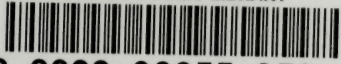
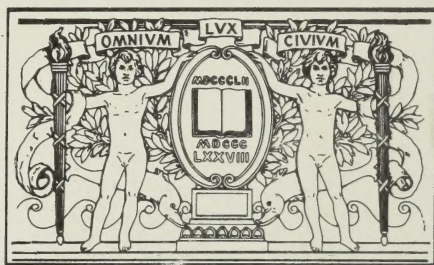


BOSTON PUBLIC LIBRARY

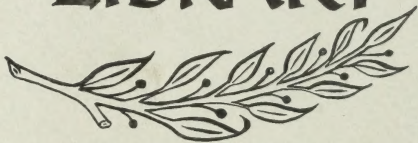


3 9999 06655 858 4






**BOSTON  
PUBLIC  
LIBRARY**

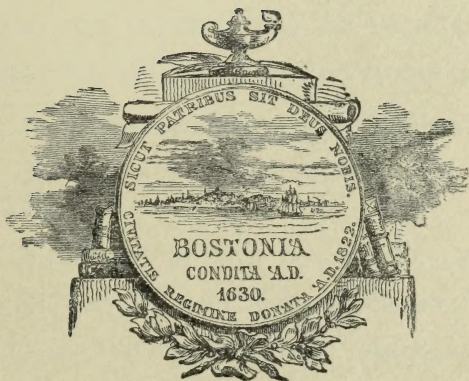






Digitized by the Internet Archive  
in 2014

DOCUMENTS  
OF THE  
SCHOOL COMMITTEE  
OF THE  
CITY OF BOSTON  
FOR THE YEAR 1928



CITY OF BOSTON  
PRINTING DEPARTMENT  
1929



## INDEX TO SCHOOL DOCUMENTS, 1928.

Doc.

1. ANNUAL REPORT OF THE BUSINESS MANAGER.
2. TRAINING THE EMOTIONS — CONTROLLING FEAR.
3. SUPPLEMENT TO A GUIDE TO THE CHOICE OF A SECONDARY SCHOOL.
4. A SUPPLEMENT TO ORGANIZATION AND ADMINISTRATION OF INTERMEDIATE SCHOOLS IN BOSTON.
5. REAPPOINTMENTS OF TEACHERS AND MEMBERS OF SUPERVISING STAFF.
6. A MANUAL FOR INSTRUCTION OF IMMIGRANTS.
7. CANDIDATES ELIGIBLE FOR APPOINTMENT AS TEACHERS.
8. OUTLINE IN MERCHANDISING AND RETAIL SELLING.
9. SPECIAL SYLLABUS IN ART EDUCATION, GRADES I, II, III.
10. ANNUAL STATISTICS OF THE BOSTON PUBLIC SCHOOLS.
11. ANNUAL REPORT OF THE SUPERINTENDENT.
12. SPECIAL SYLLABUS — SHOPWORK, REVISED.





SCHOOL DOCUMENT NO. 1—1928

---

SCHOOL COMMITTEE OF THE  
CITY OF BOSTON

---

ANNUAL REPORT OF BUSINESS MANAGER  
ON COST OF PUBLIC SCHOOL EDUCATION

FOR THE

FINANCIAL YEAR 1927

---

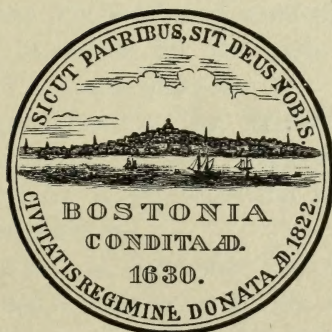
THE BUDGET

FOR THE

FINANCIAL YEAR IMMEDIATELY FOLLOWING THE YEAR  
FOR WHICH THIS REPORT IS MADE IS INCLUDED  
FOR REFERENCE PURPOSES AND SHOWN  
IN SUMMARIZED FORM

---

JULY, 1928



CITY OF BOSTON  
PRINTING DEPARTMENT  
1928



# ANNUAL REPORT OF BUSINESS MANAGER.

OFFICE OF THE BUSINESS MANAGER OF THE SCHOOL COMMITTEE,  
15 BEACON STREET, BOSTON, July 1, 1928.

*To the School Committee:*

In compliance with the Rules governing the duties of the Business Manager, the following report for the financial year 1927 is submitted. The budget for the financial year immediately following the period for which this report is made, is included in summarized form only for reference purposes.

Your attention is respectfully directed to the following items of interest set forth in this report:

a. Table showing the appropriating power for maintenance of the school system beginning with the year 1916-17.

b. Digest of Acts of the Legislature showing appropriating and expending power for lands, plans and construction of school buildings from 1919-20 to 1928.

c. Summary of expenditures for maintenance and for lands, plans and construction of school buildings for the twelve financial years beginning with the year 1916-17 and ending with the year 1927. The increases for the year 1927 over the year 1916-17 are also shown.

d. Expenditures by the Schoolhouse Commission for lands, plans and construction of school buildings and for alterations and repairs, including furniture and fixtures.

e. Appraisals of Business Manager's report by authorities not connected with the school system.

f. Progressive report on the salvaging of books.

g. Progressive report on the results obtained by Engineer.

Respectfully yours,

ALEXANDER M. SULLIVAN,  
*Business Manager.*



APPROPRIATING POWER  
FOR  
MAINTENANCE OF THE SCHOOL SYSTEM.



**APPROPRIATING POWER FOR MAINTENANCE OF THE SCHOOL SYSTEM.**

The following table shows the growth in appropriating power per thousand dollars (exclusive of lands, plans and construction of school buildings) of the valuation on which appropriations are based for the fifteen-year period, beginning with 1916-17 and ending with 1930.

	FINANCIAL YEAR.	1 General School Purposes.	2 Alteration and Repair of School Buildings.	3 Physical Education.	4 School Physicians and Nurses.	5 Extended Use of the Public Schools.	6 Pensions to Teachers.	7 Totals Allowed per \$1,000 of the Valuation.	8 Average Valuation for Three Years, Less Abatements — on Which Appropriations are Based.	9 Total Amount Provided (Column 7 Applied to Column 8).
1	1916-17.....	\$3 40	\$0 35	\$0 04	\$0 02	\$0 02	\$0 07	\$3 90	\$1,538,020,714 00	\$5,998,280 78
2	1917-18.....	3 40	35	04	02	02	07	3 90	1,568,290,365 00	6,116,332 42
3	1918-19.....	3 67	35	04	02	02	07	4 17	1,541,597,610 00	6,428,462 03
4	1919-20.....	4 15	35	08	06	02	07	4 73	1,518,938,942 00	7,184,581 19
5	1920-21.....	5 41	84	10	08	02	07	6 52	1,490,343,142 00	9,717,037 29
6	1921-22.....	6 34	84	11	09	03	07	7 48	1,526,365,955 00	11,417,217 34
7	1922-23.....	6 34	84	11	09	03	07	7 48	1,557,388,410 00	11,649,265 31
8	1923-24.....	6 34	91	11	09	03	07	7 55	1,606,575,807 00	12,129,647 34
9	1924-25.....	6 34	91	11	09	03	07	7 55	1,651,200,431 88	12,466,563 25
10	1925.....	6 34	91	11	09	03	07	7 55	1,720,250,701 60	12,987,892 79
11	1926.....	6 90	91	15	11	04	07	8 18	1,780,945,466 16	14,568,133 91
12	1927.....	6 98	91	15	11	04	07	8 26	1,841,057,566 16	15,207,135 50
13	1928.....	7 00	91	15	11	04	05	8 26	1,882,009,566 67	15,545,399 02
14	1929.....	7 02	91	15	11	04	05	8 28	—	—
15	1930.....	7 03	91	15	11	04	05	8 29	—	—

- NOTES.— *a.* The amounts per \$1,000 for Americanization and Vocational Guidance are included in this table under the item "General School Purposes."
- b.* The above figures are based on statutory limitations in effect June 1, 1926.
- c.* In addition to the appropriating power per \$1,000 of the valuation on which appropriations are based, the School Committee is further authorized to appropriate each year the estimated income; the excess of income, if any; and the unexpended balances of the preceding financial year.
- d.* Pensions to teachers' appropriation covers pensions to those teacher retired before the establishment of the Boston Retirement System and to future retirements of teachers who did not become members of such system.
- e.* Prior to the year 1925 the period of the financial year covered twelve months, from February first of one year to January thirty-first of the following year. In 1925 the financial year period was changed to the calendar year period. (For details see Business Manager's report for the year 1925.)





DIGEST OF ACTS OF THE LEGISLATURE SHOWING APPROPRIATING AND EXPENDING POWER FOR LANDS, PLANS AND CONSTRUCTION OF SCHOOL BUILDINGS FROM 1919-20 TO 1928.

ACTS OF THE LEGISLATURE.	Tax Limits Per \$1,000.	Appropriation Limits.	How Raised by Taxation and Years Involved.*
Chapter 206 of the Special Acts of 1919.	\$0 65	\$0 65.....	In full or as required for year ending on January 31, 1920.
Chapter 524 of the Acts of 1920.	\$1 63	\$1 63.....	In full or as required for years ending on January 31, 1922, and January 31, 1923, respectively.
Chapter 488 of the Acts of 1923.	\$2 33	Not to exceed \$3,500,000 for years ending on January 31, 1924, and on January 31, 1925, respectively.	As required based on estimated expenditures for each year beginning with the year ending on January 31, 1924.
Chapter 327 of the Acts of 1925.	\$1 77	Not to exceed \$3,000,000 for year ending on December 31, 1925.	One-half of \$3,000,000 to be raised in 1925 and the remaining one-half as required.
Chapter 314 of the Acts of 1926.	\$2 25 and \$1 68	Not to exceed \$4,000,000 for year ending on December 31, 1926 — \$3,000,000 for year ending on December 31, 1927 — \$3,000,000 for year ending on December 31, 1928.	Not less than \$1,000,000 and not more than \$1,500,000 for year ending on December 31, 1926 — not less than \$3,500,000 and not more than \$4,000,000 for year ending on December 31, 1927 — not less than \$3,000,000 and not more than \$3,500,000 for year ending on December 31, 1928, and in year ending on December 31, 1929, the balance of the sums not already raised by taxation.

\* Prior to 1925 the financial year period covered from February first of one year to January thirty-first of the following year. (For details see Business Manager's report for the year 1925.)

N. B.— Under the provisions of chapter 314 of the Acts of 1926 for the years succeeding 1928 there is but \$0.68 per \$1,000 of the valuation on which appropriations are based, available for lands, plans and construction of school buildings. Under existing conditions \$0.68 per \$1,000 provides approximately \$1,279,000. This sum will not be sufficient to carry the cost of future building programs.



SUMMARY OF EXPENDITURES FOR MAINTENANCE AND FOR LANDS, PLANS AND CONSTRUCTION FOR THE TWELVE FINANCIAL YEARS BEGINNING WITH THE YEAR 1916-17 AND ENDING WITH THE YEAR 1927. THE INCREASES YEAR 1927 OVER THE YEAR 1916-17 ARE ALSO SHOWN.



