applications for	109, 110		440-442
applications for	110		441
badges, charge for	110		442
badges to be worn in sight	111		443
form of application	111		444
form of badges and licenses	111		444
holders of, to attend school	110		443
issue of	109		440
licenses to be exhibited	111		443
not to be issued to girls	111		445
principals to receive applications for	110		441
revocation of	111		443

	Page.	Section.
Minors' licenses:		
School Committee to authorize.....	110	440
superintendent to approve.....	110	440
superintendent to issue.....	110	440
supervisor of licensed minors.....	109	432
surrender of licenses and badges.....	110	442
suspension.....	111	443
to attend school.....	110	443
violation of terms of.....	111	443
Minutes:		
distribution of.....	9, 12	17, 39
to be official notice to principals.....	52	247
Misconduct of pupils.....	50	232
Monthly reports of cases of corporal punishment.....	54	258
Monthly reports, principals to make.....	52	250
Monthly returns of substitutes employed.....	55	259
Monthly statements of appropriations and expenditures... ..	15	65
Morals, instruction in.....	48	225
Morning exercises.....	43	210
Motions:		
for previous question.....	10, 11	26, 29
in writing.....	10	25
not debatable.....	11	29
order of putting.....	10	26
to adjourn.....	9, 10, 11	15, 26, 28
to amend.....	10	26
to commit or recommit.....	10	26
to lay on table.....	10	26
to postpone indefinitely.....	10	26
to reconsider.....	10, 13	21, 48
to suspend rules.....	10	22, 26
votes required to pass.....	10	27
Music:		
assistant directors, appointment.....	79	301
assistants, appointment.....	79	301
director, appointment.....	79	301
Music department. (See Special departments.)		
N.		
Names of teachers and pupils in official records.....	46	222
Naming of school-houses.....	11	30
votes required.....	11	30
Neglected children.....	117	464
Newspaper contests, teachers not to participate in.....	49	229
Newspapers, teachers not to edit.....	49	230
Non-attendants, superintendent to investigate.....	21	115
Non-resident pupils:		
statement from business agent to principals.....	40	200
to be reported.....	40, 55	200, 260
tuition of.....	14, 40	64, 200
Normal School:		
absence of pupils.....	44-46	214-219
admission at beginning of school year.....	94	356
admission, conditions of.....	93	356
admission examination.....	94	356

	Page.	Section.
Normal School:		
admission, graduates of college	94	356
admission, graduates of high schools	94	356
admission on probation	94	356
admission, qualifications	93	356
admission to advanced standing	94	356
admission without examination	94	356
age for admission	93	356
certificate in pedagogy or diplomas equivalent to one year's experience in teachers' examinations	34	139
certificates to graduates	94	359
clerical assistant	62	290
college graduates, certificates	95	359
course of study	93	355
detention of pupils after school hours	48	227
diplomas of graduation	94	359
Eastburn School Fund, expenditure of income	111, 112	450, 451
graduates, expiration of certificates	36	143
graduates, graded lists of	35	141
instruction to teachers	95	360
master to be director of Model School	62	290
number and rank of teachers	62	290
principal to draw income of Eastburn School Fund	112	450
principal to send pupils to training teachers	20, 94	107, 358
pupils assisted from Eastburn School Fund	112	451
pupils, discharge	94	356
pupils, examination	94	356
pupils, observation and practice	20, 58, 94	107, 274, 358
pupils, principals and training teachers to report on	94	358
pupils to be put on probation	94	356
rank and number of teachers	62	290
recess	42	206
regulations	93-95	355-360
sessions	42	205
special assistant	62	290
special certificates	94	359
special courses	94	359
supervisor of practice	62	290
supervisor of practice to visit training teachers	94	358
teachers, appointment	62	290
teachers to visit rooms of training teachers	94	358
temporary teachers, appointment	56, 83	270, 322
text-books	94	357
Notice of:		
action of Board, secretary to give	12	37
annual visitation day, to be filed with secretary	43	208
meetings	9, 12	14, 37
motion to reconsider	10	21
Number and rank of teachers	62-81	290-312
Number of manual training teachers	79	299
Number of pupils:		
to a teacher	60, 62-81	282, 290-312
to be used in determining rank of instructors	60, 62-81	282, 290-312
Number of teachers:		
day industrial schools	80	310
determination	60, 62-81	282, 290-312

	Page.	Section.
Number of teachers:		
elementary schools.....	60, 72-74	282, 292
evening schools.....	76, 77	296
Franklin Park School.....	81	312
High School of Commerce.....	63, 69, 70	291
High School of Practical Arts.....	65, 69, 70	291
high schools.....	61, 62-71	282, 291
Horace Mann School.....	75	295
kindergartens.....	74	293
Latin schools.....	61, 62-71	282, 291
Mechanic Arts High School.....	63, 69, 71	291
Normal School.....	62	290
number of pupils to be used in determining.....	61, 62-81	282, 290-312
playgrounds.....	78	297
special assistants.....	75	294
special departments.....	79, 80	298-307
to which schools or districts are entitled.....	61, 62-81	282, 290-312
Nurses (See Supervising staff, teachers):		
absence.....	108	429
appointment.....	37, 62, 79	144, 284, 302
assignment.....	62	284
duties.....	107	429
leaves of absence. (See Leaves of absence.)		
marriage.....	62	284
reappointment.....	62	284
removal.....	62	284
salaries, deduction for absence.....	88	344
salaries, on sliding scale.....	85	336
substitute, salaries at per diem rate.....	86	337
supervising nurse, appointment.....	37, 62, 79	144, 284, 302
supervising nurse, duties.....	106	428
supervising nurse, vacation.....	107	428
temporary, salaries at per diem rate.....	86	337
tenure of office.....	62	284
transfer.....	62	284
vacations.....	108	429
O.		
Office hours:		
of officers.....	11	32
schoolhouse custodian.....	18	90
Officers:		
account of articles furnished to.....	15	72
election.....	7, 8	3-10
meaning of term.....	5	
office hours.....	11	32
personnel.....	7	2
tenure of office.....	7	4
term of office.....	7	3-6
to hold over.....	8	11
vacancies how filled.....	8	10
votes required for election.....	8	9
Official records, names of teachers and pupils in.....	46	222
Omission of open-air recesses.....	43	206
Open-air classes.....	75	293
Opening of school-rooms.....	43, 102	211, 402

	Page.	Section.
Opinions of board of superintendents	22	126
Order:		
of business	9	18
of putting motions	10	26
presiding officer to preserve	10	20
questions of	10	20
Orders:		
for purchases	16	78
School Committee, superintendent to see enforced	19	101
secretary to transmit	12	37
superintendent may present to Board	20	113
votes required to pass	10	27
Organization, meeting for	7	1
Organization of schools	51	245
Out of school, lessons to be learned	100	391
Outbuildings and yards, rules for care of	53	255
Outside doors of school-houses to be kept unlocked	53	254
Oversight of expenditures	14	61
P.		
Paintings, gifts of:		
approval	53	252
record	53	252
Papers for reconsideration	13	48
Parental school teachers:		
appointment to Boston schools	38	144
certificate, validity	37	143
credit for previous service	87	341
credit for promotional examinations passed therein	92	347
Patriotic exercises in schools	43	209
Payment:		
amounts received from sale of books	17	82
pay-rolls and accounts	14	58
substitutes on emergency list	57	270
teachers on leave of absence	14	57
truant officers on leave of absence	114	459
Pay-rolls:		
payment	14	58
preparation	14	58
Periodicals, teachers not to edit	49	230
Photographs, gifts of:		
approval	53	252
record	53	252
Physical exercise for pupils, daily	48	226
Physical restraint not to be used in kindergartens	100	387
Physical training (See Special departments, playgrounds):		
armorer, appointment	79	302
armorer, duties	109	430
assistant directors of physical training and athletics, appointment	79	302
assistant directors of physical training and athletics, vacation	106	427
assistant instructor of military drill, appointment	79	302
assistant instructors in athletics, appointment	79	302
assistant instructors in athletics, vacation	106	427

	Page.	Section.
Physical training (See Special departments, playgrounds):		
assistants in playgrounds, appointment.....	79	302
assistants in sand gardens, appointment.....	79	302
daily.....	48	226
director of school hygiene, appointment.....	79	302
director of school hygiene, determine hours of service....	106	426
director of school hygiene, duties.....	105	426
director of school hygiene, enforce rules for school athletics.....	106	426
director of school hygiene, make reports to superin- tendent.....	106	426
director of school hygiene, vacation.....	106	426
first assistants in playgrounds, appointment.....	79	302
instructor of military drill, appointment.....	38, 79	144, 302
instructor of military drill, duties.....	109	430
instructors in athletics, appointment.....	79	302
instructors in athletics, vacation.....	106	427
instructors of military drill, votes required to elect....	8	9
management and control.....	19	102
medical inspector of special classes, appointment.....	38, 79	144, 302
medical inspector of special classes, assignment of pupils to special classes.....	100	390
medical inspector of special classes, duties.....	109	431
nurses. (See Nurses.)		
play teachers, appointment.....	79	302
regulations to be enforced.....	19	102
special assistant instructors, appointment.....	79	302
special instructors, appointment.....	79	302
supervising nurse. (See Nurses.)		
supervisors of schoolyard playgrounds, appointment....	79	302
teachers allowed.....	79	302
teachers, duties.....	106	427
teachers, votes required for approval of appointment....	8	9
Plans of school buildings, approval of.....	19	103
Playgrounds (See Physical training):		
certificates held by teachers.....	78	297
employees, expiration of appointment.....	57	270
salaries of teachers.....	86	339
sessions.....	78	297
teachers, appointment.....	56, 78	270, 297
teachers, duties.....	106	427
teachers, eligibility of certificate holders.....	78	297
teachers, expiration of appointments.....	57	270
teachers, names not removed from eligible lists.....	38	144
teachers, rank.....	78	297
term.....	78	297
women teachers employed in.....	78	297
Postpone indefinitely, motions to.....	10	26
Presentation of diplomas.....	51	237
Presents by pupils to teachers not allowed.....	49	229
President of corporation.....	9	12
Presiding officer:		
decide questions of order.....	10	20
duties.....	10	20
preserve order.....	10	20
take part in debate.....	10	20

	Page.	Section.
Previous question, motions for	10, 11	26, 29
Principals (See Teachers, Supervising staff):		
absence, subordinates to be notified of	56	265
administrative duties	51	245
apply to superintendent for substitutes	57	270
appointment	38, 62, 72	144, 290, 291 292
certify to service of subordinates	55	259
consider minutes of Board official notice	52	247
death or disability	83	322
decline to admit pupils to elementary schools	100	384
decline to admit pupils to kindergartens	99	384
dismiss pupils not absent or tardy	43	207
duties	51-56	245-266
establish and enforce regulations	52-54	245, 246, 255 256
establish boundary lines within district	98	378
forward truant cards to chief truant officer	117	464
furnish required information for Board	52	249
give fire-alarm signal	53	253
grant leave of absence to teachers	55	263
inform assistant superintendents of suspension of pupils	54	257
instructions to	19	104
investigate complaints and grievances	56	264
keep amended copy of rules and regulations	52	248
keep doors unlocked	53	254
keep list of applicants refused admission to schools	100	384
keep records of gifts	53	252
keep records prescribed by superintendent	52	250
leaves of absence to	81	316
make monthly reports	52	250
make monthly reports of cases of corporal punishment	54	258
make monthly returns of substitutes to business agent	55	259
make promotions from kindergartens	99	382
make reports to superintendent	52	250
make reports to superintendent of fire drills	53	253
make rules for use of yards, etc.	53	255
matrons, principals to enforce rules and regulations	54	256
may be granted leave of absence	81	316
notified of designation of truant officers	113	457
notified of promotions and granting of diplomas	13	47
notify business agent of appointment, transfer, resigna- tion, removal, or death of teachers	54	259
notify chief truant officer of services of truant officers	55	262
notify schoolhouse custodian of neglect of duty on part of janitors, etc.	55	256
notify subordinates of proposed absence	56	265
notify superintendent of absence of teachers	83	319
notify superintendent of vacancies	57	270
not to accept unauthorized gifts	53	252
not to admit pupils from another district without proper authority	50	233
not to permit reference books to be kept out of school buildings	53	251
not to place pupils in ungraded classes for misconduct	98	377

	Page.	Section.
Principals (See Teachers, Supervising staff):		
number and rank	62-78	290-297
of day schools not to teach in evening schools	77	296
of elementary schools, appointment	72	292
of elementary schools, rank	72	292
of evening schools, appointment	76	296
of evening schools, rank	76	296
of high schools, appointment	62	291
of high schools, rank	62	291
of Horace Mann school, appointment	75	295
of Horace Mann school, rank	75	295
of Latin schools, appointment	62	291
of Latin schools, rank	62	291
of Normal school, appointment	62	290
of Normal school, rank	62	290
organize respective schools	51	245
place pupils over eight years of age in ungraded classes . .	98	377
present diplomas	51	237
reply to requests for information	52	249
report failure of heating and ventilating apparatus	54	255
report marriage of women teachers	61	283
report names of pupils residing in other districts	55	261
report non-resident pupils	55	260
report on Normal pupils	94	358
report standing of pupils in graduating grades	23	132
report suspension of pupils	54	257
report unsanitary condition of school-houses	50, 53	231, 255
report visits of teachers to other schools	55	263
reports to be kept on file by superintendent	21	116
responsible for school property	52	251
responsible for unsanitary conditions	53	255
see that rules and regulations are enforced	51, 52, 53, 54	245, 246, 255
see that rules and regulations for janitors and assistants are enforced	54	256
sign certificates of progress	51	236
sign diplomas	51	236
supply teachers with rules and regulations	52	248
suspend pupils	54	257
suspend sessions	56	266
teachers to co-operate with	47	225
transfer pupils from one building to another	51, 99	233, 378
truant officers to report daily to	116	463
use precautions against fire	53	253
votes required for approval of appointment	8	9
Private pupils, teachers not to instruct	49	230
Prizes and presents not allowed	49	229
Probation of pupils	94, 97	356, 369
Probation of teachers	59	276
Proceedings of Board	9, 11, 12, 52	17, 35, 39, 247
Programs of special studies:		
board of superintendents to report on	23	131
deviation from	23	131
Progress, certificates of:		
may be granted	51	236
signed by superintendent and principals	51	236

	Page.	Section.
Promotional examinations	89-92	346-350
academic study, courses counting toward college degree accepted in lieu of	89, 90	346, 347
Board of Superintendents to issue certificate to persons passing	92	348
character and scope	92	348
credit for promotional examinations passed while in Parental School	92	347
dates	89	346
first	90	346
first, salaries of teachers who pass	90	346
first, teachers failing to pass	90	346
first, teachers failing to pass two examinations	90	346
first, teachers required to pass	90	346
information regarding, to be distributed by board of superintendents	92	348
notice to be sent to teachers required to take	93	350
re-examination	90	346
second	90	347
second, salaries of teachers who fail to pass	91	347
second, salaries of teachers who pass	91	347
successful candidates to be certified to business agent	92	348
teachers entering on advanced salary	92	347
teachers exempt from taking	93	349
teachers in service may be required to take	93	350
teachers promoted to higher rank in schools of same class	91	347
teachers promoted to schools of different class	92	347
teachers to give written notice of intention to take	92	349
termination of employment of teachers failing to pass	93	350
Promotions:		
pupils from grade to grade	99	382
pupils from kindergartens	99	382
secretary to notify principals of promotions of pupils	13	47
teachers	38	144
teachers on tenure	60	280
Proposals:		
for furnishing articles in excess of \$500, advertisements for	16	76
to be retained on file	16	77
Publications, unauthorized	46	220
Punishment of pupils	21, 48, 100	118, 228, 387
Pupils:		
absence	45	218
absence from evening schools	103	404
absence, instruction elsewhere	46	218
absence, kindergartens	100	386
absence, occasional	117	464
absence on account of contagious disease	44	214, 215
absent, names taken from list	45	217
absent, other pupils not to be sent for	45	216
absent, record to be kept	45	217
absent, superintendent to investigate	21	115
absent, teachers to ascertain cause	100	386
absent, truant officers to be notified	46	219
admission. (See Admission of pupils.)		

	Page.	Section.
Pupils:		
annual visitation day	43	208
assignment to disciplinary classes	100, 116	389, 461
assignment to special classes	100	390
attend school in districts where they reside	50, 96	233, 368
attend school in districts where they reside, exception	50, 96	233, 368
attendance in evening high schools	102	403
attendance in general	40-51	200-237
attendance, investigation of non-attendants	21	115
attendance, recording	45	217
award of certificates, evening schools	103	408
award of certificates of progress	51	236
award of diplomas	23, 51	132, 236, 237
birth certificates	98	377
cleanliness	51	234
complaints of parents and guardians	56	264
contributions from, not permitted	49	229
corporal punishment	49	228
daily physical exercise for	48	226
detained after school and during recess	48, 97	227, 369
discharge of. (See Expulsion, exclusion, or suspension of pupils.)		
elementary schools, dismissal last session of month	43	207
expelled or suspended not admitted to another school	51	235
graduates of elementary schools admitted to high schools	96	368
graduates of elementary schools admitted to Latin schools	96	366
graduates of private schools admitted to high schools	97	368
graduates of private schools admitted to Latin schools	96	366
in day schools not to attend evening schools	101	400
kindergartens, absences from	100	386
lists of, not to be furnished	46	221
management of, before and after school sessions	47	225
may begin work of next grade	99	383
may be placed in ungraded classes	98	377
misconduct	50, 98	232, 377
names, ages, dates of admission and places of residence, record to be kept	45	217
names in official records and documents in full	46	222
names of those granted diplomas to be sent to principals, non-resident, bills for tuition	13	47
non-resident, principals to return names of	14	64
non-resident, statement from business agent to principals	55	260
non-resident, to be reported	40	200
non-resident, tuition of	40, 55	200, 260
Normal School, principals and training teachers to report on	14, 40	64, 200
report on	94	358
not absent or tardy, dismissal	94	358
not admitted to another district without proper authority	43	207
not admitted to another district without proper authority	50	233
not admitted to elementary schools	99	384
not admitted to kindergartens	99	384
not admitted to school without certificate of vaccination, not to be confined in closets, etc.	43	213
not to be confined in closets, etc.	48	228
not to be placed in ungraded classes for misconduct	48	228
	98	377

	Page.	Section.
Pupils:		
not to be seated according to rank	45	217
not to be sent for absent pupils	45	216
not to be sent on errands	45	216
not to furnish books	46	220
not to give presents to teachers	49	229
not to receive instruction elsewhere	46	218
not to receive prizes or diplomas from teachers	49	229
not to remain in eighth grade more than one year	100	388
not to take books from buildings, evening schools	103	406
number to allow additional teacher in elementary schools	72	292
number to a teacher in disciplinary classes	72	292
number to a teacher in elementary schools	72	292
number to a teacher in evening elementary schools	76	296
number to a teacher in evening high schools	76	296
number to a teacher in high and Latin schools	62-68	291
number to a teacher in Horace Mann School	75	295
number to a teacher in kindergartens	72	292
number to a teacher in special classes	72	292
number to a teacher in ungraded classes	72	292
number to authorize appointment of teachers	60-78	282, 290-297
number to be used in determining rank of teachers	60-78	282, 290-297
of evening schools not to take books from buildings	103	406
principals may decline to receive in first grade	99	384
principals may decline to receive in kindergartens	99	384
private pupils, teachers not to instruct	49	230
probation, pupils may be placed on	94, 97	356, 369
promotion from kindergartens	99	382
promotion of, from grade to grade	99	382
punishment	21, 48	118, 228
record of attendance and absence	45	217
record of standing	45	217
records to be kept	45	217
reference books not to be kept out of school-houses	53	251
regularly discharged, admitted to same grade	50	233
residing in other districts	55	261
seating of	45	217
special examinations	20	111
standing in graduating grades	23	132
suspended, not admitted to another school	51	235
suspended, truant officers not to visit	117	464
suspension. (See Expulsion, exclusion, or suspension of pupils.)		
tardiness	45	218
transfer	50	233
transferred from one building to another	51, 98	233, 378
transfers to be approved by assistant superintendents	51, 98	233, 378
tuberculous	119	480
vaccination certificates	43	213
Purchases:		
correctness to be certified to	16	79
orders for	16	78