SUMMARY OF EXPENDITURES FOR MAINTENANCE AND FOR LANDS, PLANS AND CONSTRUCTION FOR THE TWELVE FINANCIAL YEARS BEGINNING WITH THE YEAR 1916-17 AND ENDING WITH THE YEAR 1927.  
THE INCREASES YEAR 1927 OVER THE YEAR 1916-17 ARE ALSO SHOWN.

ITEMS.	1916-17.	1917-18.	1918-19.	1919-20.	1920-21.	1921-22.	1922-23.	1923-24.	1924-25.	1925.*	1926.	1927.	Increase 1927 Over 1916-17.
Salaries of principals, teachers, members of the supervising staff and others.....	\$4,334,492 97	\$4,418,639 17	\$4,567,760 79	\$5,177,760 84	\$6,643,665 03	\$7,763,333 68	\$8,297,755 32	\$8,393,835 85	\$8,843,667 91	\$8,710,424 31	\$10,422,971 10	\$10,904,956 41	\$6,570,463 44
Salaries of administrative officers, attendance officers, clerks, stenographers, storekeepers and other employees.....	149,845 16	150,527 11	157,393 00	176,270 93	206,556 85	226,046 12	234,167 98	242,894 26	258,762 85	262,733 34	318,163 12	346,719 83	196,874 67
Salaries of custodians and salaries of matrons.....	346,485 35	351,941 29	372,644 60	433,221 51	545,273 11	561,263 48	583,896 70	607,311 52	655,170 38	654,419 33	763,178 05	809,027 05	462,541 70
Fuel and light, including electric current for power.....	204,919 26	303,380 54	460,447 45	317,171 47	564,168 36	492,867 29	382,789 94	535,399 89	422,322 73	376,659 90	415,192 69	445,754 27	240,835 01
Supplies and incidentals.....	276,426 79	358,523 82	345,959 11	408,436 14	488,881 68	651,605 12	640,606 31	661,819 03	845,747 13	744,649 06	865,377 69	930,014 60	653,587 81
Pensions to attendance officers and custodians***.....	8,203 13	8,001 02	7,439 10	6,745 03	7,799 63	7,256 72	6,847 33	6,802 37	5,935 80	5,441 15	5,107 95	4,642 24	** 3,560 89
Physical Education (salaries of teachers, members of the supervising staff and others, supplies and incidentals for day schools and playgrounds).....	83,413 54	92,186 18	91,346 05	115,410 27	148,569 60	167,993 40	175,080 69	176,014 19	184,965 84	193,044 28	261,115 49	284,507 53	201,093 99
School physicians and school nurses, including members of supervising staff.....	61,037 16	63,830 26	67,824 24	85,720 51	113,643 82	132,158 23	140,049 32	136,587 54	154,814 62	146,176 48	168,515 28	189,299 04	128,261 88
Pensions to teachers***.....	96,029 97	104,347 95	110,782 38	116,392 59	127,567 79	134,783 68	143,035 79	145,165 60	145,657 02	127,956 15	131,698 12	133,015 82	36,985 85
Payments to permanent pension fund***.....	11,631 48	5,432 37	.....	18,175 03	10,450 65	17,590 83	21,704 83	.....	85,649 66	72,284 00	71,859 45	73,227 88	61,596 40
Extended use of public schools.....	30,084 91	32,888 99	24,723 90	39,133 67	29,800 21	59,309 92	52,536 95	54,012 30	59,796 51	55,079 70	71,911 91	82,130 63	52,045 72
Repairs and alterations, protection against fire and fire hazard, and new furniture and furnishings for old buildings, including new lighting fixtures †.....	443,556 91	471,322 83	572,801 00	518,194 62	1,011,551 51	953,712 71	1,099,999 84	1,461,983 61	1,468,809 68	1,420,455 35	1,623,411 55	1,675,124 10	1,231,567 19
Totals for maintenance.....	\$6,046,126 63	\$6,361,021 53	\$6,779,121 62	\$7,412,632 61	\$9,897,928 24	\$11,167,921 18	\$11,778,471 00	\$12,421,826 16	\$13,131,300 13	\$12,769,323 05*	\$15,118,502 40	\$15,878,419 40	\$9,832,292 77
Expenditures for lands, plans and construction †.....	439,996 94	1,040,930 29	616,484 11	545,015 32	1,210,824 98	1,651,322 69	2,329,904 76	3,219,283 78	3,219,365 21	4,317,824 77*	4,655,749 21	3,703,039 41	3,263,042 47
Totals for maintenance and for lands, plans and construction..	\$6,486,123 57	\$7,401,951 82	\$7,395,605 73	\$7,957,647 93	\$11,108,753 22	\$12,819,243 87	\$14,108,375 76	\$15,641,109 94	\$16,350,665 34	\$17,087,147 82*	\$19,774,251 61	\$19,581,458 81	\$13,095,335 24

N. B.—Prior to the year 1925 the period of the financial year covered twelve months, from February first of one year to January thirty-first of the following year. By City Charter amendment the financial year period was changed to the calendar year period (January first to December thirty-first). This change was effected in 1925 with the consequence that the expenditures for that year (1925) covered an eleven-month period instead of the usual twelve-month period. The period covered in order to effect the change was from February first to December thirty-first, 1925. Beginning with the year 1926, and for each year thereafter, expenditures will again cover a twelve-month period, taking in the calendar year liabilities from January first to December thirty-first.

\* Eleven months of expenditures for 1925 which accounts for the decrease over the year immediately preceding, brought about by City Charter amendment changing the financial year period. See note for details.

† Expenditures for this item are made by the Schoolhouse Commission, a department under control of the Mayor.

\*\* Decrease.

\*\*\* Pensions to employees retired before the establishment of the Boston Retirement System or who did not become members of such system.



EXPENDITURES BY THE SCHOOLHOUSE COMMISSION FOR "LANDS, PLANS AND CONSTRUCTION OF SCHOOL BUILDINGS" AND FOR "ALTERATIONS AND REPAIRS, INCLUDING FURNITURE AND FIXTURES."

The School Committee secures its appropriating power direct from the Legislature for the purpose of conducting public school education in the city in all its phases. While the Committee makes appropriations for "lands, plans and construction of school buildings" and for "alterations and repairs of school buildings, including furniture and fixtures," the actual expenditure of the money for these purposes is made by the Schoolhouse Commission, an organization created by statute, and under the control and directly responsible to the mayor of the city. The Schoolhouse Commission consists of a chairman and two associates who are appointed by each succeeding mayor. There is, therefore, dual or divided control of school expenditures in Boston.

During the twelve financial years beginning with the year 1916-17 and ending with the year 1927 the Schoolhouse Commission has expended on the basis of appropriations made by the School Committee the sum of \$12,720,923.71 for "Alterations and Repairs of School Buildings, including Furniture and Fixtures"; and the sum of \$26,949,741.47 for "Lands, Plans and Construction of School Buildings." The total for these two items for the twelve-year period mentioned is \$39,670,665.18.

In other large cities in the country responsibility for the entire control of all school expenditures is vested in the Board of Education or School Committee. This type of organization would place the control of all school expenditures under the School Committee of the

City of Boston. At the present time about three-fourths of the total expenditures are controlled by the School Committee and about one-fourth by the Schoolhouse Commission.

The expenditures for the year by the Schoolhouse Commission, for which appropriations are made by the School Committee, are set forth below. The details of these expenditures covering "lands, plans and construction of school buildings" and "alteration and repair of school buildings, including furniture and fixtures" are not included in this report as all the accounts and data in connection with such items are under the control of the Schoolhouse Commission:

<i>a.</i> Lands, plans and construction of school buildings . .	\$3,703,039 41
<i>b.</i> Alterations and repairs, including furniture and fixtures . . . . .	1,675,124 10
Total . . . . .	<u>\$5,378,163 51</u>



## APPRAISALS OF BUSINESS MANAGER'S REPORT BY AUTHORITIES NOT CON- NECTED WITH THE SCHOOL SYSTEM.

From time to time it is advisable to invite outside experts to appraise accounting procedure and financial reports based on such procedure. Constructive suggestions are usually obtained from these experts with the consequence that improvements can be effected. It is as necessary to secure advice on accounting procedure and financial reports as it is to seek advice on purchase procedure, engineering procedure or other items.

The Business Manager has submitted his reports for appraisal to the Bureau of Education at Washington; Teachers College, Columbia University; the Research Division of the National Education Association; Patterson, Teele & Dennis, Accountants and Auditors; and P. J. Moynihan & Company, Certified Public Accountants. Suggestions have been made for improvement, but the following excerpts from the communications received are noteworthy:

*a.* United States Bureau of Education, Washington, D. C., from the Commissioner of Education, in communication dated June 22, 1928:

“As you no doubt know, it takes considerable time to read through a statistical report as complete as your school document . . . . I have had this report read independently by three different persons, all of whom are more or less skilled in the matter of city school statistics. Reports from all three are highly favorable and they report that your document contains about all that might be expected in a financial report of a city school system of the size of Boston . . . .”

b. National Education Association of the United States, Educational Research Service, from John K. Norton, Director, Research Division, in communication dated October 18, 1927:

“I have looked over this report with much interest. It presents data as to the business affairs of the Boston Schools in much detail and in well organized form . . . .”

c. Teachers College, Columbia University, New York, from Dr. N. L. Engelhardt, in communication dated December 5, 1927:

“Dr. Carter Alexander and Dr. F. J. Pickell are very much interested in your reports and used them for class room work during the past summer. The kind of work which you have been doing in setting up costs for various departments has been exceedingly interesting to me because of your appreciation of the fact that budgets cannot be developed adequately without such accounts . . . .”

d. Patterson, Teele & Dennis, Accountants and Auditors, New York, Boston, Baltimore and Washington, in communication dated November 9, 1927:

“At the outset, we desire to congratulate you on the fund of valuable information contained in your report and on the clear and concise manner in which the tabulations are set forth. We believe it is a fair indication of the efficient manner in which the business affairs of the School Committee of the City of Boston are conducted . . . .”

e. P. J. Moynihan & Company, Certified Public Accountants, Boston, Mass., in communication dated December 19, 1927:

“The excellence of this report is apparent to any reader. It is a document of useful information. The tabular arrangement in the appended schedules indicates the method by which the cost

per pupil hour was arrived at. This is in keeping with sound accounting principles.”

The detailed information obtained from the authorities mentioned will be found useful in outlining reports. A school financial report should be designed primarily to be of value to the school committee and public of the city for which such report is made. The cost accounts on which financial reports must be based should be organized in such a manner that the information required in questionnaires received from official sources may be furnished with the greatest degree of accuracy with respect to uniform terminology.

PROGRESSIVE REPORT ON THE SALVAGING OF BOOKS.

The reports for the years 1924 and 1925 discuss at some length the results obtained by the employment of a bookbinder for the purpose of salvaging books. Attention was called to the fact that the free Text Book Law is in operation in Massachusetts and that an attempt should be made to do something along the lines of intelligent salvaging of books which it is desirable to continue in use.

There are now two bookbinders employed who are making minor repairs to books, maps and charts throughout the school system.

During the year 43,000 school books have been salvaged either through contract rebinding or through minor repairs made by the bookbinders employed. This salvaging shows a gain of 65 per cent over last year and a gain of 1,128 per cent over the year 1924. The net result is a saving to the city of approximately \$20,000 for this year.

This result is very gratifying inasmuch as in 1924 and prior thereto about 3,500 books were rebound or repaired each year — less than one to a classroom.

The following is a summary of what has been accomplished with respect to number of books rebound or repaired:

YEAR.	Number of Books.
1924 . . . . .	3,500
1925 . . . . .	13,000
1926 . . . . .	26,000
1927 . . . . .	43,000

It has been stated previously that many thousands of dollars have been wasted due to the fact that the ordering and discarding of books has not been properly controlled over a long period of years. In past years books were discarded hurriedly at the close of school

and in many instances without control by the principal. In a period of ten years approximately \$1,500,000 has been expended for books, and many thousands of dollars of this expenditure could have been saved for other purposes if intelligent salvaging had been adopted during the years preceding 1924.

The great majority of school principals have heartily cooperated with the bookbinders in the matter of salvaging books during the school year and at its close. Without this type of cooperation the results set forth could not have been achieved. From present indications the number of books salvaged for the coming year will exceed the number salvaged this year by a substantial amount. I am therefore taking this opportunity to express my great appreciation to those principals of schools who have cooperated to the fullest extent with me in obviating the sending of many thousands of books to the junk heap which through proper repairs have been continued in use. The sums saved at each school through either rebinding or minor repairs can be devoted when necessary by principals to the purchase of additional new books or to other projects which otherwise might have to be delayed.

PROGRESSIVE REPORT OF THE RESULTS  
OBTAINED BY ENGINEER.

The following communication received from the Engineer indicates, as have his communications in previous reports, the constructive work that he has done and is still further evidence of the necessity for engineering control in a large school system.

The results already accomplished prompt the repetition of the following statement from the Report of the Business Manager for the year 1926:

Effective and intelligent control of all school expenditures simply provides additional funds for other necessary school purposes and has its effect on the tax rate of the city. There is no excuse for waste that can be eliminated through proper measures.

MR. ALEXANDER M. SULLIVAN,  
*Business Manager, Boston School Committee.*

DEAR MR. SULLIVAN,—In compliance with your request, I respectfully submit for your consideration the following report:

During the financial year 1927 the policy of making frequent visits to school plants was strictly adhered to. During the summer months considerable time was given by me to supervising the delivery and storage of the year's supply of fuel in each of the school buildings. As a result of this supervision, we have not had in any school building during the entire year a single fire caused by the spontaneous combustion of bituminous coal. Previously, fires from this cause had frequently occurred, resulting not only in the interruption of school sessions but also in the expenditure of an appreciable amount of money to remove the burning coal from the bins.

Since my connection with your office, I have requested each of the custodians to furnish me with a fuel con-

sumption report. To make such records each custodian was requested to keep account of the daily fuel consumption in his building and at the end of the month to enter the data on a standard form furnished by this office. These reports were filed in our office and they have been found to be of great value. In gathering the information the custodians used great care and the results were quite accurate considering the fact that no measuring scales had been used. They show the quantity of fuel burned in each building month by month.

The following table shows the amount of money saved annually by using bituminous rather than anthracite coal in fourteen of the forty-five schools referred to in your last report. Similar savings have been made in the other thirty-one buildings but space will not permit me enumerating all in this table.

NAME OF SCHOOL.	Previous Average Annual Consumption of Anthracite Coal.	Present Consumption of Bituminous Coal.	Amount Saved During One Year.
	<i>Tons.</i>	<i>Tons.</i>	
Benjamin Dean.....	105	51	\$1,088 07
Benjamin Pope.....	63	33	638 13
Comins.....	114	124	760 64
Curtis Guild.....	80	66	662 62
Dante Alighieri.....	103	72	932 66
Dwight.....	93	119	511 15
Germantown.....	69	63	534 27
Girls' High Annex.....	90	69	777 63
Louisa M. Alcott.....	69	76	454 58
Lucretia Crocker.....	65	56	523 83
Nathaniel Hawthorne.....	94	62	873 90
Quincy.....	123	131	837 79
Robert Swan.....	106	50	1,107 54
William Cullen Bryant.....	69	59	571 05
Totals.....	1,243	1,031	\$10,273 85

From the above it can be readily observed that in most of the buildings the number of tons of fuel consumed annually was greatly reduced and that in all of the schools there has been a large saving in dollars and cents.

In our efforts to reduce to a minimum the cost of fuel in the Boston schools, we have received the heartiest co-operation from the Schoolhouse Commissioner. The Engineering Division of that Commission has removed from many of the school buildings antiquated hot-air systems of furnace heating and ventilation. In their places they installed modern systems equipped with steam boilers. The boilers installed are of the type which allow the use of bituminous rather than the more expensive anthracite coal. The following table gives the names of these buildings so changed over by the Schoolhouse Commission and the annual savings resulting from these changes.

NAME OF SCHOOL.	Previous Average Annual Consumption of Anthracite Coal.	Present Consumption of Bituminous Coal.	Amount Saved During One Year.
	<i>Tons.</i>	<i>Tons.</i>	
Benjamin Cushing.....	99	72	\$879 30
Charles C. Perkins.....	63	70	411 32
Old Edward Everett.....	57	60	392 58
Old Gibson.....	65	42	609 64
Parkman.....	68	54	576 20
Plummer *.....	212	125	1,917 96
Trescott.....	133	57	1,424 81
Wait.....	61	61	439 81
Washington †.....	351	233	850 78
Totals.....	1,109	774	\$7,502 40

\* Estimated consumption.

† In this building new boilers were installed.

It will be seen by the above table that because the Schoolhouse Commission has installed modern steam heating and ventilating systems in these nine buildings



and in which bituminous coal can now be burned, that an annual saving of approximately \$7,502.40 has been made.

During the past financial year considerable attention was given to all of the oil-burning plants with an idea of reducing the annual consumption in all of them. Much has been accomplished. In one year we have been able to reduce the total consumption of 1,210,182 gallons to 1,205,620 gallons in spite of the fact that in the Memorial High School for Girls, Donald McKay and Grover Cleveland Intermediate Schools oil was burned for the first time after the beginning of the financial year 1927. In these schools alone, approximately 195,000 gallons of oil were burned during part of the financial year 1927.

I am convinced that in many of the buildings equipped with oil burning apparatus that the consumption of fuel oil is still excessive and that large quantities are needlessly wasted. Oil burning equipment using the heavy grade of fuel oil must necessarily be regulated by hand as there is no mechanical thermostat which can be installed which will work efficiently in the regulation of room temperatures.

In order to obtain the greatest efficiency and economy in the burning of the heavy grade of fuel oil the operator of an oil burning plant should give the greatest care to keeping burners adjusted, clean and free from carbon. Furthermore, the issuing of black smoke from the chimney should be immediately stopped by providing at all times the proper mixture of air and oil at the burners as well as the proper temperature of the fuel oil as it is supplied for combustion. Then again intermittent firing should always be taken advantage of. In other words, the burners should be entirely shut down when the regulation temperature is obtained in all of the classrooms.

To illustrate how economical an oil burning plant can be operated by observing the few above-mentioned simple suggestions, I will refer to the plant which has

been in operation in the Winship School for the past three years. Since the installation of this equipment the custodian, Mr. Walter H. Bickford, has taken every means to obtain the greatest efficiency and economy in the operation of this plant. Mr. Bickford's records for the past three years, carefully compiled by him, are on file in this office. They show a very careful tabulation of classroom temperatures taken every two hours just before and during classroom sessions. Weather conditions and wind velocities were also noted on the records. In addition, outside temperatures were constantly obtained from a recording outside thermometer. A most careful daily record of the number of gallons of oil burned as well as the amount of electricity used in the pre-heating of oil and the operation of blowers was also made. Complete combustion of the fuel oil was obtained at all times by a strict observance of the flames inside the combustion chambers. Mr. Bickford found that in the operation of his plant it was possible after the regulation classroom temperatures were obtained to shut down his burners entirely for long periods during the day and to start these burners again when the classroom temperatures dropped below requirements. By means of this practice of intermittent firing, large quantities of oil were saved in the operation of the plant at the Winship School.

The following gives a summary of the results obtained in this plant during the three school years preceding this report.

	School Year 1924-25.	School Year 1925-26.	School Year 1926-27.
Fuel oil consumption in gallons.....	22,782	24,777	19,510
Number tons necessary if coal were used to heat the building.....	157	157	182
Bituminous coal would have cost.....	\$1,028 35	\$971 83	\$1,115 66
Anthracite coal would have cost.....	\$2,245 10	\$2,072 40	\$2,427 88
Cost of oil.....	\$1,002 41	\$1,214 07	\$924 77
Cost of electricity for power.....	84 00	78 68	54 90
Cost of electricity for heating oil.....	5 07	5 07	4 38
Total cost of oil and electricity.....	\$1,091 48	\$1,297 82	\$984 05
Savings made by use of oil instead of anthracite coal.....	\$1,153 62	\$774 64	\$1,443 83
Contract prices paid for fuel:			
Anthracite coal per ton.....	\$14 30	\$13 20	\$13 34
Bituminous coal per ton.....	\$6 55	\$6 19	\$6 13
Heavy grade fuel oil per gallon.....	\$0 044	\$0 049	\$0 0474
Number cubic feet contained in building.....	571,000	571,000	592,000
Cost per 1,000 cubic feet heated per year.....	\$1 91	\$2 10	\$1 66

Reference to the above table will show the following results obtained from the tests conducted on the oil-burning plant at the Winship School:

(1) That during the school year 1924-25 the total cost of oil and electricity used was only \$63.13 more than if bituminous coal were used as a fuel.

(2) That during the school year 1925-26 because of the advance in the price of oil and the low contract price obtained for bituminous coal, the difference in the cost of oil and bituminous coal was slightly higher or amounted approximately to \$325.99.

(3) That during the school year 1926-27 fuel oil and electricity for this building cost \$131.61 less than if bituminous coal were used.

It should be mentioned here, however, that before the introduction of fuel oil equipment in the Winship School anthracite coal was always used as a fuel.

Referring again to the above table it will be seen that during the last three school years the following savings were made by the use of fuel oil instead of anthracite coal. The savings are as follows:

School year 1924-25	. . . . .	\$1,153 62
School year 1925-26	. . . . .	774 64
School year 1926-27	. . . . .	1,443 83
Total savings of three school years	. . . . .	<u>\$3,372 09</u>

In mentioning the above results obtained at the Winship School, I desire to express my deep appreciation of the great work performed by Mr. Walter H. Bickford, the custodian. At all times he has shown a fine spirit of co-operation and has done everything in his power to reduce to a minimum the cost of fuel in the building under his charge. He has given his time unstintingly in the proper care as well as the efficient and economical operation of the oil-burning equipment. Because of his deep personal interest and efficiency, this office is now in possession of most valuable records compiled by him and showing in detail the operation of the oil burning plant at the Winship School. If all school oil plants could be operated as economically as that in the Winship School, this office would be justified in recommending to the Schoolhouse Commission the installation of oil burning plants in many more buildings.

During the past year this office has taken charge of the repair and installation of various kinds of equipment used by the Department of Physical Education in schools and playgrounds. The preparing of specifications and bids together with the supervision of the work was placed by you in my charge at the beginning of this financial year.