Q.		Page.	Section.
Qualification, certificates of. (See Certificates of qualification.)			
Questions for examination, approval.	23, 24, 89, 90, 93, 94, 96		132, 137, 346 347, 350, 356 360
Questions of order.	10		20
Quorum of Board.	9		15
R.			
Rank of teachers:			
change in.	60		281
day industrial schools.	80		310
determination of.	61, 62-78		282, 290-297
elementary schools.	61, 72-75		282, 292
evening high schools.	76		296
evening schools.	76		296
High School of Commerce.	62		291
High School of Practical Arts.	62		291
high schools.	61, 62-71		282, 291
Horace Mann School.	75		295
in service not to be reduced.	63		291
kindergartens.	74		293
Latin schools.	61, 62-71		282, 291
manual training.	79		299
Mechanic Arts High School.	62		291
Normal School.	62		290
playgrounds.	78		297
special departments.	79, 80		298-307
Reading of Scripture in schools.	43		210
Reappointment of teachers.	19, 59		105, 277
date of.	58		273
not on tenure.	59		278
Receipts:			
accounts of.	13		55
auditor to obtain and keep.	16		73
Recesses:			
afternoon.	42		206
detention of pupils during recesses forbidden.	48		227
omission of open-air.	43		206
periods.	42		205, 206
Reconsideration:			
motion for.	10, 13		21, 48
secretary to hold papers relating to.	13		48
Records:			
abbreviation of names.	46		222
and returns of schools.	45		217
attendance and absence of pupils.	45		217
certificates of vaccination.	43		213
children awaiting admission.	99		384
corporal punishment.	49		228
of business of schoolhouse custodian.	18		92
of gifts.	53		252
principals to keep.	52		250
superintendent to determine form.	20		114

	Page.	Section.
Reference books:		
approval by board of superintendents.....	24	134
not to be kept out of school-houses.....	53	251
Regulations:		
advisory committees.....	118	470
amendments adopted by majority vote.....	10	23
amendments to.....	10	23
assistant superintendents to enforce.....	22	129
day industrial schools.....	119	475-477
Eastburn School Fund.....	111, 112	450-453
elementary schools.....	97-100	375-391
evening schools.....	101-103	400-409
Franklin Park School.....	119, 120	480-483
general of the schools.....	40-51	200-238
Horace Mann School.....	100, 101	395, 396
Latin and high schools.....	95-97	365-369
minors' licenses.....	109-111	440-445
Normal school.....	93-95	355-360
principals to enforce.....	51, 52	245, 246
schoolhouse custodian to enforce.....	18	85
special departments.....	103-109	420-432
superintendent to make supplemental.....	19	101
superintendent to see carried out.....	19	101
suspension.....	10	22, 26
teachers to be governed by.....	47	224
truant officers.....	112-118	455-466
Removal of members of supervising staff.....	8, 19, 58	9, 103, 105 271
Removal of names from eligible lists.....	38, 39	144, 145
Removal of teachers.....	8, 19, 58, 59, 61, 71, 72, 77, 83, 90, 93	9, 103, 105 271, 276, 283 291, 292, 296 320, 346, 350
failing of confirmation.....	59	276
failing to pass promotional examinations.....	90, 93	346, 350
leaves of absence.....	81-85	315-324
notice to be given business agent.....	54	259
Reports:		
cases of corporal punishment.....	49, 54	228, 258
made by assistant superintendents, directors, principals, or other teachers, filed by superintendent.....	21	116
of assistant superintendents of visits to schools.....	22	128
of non-resident pupils.....	40, 55	200, 260
on books, maps and charts.....	23	134
pupils residing in other districts.....	55	261
supervisors of special departments.....	104	420
Reports, Annual:		
assistant superintendents.....	23	130
auditor.....	17	81
business agent.....	15	66
superintendent.....	21	117
Requisitions:		
approval of.....	14, 18	60, 89
books, etc., from special funds.....	46	220
fuel and janitors' supplies, to be countersigned by schoolhouse custodian.....	14, 18	60, 89
on city auditor.....	14	58

	Page.	Section.
Resignations of teachers.....	83	320
because of marriage.....	61	283
failing to return to duty at expiration of leave of absence.....	83	320
notice to be given business agent.....	54	259
on account of ill-health.....	83	317
Resignations of truant officers.....	114	458
Resolutions, secretary to transmit.....	12	37
Responsibility for unsanitary conditions of schoolhouses..	49, 53	231, 255
Retirement age.....	7, 58	5, 6, 271
Returns to Secretary of State Board of Education.....	12	38
Roll-call of Board.....	9	15
Rooms of Board, in charge of secretary.....	11	35
Rules.....	7-39	1-145
corporation.....	9	12
yards and outbuildings.....	17, 53	85, 255
Rules and regulations:		
amendments.....	10	23
amendments adopted by majority vote.....	10	23
amendments to be noted in special copies.....	52	248
amendments to be read at two meetings.....	10	23
janitors and engineers, to be enforced by schoolhouse custodian and principals.....	18, 54	85, 256
meaning of term.....	5	
secretary to publish.....	12	40
suspension.....	10	22, 26
teachers to be furnished with copies of.....	52	248
to be observed and enforced by principals.....	51, 52	245, 246

S.

Salaries:		
substitute truant officers.....	114	458
truant officers, absent, deduction from.....	115	459
truant officers, absent, no deduction from.....	114	459
Salaries of supervising staff:		
deduction for absence.....	88	344
fixed or sliding scale.....	85	336
no deduction for absence.....	87	344
not resuming duties on opening of school term.....	86	336
retiring during summer vacation.....	85	336
start on minimum.....	86	340
Salaries of teachers.....	56, 58, 85-92	275, 335, 347
absent, deduction from.....	88	344
absent to visit other schools, no deduction from.....	87	344
change of rank.....	60	281
credit for previous service.....	86, 87	340, 341
date of advances in.....	88	345
day industrial schools.....	85, 86	336, 337
established at a fixed rate.....	85	336
established on a sliding scale.....	85	336
evening schools.....	86	338
failing of confirmation.....	59, 87	276, 343
failing to pass first promotional examination.....	90	346
failing to pass second promotional examination.....	91	347
fixed annually in June.....	85	335
in service, not to be reduced.....	63	291

	Page.	Section.
Salaries of teachers:		
married during summer vacation.....	61	283
maximum.....	85	336
not resuming duties on opening of schools.....	86	336
not returning from leave of absence.....	87	343
not to be changed during year.....	85	335
not to receive compensation after removal.....	58	271
not to receive compensation until validity of certificate has been certified to business agent.....	58	274
nurses, on sliding scale.....	85	336
nurses, temporary and substitute, at per diem rate....	86	337
passing first promotional examination.....	90	346
passing second promotional examination.....	91	347
placed on seventh year.....	91	347
placed on third year.....	90	346
retiring during summer vacation.....	85	336
special assistants.....	86	337
substitutes.....	86	337
temporary teachers.....	86	337
transferred to a high grade.....	87	342
transferred to same rank, subordinate teachers.....	20, 58	106, 272
Sale of books:		
amounts received from.....	17	82
payment of amounts received from.....	17	82
Sand gardens (See Playgrounds):		
teachers, appointment.....	78	297
teachers, certificate, requirements.....	78	297
teachers, eligibility of certificate holders.....	35	140
teachers, required certificates.....	25	138
Sanitary condition of schoolhouses.....	53	255
Sanitation, teachers to give attention to.....	49	231
Scarlet fever. (See Contagious diseases.)		
School athletics (See Physical training):		
plan of management and control.....	19	102
regulations to be enforced.....	19	102
School Board:		
absence of chairman.....	9	19
absence of members.....	9	15
adjournment, motions for.....	9, 10, 11	15, 26, 28
amendments to rules and regulations.....	10	23
appeal from decision of chair.....	10	20
approve appointments of teachers.....	56	270
ballots.....	8	8
books authorized by.....	46	220
books for Normal School, authorized by.....	94	357
chairman. (See Chairman.)		
chairman <i>pro tempore</i>	7, 9	1, 19
debate, presiding officer may take part in.....	10	20
debate, superintendent may take part in.....	20	113
duties of presiding officer.....	10	20
employees. (See Employees of School Board.)		
executive sessions.....	9	16
leaves of absence, superintendent to report.....	83	321
married women, superintendent to report.....	61	283
matters referred, superintendent to report on.....	21	119
meeting for organization.....	7	1

	Page.	Section.
School Board:		
meetings, regular.....	9	13
meetings, special.....	9	14
meetings, superintendent to attend.....	20	113
meetings to be open.....	9	16
members may present diplomas and certificates of progress.....	51	237
minutes.....	9, 12, 52	17, 39, 247
motions. (See Motions.)		
motions, in writing.....	10	25
motions, not debatable.....	11	29
motions, order of putting.....	10	26
motions, to amend.....	10	26
naming of school-houses.....	11	30
notices of meetings.....	9, 12	14, 37
office hours.....	11	32
officers, election.....	7, 8.	3-10
officers, personnel.....	7	2
officers, term of office.....	7	3-6
officers, to hold over.....	8	11
order of business.....	9	18
order, presiding officer to preserve.....	10	20
order, questions of.....	10	20
organization.....	7	1
permanent records, secretary to keep.....	11	35
president of corporation.....	9	12
principals to reply promptly to requests for infor- mation.....	52	249
printed proceedings to be considered official notice to principals.....	52	247
quorum.....	9	15
reconsideration.....	10, 13	21, 48
regular meetings.....	9	13
reports on corporal punishment open to inspection of, resolutions.....	49 12	228 37
roll call.....	9	15
rules of corporation.....	9	12
senior member to preside.....	7	1
special meetings.....	9	14
studies authorized by.....	46	220
superintendent to attend meetings.....	26	113
suspension of rules.....	10	22, 26
transfer of teachers.....	20, 58	106, 272
transfers of teachers, superintendent to report.....	20, 58	106, 272
treasurer of corporation.....	7, 9	2, 3, 12
trustees of teachers' retirement fund.....	8	7, 8, 9
use of rooms, Mason street building.....	13	49
vacancies, how filled.....	8	10
votes. (See Votes.)		
votes not to be passed in executive session.....	9	16
votes required to elect officers.....	8	9
votes required for approval of appointments of teachers, janitors, etc.....	8	9
votes required to pass orders, motions, etc.....	10	27
votes, secretary to record.....	8	8, 9
yeas and nays.....	10	24

	Page.	Section.
School census, secretary to have charge of.....	12	42
School Committee. (See School Board.)		
School hours, punctual observance of.....	47	225
Schoolhouse custodian:		
advise and instruct janitors, engineers, and matrons...	18	88
appoint assistants.....	18	93
appoint, transfer, and remove janitors, engineers, and matrons.....	18	86
care and custody of land and buildings.....	17	85
countersign requisitions for fuel and janitors' supplies,	14, 18	60, 89
duties.....	17, 18	85-93
election.....	7	4
enforce rules and regulations for janitors, etc.....	18	85
executive officer in charge of land and buildings.....	17	85
keep duplicate keys of school buildings.....	18	91
keep records.....	18	92
make temporary appointments of janitors, engineers, and matrons.....	18	86
office hours.....	18	90
officer of Board.....	7	2
report cases of negligence on part of janitors, engi- neers, and matrons.....	18	85
supervise and control janitors, engineers, and matrons,	18	85
suspend janitors and engineers.....	18	87
term of office.....	7	4
to be notified of neglect of duty on part of janitors, engineers, or assistants.....	54	256
visit and inspect school buildings.....	18	88
School-houses:		
admission of pupils on cold or stormy days.....	43	212
applications for use of accommodations in.....	13	50
approval of plans.....	19	103
care and custody of.....	17	85
doors to be kept unlocked.....	53	254
flags for.....	51	238
inspected by schoolhouse custodian.....	18	88
keys, duplicate.....	18	91
naming of.....	11	30
not to be opened except by proper authority.....	46	223
open to teachers for school purposes.....	47	223
precautions against fire.....	53	253
reference books not to be kept out of.....	53	251
sanitation of.....	49, 53	231, 255
temperature and ventilation of.....	49	231
use of, for other than school work.....	13, 46	50, 223
vacating of.....	47	223
School hygiene. (See Physical training.)		
School officers may present diplomas and certificates of progress.....	51	237
School premises:		
advertisements not to be posted on.....	46	221
agents not admitted to.....	46	221
cleanliness of.....	53	255
School property, principals to be responsible for.....	52	251
School registers and returns.....	45	217
School rooms to be opened.....	43, 102	211, 402

	Page.	Section.
School sessions. (See Sessions.)		
School year and terms.....	40, 78, 101	201, 202, 297 402
Schools:		
account of articles furnished to.....	15	72
admission of pupils.....	40, 43, 93, 95, 96, 98, 101, 102	200, 212, 356 366, 368, 377 378, 396, 403
admission of pupils on cold or stormy days.....	43	212
age for admission.....	40, 98	200, 377
agents not allowed to enter.....	46	221
annual visitation day.....	43	208
assistant superintendents to visit and report thereon..	22	128
books and studies.....	15, 46	72, 220
boundary lines.....	98, 121-145	378
classification.....	5	
daily sessions (See, also, Sessions).....	42	205
graduating exercises.....	41, 103	203, 409
morning exercises.....	43	210
non-resident pupils.....	14, 40, 55	64, 200, 260
omission of open-air recesses.....	43	206
patriotic exercises.....	43	209
pupils not admitted without certificate of vaccination,	43	213
reading of Scripture.....	43	210
recesses.....	42, 48	205, 206, 227
regulations. (See Regulations.)		
teachers present before opening of sessions.....	43, 102	211, 402
terms and sessions.....	40, 78, 101	201, 202, 297 402
tuition of non-resident pupils.....	14, 40, 55	64, 200, 260
vacations and holidays.....	40	202
who may attend.....	40	200
Scripture, reading of.....	43	210
Seating of pupils.....	45	217
Secretary:		
appoint assistants.....	13	51
call special meetings.....	9	14
certify to business agent validity of certificates of qualification.....	12, 58	37, 274
deliver certificates and diplomas.....	12	46
distribute documents.....	12	39
distribute minutes.....	9, 12, 52	17, 39, 247
duties.....	11-13	35-51
election.....	7	4
give notice of action of Board.....	12	37
have charge of rooms, documents, and files.....	11, 13	35, 49, 50
have charge of school census.....	12	42
hold papers for reconsideration.....	13	48
informed of designation of truant officers.....	113	457
issue permits for use of accommodations in school buildings.....	13, 46	49, 50, 223
keep permanent record of proceedings of Board.....	11	35
keep record of votes.....	8	8, 9
notice of annual visitation day to be filed with.....	43	208
notify principals of promotions and granting of diplomas.....	13	47

	Page.	Section.
Secretary:		
notify teachers and employees of their appointment, dismissal, or leave of absence.....	12	37
of board of superintendents.....	11	36
of corporation.....	9, 11	12, 36
officer of Board.....	7	2
permit use of rooms in School Committee building...	13	49
prepare and publish advertisements of examinations...	12	44
prepare and publish list of authorized text, reference, and supplementary reading books.....	12	45
prepare and publish manual.....	12	41
prepare annual returns to State Board of Education...	12	38
prepare certificates and diplomas.....	12	46
publish courses of study.....	12	43
publish rules and regulations.....	12	40
send names of diploma pupils to principals.....	13	47
sign certificates of qualification.....	34	140
teachers to file agreement with.....	83	317
term of office.....	7	4
transmit orders.....	12	37
transmit resolutions.....	12	37
transmit votes.....	12	37
Senior teacher to notify superintendent of death or dis- ability of principals and heads of departments....	83	322
Services of truant officers.....21, 46, 55, 115-118		116, 219, 262 460-466
Sessions:		
afternoon, hours changed.....	42	205
day industrial schools.....	42	205
elementary schools.....41, 42		204, 205
evening schools.....	101	402
Franklin Park School.....	42	205
high schools.....41, 42		204, 205
Horace Mann School.....	42	205
kindergartens.....	42	205
Latin schools.....	42	205
management of pupils before and after.....	47	225
Normal School.....	42	205
playgrounds.....	78	297
recess, afternoon.....	42	206
suspension.....20, 42, 56		112, 204, 266
teachers present before opening.....43, 102		211, 402
terms of school.....40, 78, 101		201, 202, 297 402
vacations and holidays.....	40	202
votes required to suspend.....	42	204
Setting-up drill.....	48	226
Sewing:		
instruction in.....	98	377
teachers, assignment of.....	80	306
Sliding scale of salaries.....	85	336
Smallpox. (See Contagious diseases.)		
Special assistant instructors allowed.....69, 70, 71		291
Special assistants:		
additional allowed.....62, 70		291
appointment.....56, 57, 62, 75		270, 290, 294

	Page.	Section.
Special assistants:		
eligibility of certificate holders.....	34	140
expiration of appointments.....	57	270
high and Latin schools.....	62-72	291
names to remain on eligible lists.....	38	144
Normal School, appointment.....	62	290
salaries of.....	86	337
Special certificates, Normal School graduates.....	94	359
Special classes:		
assignment of pupils.....	100	389
director of kindergartens, control over.....	74, 105	293, 422
medical inspector.....	38, 79, 100, 109	144, 302, 390
		431
number and rank of teachers.....	72	292
number of pupils to a teacher.....	72	292
superintendent may establish.....	99	380
teachers, appointment.....	72	292
temporary teachers, appointment.....	56, 84	270, 322
Special departments:		
assistant directors, reports.....	104	421
assistant directors to give instruction.....	104	421
assistant directors to keep records of arrival and departure.....	105	421
assistant directors to notify teachers in charge of arrival.....	104	421
assistant directors to notify teachers of deviation from schedule.....	104	421
assistants, reports.....	104	421
assistants to give instruction.....	104	421
assistants to keep records of arrival and departure....	105	421
assistants to notify teachers in charge of arrival.....	104	421
assistants to notify teachers of deviation from schedule,	104	421
copies of schedules of visits to be transmitted to members and officers of Board and others.....	104	420
directors, general duties.....	103, 104	420
directors of, to hold conferences.....	104	420
directors of, to make reports.....	104	420
directors to prepare graded outlines for instruction....	103	420
directors to prepare schedule of visits.....	104	420
duties of director of evening and continuation schools,	105	424
duties of director of kindergartens.....	74, 105	293, 422
duties of director of school hygiene.....	105	426
duties of medical inspector.....	109	431
duties of supervisor of household science and arts....	105	425
duties of supervisor of licensed minors.....	109	432
duties of supervisor of substitutes.....	105	423
graded outlines for instruction.....	103	420
regulations.....	103-109	420-432
schedule of visits of directors and supervisors to be approved by superintendent.....	104	420
supervisors to prepare schedule of visits.....	104	420
supervisors to report.....	104	420
Special examinations:		
candidates for certificates of qualification.....	24	137
classes or grades.....	20	111
Special funds, requisitions for books, etc.....	46	220

	Page.	Section.
Special meetings of Board	9	14
Special studies, program of:		
board of superintendents to report on deviation from,	23	131
deviation from	23	131
Special teachers:		
appointment	80	305
assignment of	80	306
Special teachers allowed	80	305
State Board of Education, annual returns to	12	38
Statements of unexpected balances	15	65
Statistics of membership, attendance, etc.	21	117
Stormy days, suspension of school sessions	20, 41	112, 204
Studies to be authorized by Board	46	220
Substitutes:		
appointment and assignment	55, 57, 78	263, 270, 297
appointment of teachers to fill vacancies of higher rank,	57	270
eligibility of certificate holders	34	140
emergency list	57	270
names to remain on eligible lists	38	144
payment	57	270
salaries	86	337
supervisor. (See Special departments.)		
supervisor of, appointment	80	303
Sub-masters:		
absence of	57	270
additional	72	292
duties	56	265
number	72	252
Summer high school term	41	202
Superintendent:		
age of retirement	7	5
annual report	21	117
annually reappoint teachers not on tenure	59	278
appoint an emergency list of substitutes	57	270
appoint assistants	21	121
appoint members of supervising staff	19	103, 105
appoint playground employees	78	297
appoint teachers	19, 56, 57, 62-81	103, 105, 270 283, 290-312
appoint temporary teachers	56, 57, 84	270, 322
approve plans of school buildings	19	103
approve schedule of visits of directors and super-		
visors	104	420
assign duties to assistant superintendents	19, 22	103, 127
assign manual training teachers	79, 80	299, 306
assign special teachers	80	306
assign teachers of cookery	80	306
assign teachers of sewing	80	306
assistant superintendent, representative of	22	129
attend meetings of Board	20	113
authority of	18, 21	100, 120
chairman <i>ex officio</i> of board of superintendents	22	125
chairman of board of superintendents	19	103
change hours of afternoon sessions	42	205
designate teacher to take charge of school or depart-		
ment in absence of principal or head of	83	322