For a number of years requisitions for this kind of work were sent to the Schoolhouse Commission by the Department of Physical Education. That Commission prepared specifications, let contracts and approved the bills, sending them through the Director of Physical Education to this office for your final approval for

payment from the special appropriation for "Physical Education." You decided that since the cost of the work was properly chargeable to the special appropriation mentioned, viz., "Physical Education," the expenditures under which are controlled by the School Committee, that this work should be directly supervised by someone in your office. You further decided that the former practice of sending requisitions for this kind of work to the Schoolhouse Commission be discontinued, that requisitions be sent directly to this office by the Director of Physical Education, contracts made and all necessary inspections in connection with the work be performed directly under your supervision.

It is my opinion that since this change has been made the work has been performed more speedily, at substantially less cost, and is more satisfactory to those in charge of Physical Education activities. Competitive bids have been called for and contracts awarded to the lowest responsible bidders.

During the past year I have been called upon many times to investigate complaints of heating and ventilating systems. Such complaints were made to the Superintendent of Schools and to the Director of School Hygiene. I have investigated all such cases and have reported the results of my investigations with recommendations to the proper authorities.

In closing this report, I desire to express to you my deep appreciation of your own spirit of co-operation shown to me. I greatly appreciate the many valuable suggestions which you have made from time to time in my work along fuel conservation lines. I sincerely hope this report will be found satisfactory to you.

Respectfully submitted,

JAMES J. MAHAR,  
*Engineer.*

## FINANCIAL STATEMENT AND SUMMARY OF APPROPRIATIONS.\*

On April 4, 1927, the School Committee made the following summarized appropriations "on account":

Salaries of Instructors (principals, teachers, members of the supervising staff and others) . . . . .	\$6,000,000 00
Salaries of Officers (administrative officers, attendance officers, clerks, stenographers, storekeepers and other employees) . . . . .	175,000 00
Salaries of Custodians (including matrons) . . . . .	410,000 00
Fuel and Light (including electric current for power) . . . . .	225,000 00
Supplies, Equipment and Incidentals . . . . .	450,000 00
Pensions to Attendance Officers and Custodians . . . . .	2,500 00
Physical Education (salaries of teachers, members of the supervising staff and others, supplies and equipment — day schools and playgrounds) . . . . .	136,000 00
Salaries of School Physicians and Nurses . . . . .	95,000 00
Pensions to Teachers . . . . .	65,000 00
Extended Use of the Public Schools (salaries, supplies, equipment and incidentals) . . . . .	45,000 00
Total . . . . .	\$7,603,500 00

On June 13, 1927, the School Committee made the following summarized appropriations "on account" in addition to those appropriated at the meeting of April 4, 1927:

Salaries of instructors (principals, teachers, members of the supervising staff and others) . . . . .	\$757,000 00
Salaries of officers (administrative officers, attendance officers, clerks, stenographers, storekeepers and other employees) . . . . .	30,000 00
Salaries of custodians (including matrons) . . . . .	64,500 00
Fuel and light (including electric current for power) . . . . .	25,000 00
Supplies, equipment and incidentals . . . . .	10,000 00
Pensions to attendance officers and custodians . . . . .	500 00
Physical education (salaries of teachers, members of the supervising staff and others, supplies and equipment — day schools and playgrounds) . . . . .	50,000 00
<i>Carried forward</i> . . . . .	\$937,000 00

\* Complete details of appropriations will be found in the itemized budget and estimate for the year.

<i>Brought forward</i> . . . . .	\$937,000 00
Salaries of school physicians and nurses . . . . .	35,000 00
Pensions to teachers . . . . .	13,000 00
Extended use of the public schools (salaries, supplies, equipment and incidentals) . . . . .	15,000 00
Total . . . . .	<u>\$1,000,000 00</u>

On June 21, 1927, the School Committee made the following final summarized appropriations in addition to those made "on account" at the meetings of April 4, 1927, and June 13, 1927:

Salaries of instructors (principals, teachers, members of the supervising staff and others) . . . . .	\$4,477,562 00
Salaries of officers (administrative officers, attendance officers, clerks, stenographers, storekeepers and other employees) . . . . .	153,343 73
Salaries of custodians (including matrons) . . . . .	348,985 83
Fuel and light (including electric current for power) . . . . .	264,957 00
Supplies, equipment and incidentals . . . . .	558,980 73
Pensions to attendance officers and custodians . . . . .	2,000 00
Physical education (salaries of teachers, members of the supervising staff and others, supplies and equip- ment — day schools and playgrounds) . . . . .	113,997 06
Salaries of school physicians and nurses . . . . .	63,938 00
Pensions to teachers . . . . .	50,874 03
Extended use of the public schools (salaries, supplies, equipment and incidentals) . . . . .	24,654 67
Total . . . . .	<u>\$6,059,293 05</u>

The three preceding orders (April 4, 1927, \$7,603,500; June 13, 1927, \$1,000,000; June 21, 1927, \$6,059,293.05; total \$14,662,793.05.

On March 21, 1927, the School Committee made the following appropriations on account, for the alteration and repair of school buildings, for furniture, fixtures, and means of escape in case of fire, and for fire protection for existing buildings, and for improving existing schoolyards:

- B. Major Educational Items. (For the following items calling only for work necessitated by educational requirements approved by the Superintendent.)
1. Productive work by pupils.

2. Teachers College of the City of Boston:
  - (a) Make entire Collins building available.
  - (b) Make entire basement of Collins building available for lunch room purposes, including 300 to 400 chairs and bulletin board.
3. Girls' Latin School:
  - (a) Equip science laboratory for chemistry.
4. English High School:
  - (a) Transform Room 252 into a general science room.
  - (b) Furnish adequate lighting for library.
5. Girls' High School:
  - (a) Refinish lunch room, corridors, dressing rooms and teachers' and pupils' toilet rooms.
  - (b) Furnish and equip Rooms 407 and 410 for general science with demonstration desks.  
Cut door between rooms and build supply closet.
  - (c) Supply means for furnishing hot water independent of heating system.
  - (d) Replace wooden lockers in Room 409 with 12-inch steel lockers, 72 inches high.
  - (e) Renew lighting fixtures in chemical laboratory.
6. Mechanic Arts High School:
  - (a) Woodworking, forge shop and drawing room equipment.
  - (b) 1,000 gun racks.
  - (c) 75 steel lockers.
7. Boston Clerical School:
  - (a) Provide new lights in basement near lunch room only.
  - (b) Make the hall light dimmers safe.
  - (c) Furnish additional seating accommodations for lunch room.
  - (d) Prepare for Girls' Latin School group.
8. Trade School for Girls:
  - (a) Replace worn-out ice chests.
  - (b) Build storm corridor from Suite 1 to Suite 2.
9. Bigelow District:
  - (a) Make existing gymnasium usable for basketball and winter sports.
10. Edward Everett District:
  - (a) Equip standard intermediate science room.



11. Eliot District:
  - (a) Connect electric clocks in Eliot and Christopher Columbus buildings with master clock in office.
12. Everett District:
  - (a) Build bookcases in outer office.
13. Franklin District:
  - (a) Equip for standard intermediate science, Room 4.
14. Henry L. Pierce District:
  - (a) Equip science room with running water.
  - (b) Provide moderate equipment for lunch room.
15. Joseph H. Barnes Intermediate District:
  - (a) Standard intermediate drawing equipment library.
  - (b) Standard science equipment, Room 305.
  - (c) Standard intermediate furniture, Rooms 109, 205, 207, 211, 306.
  - (d) Additional furniture, Rooms 209, 210, toilet, rest room.
16. Lawrence District:
  - (a) Equip standard intermediate science room.
17. Longfellow District:
  - (a) Make standard classroom of old cooking room.
18. Martin District:
  - (a) Equip three rooms (one each for Grades I., II., III.) with movable furniture for experimental purposes.
19. Michelangelo Intermediate District:
  - (a) Change three suites of three rooms into three suites of two rooms.
  - (b) Alter and repair domestic science accommodations.
  - (c) Fit up new standard kitchen and new standard millinery room.
  - (d) Alter accommodations for boys' shops as needed.
20. Phillips Brooks District:
  - (a) Standard intermediate science equipment.
21. Rice District:
  - (a) Create new office without toilet, over Appleton street stairway, changing present office into supply room.
  - (b) Equip for standard intermediate science, Room 4.

22. Robert Gould Shaw District:
  - (a) Install full lunch room equipment for boys and girls, with seating.
  - (b) Gun racks for thirty-six rifles.
23. Robert Treat Paine District:
  - (a) Remodel kindergarten in accordance with present standard.
  - (b) Enlarge office without adding toilet.
  - (c) Create men's room on first floor.
24. Samuel Adams District:
  - (a) Enlarge anteroom.
25. Sherwin District:
  - (a) Standard intermediate science equipment.
26. Theodore Lyman District:
  - (a) Provide additional lighting, Room 101, Dante Alighieri School.
  - (b) Refurnish Lyman and Cudworth rooms as per requisition A and B, December 14, 1926.
27. Washington Irving Intermediate District:
  - (a) Substitute small platform for temporary stage in gymnasium.
28. Department of School Hygiene:
  - (a) For providing or altering sanitary facilities as requested by the Department of School Hygiene.
29. Department of Evening Schools:
  - (a) Evening Schools:  
Furniture; electrical supplies, including installation.
  - (b) Day School for Immigrants:  
Furniture — new and replacements.
  - (c) Day Practical Arts Classes:  
Furniture, including replacements. Electrical supplies, including installation.  
Repairs on furniture and equipment.
30. Department of Household Science and Arts:
  - (a) Six washing machines.
  - (b) Gilbert Stuart District:  
Replace cooking equipment with new standard  
Construct small demonstration suite.
  - (c) Lowell District:  
Replace old cooking equipment with standard.
  - (d) Phillips Brooks District:  
Equip portable as standard sewing room.

31. Department of Manual Arts (drawing):
- (a) English High School:  
Additional drawing tables and chairs and storage space for supplies and pupils' work.
  - (b) High School of Commerce:  
Additional drawing tables and chairs and storage space for supplies and pupils' work.
  - (c) Equip seven intermediate schools with standard drawing equipment and supply cabinet.
  - (d) Equip five elementary and intermediate schools with storage space for supplies and pupils' work.
  - (e) Miscellaneous needs.
32. Department of Manual Arts (mechanical):
- (a) Brighton High School:  
Additional equipment for auto mechanics.
  - (b) Dorchester High School for Boys:  
Provide additional equipment.
  - (c) South Boston High School:  
Additional equipment for present sheet metal shop  
Equip room for mechanical drawing.
  - (d) Bennett District:  
Substitute motor-driven machine in Winship machine shop.
  - (e) Edmund P. Tileston District:  
Create and equip a room for printing.  
Additional machinery for woodworking room.
  - (f) Frank V. Thompson Intermediate District:  
Additional standard equipment for machine shop.
  - (g) Gilbert Stuart District:  
Additional standard equipment for woodworking room.
  - (h) Henry L. Pierce District:  
Equip room for printing.
  - (i) Hugh O'Brien District:  
Create and equip a room for printing.
  - (j) Joseph H. Barnes Intermediate District:  
Create and equip a room for printing.  
Enlarge woodworking room and add new benches and standard equipment.
  - (k) Minot District:  
Provide and equip portable for printing.

- (l) Oliver Wendell Holmes Intermediate District:  
Fit up basement room for print shop.
  - (m) Phillips Brooks District:  
Provide and equip portable for auto mechanics.
  - (n) Quincy District:  
New and additional woodworking equipment.
  - (o) Robert Gould Shaw District:  
Provide and equip portable for auto mechanics.  
Additional standard equipment, machine shop.
  - (p) Theodore Roosevelt Intermediate District:  
Equip room for printing in George Putnam building.
  - (q) Incidental Repairs and Equipment:  
Safety devices, etc.
33. School safes:
- (a) Two standard high school safes with equipment (Girls' High School and Jamaica Plain High School).
  - (b) One standard elementary school safe with equipment (Theodore Lyman District).
  - (c) Intermediate Safes, including one for Boston Clerical School.
34. Rifle racks.
35. Motion picture machines and installation.
- |                       |              |
|-----------------------|--------------|
| Aggregating . . . . . | \$275,000 00 |
|-----------------------|--------------|
- C. General alterations and repairs to school buildings, exclusive of major educational items . . . . .
- |                 |                       |
|-----------------|-----------------------|
|                 | 1,000,000 00          |
| Total . . . . . | <u>\$1,275,000 00</u> |

On May 9, 1927, the School Committee made the following appropriations on account, for the alteration and repair of school buildings, for furniture, fixtures, and means of escape in case of fire, and for fire protection for existing buildings, and for improving existing school yards; in addition to the amounts appropriated at the meeting of March 21, 1927:

## B. Major Educational Items:

## 36. Christopher Gibson District:

(a) Equip Room 4 as a standard intermediate science room . . . . . \$800 00

C. General alterations and repairs to school buildings, exclusive of major educational items (additional), 250,000 00

Total . . . . . \$250,800 00

On June 6, 1927, the School Committee made the following appropriations for the alteration and repair of school buildings, for furniture, fixtures, and means of escape in case of fire, and for fire protection for existing buildings, and for improving existing school yards; in addition to the amounts appropriated at the meetings of March 21, 1927, and May 9, 1927:

A. Administration Expenses, Schoolhouse Department (alterations and repairs appropriations) . . . . .

\$125,000 00

C. General alterations and repairs to school buildings, exclusive of major educational items . . . . .

24,562 39

Total . . . . . \$149,562 39

AMENDMENTS TO APPROPRIATION ORDERS, ALTERATIONS AND REPAIRS.

On May 2, 1927, the School Committee passed the following order:

On motion, the Board voted, yeas 5, nays 0, to rescind that part of its action of March 21, 1927 (see pages 69-71), which approved the following item of the order making appropriations "to provide funds for the alteration and repair of school buildings, for furniture, fixtures and means of escape in case of fire and for fire protection for existing buildings and for improving existing schoolyards, during the financial year January 1 to December 31, 1927:

## B. Major Educational Items:

## 19. Michelangelo Intermediate District:

(a) Change three suites of three rooms into three suites of two rooms.

(b) Alter and repair domestic science accommodations.

(c) Fit up new standard kitchen and new standard millinery room.

(d) Alter accommodations for boys' shops as needed.

The following was offered:

*Ordered*, That the following item is hereby substituted for Item B 19 of Major Educational Items of the order passed at the meeting of March 21, 1927, making appropriation "to provide funds for the alteration and repair of school buildings, for furniture, fixtures and means of escape in case of fire and for fire protection for existing buildings and for improving existing schoolyards, during the financial year January 1 to December 31, 1927":

B. Major Educational Items:

19. Michelangelo Intermediate District:

- (a) Change three suites of three rooms into three suites of two rooms.
- (b) Remodel the domestic science suite.
- (c) Remodel and equip Rooms 301 and 303 for sewing and millinery.
- (d) Enlarge Rooms 107, 207 and 307.
- (e) Equip Room 201 as a teachers' rest and study room.
- (f) Equip Room 203 as a library.
- (g) Remodel the basement for manual training purposes.

TRANSFERS WITHIN APPROPRIATION FOR REPAIRS,  
ALTERATIONS, ETC.

On November 7, 1927, the School Committee passed the following order:

*Ordered*, That of the sums appropriated at the meetings of March 21, May 2, May 9 and June 6, 1927 (see pages 69-71, 97-98, 103 and 141 respectively), "To provide funds for the alteration and repair of school buildings and for furniture, fixtures and means of escape in case of fire, and for fire protection for existing buildings, and for improving existing schoolyards, during the financial year January 1 to December 31, 1927," the following-named sum is hereby transferred from Major Educational Items — (b) 1 to 36, inclusive, to Item (c) General Alterations and Repairs to school buildings, exclusive of major educational items:

<i>From Item b.</i> — Major Educational Items . . . . .	\$60,000 00
<i>To Item c.</i> — General alterations and repairs to school buildings, exclusive of major educational items . . . . .	<u>60,000 00</u>

On December 19, 1927, the School Committee passed the following order:

*Ordered*, That of the sums appropriated at the meetings of March 21, May 2, May 9 and June 6, 1927 (see pages 69-71, 97-98, 103 and 141, respectively), "To provide funds for the alteration and repair of school buildings and for furniture, fixtures and means of escape in case of fire,

and for fire protection for existing buildings, and for improving existing schoolyards, during the financial year January 1 to December 31, 1927," the following-named sums are hereby transferred from Item (a) Administration Expenses, Schoolhouse Department, and from Major Educational Items — (b) 1 to 36, inclusive, to Item (c) General Alterations and Repairs to school buildings, exclusive of major educational items:

From Item a.— Administration Expenses Schoolhouse Department . . . . .	\$23,000 00
From Item b.— Major Educational Items . . . . .	29,546 75
	<hr/>
	\$52,546 75
	<hr/>
To Item c.— General alterations and repairs to school buildings, exclusive of major educational items . . . . .	\$52,546 75

## CREDITS TO APPROPRIATION ITEMS.

To the item "Pensions to Teachers" was credited the sum of \$77,369.67, made available by chapter 289 of the Special Acts of 1916.

## SUMMARY OF THE FOREGOING MAINTENANCE APPROPRIATIONS, INCLUDING CREDITS AND TRANSFERS.

For general school purposes, including Americanization and Vocational Guidance:

Salaries of Instructors (principals, teachers, members of supervising staff and others) . . . . .	\$11,234,562 00
Salaries of Officers (administrative officers, attendance officers, clerks, stenographers, storekeepers and other employees) . . . . .	358,343 73
Salaries of Custodians (including matrons) . . . . .	823,485 83
Fuel and Light (including electric current for power) . . . . .	514,957 00
Supplies, Equipment and Incidentals . . . . .	1,018,980 73
Pensions to Attendance Officers and Custodians . . . . .	5,000 00
Physical Education (salaries of teachers, members of the supervising staff and others, supplies and equipment — day schools and playgrounds) . . . . .	299,997 06
Salaries of School Physicians and Nurses . . . . .	193,938 00
Pensions to Teachers . . . . .	206,243 70
Extended Use of the Public Schools (salaries, supplies, equipment and incidentals) . . . . .	84,654 67
Repairs and alterations, protection against fire and fire hazard, and new furniture and furnishings for old buildings, including new lighting fixtures . . . . .	1,675,362 39
	<hr/>
Total amount appropriated . . . . .	\$16,415,525 11

The expenditures for maintenance were as follows:

For general school purposes, including Americanization and vocational guidance:	
Salaries of Instructors (principals, teachers, members of the supervising staff and others) . . . . .	\$10,904,956 41
Salaries of Officers (administrative officers, attendance officers, clerks, stenographers, storekeepers and other employees) . . . . .	346,719 83
Salaries of Custodians (including matrons) . . . . .	809,027 05
Fuel and Light (including electric current for power) . . . . .	445,754 27
Supplies, Equipment and Incidentals . . . . .	930,014 60
Pensions to Attendance Officers and Custodians . . . . .	4,642 24
Physical Education (salaries of teachers, members of the supervising staff and others, supplies and equipment — day schools and playgrounds) . . . . .	
	284,507 53
Salaries of School Physicians and Nurses . . . . .	189,299 04
Pensions to Teachers . . . . .	133,015 82
Payments to Permanent Pension Fund . . . . .	73,227 88
Extended Use of the Public Schools (salaries, supplies, equipment and incidentals) . . . . .	
	82,130 63
Repairs and alterations, protection against fire and fire hazard, and new furniture and furnishings for old buildings, including new lighting fixtures . . . . .	
	1,675,124 10
Total expenditures . . . . .	<u>\$15,878,419 40</u>
Total credits brought down . . . . .	\$16,415,525 11
Total expenditures brought down . . . . .	15,878,419 40
Balance . . . . .	<u>\$537,105 71</u>

The balance at the end of year was made up as follows:

For general school purposes, including Americanization and Vocational Guidance:	
Salaries of Instructors (principals, teachers, members of supervising staff and others) . . . . .	\$329,605 59
Salaries of Officers, administrative officers, attendance officers, clerks, stenographers, storekeepers and other employees) . . . . .	11,623 90
Salaries of Custodians (including matrons) . . . . .	14,458 78
Fuel and Light (including electric current for power) . . . . .	69,202 73
Supplies, Equipment and Incidentals . . . . .	88,966 13
Pensions to Attendance Officers and Custodians . . . . .	357 76
Physical Education (salaries of teachers, members of the supervising staff and others, supplies and equipment — day schools and playgrounds) . . . . .	
	15,489 53
<i>Carried forward</i> . . . . .	<u>\$529,704 42</u>



<i>Brought forward</i> . . . . .	\$529,704 42
Salaries of School Physicians and Nurses . . . . .	4,638 96
Pensions to Teachers . . . . .	—
Extended Use of the Public Schools (salaries, supplies, equipment and incidentals) . . . . .	2,524 04
Repairs and alterations, protection against fire and fire hazard and new furniture and furnishings for old buildings, including new lighting fixtures . . . . .	238 29
Balance . . . . .	<u>\$537,105 71</u>

APPROPRIATION FOR NEW SCHOOL BUILDINGS, LANDS,  
YARDS, ETC.

Appropriation orders for lands and buildings from the tax levy for the financial year were passed by the School Committee as follows:

On February 7, 1927, the School Committee passed the following order:

*Ordered*, That in accordance with the provisions of chapter 206 of the Special Acts of 1919, as amended by chapter 524 of the Acts of 1920, as amended by chapter 488 of the Acts of 1923, as amended by chapter 327 of the Acts of 1925, as amended by chapter 314 of the Acts of 1926, the following appropriations are hereby made for the purpose of meeting (a) the cost of new land and building items, (b) the additional cost of land and building items previously authorized, and (c) the cost of revisions of estimates:

(a) APPROPRIATIONS FOR NEW LAND AND BUILDING ITEMS.