	Page.	Section.
Superintendent:		
designate training teachers.....	20	107
determine form of records.....	20	114
determine sessions of evening schools.....	102	402
direct recesses and intermissions, Horace Mann School..	42	205
directions to be observed and enforced by principals....	52	246
duties.....	18-21	100-121
election.....	7	5
establish disciplinary classes.....	99	381
establish plan for school athletics.....	19	102
establish special classes.....	99	380
executive officer in department of instruction.....	18	100
exercise duties assigned to assistant superintendents, etc.....	18	100
extend term of probation of teachers.....	59	276
file reports made by assistant superintendents, mem- bers of supervising staff, and teachers.....	21	116
general duties.....	18, 19	100, 101
grant leave of absence to nurses.....	84	324
grant leave of absence to teachers.....	20, 55, 81	109, 263, 316
instruct assistant superintendents, members of super- vising staff, and teachers.....	19	104
investigate cases of non-attendants.....	21	115
investigate cases of suspension and discipline.....	21	118
issue minors' licenses.....	109	440
make supplemental regulations.....	19	101
member of board of superintendents.....	22	125
notified of absence of truant officers.....	112	457
notify chief truant officer of unsatisfactory service of truant officers.....	21	116
officer of Board.....	7	2
order examinations of candidates for certificates of qualification.....	20	110
order special examinations of grades or classes.....	20	111
other duties and authority.....	21	120
perform duties required by Board.....	21	119
present orders to Board.....	20	113
preside at meetings of board of superintendents.....	22	125
principals to keep records prescribed by.....	52	250
principals to make reports to.....	52	250
principals to report suspension of pupils to, for final action.....	54	257
principals to report visits of teachers to other schools...	55	263
reappoint members of supervising staff and teachers...	19	105
receive monthly report from chief of truant officers..	112-113	457
receive notice of absence of teachers.....	83	319
receive reports of cases of corporal punishment.....	54	258
receive reports of fire drills.....	53	253
recommend change in rank of teachers.....	60	281
recommend establishment of additional ungraded classes.....	99	379
recommend leave of absence to study and travel.....	82	317
relations with board of superintendents.....	19	103, 104
remove teachers.....	19, 58, 59, 62	105, 271, 276
report applications for leave of absence.....	83	321
report appointments of married women.....	62	233

	Page.	Section.
Superintendent:		
report on matters referred	21	119
report transfers of teachers	20, 58	106, 272
reports on corporal punishment to be open to inspection of	49	228
reprimand or suspend teachers	20	108
require teachers to take promotional examinations	94	350
responsible for appointments	56	270
retirement age	7	5
see that orders of Board are carried out	19	101
see that regulations are carried into effect	19	101
sign certificates of progress	51	236
sign certificates of qualification	34	140
statistics	21	117
suspend school sessions	20, 41	112, 204
suspend teachers	19, 20	103, 108
take part in debate	20	113
term of office	7	5
terminate leaves of absence to study and travel or for rest	82	317
transfer teachers	20, 58	106, 272
truant officers under supervision of	112	456
written opinions of board of superintendents to	22	126
Superintendents, assistant. (See Assistant superintendents.)		
Superintendents, Board of. (See Board of superintendents.)		
Supervising nurse (See Nurses, Supervising staff):		
appointment	38, 79	144, 302
duties	106, 107	428
vacation	107	428
Supervising staff (See Teachers):		
age of retirement	58	271
appointments	8, 19, 56, 58, 59, 60	9, 103, 105 270, 275, 278 279
appointments on tenure	59	277
certificates. (See Certificates of qualification.)		
examination questions	24	136
leaves of absence. (See Leaves of absence)	20, 81-85	109, 315-323
meaning of term	5	
nurses. (See Nurses.)		
promotional examinations, not required to take	90	346
promotions when on tenure	60	280
reappointments	19, 58, 59, 60	105, 273, 278 279
reappointments, term of	58	273
re-entering service	60	279
removals	8, 19, 58	9, 103, 105 271
reports kept on file by superintendent	21	116
reprimands	20	108
retirement age	58	271
salaries. (See Salaries of supervising staff, Salaries of teachers.)		
salaries, begin on minimum	86	340
salaries, deduction for absence	87	344

	Page.	Section.
Supervising staff:		
salaries, must hold valid certificate.....	58	274
salaries, no deduction for absence.....	87	344
salaries, not resuming duties on opening of school term..	86	336
salaries on fixed or sliding scale.....	85	336
salaries, retiring during summer vacation.....	85	336
superintendent to give instructions.....	19	104
suspensions.....	19, 20	103, 108
transfers.....	19, 20, 58	103, 106, 272
Supervision and control of janitors and engineers.....	18	85
Supervisor of household science and arts:		
appointment.....	80	304
duties.....	105	425
Supervisor of licensed minors.....	80, 109	307, 432
Supervisor of practice. (See Normal School.)		
Supervisor of substitutes:		
appointment.....	80	303
duties.....	105	423
Supervisors of special departments:		
appointment.....	37, 38	144
general duties.....	103	420
reports.....	104	420
to prepare graded outlines for instruction.....	103	420
to prepare schedule of visits.....	104	420
Supplementary books (See Books):		
discontinuance.....	23	134
introduction.....	23	134
Supplies:		
furnished from special funds.....	46	220
furnishing.....	15	72
Suspended pupils:		
truant officers not to visit.....	117	464
Suspension of pupils. (See, also, Expulsion, exclusion, or suspension of pupils.)		
Suspension of rules and regulations.....	10	22, 26
Suspension of school sessions. (See Sessions.).....	20, 41	112, 204
Suspension of teachers. (See Teachers.)		
Sweeping of buildings.....	47	223

T.

Table, motions to lay on.....	10	26
Tardiness of pupils.....	45	218
Teachers (See Supervising staff):		
absence of, principals to notify superintendent of.....	83	319
absence of sub-masters, master's assistants, or first assistants, appointment of substitute teachers.....	57	270
absent, deduction from salaries.....	87	344
absent to visit other schools, salary.....	55, 83, 87	263, 318, 344
act as heads of departments without compensation.....	71	291
act as training teachers.....	20	107
additional, may be appointed.....	69-72	291, 292
age of retirement.....	58	271
annual reappointment.....	59	278
appointment. (See Appointment of teachers.)		
arrange daily physical exercise for pupils.....	48	226

	Page.	Section.
Teachers:		
assignment of manual training teachers	79, 80	299, 306
become familiar with regulations	47	224
certificates. (See Certificates of qualification.)		
certificates, not to teach without	58	274
certificates to be recorded	58	274
change in rank of	60	281
classification	6	
clerical assistants. (See Clerical assistants.)		
confirmation of	59	276
co-operate with principals	47	225
credit for previous service	86, 87	340, 341
date of appointment	58	273
death of, notice to be given	54	259
death or disability of principals, heads of special departments, etc.	83, 84	322
determination of rank and number	60, 62-81	282, 290-312
devote themselves to duties assigned	47	225
dismissal or discharge	8, 19, 58, 59, 61, 71, 72, 77, 83, 90, 93	9, 103, 105 271, 276, 283 291, 292, 296 320, 346, 350
eligible for leave of absence to study and travel	82	317
eligible for tenure of office	59	277
eligible list	8, 35, 37, 38, 39	9, 141, 142 144, 145
enforce rules and regulations	52	246
examination after second anniversary	90	346
exempt from taking promotional examinations	93	349
failing of confirmation, no longer employed	59	276
failing of confirmation, salary	87	343
file agreement with secretary	82, 83	317
give attention to sanitation, ventilation, etc.	49, 50	231
give notice of intention to take promotional examination	92	349
governed by regulations	47	224
heads of departments, appointment	62-71	291
in evening schools, appointment	76-77	296
in Parental School, credit for previous service	87	341
in playgrounds, required certificates	78	297
in service, examination of	93	350
in service, salary or rank not to be reduced	62	291
instruct pupils in morals	48	225
instruction to, in Normal School	95	360
instructions to	19, 51	104, 245
intention to take promotional examination	92	349
keep registers of attendance	45	217
leaves of absence	14, 20, 55, 56, 81-84, 87, 88	57, 109, 263 266, 315-321 343, 344
leaves of absence, applications to be reported	83	321
leaves of absence, certificate from a physician required	81	316
leaves of absence, extended	83	320
leaves of absence, grounds for	81	315
leaves of absence, length of	55, 81, 82, 83	263, 316, 317 318, 320

	Page.	Section.
Teachers:		
leaves of absence, no deduction from salaries	87, 88	344
leaves of absence, not to exceed one year	83	320
leaves of absence, on account of illness	81	315
leaves of absence, payment during	14	57
leaves of absence, salaries of teachers not returning	87	343
leaves of absence, superintendent may grant	20, 81	109, 316
leaves of absence to study and travel or for rest	82, 83	317
leaves of absence to visit schools	55, 83, 87	263, 318, 344
limitation as to age	37	144
make reports on leaves of absence to study and travel	82, 83	317
make returns of attendance of pupils	45	217
marriage	61, 62	283
meaning of term	5	
names in official records and documents in full	46	222
names removed from eligible list	37, 38, 39	144, 145
notified of appointment, dismissal, or leave of absence	12	37
not returning at opening of term	86	336
not returning from leave of absence, salary of	87	343
not to award diplomas or prizes to pupils	49	229
not to be advanced on salary schedules more than twice	90	340
not to be appointed after age of forty	37	144
not to be appointed after first Monday in May	59	275
not to be employed prior to date of certificate	58	274
not to be employed without certificate	58	274
not to edit newspapers or periodicals	49	230
not to instruct private pupils	49	230
not to participate in newspaper contests, etc.	49	229
not to pass more than two promotional examinations	91	347
not to permit unauthorized publications to be distributed	46	220
not to receive compensation after removal	58	271
not to receive presents from pupils	49	229
not to sell books, etc.	49	229
not to send pupils on errands	45	216
number and rank, determination	60, 62-81	282, 290-312
number in elementary schools	72-75	292
number in evening elementary schools	76, 77	296
number in evening high schools	76	296
number in High School of Commerce	62, 63, 69, 70	291
number in high schools	62-72	291
number in Horace Mann School	75	295
number in kindergartens	74, 75	291, 293
number in Latin schools	62-72	291
number in Mechanic Arts High School	63, 69	291
number in Normal School	62	290
number in playgrounds	78	297
number of, special departments	79, 80	298-307
of cookery, assignment	80	306
of day schools, not to teach in evening schools	77	296
of evening schools, employment of day school principals as	77	296
of evening schools, employment of men day school teachers as	77	296
of evening schools, employment of women day school teachers as	77	296

	Page.	Section.
Teachers:		
of evening schools, salaries.....	86	338
of evening schools to be present before sessions.....	102	402
of kindergartens, to visit families.....	100	385
of lower rank substituted for higher rank.....	71	291
of manual training, assignment.....	79	299
of playgrounds. (See Playgrounds.)		
of playgrounds, salaries.....	86	339
of sewing, assignment.....	80	306
on leaves of absence, payments to.....	14	57
on probation, appointment.....	58	275
on probation, inspection of work.....	59	276
on probation, term extended.....	59	276
on sixth year salary, examination of.....	90	347
on tenure, appointment.....	59	277
on tenure, promotion of.....	60	280
placed on seventh year salary.....	90	347
placed on third year salary.....	90	346
position of assistant principal to be abolished.....	65	291
position of first assistant, grammar school, to be abolished.....	73	292
position of first assistant, primary school, to be abolished.....	74	292
present before sessions.....	43, 102	211, 402
promotional examinations. (See Promotional examinations.)		
promotions.....	38	144
proper certificates.....	58	274
rank and number, determination of.....	60, 61, 62-81	282, 290-312
rank, changed.....	60	281
rank, changed, salary.....	60	281
rank, elementary schools.....	72	292
rank, evening high schools.....	76	296
rank, evening schools.....	76	296
rank, High School of Commerce.....	63	291
rank, high schools.....	62-71	291
rank, Horace Mann School.....	75	295
rank, kindergartens.....	74	293
rank, Latin schools.....	62-71	291
rank, manual training.....	79	299
rank, Mechanic Arts High School.....	63	291
rank, Normal School.....	62	290
rank not to be reduced.....	63	291
rank, playgrounds.....	78	297
rank, special departments.....	79, 80	298-307
reappointed, term of, date.....	58	273
reappointment.....	19, 59, 60	105, 278, 279
re-entering the service.....	60	279
re-examination.....	90, 93	346, 350
regularly appointed.....	58	274
removal.....	8, 19, 58, 59, 61, 71, 72, 77, 83, 90, 93	9, 103, 105 271, 276, 283 291, 292, 296 320, 346, 350
removal of, notice to be given business agent.....	54	259
report cases of corporal punishment.....	49	228

	Page.	Section.
Teachers:		
reports to be kept on file by superintendent.....	21	116
reprimand or suspension.....	20	108
resignation.....	83	320
resignation, because of marriage.....	61	283
resignation of, failing to return to duty at expiration of leave of absence.....	83	320
resignation of, notice to be given business agent.....	54	259
resignation on account of ill-health.....	83	317
retirement age.....	58	271
salaries, date of advances in.....	88, 89	345
salaries, failing to return on expiration of leave of absence.....	87	343
salaries, not resuming duties on opening of school term..	86	336
salaries, not to be changed during year.....	85	335
salaries, retiring during summer vacation.....	85	336
salaries, to be established at a fixed rate.....	85	336
salaries, to be established on a sliding scale.....	85	336
salaries, to be fixed annually in June.....	85	335
salary. (See Salaries of supervising staff, Salaries of teachers.)		
salary, credit for previous service.....	86, 87	340 341
special appointment.....	70; 71, 75, 76, 79, 80	291, 305, 306
special assignment.....	80	306
special assistants. (See Special assistants.)		
substitutes, appointment and assignment.....	55, 57, 78	263, 270, 297
substitutes, emergency list.....	57	270
substitutes, names to remain on eligible lists.....	38	144
substitutes, principals to make returns.....	55	259
superintendent responsible for appointments.....	56, 57	270
supplied with copies of rules and regulations.....	52	248
suspension.....	20	108
temporary appointment.....	56, 57, 84	270, 322
tenure of office.....	59	277
term begins.....	58	273
term of, on probation.....	59	276
term of probation may be extended.....	59	276
termination of employment, failing to pass promotional examinations.....	90, 93	347, 350
training teachers, designation.....	20	107
training teachers, receive pupils.....	20, 94	107, 358
transfer.....	20, 58, 87	106, 272, 342
transfer of, notice to be given business agent.....	54	259
transferred to a higher grade, salary.....	87	342
transfers to be reported to Board.....	20, 58	106, 272
transfers to be to positions of same rank and salary...	20, 58	106, 272
use authorized books, etc.....	46	220
use books and cards for illustration.....	46	220
vacancies to be reported to superintendent.....	57	270
visit other schools.....	55	263
votes required for approval of appointments.....	8	9
who fail to pass first promotional examination.....	90	346
who fail to pass second promotional examination to remain on sixth year salary.....	91	347
who pass first promotional examination, salaries of....	90	346
who pass promotional examinations, certificates to....	92	348

	Page.	Section.
Teachers:		
who pass second promotional examination, salaries of..	90, 91	347
who twice fail to pass first promotional examination...	90	346
without certificates not to be employed.....	58	274
women day school in playgrounds.....	78	297
women day school, not to teach in evening schools....	77	296
Teachers' Retirement Fund:		
election of trustees.....	8	7, 8, 9
Temperature and ventilation of school-houses.....	49	231
Temporary certificates.....	34, 37	138, 144
Temporary teachers:		
appointment.....	56, 57, 84	270, 322
eligibility of certificate holders.....	34	140
names to remain on eligible lists.....	38	144
salaries of.....	86	337
term of service.....	56, 57	270
Tenure of office:		
officers.....	7	4
promotion — teachers on.....	60	280
teachers.....	59	277
Term of office:		
assistant superintendents.....	7	6
auditor.....	7	4
business agent.....	7	4
chairman.....	7	3
schoolhouse custodian.....	7	4
secretary.....	7	4
superintendent.....	7	5
treasurer.....	7	3
trustees of teachers' retirement fund.....	8	7
Term of probation may be extended.....	59	276
Term of schools (See Sessions):		
day schools.....	40	201
evening schools.....	101, 102	402
playgrounds.....	78	297
Term of teachers begins.....	58	273
Terms used.....	5	
Text books (See Books):		
authorized to be used.....	46	220
discontinuance.....	23	134
introduction.....	23	134
Normal School.....	94	357
Training teachers:		
Normal pupils to be sent to.....	94	358
superintendent to designate.....	20	107
to receive Normal School pupils for observation and practice.....	20	107
to report on Normal pupils.....	94	358
Transfer:		
certificates to be issued in duplicate.....	50	233
pupils.....	50	233
pupils from one building to another.....	44, 50, 99	213, 233, 378
pupils to be approved by assistant superintendents....	51	233
teachers.....	20, 58, 87	106, 272, 342
teachers, notice to be given business agent.....	54	259
teachers, subordinate, must be to same rank and salary..	20, 58	106, 272

	Page.	Section.
Transfer:		
teachers, to be reported to Board	20, 58	106, 272
teachers, transferred to a higher grade, salary	87	342
Treasurer:		
election	7, 9	3, 12
officer of Board	7	2
term of office	7	3
Truant officers (See, also, Truant officer, chief):		
absence	113-115	457-459
assignments	112, 113	457
be familiar with laws relating to school attendance and employment of minors	115	460
direction and supervision	112	456
discharged	114	458
disciplinary classes, pupils to be sent to	115, 116	461
duties	112, 118	455-466
duties in connection with high, Latin, and evening schools	116, 117	463
enforce school attendance	115, 116	461
file record of neglected children with chief	117, 118	464
force	112	455
general duties	115-118	460-466
give attention to illegal employment of minors	116	462
instructions to	19, 112	104, 456, 457
investigate cases of neglected children	117	464
investigate cases referred to them	117	464
keep record of neglected children	117	464
leaves of absence	114	458
leaves of absence not to exceed one year	114	458
length of leaves of absence	114	458
notification by blanks and cards	117, 118	464
notify chief immediately of absence	118	466
not to engage in other occupation	115	460
not to inquire into occasional absence of pupils	117	464
not to visit premises where contagious diseases exist	117	464
not to visit suspended pupils	117	464
observe regulations and instructions of chief	115	460
office hours	113	457
procedure in securing school attendance	115	461
receive certificate of transfer of pupils	50	233
record of services	112	457
regulations for	112-118	455-466
report cases investigated	117	464
report cases of truants to chief	115	461
report to principals daily	116	463
reports of absence from duty	118	465, 466
reports to be filed	112	457
reports to chief	118	465
resignations	114	458
salaries, deduction for absence	114	459
salaries, during absence	114	459
salaries, no deduction during July and August	115	459
salaries, no deduction for absence	114	459
see that minors attend evening school	116	462
services of	21, 46, 55, 116-118	116, 219, 262 463