<i>Item 3.</i> — Agassiz-Bowditch District, Jamaica Plain: Land for elementary school . . . . .	\$20,000 00
<i>Item 4.</i> — Bennett District, Brighton: Land for inter- mediate school . . . . .	50,000 00
<i>Item 5.</i> — Edmund P. Tileston District, Mattapan: Plans for thirty-classroom intermediate school. (Item 43, 1926) . . . . .	41,000 00
<i>Item 6.</i> — Edmund P. Tileston District, Mattapan: Land for elementary school . . . . .	30,000 00
<i>Item 7.</i> — Edmund P. Tileston District, Mattapan: Plans for thirteen-classroom building (Grades I. to VI. and kindergarten). (Item 6, 1927) . . . . .	10,000 00
<i>Item 8.</i> — Grover Cleveland Intermediate District, Dor- chester: Construction of six-classroom addition to Grover Cleveland School building. (Item 45, 1926) . . . . .	150,000 00
<i>Item 9.</i> — Eliot District, North End: Addition to yard of Pormort School . . . . .	71,000 00
<i>Carried forward</i> . . . . .	<u>\$372,000 00</u>

<i>Brought forward</i> . . . . .	\$372,000 00
<i>Item 10.</i> — Robert Gould Shaw District, West Roxbury: Construction of thirteen-room building (Grades I. to VI. and kindergarten), near Weld street and Russett road. (Item 18, 1925; Item 2, 1927) . . . . .	222,000 00
<i>Item 11.</i> — Washington Intermediate District, West End: Equipment of combination gymnasium-assembly hall and manual training and domestic science rooms. (Item 28, 1925) . . . . .	20,000 00
<i>Item 12.</i> — Warren-Bunker Hill District, Charlestown: Land, or additions to and reconstruction of existing buildings, to provide additional intermediate school accommodations . . . . .	200,000 00
<i>Item 13.</i> — Rent of hired accommodations . . . . .	55,000 00

(b) APPROPRIATIONS FOR LAND AND BUILDING ITEMS  
PREVIOUSLY AUTHORIZED.

<i>Item 14.</i> — Elihu Greenwood District, Hyde Park. Land and construction of thirty-six classroom high school for boys and girls. (Item 37, 1925; Item 24, 1926) . . . . .	1,286,000 00
<i>Item 15.</i> — Agassiz-Bowditch District, Jamaica Plain: Land for additional school accommodations. (Item 12, 1926) . . . . .	26,015 50
<i>Item 16.</i> — Dearborn District, Roxbury: Horace Mann School, land and construction of twenty-classroom building, including auditorium, manual training and domestic science accommodations. (Item 31, 1925) . . . . .	470,000 00
<i>Item 17.</i> — Longfellow District, West Roxbury: Land and construction of four-room unit (kindergarten and Grades I. to III.) of eight-room building adjoining Phineas Bates School (Item 25, 1925). (To cover change to a twelve-room building, kindergarten and Grades I. to VI.) (Item 47, 1926) . . . . .	226,000 00

(c) REVISIONS OF ESTIMATES.

<i>Item 18.</i> — Phillips Brooks District, Dorchester: Land and plans for twenty-room intermediate school building. (Item 32, 1920; Item 14, 1923) . . . . .	2,897 00
<i>Item 19.</i> — Shurtleff District, South Boston: Land and construction of eight-classroom unit (kindergarten and Grades I. to III). (Item 35, 1924, as amended April 6, 1925; Item 6, 1925) . . . . .	1,100 00
<i>Item 20.</i> — Bennett District, Brighton: Construction of four-room kindergarten-primary unit of eight-room building, corner of Corey road and Washington street. (Item 16, 1925; Item 21, 1926) . . . . .	8,574 57
Total . . . . .	<u>\$2,889,587 07</u>

On March 7, 1927, the School Committee passed the following order:

*Ordered,* That in accordance with the provisions of chapter 206 of the Special Acts of 1919, as amended by chapter 524 of the Acts of 1920, as amended by chapter 488 of the Acts of 1923, as amended by chapter 327 of the Acts of 1925, as amended by chapter 314 of the Acts of 1926, the following appropriation is hereby made for the purpose of meeting the cost of a revision of an estimate.

*Item 21.*— Dearborn District, Roxbury: High School of Practical Arts, land and construction of nine-room addition, including domestic science rooms. (Item 21, 1925) . . . . . \$42,000 00

On May 27, 1927, the School Committee passed the following order:

*Ordered,* That in accordance with the provisions of chapter 206 of the Special Acts of 1919, as amended by chapter 524 of the Acts of 1920, as amended by chapter 488 of the Acts of 1923, as amended by chapter 327 of the Acts of 1925, as amended by chapter 314 of the Acts of 1926, the following appropriation is hereby made on account for the purpose of meeting the administration expenses of the Schoolhouse Department, in connection with land and buildings for schools appropriations:

*Item 1, 1927.*— Administration Expenses, Schoolhouse Department (land and buildings appropriations) . . . \$20,000 00

On June 21, 1927, the School Committee passed the following order:

*Ordered,* That in accordance with the provisions of chapter 206 of the Special Acts of 1919, as amended by chapter 524 of the Acts of 1920, as amended by chapter 488 of the Acts of 1923, as amended by chapter 327 of the Acts of 1925, as amended by chapter 314 of the Acts of 1926, the following appropriation is hereby made on account for the purpose of meeting the administration expenses of the Schoolhouse Department, in connection with land and buildings for schools appropriations:

*Item 1, 1927.*— Administration Expenses, Schoolhouse Department (land and buildings appropriations) . . . \$39,000 00

On July 18, 1927, the School Committee passed the following order:

*Ordered,* That in accordance with the provisions of chapter 206 of the Special Acts of 1919, as amended by chapter 524 of the Acts of 1920, as amended by chapter 488 of the Acts of 1923, as amended by chapter 327 of the Acts of 1925, as amended by chapter 314 of the Acts of 1926, the following appropriation is hereby made for the purpose of meeting the cost of a new land and building item:

*Item 24, 1927.*— Martin District, Roxbury: Public Latin School, land for additional yard . . . . . \$29,412 93

TRANSFERS OF APPROPRIATIONS, NEW SCHOOL BUILDINGS, LANDS, YARDS, ETC.

In addition to above orders making appropriations for lands and buildings from the tax levy for the financial year, orders making transfers from appropriations made during this financial year and former financial years were passed by the School Committee as follows:

On January 10, 1927, the School Committee passed the following orders:

*Ordered*, That of the amount appropriated by the School Committee under date of May 10, 1926 (see page 94), the following amount is hereby transferred to the 1925 item of schoolhouse accommodations as set forth below:

FROM	
<i>Item 33, 1926.</i> — Washington Irving District, West Roxbury: Construction of third twelve-classroom unit (Grades VII. to XII.) (Item 27, 1925)	<u>\$39,000 00</u>
To	
<i>Item 28, 1925.</i> — Washington District, West End: Construction of combination gymnasium assembly hall and manual training and domestic science accommodations	<u>\$39,000 00</u>

*Ordered*, That of the amount appropriated by the School Committee under date of May 18, 1925 (see page 82), the following amount is hereby transferred to the 1927 item of schoolhouse accommodations as set forth below:

FROM	
<i>Item 18, 1925.</i> — Robert Gould Shaw District, West Roxbury: Land and construction of four-room unit (kindergarten and Grades I. to III.), near Weld street and Russett road	<u>\$13,904 50</u>
To	
<i>Item 2, 1927.</i> — Robert Gould Shaw District, West Roxbury: Plans for thirteen-room building (Grades I. to VI. and kindergarten), near Weld street and Russett road	<u>\$13,904 50</u>

On March 21, 1927, the School Committee passed the following orders:

*Ordered*, That of the amount appropriated by the School Committee under date of March 15, 1926 (see page 46), the following amount is hereby transferred to the 1927 item of school accommodations as set forth below:

FROM

*Item 14, 1926.*— Bennett District, Brighton: Plans and construction of four-room addition to the Alexander Hamilton building (Grades I. to VI.) . . . . . \$1,000 00

TO

*Item 22, 1927.*— Prince District, city proper: Preparation of lot on Scotia street for playground purposes . . . . . \$1,000 00

*Ordered,* That of the amounts appropriated by the School Committee under dates of March 19, 1923 (see page 24), June 19, 1923 (see page 101), May 18, 1925 (see page 82), June 29, 1925 (see page 124), September 14, 1925 (see page 163), February 15, 1926 (see page 29), March 1, 1926 (see page 36), and March 15, 1926 (see page 46), the following amounts are hereby transferred to the 1926 item of school accommodations as set forth below:

FROM

<i>Items 2, 1923.</i> — Administration Building (Item 3, 1921) . . . . .	\$9 00
<i>Item 40, 1923.</i> — Robert Gould Shaw District, West Roxbury: Land and construction of four-room unit of eight-room building, kindergarten and Grades I. to VI., near Grove and Washington streets . . . . .	1,858 48
<i>Item 3, 1925.</i> — Robert Gould Shaw District, West Roxbury: Land and construction of four-room addition to Henry Vane School, kindergarten and Grades I. to VI. (Item 41, 1923) . . . . .	5,807 10
<i>Item 33, 1925.</i> — Prince District, city proper. Mechanic Arts High School, remodeling and equipping of Scotia street building . . . . .	8,000 00
<i>Item 35, 1925.</i> — Abraham Lincoln District, city proper: Continuation School, remodeling and equipping of Oak street annex . . . . .	3,491 84
<i>Item 36, 1925.</i> — Lewis Intermediate District, Roxbury: Remodeling and equipping first and second floors for household science and arts, 7 Paulding street . . . . .	324 12
<i>Item 4, 1926.</i> — Agassiz-Bowditch District, Jamaica Plain High School, remodeling and equipping of Lamartine street annex (Item 34, 1925) . . . . .	48 00
<i>Item 7, 1926.</i> — Prescott District, Charlestown: Abram E. Cutter School, extension of school yard (Item 15, 1918) . . . . .	2,093 00
<i>Item 9, 1926.</i> — Sherwin District, Roxbury: Boston Trade School, plans and construction of shop addition (Item 20, 1923; Item 34, 1923; Item 16, 1924; Item 14, 1925) . . . . .	17,685 14
<i>Item 14, 1926.</i> — Bennett District, Brighton: Plans and construction of four-room addition to the Alexander Hamilton building (Grades I. to VI.) . . . . .	683 32
Total . . . . .	<u>\$40,000 00</u>

## To

*Item 43, 1926.*— Edmund P. Tileston District, Dorchester:

Land for intermediate school . . . . .	<u>\$40,000 00</u>
--	--------------------

*Ordered,* That of the amounts appropriated by the School Committee under dates of March 1 and 15, 1926 (see pages 36 and 46), the following amounts are hereby transferred to the 1927 item of school accommodations as set forth below:

## FROM

*Item 9, 1926.*— Sherwin District, Roxbury: Boston Trade School, plans and construction of shop addition (Item 20, 1923; Item 34, 1923; Item 16, 1924; Item 14, 1925) . . . . .

\$2,314 86

*Item 14, 1926.*— Bennett District, Brighton: Plans and construction of four-room addition to the Alexander Hamilton building (Grades I. to VI.) . . . . .

7,685 14

Total . . . . .	<u>\$10,000 00</u>
-----------------	--------------------

## To

*Item 5, 1927.*— Edmund P. Tileston District, Mattapan: Plans for thirty-classroom intermediate school (Item 43, 1926). (To cover change to a forty-classroom intermediate school) . . . . .

\$10,000 00

On April 11, 1927, the School Committee passed the following order:

*Ordered,* That of the amount appropriated by the School Committee under date of March 15, 1926 (see page 46), the following amount is hereby transferred to the 1927 item of school accommodations as set forth below:

## FROM

*Item 14, 1926.*— Bennett District, Brighton: Plans and construction of four-room addition to the Alexander Hamilton building (Grades I. to VI.) . . . . .

\$196 50

## To

*Item 19, 1927.*— Shurtleff District, South Boston: Land and construction of eight-classroom unit (kindergarten and Grades I. to III). (Item 35, 1924, as amended April 6, 1925; Item 6, 1925) . . . . .