	Page.	Section.
Truant officers:		
services required by teachers.....	117	464
substitutes.....	114	458
substitutes, compensation.....	114	458
supervisor of licensed minors.....	80, 109	307, 432
visits to schools.....	116	463
weekly meetings.....	113	457
Truant officer, chief:		
appoint substitutes.....	114	458
certify to attendance of subordinates.....	112	457
devote whole time to duties.....	112	457
duties.....	112	457
grant leaves of absence to subordinates.....	114	458
hold weekly meetings with subordinates.....	113	457
investigate cases referred.....	113	457
investigate charges against subordinates.....	113	457
keep informed of details of department.....	113	457
keep records and reports.....	112	457
keep records of attendance at meetings.....	113	457
monthly reports to superintendent.....	112	457
notice of designations of subordinates.....	113	457
office hours.....	113	457
office hours of subordinates.....	113	457
receive notice of absence of subordinates.....	118	465, 466
receive reports from subordinates.....	118	465
receive reports of services of truant officers.....	21, 55	116, 262
receive truant cards from principals.....	117	464
record of cases investigated.....	112	457
record of neglected children.....	118	465
report absence of subordinates to superintendent.....	112	457
report cases of negligence or inefficiency of subordinates.....	113	457
report cases of truants to assistant superintendents.....	115	461
report charges against subordinates to superintendent.....	113	457
report suspension of subordinates.....	113	457
suspend subordinates.....	113	457
transmit monthly statements of amounts due subordinates.....	113	457
Truants:		
legal proceedings against.....	115	461
notification of to truant officers.....	117	464
placed in disciplinary classes.....	116	461
Trustees of teachers' retirement fund.....	8	7-9
votes required to elect.....	8	9
Tuition of non-resident pupils.....	14, 40	64, 200
U.		
Unauthorized publications not to be distributed.....	46	220
Unexpended balances, statements of.....	15	65
Ungraded classes.....	99	379
additional, how established.....	99	379
age for admission.....	98	377
number of pupils to a teacher.....	72	292
pupils not to be placed in, for misconduct.....	98	377
pupils over eight years of age may be removed to.....	98	377
special assistants, appointment.....	75	294

	Page.	Section.
United States flag.....	51	238
Unsanitary condition of school premises.....	49, 53	231, 255
Use of:		
accommodations in school buildings.....	13, 46	49, 50, 223
rooms, School Committee building.....	13	49
school-houses for other than regular work.....	13, 46	50, 223
V.		
Vacancies:		
school officers, how filled.....	8	10
teachers.....	57	270
Vacating of buildings.....	47	223
Vacations and holidays.....	40, 106, 107, 109	202, 426, 427 428, 429
Vaccination certificates.....	43, 44	213
Ventilation:		
teachers to give attention to.....	48, 49, 50	226, 231
Visitation day, annual.....	43	208
Visits:		
kindergarten teachers to families of pupils.....	100	385
supervisors.....	104	420
teachers to other schools.....	55	263
Vocational assistants.....	80	310
Votes:		
not to be passed in executive session.....	9	16
required for approval of appointment of teachers.....	8	9
required for approval of appointments of persons not on eligible list.....	8	9
required for election of officers.....	8	9
required for election of trustees of teachers' retirement fund.....	8	9
required for naming of school-houses.....	11	30
required to pass orders, motions, etc.....	10	27
required to suspend rules or regulations.....	10	22
required for suspension of school sessions.....	42	204
secretary to record.....	8	8, 9
secretary to transmit.....	12	37
W.		
Whooping cough. (See Contagious diseases.)		
Windows, opening of.....	48, 50	226, 231
Women day school teachers not to be employed in:		
evening schools.....	77	296
Woodworking classes:		
age for admission.....	98	377
instruction.....	98	377
Y.		
Yards and outbuildings, rules for care of.....	17, 18, 53	85, 255
Year, school.....	40	201
Yeas and nays to be recorded.....	10	24



SCHOOL DOCUMENT NO. 12 — 1910
BOSTON PUBLIC SCHOOLS

COURSE OF STUDY IN PENMANSHIP FOR THE ELEMENTARY SCHOOLS



[To ACCOMPANY PROVISIONAL COURSE OF STUDY FOR THE ELEMENTARY
SCHOOLS, SCHOOL DOCUMENT No. 8, 1909] -

BOSTON
PRINTING DEPARTMENT
1910

IN SCHOOL COMMITTEE, BOSTON, November 7, 1910.
Course of Study in Penmanship for the Elementary Schools adopted.

Attest:

THORNTON D. APOLLONIO,
Secretary.

COURSE OF STUDY IN PENMANSHIP FOR THE ELEMENTARY SCHOOLS.

GRADE I.

Special attention to

- (a) Correct position of the body, of the arm, and of the hand.
- (b) Relaxation exercises.
- (c) Penholding.

Instruction in

- (a) Figures.
- (b) Small letters.
- (c) Words.

Drill in (Palmer Method Writing Cards):

- (a) Straight lines.
- (b) Ovals.

Directions.— During the first three weeks, drill for position of body, of arm, and of hand, without the pencil. Give relaxation exercises. For the next three weeks, drill with the pencil in the hand, making straight lines and ovals. For the rest of the fall term teach the figures, keeping up the straight line and oval drill. During the winter and spring terms teach all the small letters, and have the children write as many words as the time allows. Watch especially the position of the pen. Use the Palmer Method Writing Cards, First Year.

GRADE II.

Continued attention to

- (a) Position of the body, of the arm, and of the hand.
- (b) Relaxation exercises.
- (c) Penholding.
- (d) Speed movements standardized.

Instruction in

- (a) Figures.
- (b) Small letters.
- (c) Capital letters.

Drill in

Palmer Method Writing Cards, Nos. 1 to 36.

Directions.— At the beginning of the year give much time to getting correct position, good penholding, ease in movement, and the standard of speed. During the fall term the children should write with a pencil. For the first three weeks of the fall term they should practice upon Drills 1-6; for the next two weeks upon Drills 7-9; for the remainder of

the fall term, upon Drills 10-36, omitting such drills as the teacher thinks best. In the winter and spring terms they should learn the capital letters. Let the children learn all the capital letters, but omit such drills with words as the teacher finds necessary. The teachers cannot expect good form in the children's writing, but should get good position, good movement, good speed. Use the Palmer Method Writing Cards, Second Year.

GRADE III.

Continued attention to

- (a) Position of the body, of the arm, and of the hand.
- (b) Penholding.
- (c) Movement.
- (d) Speed.
- (e) Small letters, capitals, figures.

Drill in

Palmer Method of Business Writing, Nos. 1 to 25.

Directions.—The year's work is Drills 1-25 in the Palmer Method of Business Writing. Much practice should be given to the straight line and oval work. Work for correct position of hand, arm, and body, correct penholding, good muscular movement, and the standard speed. After the first 25 drills have been accepted, let the pupils rewrite the 25 drills for the Palmer button. As a rule, do not let the pupils advance beyond the 25 drills, even if they have secured the Palmer button. They had better perfect capitals A, O, M, and N.

GRADE IV.

Continued attention to

- (a) Position of the body, of the arm, and of the hand.
- (b) Penholding.
- (c) Movement.
- (d) Speed.
- (e) Form and slant.

Drill in

Palmer Method of Business Writing, Nos. 26 to 60.

Directions.—The year's work is Drills 26-60 in the Palmer Method of Business Writing. Improve the penholding this year. Try to secure muscular movement in *all* written work. See that the slant of the letters is not too great, and that it is uniform. Do not expect perfect forms yet. After the drills for this year have been accepted, let those who have not received the Palmer button work for that; others may do the work of the year once more, perfecting forms. Let the pupils keep speed and position always in mind.

GRADE V.

Continued attention to

- (a) Position of the body, of the arm, and of the hand.
- (b) Form.
- (c) Movement.

- (d) Speed.
- (e) Capital letters.

Drill in

Palmer Method of Business Writing, Nos. 61 to 99.

Directions.—The year's work is Drills 61–99 in the Palmer Method of Business Writing. When a pupil has had all of his drills accepted, he should practice upon the more difficult portions of this year's and previous year's work until he can make with ease nearly perfect forms. Drill especially upon the capital letters. During this year in every exercise in penmanship try to keep each child in a good position of body and arm, and see that he holds his pen in good position all the time. Watch for any weakness in the muscular movement. Keep up a good speed.

GRADE VI.

Continued attention to

- (a) Position of the body, of the arm, and of the hand.
- (b) Form.
- (c) Movement and speed in all written work.

Drill in

Palmer Method of Business Writing, Nos. 100 to 135.

Directions.—This year's work is Drills 100–135 in the Palmer Method of Business Writing. A large part of this year's work is upon the capitals and "ing." Perfect the forms. When a pupil has all of the drills accepted, let him practice upon the more difficult drills already studied. Each pupil should now do all of his written work with muscular movement. See that the position of the hand and the pen in the hand is good. Keep up the speed.

GRADE VII.

Perfect the work in

- (a) Movement.
- (b) Speed.
- (c) Form.
- (d) Position of the body, of the arm, and of the hand.

Drill in

Palmer Method of Business Writing, Nos. 136 to 172.

Directions.—This year's work is Drills 136–172 in the Palmer Method of Business Writing. This year's work gives good practice in sentence writing and in writing three initials without taking off the pen. After the drills are all accepted make the work more perfect. Keep up the speed. Stop any finger movement that may occur. Secure good position. Improve the penholding.

GRADE VIII.

Correct the weak points.

Attain standard speed with easy movement, good forms, correct position.

Directions.— This year's work is to write the capital and small letters, page 29; lessons 52, 53, page 52; the miscellaneous figures, page 61; the paragraph writing, pages 92 to 94 of the Palmer Method of Business Writing, in preparation for the final examination. Here should be correct position, the best movement, and the standard speed. No examination should be sent to the Palmer Company unless approved by the principal of the school.



SCHOOL DOCUMENT NO. 13 — 1910
BOSTON PUBLIC SCHOOLS

SUPPLEMENTARY LIST OF AUTHORIZED TEXT AND SUPPLEMENTARY BOOKS



[SUPPLEMENTARY TO SCHOOL DOCUMENT No. 4, 1909]

BOSTON
PRINTING DEPARTMENT
1910

SUPPLEMENTARY AUTHORIZED LIST.

The following-named books have been added to the Authorized List which was last published as School Document No. 4, 1909:

ELEMENTARY SCHOOLS.	Grades.
ARITHMETIC.	
<i>Text-books.</i>	
Nichols' New Graded Lessons in Arithmetic	IV to VIII
DICTIONARIES.	
<i>Text-books.</i>	
Worcester's New Primary Dictionary	VI
Century Dictionary and Cyclopaedia.	
ENGLISH.	
Grammar, Language and Spelling.	
<i>Text-books.</i>	
Hicks' The Champion Spelling Book:	
Part I	IV to V
Part II	VI, VII and VIII
Metcalfe & Rafter's Language Series, Book I	IV, V and VI
Metcalfe & Rafter's Language Series, Book II	VII and VIII
Wallach's A Second Book in English for Foreigners	Ungraded Classes
READING.	
<i>Text-books.</i>	
Buckwalter's The Easy Primer	I
Buckwalter's The Easy First Reader	I

ELEMENTARY SCHOOLS.	Grades.
<i>Reading.—Text-books, concluded.</i>	
Buckwalter's The Second Reader	II
Buckwalter's The Third Reader	III
Buckwalter's The Fourth Reader	IV, V
Burchill, Ettinger & Shimer's The Progressive Road to Reading:	
Book I	I
Book II	II
Book III	III
Howe's A Primer	I
Howe's A First Reader	I
Howe's A Second Reader	II
Howe's A Third Reader	III
Howe's A Fourth Reader	IV, V
Howe's A Fifth Reader	VI, VII
<i>Supplementary Readers.</i>	
Blodgett's Second Reader	II
Blodgett's Third Reader	III
Carroll & Brook's Readers:	
A First Reader	I
A Second Reader	II
A Third Reader	III
Chutter's Art Literature Readers:	
Book III	III
Book IV	IV
Ives's Illustrated Phonics (Horace Mann School).	
<i>Supplementary Books.</i>	
Howell's Boy Life	VI, VII, VIII
Lansing's Page, Esquire and Knight	VII, VIII
Stevenson's Children's Classics in Dra- matic Form, Book II	II, III
Tappan's Old Ballads in Prose	VII
Twain's Travels at Home	VI, VII, VIII
Wright's Ben the Black Bear	IV, V, VI

ELEMENTARY SCHOOLS.	Grades.
GEOGRAPHY.	
<i>Text-books.</i>	
* Tarr & McMurry's Geographies (revised edition)	IV to VIII
<i>Supplementary Books.</i>	
Carpenter's Geographical Reader, Europe	VI, VII, VIII
Chamberlain's How We Are Fed	VII, VIII
Chamberlain's How We Travel	VII, VIII
Hall & Chester's Panama and the Canal, Little People Everywhere Series:	VII, VIII
Kathleen in Ireland	IV, V
Manuel in Mexico	VI
Rafael in Italy	VII, VIII
Umé San in Japan	IV, V, VI
Tolman, Hart & Carroll's Around the World:	
Book IV	IV, V
Book V	V, VI
Tomlinson's The British Isles	VI, VII, VIII
HISTORY.	
<i>Text-books.</i>	
* Channing's A Short History of the United States (revised edition).	VII, VIII
Gordy's Elementary History of the United States	VI
* Montgomery's Leading Facts of American History (revised edition).	VII, VIII
<i>Supplementary Books.</i>	
Forman's A History of the United States	VIII
Lucia's Stories of American Discoverers, for Little Americans	III, IV

* To take the place of the old edition as new books are needed.

ELEMENTARY SCHOOLS.	Grades.
History.— <i>Supplementary Books</i> , concluded.	
Mace's Primary History Stories of Heroism	V, VI
Morris's School History of the United States	VI, VII, VIII
Otis's Mary of Plymouth	IV, V, VI
Otis's Richard of Jamestown	IV, V, VI
Otis's Ruth of Boston	IV, V, VI
Otis's Steven of Philadelphia	IV, V, VI
Robinson's A Little Daughter of Liberty,	VI
Robinson's A Little Puritan Cavalier	V
Robinson's A Little Puritan Rebel	VII
Southworth's Builders of Our Country:	
Book I	V, VI, VII
Book II	V, VI, VII
MUSIC.	
<i>Supplementary Books.</i>	
New Halcyon Song Book, The (Marshall)	VIII
PENMANSHIP.	
<i>Text-books.</i>	
Palmer Method of Business Writing, The	III
Palmer Method Writing Cards, The	I, II
PHYSIOLOGY AND HYGIENE.	
<i>Text-books.</i>	
* Jewett's Good Health	VI
* Jewett's The Body at Work	IV, V, VII
* Jewett's Town and City	VIII
† Ritchie & Caldwell's Primer of Hygiene	VI, VII
† Ritchie's Primer of Sanitation	VIII

* Not more than ten copies to be furnished to a class.

† Not more than fifty copies to be furnished to a district.

ELEMENTARY SCHOOLS.	Grades.
<p style="text-align: center;">SCIENCE.</p> <p style="text-align: center;"><i>Supplementary Books.</i></p> <p>Fultz's The Fly-Aways and Other Seed Travelers</p>	<p style="text-align: center;">V, VI, VII</p>

HIGH AND LATIN SCHOOLS.

HIGH AND LATIN SCHOOLS.	Year.
CIVICS.	
<i>Supplementary Books.</i>	
Hart's Actual Government of the United States	
DICTIONARIES.	
Century Dictionary and Cyclopedia .	
ENGLISH.	
<i>Text-books.</i>	
Hyde's The School Speaker and Reader,	I
LITERATURE.	
<i>Supplementary Books.</i>	
Burroughs-Warner Thoreau (Selections) (Riverside Literature Series, Nos. 28, 37, 27).	
FRENCH.	
<i>Text-books.</i>	
Bruce's Lectures Faciles	I
Dumas' L'Evasion de Duc de Beaufort .	II
François' Beginner's French	I
GERMAN.	
<i>Text-books.</i>	
Bacon's Im Vaterland	I, II
Seligman's Altes and Neues	I

HIGH AND LATIN SCHOOLS.	Year.
<p>HISTORY.</p>	
<p>American.</p>	
<p><i>Supplementary Books.</i></p>	
<p>Beacon Biographies:</p>	
<p>Wister's Ulysses S. Grant (High School of Commerce).</p>	
<p>Ancient.</p>	
<p><i>Supplementary Books.</i></p>	
<p>Johnson's Private Life of the Romans.</p>	
<p>Economic.</p>	
<p><i>Text-books.</i></p>	
<p>Day's History of Commerce.</p>	
<p><i>Supplementary Books.</i></p>	
<p>Bogart's Economic History of the United States.</p>	
<p>MEDIÆVAL AND MODERN.</p>	
<p><i>Supplementary Books.</i></p>	
<p>Cheyney's History of England.</p>	
<p>Walker's Essentials of English History.</p>	
<p>LATIN.</p>	
<p><i>Text-books.</i></p>	
<p>D'Ooge's Latin Composition, Part III.</p>	
<p>MATHEMATICS.</p>	
<p><i>Text-books.</i></p>	
<p>Wheeler's First Course in Algebra (Brief Edition) (High School of Practical Arts).</p>	
<p>Stone & Millis's Elementary Plane Geometry.</p>	

HIGH AND LATIN SCHOOLS.	Year.
PENMANSHIP.	
<i>Text-books.</i>	
Palmer Method of Business Writing, The	I
PHONOGRAPHY AND TYPEWRITING.	
<i>Supplementary Books.</i>	
Eldridge's Shorthand Exercises.	
SPANISH.	
<i>Text-books.</i>	
Giese & Gool's Spanish Anecdotes Hills's Spanish Tales for Beginners.	I

TRADE SCHOOL FOR GIRLS.

Text-book.

Ewart, Field & Morrison's A Civil Service Manual, Vol. I,
Arithmetic.

EVENING SCHOOLS.	Evening High.	Evening Elementary.
Beshgeturian's A Guide to the English Language	—	*
Mintz's The New American Citizen	—	*
O'Brien's English for Foreigners	—	*
Wallach's A Second Book in English for Foreigners	—	*

BOOKS DISCONTINUED.

The following-named books have been dropped from the Authorized List, as indicated, and no further copies thereof may be purchased:

ELEMENTARY SCHOOLS.	Grades.
ARITHMETIC.	
<i>Supplementary Books.</i>	
Nichols' Graded Lessons in Arithmetic (old edition)	IV to VIII
ENGLISH.	
Grammar, Language and Spelling.	
<i>Text-books.</i>	
Metcalf's English Grammar	VII, VIII
Metcalf & Bright's Language Lessons, Part I	IV, V
Metcalf & Bright's Language Lessons, Part II	VI, VII
Worcester's New Pronouncing Spelling Book	IV, V, VI, VII
HISTORY.	
<i>Supplementary Books.</i>	
Morris's Historical Tales (American)	VIII
Morris's Historical Tales (English)	VIII
PENMANSHIP.	
<i>Text-books.</i>	
Gilman's Renewable Copy Book	} IV to VIII
Haaren's New Writing Books	
Hill's Writing Copies	
Houston's Macmillan Series of Writing Books	
Shaylor & Shattuck's Medial Writing Books	
Shepard's Graphic System of Medial Penmanship	

ANNUAL REPORT OF SCHOOL COMMITTEE

CITY OF BOSTON 1910



SCHOOL DOCUMENT NO. 14 1910

REPORT.

STATISTICS.

A change has been made in the manner of reporting school statistics during the past year. Formerly these reports were published to cover half-year periods, and it was necessary to combine and average the figures in two separate reports in order to obtain a statement which included a full school or a financial year. In order to continue the practice in former reports, and for convenience of reference, a brief extract from the statistics already printed for the school year ending June 30, 1910, is given. The usual summary of the facts ascertained by the latest school census which is required by law to be annually taken is also stated, as follows:

SCHOOL CENSUS, SEPTEMBER, 1910.

Number of children between the ages of five and fifteen.....	117,244
Number attending public schools.....	88,064
Number attending private schools.....	19,263
* Number not attending school.....	9,917

SUMMARY OF SCHOOL STATISTICS

For Year ending June 30, 1910.

	Total Registration.	Average Number Belonging.	Average Attendance.
Normal.....	225	219	214
High and Latin.....	12,292	11,050	10,333
Elementary schools.....	90,997	82,739	75,682
Kindergartens.....	7,487	5,694	4,347
Totals.....	111,001	99,702	90,576
Special schools.....	443	357	315
All day schools.....	111,444	100,059	90,891

* The compulsory school age is from seven to fourteen years. The census returns include children between five and fifteen years of age.