\$196 50

On April 25, 1927, the School Committee passed the following order:

*Ordered,* That of the amount appropriated by the School Committee under date of March 15, 1926 (see page 46), the following amount is hereby transferred to the 1927 item of school accommodations as set forth below.

FROM

*Item 14, 1926.*— Bennett District, Brighton: Plans and construction of four-room addition to the Alexander Hamilton building (Grades I. to VI.) . . . . . \$30,000 00

TO

*Item 8, 1927.*— Grover Cleveland Intermediate District, Dorchester: Construction of six-classroom addition to Grover Cleveland School building (Item 45, 1926). (To cover change to an eight-classroom addition) . . . . . \$30,000 00

On May 9, 1927, the School Committee passed the following order:

*Ordered,* That of the amount appropriated by transfer by the School Committee under date of June 14, 1926 (see page 136), the following amount is hereby transferred to the 1927 item of schoolhouse accommodations as set forth below:

FROM

*Item 41, 1926.*— Bennett District, Brighton: Construction of four-classroom addition to kindergarten-primary unit, corner of Corey road and Washington street . . . . . \$12,000 00

TO

*Item 20, 1927.*— Bennett District, Brighton: Construction of four-room kindergarten-primary unit of eight-room building, corner of Corey road and Washington street (Item 16, 1925; Item 21, 1926) . . . . . \$12,000 00

On May 16, 1927, the School Committee passed the following orders:

*Ordered,* That of the amounts appropriated by the School Committee under dates of June 19, 1923 (see page 101) and May 10, 1926 (see page 94), the following amounts are hereby transferred to the 1926 item of school accommodations as set forth below:

FROM

*Item 33, 1923.*— Samuel Adams District, East Boston: Land and construction of intermediate school building, thirty classrooms and shops (Item 18, 1922, as amended June 19, 1923) . . . . . \$9,000 00

*Item 30, 1926.*— Thomas Gardiner District, Brighton: Land and construction of four-classroom unit of sixteen-room building, kindergarten and Grades I. to VI. (Item 33, 1924; Item 10, 1925; Item 6, 1926), . . . . . 1,000 00

Total . . . . . \$10,000 00

## To

<i>Item 35, 1926.</i> — Dudley District, Roxbury: Land for twenty-four-classroom intermediate school building with combination gymnasium-hall, and shop accommodations for boys and girls . . . . .	<u>\$10,000 00</u>
---	--------------------

*Ordered,* That of the amounts appropriated by the School Committee under date of May 10, 1926 (see page 94), the following amounts are hereby transferred to the 1927 item of school accommodations as set forth below:

## FROM

<i>Item 30, 1926.</i> — Thomas Gardner District, Brighton: Land and construction of four-classroom unit of sixteen-room building, kindergarten and Grades I. to VI. (Item 33, 1924; Item 10, 1925; Item 6, 1926) . . . . .	\$6,000 00
<i>Item 40, 1926.</i> — Warren-Bunker Hill District, Charlestown: Plans and construction of two-story addition to Charlestown High School Annex . . . . .	<u>1,000 00</u>
Total . . . . .	<u>\$7,000 00</u>

## To

<i>Item 23, 1927.</i> — Chapman District, East Boston: Grading, fencing and shrubbery, East Boston High School yard,	<u>\$7,000 00</u>
--	-------------------

*Ordered,* That of the amounts appropriated by the School Committee under dates of March 19, 1923 (see page 25); May 18, 1925 (see page 82); September 14, 1925 (see page 162); March 15, 1926 (see page 46); May 10, 1926 (see page 94), the following amounts are hereby transferred to the 1924 item of school accommodations as set forth below:

## FROM

<i>Item 26, 1923.</i> — Prince District, city proper: Building, Trade School for Girls . . . . .	\$274 07
<i>Item 4, 1925.</i> — Everett District, South End: Land and construction of eight-room building for Grades I. to III. and kindergarten (Item 28, 1924) . . . . .	83 32
<i>Item 5, 1925.</i> — Thomas N. Hart District, South Boston: South Boston High School, construction of eleven-room addition, including provision for Household Science and Arts (Item 27, 1924) . . . . .	3,500 00
<i>Item 14, 1926.</i> — Bennett District, Brighton: Plans and construction of the four-room addition to the Alexander Hamilton Building (Grades I. to VI.) . . . . .	412 93
<i>Item 40, 1926.</i> — Warren-Bunker Hill District, Charlestown: Plans and construction of two-story addition to Charlestown High School Annex . . . . .	<u>9,729 68</u>
Total . . . . .	<u>\$14,000 00</u>



To

<i>Item 6, 1924.</i> — Charles Sumner District, West Roxbury (Washington Irving School, second unit): Land, plans and construction of twelve-room addition to intermediate school building (Grades VII. to XII.) (Item 21, 1923) . . . . .	<u>\$14,000 00</u>
--	--------------------

On June 21, 1927, the School Committee passed the following order:

*Ordered,* That of the amounts appropriated by the School Committee under dates of March 15, 1926 (see page 46); May 10, 1926 (see page 94); and February 7, 1927 (see page 40), the following amounts are hereby transferred for the purpose of meeting the additional cost of a land and building item previously authorized, as reported by the Schoolhouse Department:

FROM

<i>Item 14, 1927.</i> — Elihu Greenwood District, Hyde Park: Land and construction of thirty-six-classroom high school for boys and girls (Item 37, 1925; Item 24, 1926) . . . . .	\$50,000 00
<i>Item 14, 1926.</i> — Bennett District, Brighton: Plans and construction of four-room addition to the Alexander Hamilton building (Grades I. to VI.) . . . . .	6,587 07
<i>Item 31, 1926.</i> — Warren-Bunker Hill District, Charlestown: Charlestown High School, land and construction of one-story shop unit of three-story annex (Item 26, 1924; Item 2, 1925) . . . . .	2,142 61
<i>Item 40, 1926.</i> — Warren-Bunker Hill District, Charlestown: Plans and construction of two-story addition to Charlestown High School Annex . . . . .	<u>1,270 32</u>
Total . . . . .	<u>\$60,000 00</u>

To

<i>Item 10, 1926.</i> — Francis Parkman District, West Roxbury: Land and construction of four-room unit of eight-room building, kindergarten and Grades I. to III. (Item 22, 1925). (To cover plans and construction and change to a five-room unit, kindergarten and Grades I. to VI. of future eleven-room building) . . . . .	<u>\$60,000 00</u>
--	--------------------

On July 18, 1927, the School Committee passed the following order:

*Ordered,* That of the amounts appropriated by the School Committee under date of May 10, 1926 (see page 94), the following amount is hereby transferred to the 1927 item of school accommodations as set forth on page 40:

## FROM

<i>Item 31, 1926.</i> — Warren-Bunker Hill District, Charlestown: Charlestown High School, land and construction of one-story shop unit of three-story annex (Item 26, 1924; Item 2, 1925) . . . . .	<u>\$587 07</u>
--	-----------------

## TO

<i>Item 24, 1927.</i> — Martin District, Roxbury: Public Latin School, land for additional yard . . . . .	<u>\$587 07</u>
---	-----------------

On November 21, 1927, the School Committee passed the following orders:

*Ordered,* That of the amounts appropriated by the School Committee under dates of May 18, 1925 (see page 82); March 15, 1926 (see page 46); May 10, 1926 (see page 94); June 14, 1926 (see page 136); February 7, 1927 (see pages 40, 41), the following amounts are hereby transferred for the purpose of meeting the additional cost of a land and building item previously authorized, as reported by the Schoolhouse Department:

## FROM

<i>Item 9, 1925.</i> — Minot District, Dorchester (Thomas J. Kenney School): Land and construction of eight-classroom unit (kindergarten and Grades I. to III.) of twenty-four-classroom intermediate school. (Item 31, 1924, as amended May 18, 1925) . . . . .	\$7,603 85
<i>Item 14, 1926.</i> — Bennett District, Brighton: Plans and construction of four-room addition to the Alexander Hamilton Building, Grades I. to VI. . . . .	1,388 73
<i>Item 31, 1926.</i> — Warren-Bunker Hill District, Charlestown (Charlestown High School): Land and construction of one-story shop unit of three-story annex (Item 26, 1924; Item 2, 1925) . . . . .	3,619 73
<i>Item 40, 1926.</i> — Warren-Bunker Hill District, Charlestown: Plans and construction of two-story addition to Charlestown High School annex . . . . .	671 33
<i>Item 41, 1926.</i> — Bennett District, Brighton (Harriet A. Baldwin School, second unit): Construction of four-classroom addition to kindergarten-primary unit, corner of Corey road and Washington street . . . . .	3,570 35
<i>Item 19, 1927.</i> — Shurtleff District, South Boston (Michael J. Perkins School): Land and construction of eight-classroom unit (kindergarten and Grades I. to III.) (Item 35, 1924, as amended April 6, 1925; Item 6, 1925) . . . . .	28 76
<i>Item 20, 1927.</i> — Bennett District, Brighton (Harriet A. Baldwin School, first unit): Construction of four-room kindergarten-primary unit of eight-room building, corner of Corey road and Washington street (Item 16, 1925; Item 21, 1926) . . . . .	1,117 25
Total . . . . .	<u>\$18,000 00</u>

To

*Item 28, 1925.*— Washington Intermediate District, West  
End: Construction of combination gymnasium-  
assembly hall and manual training and domestic  
science accommodations (Item 11, 1927) . . . . . \$18,000 00

The following was offered:

*Ordered,* That of the amounts appropriated by the School Committee under date of May 10, 1926 (see page 94), the following amount is hereby transferred for the purpose of meeting the additional cost of a land and building item previously authorized, as reported by the Schoolhouse Department:

FROM

*Item 31, 1926.*— Warren-Bunker Hill District, Charlestown (Charlestown High School): Land and construction of one-story shop unit of three-story annex (Item 26, 1924; Item 2, 1925) . . . . . \$415 52

To

*Item 9, 1926.*— Sherwin District, Roxbury (Boston Trade School): Plans and construction of shop addition. (Item 20, 1923; Item 34, 1923; Item 16, 1924; Item 14, 1925) . . . . . \$415 52

The following was offered:

*Ordered,* That of the amounts appropriated by the School Committee under date of May 10, 1926 (see page 94), the following amount is hereby transferred for the purpose of meeting the additional cost of a land and building item previously authorized, as reported by the Schoolhouse Department:

FROM

*Item 31, 1926.*— Warren-Bunker Hill District, Charlestown (Charlestown High School): Land and construction of one-story shop unit of three-story annex (Item 26, 1924; Item 2, 1925) . . . . . \$390 96

To

*Item 6, 1924.*— Charles Sumner District, West Roxbury (Washington Irving School): Land, plans and construction of twelve-room addition to intermediate school building, Grades VII. to XII. (Item 21, 1923) . . . . . \$390 96

The following was offered:

*Ordered,* That of the amounts appropriated by the School Committee under date of May 10, 1926 (see page 94), the following amount is hereby transferred for the purpose of meeting the additional cost of a land and building item previously authorized, as reported by the Schoolhouse Department:

FROM

*Item 33, 1926.*— Washington Irving District, West Roxbury: Construction of third twelve-classroom unit (Grades VII. to XII.) (Item 27, 1925) . . . . . \$349 32