SUMMARY OF SCHOOL STATISTICS.—*Concluded.*

	Total Registration.	Average Number Belonging.	Average Attendance.
Evening High.....	7,519	3,849	3,157
Evening elementary.....	11,191	5,740	3,881
Evening industrial.....	1,146	537	380
Totals.....	19,856	10,126	7,418
Totals of all day and evening schools.....	131,300	110,185	98,309

SUMMARY OF ALL TEACHERS.—JUNE 30, 1910.

Number of Schools.

SCHOOLS.	Number of Schools.	NUMBER OF TEACHERS.		
		Men.	Women.	Total.
Normal.....	1	5	10	15
High and Latin.....	14	190	216	406
Elementary.....	* 65	153	1,828	1,981
Kindergarten.....	† 117	.....	230	230
Special.....	‡ 4	30	186	216
Totals.....	201	378	2,470	2,848

ADDITIONAL SCHOOL ACCOMMODATIONS.

Chapter 450 of the Acts of 1907 provides for an annual issue of bonds within the debt limit to an amount not exceeding \$500,000, the proceeds of which are to be expended by the Board of Schoolhouse Commissioners for providing additional school accommodations within

* Represents the number of districts.

† Includes seven afternoon kindergarten classes established as follows: Adams District (2), Nov. 29, 1909; Hugh O'Brien District (1), Nov. 29, 1909; Quincy District (1), Nov. 29, 1909, and (1) March 1, 1910; Phillips Brooks District (1), Nov. 29, 1909; Wells District (1), Dec. 20, 1909.

‡ Horace Mann, Spectacle Island, Trade School for Girls and Pre-Apprentice School in Printing and Bookbinding. The number of teachers given includes the teachers of these special schools and all general supervisors and directors.

districts designated by the School Committee. A careful study of the situation at the beginning of the year convinced the School Committee that this amount was entirely inadequate to meet existing and urgent demands with respect to accommodations, and it therefore introduced a bill into the Legislature which provided for an additional issue of bonds for this purpose amounting to \$1,000,000 in 1910, an equal amount in 1911, and \$500,000 in 1912. This bill was subsequently amended so as to authorize loans of \$500,000 in each of the three years specified, thus reducing the total amount to \$1,500,000.

The Finance Commission, however, addressed a communication to the legislative committee to which the bill had been referred, in which the commission expressed the opinion that the cost of new school buildings should be met by taxes and not by the issue of loans. Since the passage of chapter 448 of the Acts of 1901 the School Committee has had the authority to make annual appropriations at the rate of 40 cents per \$1,000 on the average valuation of the city for the three years immediately preceding for the express purpose of meeting the cost of additional accommodations in the same manner that it makes appropriations for general school purposes. This power it had exercised but once, and then only to the extent of \$90,000, in 1901, owing, mainly, to the opposition of various mayors who favored the issue of loans rather than an increase in tax rates to meet this expense.

The position taken by the Finance Commission again directed attention to the broader aspects of the situation and emphasized the objections that exist to increasing the indebtedness of the city for the purpose of meeting the cost of annually recurrent needs. The bill therefore failed of enactment.

In the opinion of the School Committee, the necessities then existing with respect to new school accommo-

dations were such as to justify it in exercising its full legal powers in providing funds therefor, and it therefore authorized the issue of the \$500,000 in bonds under the act passed in 1907, and also made the full appropriation of 40 cents per \$1,000 on the valuation on which the appropriations of the City Council are based, as authorized by Chapter 388 of the Acts of 1909, amounting to \$529,557, thus making an amount somewhat in excess of \$1,000,000 available for this purpose during the year 1910.

The order authorizing the issue of bonds became effective without the approval of the Mayor. The order making an appropriation from the tax levy was returned with his disapproval. In subsequently passing this latter order over the veto of the Mayor the School Committee expressed the opinion that in the case of an annually recurrent expenditure borrowing should be considered the extraordinary means, and raising the money directly out of the tax levy the normal method. The sum that may be legally appropriated from taxes for additional school accommodations represents approximately the amount that should be expended annually for this purpose, while the \$500,000 which may be raised by loan represents accumulated or extraordinary needs for which the tax levy insufficiently provides.

The School Committee also passed over the veto of the Mayor an order authorizing a loan of \$300,000 to be expended for a site and building for a High School of Commerce and school administration offices, in accordance with the provisions of Chapter 446 of the Acts of 1909, which authorizes the issue of bonds for this purpose amounting to \$50,000 in 1909, \$300,000 in 1910, and \$250,000 in 1911. The cost of this site and building, however, will be reduced by the proceeds of the proposed sale of the Mason street headquarters and the Winthrop School estate on Tremont street.

The total amount raised during the year for additional accommodations thus aggregates \$1,329,557.

The following is a summary of the progress made in providing additional accommodations:

1. From the proceeds of the bond issue of \$500,000, authorized by Chapter 450 of the Acts of 1907.

2. From the proceeds of the 40 cents upon each \$1,000 of the tax levy appropriated by the School Committee, under the provisions of Chapter 388 of the Acts of 1909, this latter appropriation being the first appropriation for the purpose from the tax levy with the exception of the sum of \$90,000 which was appropriated in 1901-02 to meet a special emergency.

From Bond Issue.

Under the provisions of Chapter 450 of the Acts of 1907, the sum of \$500,000 became available during the year for additional school accommodations and appropriate action was taken by the School Committee and the Board of Schoolhouse Commissioners in this direction.

The original list as forwarded and concurred in by the Board of Schoolhouse Commissioners was as follows:

SCHOOL DISTRICT.	Number of Pupils.	Estimated Cost.
Administration expenses		\$35,000
1. Henry L. Pierce District, completion of Annex to Dorchester High School		5,000
2. Brimmer District, completion of elementary school, upper grades		58,000
3. Edward Everett District, elementary school, lower grades, building only	176	22,000
4. Bennett District, elementary school, lower grades, land only	176	10,000
5. Washington Allston District, elementary school, lower grades, land only	176	15,000
6. Blackinton District, elementary school, upper grades, land and building	396	77,000
7. Phillips Brooks District, elementary school, upper grades, land and building	528	95,000
8. Comins District, elementary school, lower grades, land only	528	50,000
9. Dwight District, completion of Annex to Girls' High School		29,000
10. Everett District, completion of Trade School for Girls		10,000
11. Adams District, completion of elementary school, upper grades		76,000
12. Adams District, elementary school, lower grades, land only		18,000
Total		\$500,000

On July 16, 1910, the Board of Schoolhouse Commissioners requested the following changes in the above list, which were approved by the School Committee on the following August 13:

SCHOOL DISTRICT.	Estimated Cost.
7. Phillips Brooks District, elementary school, upper grades, land and building, 528 pupils, was stricken out, and in place thereof the following was substituted:	
7. Prescott District, erection and completion of an isolated boiler plant, addition to Polk Street School, 132 pupils, and enlarging yard.....	\$77,000
8. Comins District, elementary school, lower grades, land only, 528 pupils, was stricken out, and in place thereof the following was substituted:	
8. Lowell District, elementary school, lower grades, addition to Wyman Street School, 132 pupils.....	25,000

On January 30, 1911, the School Committee, at the request of the Schoolhouse Commissioners, again amended the list of 1910 by approving a transfer from the undesignated balance of bonds authorized during 1910 under Chapter 450 of the Acts of 1907 to Lyman District, elementary school, upper grades, of the sum of \$43,000.

The following is a brief statement of progress made in providing the accommodations specified above during the year:

Item 1.

Henry L. Pierce District.— Completion of Annex to the Dorchester High School; this building is situated on Lithgow street, Dorchester; contains eighteen class rooms, a woodworking room, a metal handicraft room, a mechanical drawing room and wardrobes in the basement; was completed and occupied in September, 1910.

Item 2.

Brimmer District.— Completion of elementary school, upper grades (Abraham Lincoln School), situated on Ferdinand, Melrose, and Fayette streets; contains forty class rooms, a manual training room, a cooking room, and an assembly hall; is well under way and will be completed and ready for occupancy about June, 1911.

Item 3.

Edward Everett District.— Elementary school, lower grades, building only; contains four class rooms, a teachers' room, and nurse's room; will be completed and ready for occupancy about September, 1911.

Item 4.

Bennett District.—Elementary school, lower grades, land only; a parcel of land containing approximately 40,000 square feet on Turner street, Brighton, has been acquired.

Item 5.

Washington Allston District.—Elementary school, lower grades, land only; a parcel of land on Holmes avenue, Brighton, containing approximately 26,000 square feet has been acquired.

Item 6.

Blackinton District.—Upper grades, land and building; this is an addition to the present Blackinton School; the addition contains eight class rooms, manual training room, teachers' room, nurse's room, and a cooking room was built in the old portion of the building; it was completed and occupied in January, 1911.

Item 7.

Prescott District.—Isolated boiler plant, addition to Polk Street School, enlarging yard; under this item a boiler house will be erected on a parcel of land acquired, containing approximately 7,200 square feet and adjoining the yard of the Polk Street School; from this central boiler plant heat will be furnished for the Prescott School, Polk Street School, and the annex to the Prescott School, which is being erected over the boiler house; this annex will contain an assembly hall, two class rooms, master's office, and will be connected with the Prescott School by corridors on each floor. To make a safer and better approach to the Prescott School, land on Elm street containing approximately 4,000 square feet has been acquired. The work will be completed about June 1, 1911.

Item 8.

Lowell District.—Addition to Wyman Street School; contains three class rooms; the work was completed and the building occupied in October, 1910.

Item 9.

Dwight District.—Addition to Girls' High School; this addition contains eight class rooms, gymnasium, and lunch room; the work was completed and the building occupied in January, 1911.

Item 10.

Everett District.—Completion of Trade School for Girls; this item called for the complete overhauling of the plumbing system in the building 618 Massachusetts avenue; the work was completed during the summer of 1910 and the building was ready for occupancy in September, 1910.

Item 11

Adams District.—Elementary school (Samuel Adams School); this building contains fourteen class rooms, assembly hall, manual training

room, cooking room, master's office, teachers' and nurse's rooms; the work was completed and the building occupied in December, 1910.

Item 12.

Adams District.— Elementary school, lower grades, land only; a parcel of land located on Frankfort and Lubec streets, East Boston, and containing approximately 44,887 square feet, has been acquired.

The progress made with regard to the items authorized in 1909 and referred to in the annual report for that year is as follows:

Item 1.

Elementary School, Adams District.— Samuel Adams School, containing fourteen class rooms, assembly hall, manual training room, cooking room, master's office, teachers' room, and nurse's room; completed and occupied in December, 1910.

Item 2.

This item was divided so that two buildings in different parts of the district might be erected:

(a.) *Elementary School, Sherwin District.*— Lower grades (Lafayette School), located on Ruggles street, Roxbury, to contain eight class rooms, nurse's room and teachers' room, one of the class rooms to be used as a fresh air room; will be finished and ready for occupancy about April, 1911.

(b.) *Elementary School, Sherwin District.*— Upper grades (George T. Angell School), located on Hunneman street and Harrison avenue, Roxbury; this building is to contain sixteen rooms, assembly hall, a manual training room, cooking room, and nurse's room; but only eight rooms are to be built at this time. The work was advertised and estimates received, but on account of the excessive cost of the foundations for the building, the Board of Schoolhouse Commissioners rejected all figures, and are now redesigning the building, to be located on another portion of the lot where better footings are obtainable. After a conference with the Superintendent of Schools this item was changed to a lower grade elementary school, and will contain eight class rooms, nurse's room, and a teachers' room. The building will be ready for occupancy about January, 1912.

Item 3.

Elementary School, Lewis District.— Lower grades (William Lloyd Garrison School), located on Hutchings street, Roxbury, containing nine class rooms, nurse's room, teachers' room, and kindergarten; was finished and occupied in October, 1910.

Item 4.

Dwight District.— Addition to Girls' High School, containing eight class rooms, gymnasium, and lunch room; was finished and occupied in January, 1911.

High School of Commerce and School Administration Building.

Chapter 446 of the Acts of 1909 provides for the taking of land and the erection of a building for the High School of Commerce and the administrative offices of the School Committee and the Board of Schoolhouse Commissioners. A site on Warrenton street, adjoining the present Brimmer School, was selected early in January, 1910. Later this location was given up, and the Board of Schoolhouse Commissioners voted to place the building on what is known as Fort Hill square and so notified the School Committee. No action has as yet been taken by the School Committee.

From Tax Levy.

On May 3, 1910, the School Committee voted that, in addition to the amount already appropriated for current expenses, there be appropriated, under Chapter 388 of the Acts of 1909, for constructing and furnishing new school-houses, including the taking of land therefor, and for school yards, and the preparing of school yards for use, the sum of \$529,557, an amount made available by a tax levy of 40 cents upon each \$1,000 of the average valuation of the city, and on May 16 forwarded to the Board of Schoolhouse Commissioners a list designating the school districts within which additional school accommodations were to be provided. This list was as follows:

1. *Prescott District*, Charlestown, elementary school, upper grades.
2. *Lyman District*, East Boston, elementary school, upper grades.
3. *Wells District*, West End, elementary school, lower grades.
4. *Lewis District*, Roxbury, elementary school, upper grades.
5. *Franklin District*, South End, elementary school, lower grades.
6. *Roger Wolcott District*, Dorchester, elementary school, upper grades.
7. *Longfellow District*, Roslindale, elementary school, lower grades.
8. *Thomas N. Hart District*, South Boston, elementary school, lower grades.
9. *Warren District*, Charlestown, elementary school, lower grades.

On December 28, 1910, the above list was amended by the addition of the following items:

10. *Phillips Brooks District*, Roxbury, elementary school, upper grades.
11. *Comins District*, Roxbury, elementary school, lower grades.

On July 16, 1910, the Board of Schoolhouse Commissioners notified the School Committee that it preferred to expend this appropriation for the following items selected from those designated by the School Committee, this after conferring with the Superintendent of Schools:

9. <i>Warren District</i> , Charlestown, elementary school, lower grades, land and building	\$15,000
4. <i>Lewis District</i> , Roxbury, elementary school, upper grades, land and building	158,000
6. <i>Roger Wolcott District</i> , Dorchester, elementary school, upper grades, building	66,000
2. <i>Lyman District</i> , East Boston, elementary school, upper grades, land and building	85,557
10. <i>Comins District</i> , elementary school, lower grades, land and building	105,000
11. <i>Phillips Brooks District</i> , elementary school, upper grades, land and building	100,000
Total	<u>\$529,557</u>

The following is a brief statement of progress made in providing the accommodations above specified during the year:

9. *Warren District*, Charlestown, elementary school, lower grades, land and building. A parcel of land located on Pearl street, Charlestown, containing approximately 10,700 square feet, with the building thereon, was acquired. This property was known as the Doane House. The building was completely renovated and accommodations have been provided for about 150 children. The building was occupied in September, 1910.

4. *Lewis District*, Roxbury, elementary school, upper grades, land and building. A parcel of land located on Walnut avenue and containing approximately 41,200 square feet has been acquired. The building is designed to contain sixteen rooms and an assembly hall. The building will be ready for occupancy about April, 1912.

6. *Roger Wolcott District*, Dorchester, elementary school, upper grades, building. This building will be located on the same lot as that of the Tileston School, Norfolk street. It will eventually contain sixteen class rooms and assembly hall, but at this time only a portion of the building containing eight class rooms will be erected. This will be ready for occupancy in September, 1911.

2. *Lyman District*, East Boston, elementary school, upper grades, land and building. A parcel of land located on Paris street, East Boston, and

containing approximately 40,000 square feet, has been acquired. The building is to contain sixteen class rooms and an assembly hall, and will be ready for occupancy about April, 1912.

10. *Comins District*, elementary school, lower grades, land and building. A parcel of land located on Parker street and Fisher avenue, Roxbury, and containing approximately 40,000 square feet, has been acquired. The building is to contain twelve class rooms, and will be finished and ready for occupancy about November, 1911.

11. *Phillips Brooks District*, Roxbury, elementary school, upper grades, land and building. A parcel of land located on Brookford, Dewey, and Dacia streets, Roxbury, and containing approximately 36,000 square feet, has been acquired. It was intended that this item should eventually be a building with sixteen class rooms and an assembly hall, but plans were drawn at this time for the erection of a portion of the building to contain twelve class rooms. The work was advertised and estimates received, but after a conference with the Superintendent of Schools, the Board of Schoolhouse Commissioners considered that better results could be obtained by rejecting all estimates, have the plans completed for the entire building, and readvertise. The building will probably be ready for occupancy about April, 1912.

PER CAPITA MONEY ALLOWANCE FOR SCHOOL SUPPLIES.

An order was passed by the School Committee in June requesting the Board of Apportionment, which consists of the Board of Superintendents, the Auditor, and the Business Agent, to report a fair per capita money allowance for supplies for the Normal, Latin, high, and elementary schools. In response to this order the following recommendations were submitted to and adopted by the School Committee in November:

1. That of the appropriation for the support of the public schools, a sum be set apart for the purchase of supplies, which sum shall be at a fixed rate for each pupil in the schools; this per capita rate to provide for all expenditures under the following items:

- (a) Text books.
- (b) Supplementary books.
- (c) Reference books.
- (d) Music sheets.
- (e) Globes.
- (f) Maps.
- (g) Charts.
- (h) Manual training supplies in high schools.

- (i) Drawing supplies in normal and high schools.
- (j) Science laboratories:
 - Apparatus and supplies.
 - Laboratory assistance; perishable supplies.
- (k) Educational supplies and equipment for:
 - High school commercial classes, except new or exchanged typewriters.
 - Kindergarten classes.
 - Sewing classes.
 - Special classes.
 - Disciplinary classes.
- (l) Printing and stock.
- (m) Stationery.
- (n) Postage.
- (o) All other educational supplies and incidentals not included under specific appropriations elsewhere.

2. That the per capita allowance per pupil for supplies be based on the average number of pupils belonging during the month of November of each year.

3. That for the year 1911-12 the per capita allowance for supplies be as follows:

Normal School	\$6 00
Latin and high schools	4 60
Elementary schools	1 50
Kindergartens	75

4. That requisitions for supplies shall be subject to the approval of the assistant superintendent in charge of the particular school, and that such requisitions be sent to the assistant superintendent in charge but once each month, *i. e.*, on the fifteenth day of the month.

5. That the plan of a per capita allowance for supplies take effect on November 15, 1910.

6. That in both high and elementary schools pupils pay the cost of the materials used in making articles other than those termed the regular models required to be taught.

7. That for the present a special appropriation be made for the purchase of supplies and incidentals for the Trade School for Girls, for the Pre-Apprentice School in Printing and Bookbinding, and for the evening schools, and that special appropriations be also made for the following items:

- (a) Musical instruments, new.
- (b) Musical instruments, repaired.
- (c) Piano covers.
- (d) Piano tuning.
- (e) Moving pianos.
- (f) Manual training supplies, elementary schools.
- (g) Drawing supplies, elementary schools.

- (h) Educational supplies and equipment for:
 - Cooking classes.
 - Typewriters for high schools; new or exchanged.
 - General educational purposes.
- (i) Advertising.
- (j) Records, proceedings.
- (k) Account books.
- (l) Office equipment.
- (m) Office supplies.
- (n) Janitors' supplies.
- (o) Delivery of supplies.
- (p) Car tickets for:
 - Horace Mann School.
 - As authorized by Board.
- (q) Tuition, wards of city.
- (r) Tuition, town of Brookline.
- (s) Miscellaneous appropriation for.
 - School census.
 - Diplomas.
 - Removing ashes.
 - Surety bonds.
 - School Committee contingent fund.
 - Superintendent contingent fund.
 - Assistance at teachers' examinations.
 - School exhibit.
 - Telephone and telegraph.
 - Bath expenses.
 - Badges, licensed minors.
 - Sundries.

Appropriate instructions were then issued to the school principals to carry this plan into effect, beginning on November 15, 1910.

This legislation is of great importance, and will undoubtedly benefit the entire school system in several ways. In the first place, the expenditure for school supplies in each school or district will be proportionate to the number of pupils. Each principal, knowing the amount to which he is entitled, will be enabled to order his supplies upon a definite basis and calculate not only his needs but the amount available to meet them. No particular school or group of schools will receive more than its proportionate and determined part of the

appropriation made for such purposes, nor will its needs be sacrificed for the benefit of others whose principals make early and energetic demands upon the amounts appropriated to meet the cost of school supplies. Under this plan the requisitions of the principals are checked by requiring the approval of the assistant superintendent in charge, and may only be made on a definite and fixed date in each month. This means that a much larger per capita amount will be expended for supplies for elementary schools than has previously been the case, and that the scarcity of proper educational material in these schools so long complained of will now be materially relieved, and without sacrificing the interests of the high schools which have heretofore been far more liberally treated in this direction than the elementary schools.

RETIRED PRINCIPALS.

The adoption of the seventy-year retirement age rule and the establishment of a more liberal pension system naturally resulted in the retirement from the service of many teachers, including a number of principals who had long been identified with the administration of their several schools and districts. Feeling that the official ties that had existed for many years between these principals and the school system should not be completely severed, and that some additional recognition was due for long and efficient service, the School Committee, on June 20, 1910, created the ranks of head master emeritus for high and Latin schools, and master emeritus for elementary school districts, and conferred these honorary titles upon retired principals as follows:

John Tetlow	Girls' Latin School.
* Frank F. Preble	Adams District.
* Samuel J. Bullock	Bunker Hill District.
James A. Page	Dwight District.

* Since deceased.

* J. Willard Brown	Emerson District.
Thomas H. Barnes	Gaston District.
Henry L. Clapp	George Putnam District.
Edward M. Lancaster	Gilbert Stuart District.
Sarah Fuller (principal)	Horace Mann School.
John R. Morse	Hugh O'Brien District.
Silas C. Stone	Hyde District.
* N. Hosea Whittemore	Mary Hemenway District.
Edward Southworth	Mather District.
Fred O. Ellis	Norcross District.
Alfred Bunker	Quincy District.
Henry C. Hardon	Shurtleff District.
Edward Stickney	Warren District.
Orlando W. Dimick	Wells District.

SALARIES OF TEACHERS.

Reference was made in the annual report for 1909 to the general and increasing demand for a readjustment and advance in the compensation of the teaching force, and included in the report was a full and comprehensive statement of the salaries in effect for all ranks and grades of teachers for the last thirty-four years. Especial emphasis was placed upon the claim of assistants in elementary schools for an advance in salary.

A bill was introduced before the Legislature of 1910 in behalf of these teachers, which provided for a substantial increase in the school appropriations for three successive years, to be devoted solely and exclusively to providing more adequate salaries for elementary school teachers of those ranks for which the maximum salary is less than one thousand dollars per annum. This bill failed of enactment, although the School Committee would have welcomed appropriate legislation that would admit of increasing the compensation of the teaching force. To do this, however, to any substantial extent, it was felt to be essential that a sufficient addition to the tax levy, upon which school appropriations are based, should be sanctioned by the Legislature.

* Since deceased.

Urgent representations have been made to the School Committee during the past year that teachers in elementary schools in charge of classes composed exclusively of boys were in justice entitled to a somewhat higher rate of pay than teachers of classes attended by girls alone, or by both boys and girls. It was claimed that to teach boys' classes is more wearing, requires special aptitude, greater disciplinary power, and, in general, is substantially more difficult in many different ways. It is harder to secure competent teachers who are willing to take charge of such classes, especially of the seventh grades, because equal compensation is allowed for girls' or mixed classes, which are much easier to control, and such classes are therefore preferred by most teachers.

The School Committee felt that these reasons possessed a great deal of force, and although it could not undertake to grant any general salary increase, it could reasonably give to this limited number of underpaid teachers some consideration. It therefore added another year to the existing scale of salaries in effect for assistants in elementary schools, increasing the maximum of the rank from \$936 to \$984 for teachers in charge of classes composed exclusively of boys in grades above the third, thus recognizing in a financial way, so far as it was able, the claim of these teachers for more adequate compensation.

It is the hope of the Committee that it may be enabled by appropriate legislation in 1911 to grant some well-deserved advances in salary, especially to the assistants in the elementary schools.

DEFERRED ANNIVERSARIES OF TEACHERS.

Among the innovations adopted by the reorganized School Committee in 1906 was a plan of so-called promotional examinations in connection with which two

fixed dates were established — January 1 and September 1 — on which new teachers were advanced according to the salary schedules of their respective ranks, instead of upon the actual anniversaries of the dates upon which they began service, as had been the rule and custom for many years. Under this plan which did not affect teachers then in the service, a new teacher remained on the entering salary not only for a full year, but thereafter until the first day of January or the first day of September next following the first anniversary, which might mean remaining on the initial salary for as long a period as a year and eight months. This loss, of course, continued year by year until the maximum salary of the rank was reached, and operated very greatly to the pecuniary disadvantage of the teachers whose appointments dated at times furthest remote from the two dates in the year when advances in salary took effect. In the case of other teachers who were appointed shortly before January 1 or September 1 the delayed advance was of but slight consequence.

This plan gave rise to a good deal of dissatisfaction, although it affected only new teachers who, of course, entered the service, or should have done so, with a full understanding of all conditions governing their employment. The School Committee, however, actuated by a desire to remedy, so far as possible, any just grievance, and believing that this situation was one that might properly be relieved, passed an order on January 16, 1911, abolishing the system of delayed anniversaries after September 1, 1911, and providing for the advancement of all teachers, both old and new, upon the actual anniversaries of the dates on which they began service in their latest ranks. This change will, of course, involve a readjustment of the regulations relating to promotional examinations in order to adapt them to the new system.

PENSIONS.

In 1908 the Legislature passed an Act (chapter 589) on the application of the School Committee which provided for the retirement of teachers in the public schools who had attained the age of sixty-five, and who had taught for a period aggregating thirty years, twenty of which had been in Boston, on a maximum pension of \$180 per annum. Teachers who had taught a less number of years were also eligible for retirement, upon a lower rate of pension based upon the length of their service. To meet the cost of this system of pensions the School Committee was authorized by the same act to make an annual appropriation equal to the proceeds of five cents upon each one thousand dollars of the average valuation of the city for the preceding three years, which amounts to about \$65,000 per annum. Serious objection was made to the provisions of this act on two principal grounds. First, the maximum pension of \$180 was altogether too small; and second, no provision was made for the benefit of teachers who had retired previous to the passage of the act, many of whom not unnaturally felt that they too were entitled to some consideration. Then again, vigorous protest was made against the flat maximum rate of \$180 regardless of the previous salary earned. In order that the many conflicting interests might be harmonized, and especially that all the members of the teaching and supervising force might be fairly represented in the determination of a plan that would be fair to all, the School Committee established a Teachers' Council on Pensions in which were proportionally represented teachers of all groups and classes, and members of the supervising staff, elected by their own associates.

Repeated conferences were held, and the Teachers'

Council early in March submitted a draft of a proposed act which failed to meet the approval of the School Committee, mainly because it contemplated the diversion of funds intended for the support of the public schools to the payment of pensions, in addition to the appropriation for pension purposes already authorized by statute. A redraft was then prepared to meet this and other objections, which was acceptable both to the Teachers' Council and to the School Committee and which was enacted in chapter 617 early in June, 1910.

The principal features of the present system of pensions are as follows: The School Committee makes an annual appropriation at the rate of 5 cents upon each \$1,000 of the average valuation of the city for the three years immediately preceding, in the same manner as it makes appropriations for other school purposes. The sum thus available for pensions amounted in 1909 to \$65,043.19 and in 1910 to \$66,194.65, and may be expected to increase annually thereafter at about the same rate.

From time to time such sums as are not needed for the payment of pensions to teachers in any year are paid to the City Treasurer, who is also *ex-officio* treasurer of the Permanent School Pension Fund, and invested in interest bearing securities by the trustees of the fund. Accrued interest not expended during any year becomes available for the payment of pensions during any subsequent year.

Summary of Chapter 617, Acts of 1910.

The School Committee, by a majority vote of all its members, may retire with a pension any member of the teaching or supervising staff of the public day schools who shall have attained the age of sixty-five years, and such other members of the teaching or supervising staff

as, in the opinion of the committee, are incapacitated for further efficient service.

Minimum length of Boston service required for pension.....	10 years.
Maximum pension.....	\$600.
Minimum pension for total service of 30 years, of which 10 years must have been in Boston.....	\$312.
Rate of pension.....	As many thirtieths of one-third of salary at date of retirement as there are years of service, but not less than \$312 or more than \$600 for total service of 30 years. In cases where the term of service is less than 30 years, and salary on retirement is less than \$936 or more than \$1,800, pension is based upon the minimum of \$312 or the maximum of \$600, instead of upon salary.
Annuitants of the Boston Teachers' Retirement Fund Association, at time Chapter 589, Acts of 1908, took effect, or other teachers retired previous to that time having taught in public day schools for period aggregating 30 years, 20 of which were in Boston.	Amount of pension to be determined by School Committee, but not less than \$180. Not less than sixty such persons to be granted pensions during 1910, and not less than that number to be kept on pension roll at all times until all eligible are pensioned.

The maximum salary of a grade teacher is now and has been for many years \$936, and the pension of \$312 is one-third of this salary. Practically all these teachers are also members of the Teachers' Retirement Fund, which pays its annuitants at the rate of \$180 per annum. Thus a teacher of this rank may retire after thirty years of service on more than half-pay and, if she happens to belong to the Teachers' Mutual Benefit Association, may receive an additional allowance which at present is at the rate of \$78 per annum. The maximum pension of \$600 represents a one-third pension for teachers who do not receive a salary of more than \$1,800.

Sixty of the annuitants of the Teachers' Retirement Fund and other previously retired teachers who made application therefor in accordance with the provisions of the act within three months after its passage, were placed upon a \$180 pension, and vacancies as they occur will be filled by additions from the waiting list. In selecting the first sixty the School Committee took

practically the sixty seniors in age, with some few exceptions in favor of especially needy individual cases. It should be noted, also, that a number of applicants who were entitled by age to be included among the first sixty to be pensioned, generously waived their claims in favor of others who were less fortunately situated financially. The pensions of all teachers who had been retired under the provisions of the preceding act, which allowed a maximum rate of \$180, were re-established at substantial increases in accordance with the provisions of the new act, from July 1, 1910.

The total number of persons placed upon the pension roll from 1908 to 1910, inclusive, is 176, of whom seven have died, making the number at the close of the year 169. The annual cost for pensions paid to this number is about \$52,000.

AGE FOR ADMISSION TO THE PUBLIC SCHOOLS.

The compulsory school age established by law includes children who are from seven to fourteen years of age, and children under sixteen years of age who cannot read at sight and write legibly simple sentences in the English language. In certain other places the minimum age for admission to the public schools is fixed at six or seven years, while in Boston pupils are admitted to the grades at five years, and have been admitted formerly to the kindergarten at three and one-half years. There is a good deal to be said in favor of not admitting pupils to the grades at less than six years of age, which would mean, in the ordinary course, graduation from the elementary schools at fourteen, and from the secondary or high schools at eighteen. The beginning of school life at too early an age is to be deplored, while entry at an age when natural growth and development, both mental and physical, keep pace with the established course of instruction results in regular and easy progress

through the school system without delay and repetition of the work of any grade so discouraging to the child and to his parents, and costly to the taxpayer.

Two important changes have been made in the rules of the Board during the past year in this respect. The minimum age for admission to the kindergarten has been raised from three and one-half to four years, and children under the age of seven years may not be admitted to the first grade after October 31 in each year. The practical effect of this latter regulation is to increase the average minimum age for admission to the grades from five to about five and one-half years, and it is believed that this change will be found to work very substantially to the mental and physical benefit of the children, and will largely reduce the amount of retardation.

BIRTH CERTIFICATES OF PUPILS.

A good deal of attention has been paid during the past year to improvements in school records, and the new system designed for elementary schools, and which has now been put into operation, is described at length in the latest report of the Superintendent.

The keeping of complete and accurate records with respect to school children is of a good deal of importance, especially in view of the statutory requirements as to compulsory school attendance and the issue of age and schooling certificates to minors who desire to obtain employment. Such records are also not infrequently required in various court proceedings, and if found to be incomplete or inaccurate are a source of annoyance and embarrassment. In the past a great deal of difficulty has been experienced in cases where it has become necessary to establish the age of pupils either during the period of their school attendance or in later life.

To remedy these difficulties, a rule was adopted in March, 1910, which provides, in substance, that pupils

admitted for the first time must present a birth certificate, baptismal record, official governmental passport containing proof of age, or evidence satisfactory to the principal that none of these is available. Pupils who fail to present such evidence of age may be admitted and continued in the schools pending the receipt of the required evidence.

In order to facilitate the registration of pupils at the opening of the schools in September, each teacher is required in the preceding June to ascertain which pupils in her class have brothers or sisters who intend to enter the schools in September, and through such pupils notify the parents of this rule. A careful observance of these requirements will, of course, make the school records with respect to the ages of pupils of real value in the decision of any question relating to them that may hereafter arise.

RETARDATION.

Occasionally statements with respect to various school problems are made which, owing to the fact that they are based upon insufficient investigation, are not devoid of certain elements of humor. For example, a group of one or two hundred children is taken and a certain number are found to be backward or anæmic. The proportion that this number of children bears to the total number examined is ascertained. The same proportion is assumed to exist with respect to children in general, and it is then announced that out of so many thousand children such a number are backward or anæmic.

Now the retardation of pupils is a pretty important matter, serious alike to the children, the parents, and the public. School authorities generally appreciate that this is a factor of great interest in the determination of many problems of school administration, and that it is well worth while to reduce it to a minimum.

The matter has been investigated this year with a good deal of care and in a comprehensive way so far as the elementary schools are concerned. There were in these schools on June 30, 1910, approximately 81,000 pupils. A report was obtained with respect to each one of these pupils who failed of promotion during the school year 1909-10. The summary of these returns, which follows, is of great interest as revealing the real causes for retardation based upon an actual and individual investigation of a large number of cases for a definite and specific period.

In June, 1910, the total registration in the elementary grades was 80,908. Out of this number, 10.5 per cent (8,496) were retarded, *i. e.*, not permitted to progress to the next grade on the opening of school in September, 1910. A blank form was sent to each principal requesting him to state the reason why each child of this group (8,496) had not been promoted. The following is a summary of the replies received:

Illness (diphtheria, scarlet fever, measles, surgery, etc.)	1,252
Absence caused by truancy, neglect, home work	468
Entered late in the school year	650
Came from other schools	405
Repeated change of schools	181
Came recently from foreign countries	331
Promoted on trial at beginning of year	239
Defective hearing	83
Defective vision	241
Defective speech	53
Deformities	31
Lazy	538
Inattentive	495
Mentally deficient	369
Mentally immature (slow mental development)	2,803
Causes unknown	196
Adenoids	13
Nervous	7
Cigarette smokers	14
Miscellaneous	127
	<hr/>
	8,496
	<hr/>

Of the total number of pupils retarded, the percentage among boys was 55.4; among girls, 44.5.

The next step, which is now being taken, is an inquiry by the Department of School Hygiene, through its corps of nurses, into the physical condition of these delayed pupils, in order that so far as possible any defect or impediment may be remedied or alleviated by skilled professional assistance from the nurse, the family physician, or municipal or philanthropic agencies. Long ago it was discovered that many pupils who were supposed to be naturally dull, inattentive, or lazy were merely suffering from some physical defect which might have been removed or modified by the services of a competent physician or specialist.

The following illustration of the unsuspected hindrances that children sometimes labor under will perhaps suffice to show the real necessity that exists for constant and unremitting inquiry into the actual reasons that govern any peculiarity a child may exhibit. Some years ago, the father of a boy who had been attending a high school discovered by casually asking his son to tell the time from a clock hanging on the wall of the room, that the boy was absolutely unable to see the position of the hands, while the boy had never mentioned his inability to distinguish various objects clearly because he supposed that everyone else had the same difficulty.

The investigations now regularly conducted in regard to the physical condition of pupils in the Boston public schools should make such an occurrence impossible, in view of the careful manner in which tests for hearing and vision are conducted.

Under the provisions of Chapter 502, Acts of 1906, every child in the public schools is tested annually in sight and hearing. This test is made by the school teacher. The teachers in the public schools in Boston all test uniformly by a method presented by the Depart-

ment of School Hygiene. The results of four annual successive tests of this character have now been obtained, and show an interesting result from the operation of this law.

YEAR.	Number Examined.	Percentage Defective.
1907.....	83,909	31.50
1908.....	82,255	23.97
1909.....	82,944	22.71
1910.....	88,415	19.83

In 1908-09, 5,084 children had vision corrected. In 1909-10, 3,489 had vision corrected. In January, 1909, 8,535 children were wearing glasses. In January, 1910, this number was reduced to 6,381. Of this last group, 2,865 have been brought up to normal vision by means of glasses.

In 1909, 1,213 children had defective hearing corrected. In 1910, 875 had hearing corrected. In 1907 there were in the schools 6,829 children defective in hearing; in 1908, 6,329; in 1909, 4,129; in 1910, 3,231.

PENMANSHIP.

Improving the penmanship of the pupils in the public schools has long been recognized as a matter of great importance. Poor handwriting has been the despair of teachers and the reproach of business men. Rapid and legible penmanship has been at times regarded almost as one of the lost arts, and were it not for the general adoption of the typewriter the demand for better handwriting by the graduates of the public schools would be far louder than it is at present.

To meet this insistent demand the schools have labored unceasingly and at times almost despairingly. Slant has given way to upright; upright to medial, etc.; each

system being hailed in turn as the all to be desired path to legibility and speed. The employment of supervisors of penmanship has been considered, as well as the adoption of a single writing book, in place of the ten or twelve copy books on the authorized list. In 1907 it was decided to try an entirely different method, and the Board finally authorized the adoption of the Palmer method of business writing, to be used exclusively in the schools in East Boston, beginning January 1, 1908. The results of this experiment were so satisfactory that the Board of Superintendents, in June, 1910, recommended to the School Committee that this system be adopted for all the elementary schools throughout the city. Affirmative action was taken on this recommendation, all other writing books were dropped from the authorized list, and steps were taken to provide that all teachers should qualify themselves to teach the Palmer method under the direction of the representatives of that system.

The course of instruction in this system that has now been made available aims to train the teachers themselves in penmanship, and to instruct them how to teach their pupils the definite, successive drills that are required to master muscular movement writing. To those teachers who successfully complete the course of instruction a teacher's certificate is awarded.

The success of this plan in those schools where it has been thoroughly tried, and where the teachers themselves have given the required time and attention to the subject, has been highly gratifying, and the handwriting of their pupils has largely lost the old cramped characteristics familiar for many years, and has acquired the graceful flowing outlines that distinguish writing under the new system. Many of the teachers appreciate the opportunity that is now afforded them, at no expense to themselves, to obtain a valuable course of instruction

in handwriting, and to become themselves competent teachers of the art under expert direction. About two thousand teachers are now receiving instruction in the Palmer method, and approximately two hundred and fifty teachers have passed their final examinations and received the teacher's certificate in the system.

SPELLING CONTESTS.

A number of interesting revivals of the old-fashioned spelling contests have been held during the year, which proved as effective in arousing the interest and enthusiasm of the pupils engaging in them as was found to be the case a generation or two ago when the "spelling bee" flourished.

Several of these contests were held in one particular section of the city with especially gratifying results. The plan pursued was somewhat as follows: About the middle of November the assistant superintendent in charge of the district notified the masters of the schools that some emphasis was to be given the subject of spelling. A meeting of all the teachers of the three upper grades was held, the subject discussed, and various plans adopted to encourage all the children of these grades to give special attention to the subject. The children did a good deal of excellent independent work in this direction. For example, in one class room the pupils were divided into two permanent sides and with permanent leaders, one a boy and the other a girl. There were both boys and girls on each side. At one visit to this class room it was found that there had been five contests between the two sides. Two results had been favorable to one side; two results to the other side; and the fifth result was a tie. The leaders of the sides made vigorous and well directed efforts to improve the spelling of all the pupils in the room. Each pupil in the class wrote a letter to the

assistant superintendent describing his process of learning his spelling lesson. There were about forty-five such letters, but no two seemed to indicate the same method of learning the lesson, although there were, of course, marked similarities. These letters were excellent in every way, with just enough mistakes in spelling to show that they were spontaneous, undirected by the teacher in any way, and the result of the individual thought of each writer. Other class rooms followed somewhat similar methods, and there were numerous minor contests between two divisions in the same room, between different rooms of parallel grades, and finally between different grades.

By means of these contests the twenty best spellers in each of the five schools of the district were selected; and the one hundred best spellers met in one school hall on an afternoon in January, 1911, to discover who was the very best speller in the group. This final contest lasted about one hour and a half and was of great interest, especially to the contestants. Between six and eight hundred words of common and frequent occurrence were used. The number competing was rather quickly reduced from one hundred to about sixty; then more slowly until about thirty were left, and then more slowly still until there were but ten contestants standing. At this point certificates were given the survivors, stating that the recipient was one of the ten best spellers in all the schools of the district. The contest then continued until but one pupil was left, who received a certificate that he was the best speller of the contest. Each of the original one hundred pupils also received an official certificate of participation in the contest. This number represents a little less than 10 per cent. of the total number of pupils from whom the contestants were derived.

In another school a figuring contest on somewhat

similar lines was conducted. The purpose was to obtain an approximately correct estimate with respect both to speed and accuracy. Each boy took his place in line as soon as he had completed the sum set. Thus the boy who first finished the sum took the first place; the second to finish, the next place; and so on. Each boy was then given a check on which was recorded the number of his place in line. They then passed to a group of teachers called "markers," who determined the correctness of the sums. Those boys who had correct examples passed to a group of teachers designated "recorders," who entered the number of each boy's check. There were about seventy boys engaging in this contest, and certificates were given to the ten best.

Somewhat similar contests under slightly varying conditions have been carried on in other schools and groups of schools, and in every case it has been found that the pupils responded heartily and effectively, and that their interest in the subject was aroused, their enthusiasm stimulated, and, in short, that spelling or arithmetic ceased to be merely an "academic" subject, but rather one of vital and absorbing personal interest.

SCHOOL LUNCHES.

The plan for the serving of lunches in high schools by the Women's Educational and Industrial Union that has been carried on for several years, to the entire satisfaction of the Committee and the head-masters of such schools, has been continued without change during the past year.

This organization aims to provide wholesome and nutritious food at the lowest possible cost, and not to make a profit as a business enterprise. For example, its total receipts for a recent year were \$40,715.66, and its expenses \$40,496.51, leaving a net profit of \$219.15, with no allowance for interest on investment and wear

and tear on equipment. The average daily patronage of this service is from 3,500 to 4,000 in the fifteen schools where it is provided. Especial pains are taken to secure high standards in cleanliness, nutritive value of food, and efficiency in service, and ample testimony that these ends have been attained is offered by reports made by a committee of head-masters of high schools.

A bill was introduced into the Legislature in January, 1910, which provided, in substance, that no room in a public school-house in Boston should be used as a dining or lunch room except under a separate license for each building, to cost not less than two hundred and fifty dollars; no applicant to hold more than one license, and the license not to extend for a term of more than one year. This bill was opposed by the School Committee for various reasons, more especially because the cost of the license would fall indirectly upon the pupils themselves by increasing the cost of the food, or reducing the quantity furnished at a stated price. The interest of the School Committee being solely in affording opportunity to the pupils to purchase nutritious and suitable food at a minimum cost, it felt warranted in objecting to the disturbance of an arrangement now perfected, after many years of dissatisfaction and experimenting in different ways, and which meets with the general approval of those head-masters and teachers acquainted with its operation. Another and very similar bill has been presented to the Legislature of 1911, and will be opposed by the School Committee for the same reasons that governed its attitude with respect to the former bill.

In a number of elementary schools two-cent and one-cent mid-morning lunches are provided for the benefit of anæmic children, under the auspices and management of the Boston Home and School Association, parents' associations, school principals and others.

The first "penny lunches" were established in the Winthrop School early in 1910. Here an assistant is engaged, without expense to the city, and the school kitchen, which is fully equipped, is used for preparing the food. The girls in the seventh and eighth grades cook the lunches for about one hundred children three times a week, Monday, Wednesday, and Friday mornings. The lunches for these three days consist of a cereal with milk and sugar, and a cracker, a simple pudding (rice), a potato chowder, or a soup. On Tuesdays and Thursdays a glass of milk is served, with a slice of whole wheat bread spread with jam or peanut butter. On these days, the work being much less than on the other three days of the week, about three hundred children are served. The lunches are placed on trays, and taken by eighth grade girls to the rooms, where the children eat them sitting in their seats. After the lunch the dishes are returned to the kitchen where they are washed and put away by the members of the cooking class. The classes selected to have lunches every day are a third grade, a backward sixth grade, and an eighth grade, who begged to have them. To these may be added special children whose mothers are anxious to have them obtain lunches because they eat so little for breakfast. The lunches are served and eaten, and the dishes are washed and put away, in the twenty minutes allowed for recess. The teacher in the third grade reports that she sees a marked difference in her pupils' power of work during the remainder of the session after the lunch is eaten. Each child pays one cent for the lunch, which covers only the actual cost of the food.

DRINKING FACILITIES IN SCHOOL BUILDINGS.

In October, 1909, the School Committee requested the Advisory Committee on School Hygiene to inves-

tigate the drinking facilities available for children in both old and new school buildings, and to make such recommendations as it deemed wise with respect to providing entirely sanitary facilities of this character. In March of 1910 the committee reported that the various school-houses were provided with faucets and either tin or enamelled drinking cups or glasses; that in three buildings jet fountains were installed; and that in a number of rooms the children had been instructed to bring their own drinking cups. The committee also pointed out the dangers that lurk in the common drinking cups, described various experiments that had been carried on by the Department of School Hygiene and the Board of Schoolhouse Commissioners for the purpose of securing jet or bubble fountains capable of meeting the necessary requirements for school use, and made various other recommendations, including one that the Superintendent issue a circular to the various school principals calling their attention to the desirability of discontinuing the common drinking cups, and that children attending buildings in which suitable drinking facilities were not provided be encouraged to bring individual cups.

The Board of Schoolhouse Commissioners reported that it proposed to proceed with the installation of a sufficient number of different kinds of fountains in school buildings to insure a fair test and comparison, and upon the adoption of a suitable type of fountain to install it generally.

During the month of April an act was passed by the Legislature authorizing the Board of Health to prohibit in such public places, vehicles, or buildings as it may designate, the providing of a common drinking cup, and to establish rules and regulations for this purpose. In July the Board of Health, in accordance with the

provisions of this act, adopted a regulation making it unlawful to provide a common drinking cup in various places, including public schools.

The attention of all principals was duly called to this regulation and they were asked to see that no violation of the law with respect to drinking cups occurred. They were further asked to suggest that pupils provide themselves with individual drinking cups or glasses. The Schoolhouse Commission has placed drinking fountains in many of the school buildings, and it is expected that within a short time all the schools in the city will be thus equipped.

VENTILATION AND TEMPERATURE OF SCHOOL ROOMS.

In December, 1909, the Advisory Committee on School Hygiene was requested to consider and report on methods by which teachers can secure the best ventilation of their class rooms, including the use of open windows in buildings in which there is a fan or plenum ventilating system. Meanwhile an investigation of the conditions obtaining in nearly nineteen hundred class rooms disclosed the fact that in a large number of rooms the temperature was maintained at a degree both above and below that considered best for health and efficiency, namely, sixty-seven degrees Fahrenheit. Orders amending the regulations were then introduced and held over for consideration in the Board, substantially as follows:

Pupils in elementary schools to be given regular exercises from the course of study in physical education daily between 10 o'clock a. m. and 10.10 o'clock a. m., and for a ten-minute period beginning fifty minutes after the opening of the afternoon session.

Windows to be opened, top and bottom, during these periods for a sufficient time to ensure the thorough flushing of the room with outside air.

In high schools the same course with respect to opening of windows to be followed during a ten-minute setting-up drill.

Teachers required to record temperatures of their rooms each session in a permanent form, accessible for inspection, the reading and record to

be made at a time midway between the opening of the session and the time for physical exercises or recess.

Rooms to be thoroughly flushed out with fresh air a sufficient portion of each recess period and of the period allotted to physical exercises.

Windows of each class and dressing room to be opened for not less than three nor more than ten minutes at the close of the forenoon session.

Janitors required to air out buildings thoroughly at close of the afternoon session, and also at the close of the evening session, if any.

Basement and lunch rooms to be thoroughly aired out ten minutes before the lunch period.

Finally, that janitors be reminded that while they are expected to be careful and economical, they are not to save fuel at the expense of the health of pupils by failure to provide a sufficient amount of heat and of fresh air in class rooms.

In March the Advisory Committee on School Hygiene presented its report, in which the importance of providing class rooms with a sufficient quantity of fresh outside air, which can best be done by means of open windows, was emphasized, and the formal adoption of the proposed regulations was recommended. The above regulations were adopted, and an order was also passed to provide that when so doing will not reduce the temperature below sixty-seven degrees Fahrenheit, the windows on at least one side of every room shall be kept wide open.

The School Committee in June requested the Advisory Committee on School Hygiene to take under consideration the question of humidity of class rooms, the degree desirable, and the best methods of testing and maintaining the proper amount, thus making a lower degree of temperature possible without interfering with safety and comfort.

SCHOOL ATHLETICS.

On December 20, 1909, the Board passed an order instructing the Director of School Hygiene and his assistants to make a full inquiry into the game of football as played by the pupils in the public schools, to consider the rules of the game and the methods of playing it with reference to the physical safety of the players, and to

make recommendations as to the continuance or discontinuance of the game. This report was submitted in detail later and the following facts were presented:

School athletics, as conducted in Boston, occupy a unique position. By act of the Legislature, passed in 1907, the School Committee is given full control over all school athletic organizations. This authority is exercised through the Superintendent or his representative (an assistant superintendent) and a committee from the Head Masters' Association. The rules and regulations of the Committee assign to the Director of School Hygiene general supervision and control of all athletics, physical training, games, play, etc., and charge him with the enforcement of such rules for the management and control of school athletics as the Superintendent, with the approval of the Board of Superintendents, may from time to time establish. Athletics in high schools are conducted by special teachers appointed from a certified list, in contrast to the previous arrangement whereby schools hired their own athletic coaches for each branch of sport and paid for the same out of the receipts for the games. All schedules of games, selection of officials, etc., are issued and made by the Director of School Hygiene. This centralization of authority and responsibility has done much to improve the conduct of games, especially football and basketball. The instructors in athletics are given very careful directions as to the physical care of boys participating in football, and are also instructed how to care for players injured or showing signs of exhaustion.

With respect to the continuance or discontinuance of football as a high school sport, the report stated:

1. That the game of football offers to a large number of boys an opportunity for organized play and sport not possible in the fall of the year by any other game yet perfected.

2. That Rugby football should not be discontinued without offering in its place a game with which the boys are to a degree familiar, and which brings into action the many qualities of mind and body consequent upon healthful out-door exercise.

3. That the discontinuance of football among high school boys would leave a large number of boys free to indulge in the worst form of the game without restraint and control.

4. That the game of soccer football is the only possible substitute for Rugby football now worthy of consideration. In time this may displace Rugby football because of its superior opportunities for a greater number of boys to participate in this line of sport. This substitution, however, must be one of education and slow growth rather than compulsion.

5. The School Committee of the City of Boston is now vested with sufficient authority for the management and control of athletics. The most harmonious and active co-operation now exists in the several high schools for bettering the game of football and accepting it as a most recreative sport.

It is the opinion of the corps of instructors that an opportunity should be given to make football a means for out-door recreation for a large number of boys of high school age who otherwise would not participate in any recreation; and it is believed that under the conditions existing to-day in the management of school athletics this result is a possibility in Boston.

The following tabulation gives the results of injuries received and other data relative to the game of football:

	1908.	1909.	1910.
Number of players.....	373	518	692
Number injured.....	40	20	32

Of the above injuries,

	1908.	1909.	1910.
Half-back players received.....	17	5	10
Guards received.....	4	1	6
End players received.....	7	4	4

The tackle play, end run, and mass play were the usual plays causing injury.

Basketball.

Late in the year the athletic committee of the headmasters of high schools recommended the discontinuance of the Basketball League in the schools. This stand was taken in view of the difficulties experienced in properly conducting such games and avoiding roughness and disorder. The recommendation was duly approved by the Superintendent and the Board of Superintendents and the rules for school athletics were amended. Inter-school games are to be prohibited.

During the past year the course in physical education for both girls and boys in high schools has been reconstructed. Two diploma points are credited each year for four years to physical education. These eight points are necessary for a diploma.

The requirements for boys are military drill, and athletics consisting of a graded course in running, jumping, shot-put, and swimming, in accordance with the age and development of the boy.

The course for girls requires running, jumping, swimming, games, plays, out-door recreation, in addition to gymnasium work and folk dancing. All this instruction is given by special teachers selected from the eligible list. These teachers also instruct the boys and girls in the requirements of personal hygiene, personal health, etc. As yet, public facilities are not adequate for carrying out the requirements relative to swimming. Never-

theless, pupils are urged to learn swimming during the swimming season at beaches, and a certificate from the instructors in the Bath Department, stating that the pupil has qualified in swimming, is accepted and credited.

Soccer Football.

This game has received great encouragement and endorsement in the elementary schools. It offers an opportunity for participating in play wherein the players are not exposed to much danger, and where all the elements necessary to arouse interest, to afford adequate means of exercise and physical activities, etc., may be participated in by a large rather than by a limited number of players.

During the fall season of 1910, forty-four elementary schools participated in soccer football. Six thousand four hundred boys played 287 scheduled games. There were no accidents.

These games, as well as other playground activities indulged in by the elementary school pupils, are carried on by sub-masters of the elementary schools appointed by the School Committee and compensated for this extra work. The result has been a greater use of public playgrounds than heretofore. This is in accordance with the playground scheme as carried out by the Department of School Hygiene.

The arrangement relative to the control of public playgrounds existing between the School Committee and the Park Commission, has worked smoothly and entirely satisfactorily and there has been no friction or lack of co-operation, more or less incidental when two municipal departments are jointly concerned.

NEWSBOYS' TRIAL BOARD.

The report of the Supervisor of Licensed Minors, appended to the latest report of the Superintendent of Public Schools (School Document No. 10, 1910), con-

tains an account of the steps leading up to the establishment of the Newsboys' Trial Board which, briefly, were as follows: At a mass meeting of the newsboys of Boston held in Keith's Theatre, June 17, 1910, a resolve was adopted in favor of establishing such a board to deal with newsboy first offenders, and inviting the co-operation of all public departments concerned. The School Committee expressed its hearty sympathy with this proposition, and at its meetings held on September 12 and October 3, 1910, adopted the following plan of organization for a Newsboys' Trial Board:

1. The Trial Board shall consist of five members, as follows: Two adults, to be appointed annually by the School Committee, for the term of one year from October 15, 1910, and three newsboys elected annually from the number of newsboy captains. Annually, in September, on a day designated by the Superintendent, newsboy captains shall be elected in each school or district having ten or more licensed newsboys in attendance.

2. All licensed newsboys attending the public schools shall be entitled to vote. The preparation of the ballot and the mode, manner and place of election shall be decided by an official or officials to be appointed by the Superintendent of Schools. The election shall be decided by plurality vote.

3. If any newsboy judge resigns or moves out of the city, the remaining judges shall appoint a newsboy to serve for the unexpired term.

4. The meetings of the Board shall be held at the Boston Newsboys' Club, 277 Tremont street, and the mode, manner and method of procedure and time of meetings of the Trial Board, shall be established by the Board itself.

5. The Board shall have power to investigate, make findings and recommendations to the School Committee for all violations of newsboy licenses.

6. The Supervisor of Licensed Minors shall be authorized in his discretion to bring his complaints before this Board instead of to the Juvenile Court. The Police Commissioner shall be requested to instruct the officer now specially detailed for these offences to co-operate in so far as feasible with this Board.

7. The Board shall have jurisdiction over all newsboys attending the Boston Public Schools.

8. The newsboy-judges shall be paid fifty cents (50c.) for their attendance at each of the official sessions of the Board.

An election was duly held on November 8, 1910, by the newsboys licensed by the School Committee, and three of the newsboy captains, Harry Hornstein, Louis Gray, and Jacob Rosen, were elected to serve as judges of the Trial Board. The School Committee on its part appointed Mr. Mitchell Freiman, chief judge, and Mr. Alexander I. Peckham, judge, both of whom have long been keenly interested in the welfare of the boys of this city. The judges themselves selected a clerk of the Board, and the School Committee passed an order that each of the newsboy judges and the clerk of the Board be paid fifty cents for each session of the Board at which they are in attendance.

The five judges of the Trial Board were duly installed in office with appropriate ceremonies at the Newsboys' Club on November 15, 1910, by Judge Harvey H. Baker, of the Juvenile Court, who said that the court he represented welcomed the establishment of the new Board, believing it would provide a means of valuable training in the principles of self-government by the boys concerned, and tend to reduce the number of cases of petty offences that would otherwise come before the courts for settlement.

The cases coming before the Trial Board are interesting and varied. The complaints range from selling

without a badge, or after 8 o'clock in the evening, or selling on street cars, to bad conduct, irregular school attendance, gambling or smoking. The dispositions of these cases vary from reprimands and warnings to probation or suspension of license for a definite period, or complete revocation of license. In this and in other directions the Trial Board has been an effective factor for good. It is significant also that a number of parents whose children have appeared before the Trial Board have expressed their appreciation of the interest taken in offending minors, and have shown their desire to assist the Board in its disposition of such cases.

Recently a member of the School Committee in company with the Supervisor of Licensed Minors and one of the judges of the Trial Board made a personal inspection of the streets of the central district of the city during the busiest selling hours for the newsboys. Only five boys were discovered to be without their badges, only one or two instances of boys selling on street cars were noted, and not a single boy was found selling papers without a license.

USE OF SCHOOL ACCOMMODATIONS BY OTHER MUNICIPAL DEPARTMENTS.

The School Committee for a number of years has pursued a very liberal policy with respect to granting the use of accommodations in school buildings for various municipal and educational purposes. Such use, however, involves considerable cost for heat and light, which falls entirely and exclusively upon the School Committee whose finances are completely separate and apart from other city accounts. For several years the free use of school halls has been allowed the Music Department for the giving of municipal concerts; the

Election Department has been granted privileges in various school-houses for polling places, and the Library Department has also occupied school quarters for its accommodation. On the other hand, the School Committee has occupied to a very limited extent accommodations in buildings other than school-houses which are the property of the city.

The School Committee, feeling that this situation by which a considerable expense was imposed upon its finances ought not properly to be continued, called the attention of the Mayor and of the Finance Commission to the matter, and requested the latter to express its opinion as to whether or not the School Committee should receive compensation for the use of school premises by other municipal departments. The commission replied affirmatively on the proposition, but recommended that during the current year, in order to avoid disarrangement of the finances of various city departments, the School Committee should not go beyond the establishment of the principle and the rate to be charged, and that no actual payment be exacted until the fiscal year 1911-12.

The School Committee accepted this opinion and recommendation, and took up with the various departments concerned the establishment of proper rates. It was found difficult, however, to reach a satisfactory agreement as to the tariff to be established with other municipal departments, and in November an order was passed by the School Committee requesting the Finance Commission to recommend rental rates to be paid by other departments to the School Committee, and by the School Committee to other departments, in such cases as are herein referred to. The Finance Commission has the matter under consideration, but has not yet reported its conclusions.

CENTRAL CLERICAL HIGH SCHOOL.

It is extremely interesting to note the gradual changes leading away from educational rigidity as expressed in an early school system having but one general purpose, and apparently based on the proposition that the pupils must fit the system rather than that the system shall be adapted to the requirements of different classes of pupils. The Mechanic Arts High School, the High School of Commerce, the High School of Practical Arts, the Trade School for Girls, are illustrations of the gradual breaking away from traditions, and of the earnest and increasing effort that goes on to provide the kind and variety of instruction necessary to meet the ever-changing, ever-advancing needs of the public.

Even now there is a wide latitude of choice open for graduates of the elementary schools who are able to continue their education in secondary schools, and the end is not yet. It is claimed by some who profess knowledge and understanding that it is not difficult to direct a boy into the channel in which he is best fitted to succeed in later life; that the future lawyer, business man, or engineer can be discovered in embryo as he emerges from the elementary school, and that he can be directed in the course he ought to pursue with certainty and despatch. Others are not so sanguine, and regard it as of greater importance that secondary schools of various types shall be maintained and so correlated as to facilitate easy transfer of pupils from one to the other, so that a boy who finds himself "in the wrong pew," so to speak, may change to another school without loss of progress and consequent discouragement.

A considerable number of high school pupils elect to pursue the so-called commercial branches in their schools, while the applications for admission to the High School

of Commerce are far in excess of the capacity of the school. Instruction in commercial subjects is also sought by large numbers in correspondence schools, commercial and business colleges, and other private or semi-public institutions. It is clear, therefore, that there is a large and probably increasing demand for this kind of instruction, which is only in part met by the present public school facilities. Another step was, therefore, taken during the past year in the broadening of the field of secondary public school instruction.

In February the Superintendent recommended the establishment of a Central Clerical High School, to be in session from 9 a. m. until 5 p. m. during twelve months in the year. The following distinctive features were planned for this school:

1. Highly specialized work for vocational ends.
2. Provision for as rapid advancement as the ability of each pupil will permit.
3. Graduation dependent upon the attainment of a certain degree of proficiency, regardless of length of attendance.

At the meeting of the Committee held on February 7, 1910, an order was passed to establish such a school to begin on July 11, 1910, and at a later meeting the following general plan for its conduct was submitted by the Board of Superintendents:

1. That pupils, residents of Boston, who have successfully completed two years of the high school course be admitted to the school in the order of application.
2. That the subjects taught be as follows:
 - (a) English, including spelling, punctuation, capitalization, paragraphing, letter forms, technical terms, and commercial correspondence in general.
 - (b) Bookkeeping.
 - (c) Commercial Arithmetic.
 - (d) Phonography.
 - (e) Typewriting.
 - (f) Penmanship.

(g) Filing and cataloguing, and use of office machines in secretarial work.

3. That these subjects be presented with the object in view of preparing pupils for commercial or secretarial work.

4. That much freedom be allowed pupils in the selection of subjects of study, and that these subjects, so far as possible, be adapted to meet the pupils' individual needs.

5. That pupils be advanced as rapidly as their ability and application will permit, and that a certificate be granted at any time that the subject is satisfactorily completed.

6. That the work of the school be decidedly practical and such as will acquaint the pupils with up-to-date business methods that may be made of immediate value to them in business pursuits.

In June, however, it became apparent that the condition of the finances of the Committee for the current fiscal year would not admit the opening of this school, and the order establishing it was reluctantly rescinded. The plan has been by no means abandoned, and it is probable that the new school will be in actual operation at an early date.

While the initial expense of providing such a school with proper equipment and suitable accommodations will probably be large, it should prove a valuable addition to the present list of specializing high schools, and not only will it relieve to some extent the present overcrowding in these schools, but it is probable that there will be a large saving in the cost of instructing its pupils because of its intensive and shorter course. Again, as its sessions will continue throughout the twelve months in the year, this school will afford valuable opportunities to active, energetic, and earnest pupils to secure a degree of proficiency in commercial subjects, such as bookkeeping and stenography, that will materially aid them to obtain employment at greater compensation and in more important positions than they would otherwise be likely to secure except perhaps at considerable cost to themselves or to their parents.

WATER.

Early in February, 1910, notice was received from his Honor Mayor Fitzgerald that he had returned to the policy in vogue prior to 1900 with respect to the consumption of water, and would require the School Committee to bear the cost of the water consumed in the buildings under its charge. The sum of \$20,000 was named by the Mayor and assented to by the Committee as a proper amount to be paid for this service, and this amount was included as one of the items in the budget for the year. Subsequently, the Mayor addressed a communication to the School Committee stating that he had learned that this unexpected and serious addition to the anticipated expenditures for the year had occasioned a serious disarrangement of school finances, and possibly would entail the curtailment or abandonment of certain educational activities. Under these circumstances the Mayor remitted the proposed charge for water, with the understanding that next year all school buildings shall be equipped with meters, and bills rendered at the regular rate for the quantity of water consumed therein.

The School Committee very gratefully accepted this proposition and expressed its appreciation to the Mayor for his action. The \$20,000 appropriated to meet the cost of water was transferred to meet the cost of textbooks, and it was found possible also to comply partially with the Mayor's suggestion that this \$20,000 be directed to playground activities, by refraining from making deductions in this direction that would have been necessary in order to meet the proposed charge for water.

EXTENDED USE OF SCHOOL BUILDINGS.

A more general use of the school plant for lectures, concerts, social and educational activities of various

kinds is greatly to be desired, and is earnestly advocated by many organizations and individuals who are deeply interested in civic advancement, and who give generously of time, energy, and money to promote the public welfare in many different directions.

With all this desire and effort to make the school buildings serve a broader and more useful purpose the School Committee is in hearty sympathy and it feels that it has done much to encourage and sustain such projects. The regulations established by the Committee governing the use of the buildings for other than the regular work of the schools are very liberal and comprehensive. The use of accommodations in school buildings for many purposes is granted without any charge for rent, light, or heat, and the charges when exacted for light and heat are based upon the estimated actual cost to the city for these items, and not at all with any idea of making a profit thereon. Generally speaking, a charge is made for janitor service whenever such service is required beyond a limited time immediately following the close of the daily school session, and for purposes not directly and closely connected with school work, for the following reasons: The duties required to be performed by janitors are very carefully defined by rule. For example, class rooms must be swept a certain number of times a week; halls and corridors must be cleaned a definite number of times. In short, janitors are required to do a definite amount of work, and for this work they are paid in accordance with a schedule that is automatic in its workings and proportionate to the amount of work required. The buildings and grounds are carefully measured to ascertain the area that is to be cared for, and the application of the schedule to the measurements determines absolutely the compensation that the janitor receives. Thus, if additional duties are imposed upon any janitor because of

the occupancy of the building under his charge for other than regular school purposes, he is entitled to be paid therefor, and cannot reasonably be expected to do the work for nothing. In other words, schoolhouse janitors are not paid simply for being janitors and doing whatever work may be required to keep their buildings open and in condition for occupancy whenever their use is required, but are employed to do certain specific work and are paid accordingly.

The argument is often advanced that as the school plant belongs to the public very liberal and extensive use of it should be permitted without expense to the users. The difficulty is that the expense of such use falls not upon the municipality as a whole, but directly and exclusively upon the School Committee whose finances are separate and apart from all other city departments. The expenditure of the School Committee for fuel and light is over \$150,000 per annum, and any considerable additional use of the school plant will largely increase this amount. Therefore, while in sympathy with the views of those who wish to go further in the direction of using the school buildings for various commendable purposes, the School Committee cannot afford to assume the entire cost involved. It has, however, added materially during the past year to its expense in this direction. For example, each Parents' Association has been allowed to hold three meetings absolutely without cost, even for janitor service, and broad privileges have been granted to local Improvement Associations, Alumni Associations, and other organizations somewhat directly related to the school system.

OBSERVANCE OF INDEPENDENCE DAY.

In September, 1909, a communication was received from the Mayor requesting the co-operation of the Com-

mittee in formulating plans for a safer and more appropriate celebration of Independence Day than had been customary in former years. The Committee at once stated its cordial willingness to co-operate in this direction, and appointed one of its members, Doctor Scannell, a committee to formulate and report plans that would result in a safer and saner observance of public holidays, and especially of June 17 and July 4, the two days on which accidents incident to public celebrations most frequently occur.

In presenting this matter to the public Doctor Scannell had the active co-operation of ten physicians. Under systematic organization, addresses were delivered to every Parents' Association in Boston and to the teachers of the Boston schools, impressing upon all the importance of the subject. The interest and co-operation of the various Improvement Associations and the Labor Unions were obtained. Appeal was made to the Legislature for the passage of restrictive legislation in the matter of blank cartridges, firecrackers, etc., and the co-operation of the Mayor and City Council was secured.

An Auxiliary Committee of the Boston 1915 Saner Fourth Committee was formed under the direction of Mr. James P. Munroe, executive director, to co-operate with the civic authorities.

In accordance with the recommendations contained in the report of Doctor Scannell, copies of the pamphlet setting forth the dangers of the present method of celebrating the holidays were sent to teachers of the public schools, and the attention of the teaching force was called to the attitude of the School Committee in the matter. Teachers were encouraged to use their best and strongest influence to arouse a sentiment among the children against existing methods of celebrating. Principals were urged to organize throughout their dis-

tricts a crusade for a saner celebration of the Fourth of July and the 17th of June.

The final passage of Chapter 565 of the Acts of 1910 by the Legislature, "An Act to prohibit the sale of certain pistols and explosives, and to authorize the making of regulations relative to fireworks and fire-crackers," together with the aid of the general public sentiment which had been aroused, resulted in a very material change in the character of the celebration on the Fourth of July, and the largely reduced number of cases of personal injury on that day, as compared with former years, showed conclusively the importance and value of the new method of celebration.

RATING AND PROMOTION OF JANITORS.

The policy that has been followed for a number of years, and which has given general satisfaction, of advancing janitors already in the service to larger and more important buildings as opportunity offered, and putting new men in the smaller buildings, has been continued during the past year. It has been found desirable, however, to modify somewhat the plan for marking janitors that was adopted last year and which determines their fitness for promotion.

The original plan provided that both the Schoolhouse Custodian and the principal should mark each janitor twice a year on a scale of one thousand points. The difficulty with this plan arose from the great diversity of opinion among principals as to the mark to be given for excellent service, and the impossibility of establishing an exact and uniform method of marking. The result was that because of this lack of uniformity some excellent janitors failed of promotion, while others succeeded because they were fortunate enough to be marked by principals who were more liberal than others in their ideas of the marks to be given for really excellent service.

To remedy this situation and to insure a greater uniformity and equality of opportunity, the following revised schedule was adopted, which it is anticipated will be found free from the objections that arose under the operation of the former plan:

To ascertain the rating of a janitor on a scale of 1,000 points, multiply the total of the marks given by the Schoolhouse Custodian for each factor by the indicated multiplier, and the sum of the amounts thus determined, divided by 10, will produce the rating of the janitor in points.

Scale of 100.

FACTORS.	Schoolhouse Custodian.	Multiplier.	Total Points.
Care of building above basement.....	100	25	2,500
Care of basement.....	100	5	500
Care of sanitariums.....	100	5	500
Care of grounds.....	100	5	500
Care and operation of heating and ventilating apparatus.....	100	30	3,000
Estimate of character.....	100	10	1,000
Length of service.....	100 *	20	2,000
Totals.....	.....	100	10,000

* This mark to be given to janitor longest in service, when promotions are under consideration. Other candidates in proportion.

Principals' markings to be on the plan of Excellent, Good, Passable, Unsatisfactory.

No janitor who has a rating of less than 640 points by the Schoolhouse Custodian, exclusive of length of service, and a mark of Unsatisfactory by the principal, shall be eligible for promotion.

Markings to be made in June and December of each year, and copies thereof furnished janitors in order that they may have an opportunity to remedy their failings before the next marking.

TRIAL BOARD FOR JANITORS.

In a school system employing more than two hundred janitors the occurrence of occasional complaints against individuals is unavoidable. In order to provide a means

by which such matters may be handled fairly and expeditiously, and without unnecessarily burdening the members of the School Committee, a Trial Board consisting of the Secretary, the Business Agent, and a school janitor, the latter being elected by his associates, was established early in June. It is the duty of this Board to hear charges preferred against any janitor, engineer, or matron, and to report its findings and recommendations to the School Committee. Its decisions as to questions of fact are final, but appeals from its recommendations may be made to the School Committee.

During the year the Trial Board has had four cases referred to it for consideration. In one of these cases the charges were found not to be sustained. In the three remaining cases the janitors were found to be at fault, and the penalties recommended by the Trial Board, which varied from suspension for a definite period without pay, to censure and withholding of opportunity for promotion for a year, were in each instance sustained by the School Committee. So far there has been no appeal from the recommendations of the Trial Board, and it may fairly be said that this method of dealing with complaints is acceptable to the janitor force as a whole.

EVENING CLASSES FOR JANITORS.

A number of new courses have been adopted in the Evening Industrial School conducted by the School Committee as the agent of the State Board of Education, a share of the expense of maintaining this school now being borne by the Commonwealth.

One of these new courses has been established especially for the benefit of school janitors, and relates to the subject of fuel, including its kinds, distribution, the principles governing its combustion, and the operation of various types of heating and power plants with economy and efficiency. The instruction in this course

is given by recognized experts in the employ of the Board of Schoolhouse Commissioners, and of the School Committee, and is being pursued by some fifty school janitors. The class meets two evenings each week during the evening school term, and will have twenty-nine lessons. The Mechanic Arts High School-house, in which this course is being conducted, is especially well fitted for the purpose, being equipped with an up-to-date power plant consisting of three water tube boilers of 140 horse power each, two 150 horse power, high speed engines, with two 100-kilowatt direct connected generators. There are also numerous pumps, steam traps, separators, switchboards, motors, etc.

A plan is under consideration for the establishment of what will practically be a training school for janitors, in that new men on entering the service will be placed under the direction and supervision of experienced men, who will instruct them in the details of their work, and thus fit them to handle efficiently the various types of heating apparatus installed in school buildings.

RELATIONS OF COMMITTEE WITH JANITORS.

It was gratifying to the members of the Committee to receive at their final meeting a communication from the Janitors' Association expressing the appreciation of the association for the even justice and fair treatment received by the janitors during the year, and assuring the two retiring members, Mr. Magenis and Doctor Scannell, of the cordial respect and esteem of the association.


ITALIAN-SPEAKING TRUANT OFFICER.

For a number of years urgent representations have been made by representatives of the Italian portion of the community that it was important, in fact practically essential, for the proper enforcement of the laws relating

to school attendance in certain sections of the city, to have an Italian-speaking truant officer employed, preferably one acquainted with the numerous Italian dialects which are not easily if at all understood by one acquainted only with pure Italian. The School Committee came to the conclusion that the addition to the truant officer force of one having the qualifications described would be on the whole desirable, and after some delay incident to the establishing of a suitable list of eligibles appointed a duly certified candidate to the position, who has been assigned to service in the schools of the North End, where the major part of the Italian-speaking population resides.

FINANCE COMMISSION INVESTIGATION.

An extended investigation of the entire public school system of administration and finances has been undertaken by the Finance Commission and is now in progress. It is needless, perhaps, to say that this investigation meets with the cordial approval of the School Committee, the result of which it awaits with interest. If, as has been alleged, the School Committee is extravagant, the fact should be ascertained and the fault corrected as speedily as may be. The School Committee knows, however, that its affairs are conducted honestly and, it believes, economically and efficiently. An investigation of the character undertaken by the Finance Commission should disclose the actual facts beyond question.



Arthur I. Fiske, head-master of the Public Latin School, died February 19, 1910. He was born on August 19, 1848, at Holliston, Mass., and entered the service of the city as a master in the Public Latin School on September 5, 1873, a position he filled with consummate skill; on January 6, 1902, he was elected

to the head-mastership of that school, the most ancient public school in America, the position to which he was thus assigned being one of the most prominent in the school system.

During his thirty-six years of service, the sincere devotion to his duties which he displayed, his zeal and efficiency, his genial and unassuming personality, all combined to merit and to win for him the high regard of his associates and pupils. The fruits of his work and the inspiration of his life are his worthy memorials.

Robert E. Burke, assistant superintendent, died as the result of a lamentable accident on June 27, 1910, which brought to an untimely close a career full of promise. Mr. Burke was born in Boston on March 28, 1874, and first entered the Boston school service in November, 1896, as an assistant in the Bigelow Evening School. In February, 1900, he was appointed a junior-master in the Mechanic Arts High School, and on February 10, 1904, he became a master in the Normal School. On January 14, 1907, he resigned from this position on his election as assistant superintendent of schools.

Mr. Burke's intellectual ability and personal qualities enabled him to rise rapidly in his chosen profession, and by each successive step he demonstrated his fitness for more responsible duties. He failed in nothing that he undertook, and especially in the position that he held at the time of his death he showed a breadth of conception, grasp of details, and intellectual attainments of no small order.

N. Hosea Whittemore, master emeritus of the Mary Hemenway District, died on September 10, 1910. Mr. Whittemore was born in Boston on August 18, 1838,

and was appointed principal of the Tileston School in Mattapan on December 6, 1875, with the rank of usher. On September 25, 1877, he was appointed usher in the Quincy School, later becoming first sub-master in the same school. In March, 1881, he was elected principal of the Harris District in Dorchester, which became the Mary Hemenway District in 1898, when the present building bearing that name was completed. He retired from active service in August, 1910, having reached the retirement age of seventy years.

His service as a school principal was long and efficient. Keenly sensible of his responsibilities, he devoted to the discharge of his duties his best energies, his faithful attention. He neglected nothing that concerned the interests of his pupils, and won and held their loyal support. His relations with his teachers and with the parents in his district were close and cordial, and his faithful service will not soon be forgotten.

J. Willard Brown, master emeritus of the Emerson District, died on December 6, 1910. He was born in Abington, Mass., May 21, 1839. He became a sub-master in the Emerson District on October 12, 1874; principal of the Mt. Vernon (later named the Robert G. Shaw) District October 1, 1890, with the rank of sub-master; and master of the Emerson District February 24, 1891, in which position he remained until his retirement, under the seventy-year age limit rule, on August 31, 1910.

Mr. Brown's life was one of especial devotion to duty and high ideals. Not only was he an efficient school-master, but he was also an ardent patriot, with a record of faithful and valuable service in the Civil War and in various expeditions conducted by the government against hostile Indians. At the time of his death he

was department commander, Massachusetts G. A. R. He was thoroughly conscientious in every duty he undertook in the service of the government, of his church, and of his school; a brave soldier, a good citizen, an excellent teacher. The respect and esteem in which he was universally held were no more than his due.

The School Committee deems it proper and appropriate to include in this report a brief tribute to the memory of the late Dr. James A. McDonald, who died on December 7, 1910, after many years of faithful and efficient service on former School Committees of Boston and of Charlestown.

The respect and esteem in which Dr. McDonald was held by his neighbors and friends in Charlestown, and the confidence they reposed in him, were no less than he enjoyed from his associates in official life. His absolute integrity and sincere devotion to the interests of the public school system were never questioned, while his personal characteristics, his warm-heartedness, his loyalty in friendship, were such as to endear him to those with whom he came into personal contact.

DAVID A. ELLIS, *Chairman.*
GEORGE E. BROCK.
JOSEPH LEE.
JAMES P. MAGENIS.
DAVID D. SCANNELL, M. D.

To Renew a book at the Main Library,
send Book-number and Card.

MARKING OR OTHERWISE DEFACING
LIBRARY BOOKS IS ACCORDING TO THE
MASSACHUSETTS STATUTES PUNISHABLE
BY FINE OR IMPRISONMENT

5379.74 B65a 1910.
Boston School Comm.
Documents.
[Annual report]
S.S.W.

5379.74 B65a 1910

Keep your card in this pocket.

BROOKLINE PUBLIC LIBRARY

THIS BOOK MUST BE RETURNED IN

FOURTEEN DAYS

BUT MAY BE RENEWED ONCE.

No book, however, shall be renewed which is more than 7 days overdue, and the Library may refuse to renew any overdue book which has been asked for by another borrower.

Books lost or damaged must be paid for by the person to whom they stand charged.

FINES:

A fine of TWO CENTS A DAY will be incurred by retaining any book beyond the time allowed, and after two weeks of overdetention the book will be sent for and the expense thus incurred will be added to the fine.