To

<i>Item 15, 1927.</i> — Agassiz-Bowditch District, Jamaica Plain: Land for additional school accommodations (Item 12, 1926) . . . . .	<u>\$349 32</u>
---	-----------------

The following was offered:

*Ordered,* That of the amounts appropriated by the School Committee under date of May 10, 1926 (see page 94), the following amount is hereby transferred for the purpose of meeting the additional cost of a land and building item previously authorized, as reported by the Schoolhouse Department:

FROM

<i>Item 33, 1926.</i> — Washington Irving District, West Roxbury: Construction of third twelve-classroom unit (Grades VII. to XII.) (Item 27, 1925) . . . . .	<u>\$497 28</u>
---	-----------------

To

<i>Item 5, 1925.</i> — Thomas N. Hart District, South Boston (South Boston High School): Construction of eleven-room addition including provision for household science and arts (Item 27, 1924) . . . . .	<u>\$497 28</u>
--	-----------------

On December 5, 1927, the School Committee passed the following order:

*Ordered,* That of the amounts appropriated by the School Committee under date of May 10, 1926 (see page 94), the following amount is hereby transferred for the purpose of meeting the additional cost of land and building item previously authorized, as reported by the Schoolhouse Department:

FROM

<i>Item 33, 1926.</i> — Washington Irving District, West Roxbury: Construction of third twelve-classroom unit (Grades VII. to XII.) (Item 27, 1925) . . . . .	<u>\$26,770 89</u>
---	--------------------

To

<i>Item 28, 1925.</i> — Washington Intermediate District, West End: Construction of combination gymnasium assembly hall and manual training and domestic science accommodations (Item 11, 1927) . . . . .	<u>\$26,770 89</u>
---	--------------------

#### AMENDMENTS TO APPROPRIATION ORDERS FOR NEW SCHOOL BUILDINGS, LANDS, YARDS, ETC.

Orders making amendments to appropriation orders previously made were passed by the School Committee as follows:

On January 17, 1927, the School Committee passed the following orders:

On motion, the Board voted, yeas 5, nays 0, to rescind that part of its action of December 6, 1926, which approved the transfer of the following amount from Item 5, 1925, to Items 43, 44 and 48, 1926:

## FROM

<i>Item 5, 1925.</i> — Thomas N. Hart District, South Boston (South Boston High School): Construction of eleven-room addition, including provision for household science and arts (Item 27, 1924) . . . . .	\$65,000 00
---	-------------

## TO

<i>Item 43, 1926.</i> — Edmund P. Tileston District, Dorchester: Land for intermediate school . . . . .	\$30,000 00
<i>Item 44, 1926.</i> — Agassiz-Bowditch District, Jamaica Plain: Addition to yard of Jamaica Plain High School, . . . . .	20,000 00
<i>Item 48, 1926.</i> — Martin District, Roxbury: Preparation of White lot for playground purposes . . . . .	15,000 00
Total . . . . .	<u>\$65,000 00</u>

The following was offered:

*Ordered,* That of the amount appropriated by the School Committee under date of September 14, 1925 (see page 162), the following amount is hereby transferred to the 1926 items of school accommodations as set forth below:

## FROM

<i>Item 5, 1925.</i> — Thomas N. Hart District, South Boston (South Boston High School): Construction of eleven-room addition, including provision for household science and arts (Item 27, 1924) . . . . .	\$45,000 00
---	-------------

## TO

<i>Item 43, 1926.</i> — Edmund P. Tileston District, Dorchester: Land for intermediate school . . . . .	\$30,000 00
<i>Item 48, 1926.</i> — Martin District, Roxbury: Preparation of White lot for playground purposes . . . . .	15,000 00
Total . . . . .	<u>\$45,000 00</u>

*Ordered,* That of the amounts appropriated by the School Committee under date of March 15, 1926 (see page 46), the following amount is hereby transferred to the 1926 item of school accommodations as set forth below:

## FROM

<i>Item 14, 1926.</i> — Bennett District, Brighton: Plans and construction of four-room addition to the Alexander Hamilton building (Grades I. to VI.) . . . . .	\$20,000 00
--	-------------

## TO

<i>Item 44, 1926.</i> — Agassiz-Bowditch District, Jamaica Plain: Addition to yard of Jamaica Plain High School . . . . .	\$20,000 00
---	-------------

On May 16, 1927, the School Committee passed the following order:

On motion, the Board voted, yeas 5, nays 0, to rescind that part of its action of February 7, 1927 (see page 40), which approved the following item of the order making appropriations for the purpose of meeting (a) the cost of new land and building items, (b) the additional cost of land and building items previously authorized, and (c) the cost of revisions of estimates:

*Item 3, 1927.*— Agassiz-Bowditch District, Jamaica Plain:

Land for elementary school . . . . .	<u>\$20,000 00</u>
--------------------------------------	--------------------

On December 5, 1927, the School Committee passed the following order:

On motion, the Board voted, yeas 5, nays 0, to rescind that part of its action of February 7, 1927 (see pages 40-41), which approved the following items of the order making appropriations for the purpose of meeting the cost of new land and building items, the additional cost of land and building items previously authorized, and cost of revisions of estimates:

*Item 6, 1927.*— Edmund P. Tileston District, Mattapan:

Land for elementary school . . . . .	\$30,000 00
--------------------------------------	-------------

*Item 7, 1927.*— Edmund P. Tileston District, Mattapan:

Plans for thirteen-classroom building (Grades I. to VI. and kindergarten)(Item 6, 1927) . . . . .	<u>10,000 00</u>
--	------------------

The following was offered:

*Ordered,* That in accordance with the provisions of chapter 206 of the Special Acts of 1919, as amended by chapter 524 of the Acts of 1920 as amended by chapter 488 of the Acts of 1923, as amended by chapter 327 of the Acts of 1925, as amended by chapter 314 of the Acts of 1926, the following appropriations are hereby made for the purpose of meeting the cost of new land and building items:

*Item 6, 1927.*— Elihu Greenwood District: Land for

elementary school . . . . .	\$30,000 00
-----------------------------	-------------

*Item 7, 1927.*— Elihu Greenwood District: Plan for

thirteen-classroom building (Grades I. to VI. and kindergarten) (Item 6, 1927) . . . . .	<u>10,000 00</u>
---	------------------

The sums appropriated for new buildings, lands, yards, etc., totaled \$3,000,000.

In addition the sum of \$297,966.03 has been provided by transfer of unexpended balances of previous years as referred to in a foregoing statement.

This money is expended under the direction of the Schoolhouse Commission and is accounted for by them in their report.

SUMMARY.

APPROPRIATIONS, CREDITS TO APPROPRIATIONS AND TRANSFERS.

For general school purposes, including Americanization and vocational guidance:	
Salaries of instructors (principals, teachers, members of supervising staff and others) . . . . .	\$11,234,562 00
Salaries of officers (administrative officers, attendance officers, clerks, stenographers, storekeepers and other employees) . . . . .	358,343 73
Salaries of custodians (including matrons),	823,485 83
Fuel and light (including electric current for power) . . . . .	514,957 00
Supplies, equipment and incidentals . . . . .	1,018,980 73
Pensions to attendance officers and custodians . . . . .	5,000 00
Physical education (salaries of teachers, members of the supervising staff and others, supplies and equipment — day schools and playgrounds) . . . . .	299,997 06
Salaries of school physicians and nurses . . . . .	193,938 00
Pensions to teachers . . . . .	206,243 70
Extended use of the public schools (salaries, supplies, equipment and incidentals) . . . . .	84,654 67
	\$14,740,162 72
Alterations and repairs of school buildings, etc. . . . .	1,675,362 39
New school buildings, lands, yards, etc. (from the tax levy) . . . . .	3,000,000 00
New school buildings, lands, yards, etc. (by transfer of unexpended balances of previous years) . . . . .	* 297,966 03
	\$19,713,491 14

DETAILS OF EXPENDITURES FOR "LANDS, PLANS AND CONSTRUCTION OF SCHOOL BUILDINGS" AND FOR "ALTERATIONS AND REPAIRS, INCLUDING FURNITURE, FIXTURES, ETC."

The details of expenditures under the two appropriation items, viz., "Lands, plans and construction of school buildings" and "Alterations and repairs, including furniture, fixtures, etc.," are not set forth in this report for the reason that while the School Committee

---

\* This item does not include transfers affecting appropriations made during the financial year 1927.

makes appropriations under existing statutes for such items, the actual expenditures are made by the Schoolhouse Commission, a department under the control of the mayor of the city.

It is therefore necessary to refer to the reports of the Schoolhouse Commission for the details of expenditures under these appropriations.

The expenditures are shown in the Report of the Business Manager by totals only, as follows:

a. Lands, plans and construction of school buildings . . . . .	\$3,703,039 41
b. Alterations and repairs including furniture, fixtures, etc. . . . .	1,675,124 10
Total . . . . .	<u>\$5,378,163 51</u>

#### INCOME RECEIVED DURING FINANCIAL YEAR.

##### Tuition of non-resident pupils:

Teachers College . . . . .	\$11,202 00	
Latin and high schools . . . . .	20,945 74	
Elementary schools . . . . .	574 42	
Boston Clerical School . . . . .	660 98	
Trade School for Girls, day and extension classes . . . . .	21,572 88	
Boston Trade School . . . . .	18,872 27	
Boston Trade School, evening classes . . . . .	1,108 20	
Continuation School . . . . .	27,484 76	
Day School for Immigrants . . . . .	16 12	
Training School for teachers of Mechanic Arts . . . . .	828 00	
Evening high schools . . . . .	299 00	
Evening elementary schools . . . . .	59 30	
Lip-reading classes . . . . .	219 59	
Tuition of rehabilitated pupils (from the Commonwealth) . . . . .	16 35	
Speech improvement classes . . . . .	93 68	
Summer Review elementary schools . . . . .	35 00	
Summer Review High School . . . . .	494 00	
State wards (from the Commonwealth) . . . . .	8,121 10	
Tuition of deaf mutes (from the Common- wealth) . . . . .	54,154 00	
One half tuition charges paid for Boston pupils attending state-aided schools in other cities and towns (from the Com- monwealth) . . . . .	1,081 51	
	<u>          </u>	\$167,838 90
<i>Carried forward</i> . . . . .		<u>\$167,838 90</u>



<i>Brought forward</i> . . . . .		\$167,838 90
Salaries of instructors overpaid refunded . . . . .		1,912 28
Smith Fund . . . . .		324 50
Stoughton Fund . . . . .		212 00
Aid from the Commonwealth for industrial education:		
Trade School for Girls (day and extension classes):		
One half the net cost of maintenance for the period September 1, 1925, to August 31, 1926 . . . . .	\$38,325 11	
Boston Trade School:		
One half the net cost of maintenance for the period September 1, 1925, to August 31, 1926 . . . . .	57,924 49	
Boston Trade School, evening classes:		
One half the net cost of maintenance for the period September 1, 1925, to August 31, 1926 . . . . .	6,756 57	
Continuation School, compulsory:		
One half the net cost of maintenance for the period September 1, 1925, to August 31, 1926 . . . . .	74,134 68	
Brighton High School Co-operative Course:		
One half the net cost of maintenance for the period September 1, 1925, to August 31, 1926 . . . . .	4,065 55	
Charlestown High School, Co-operative Course:		
One half the net cost of maintenance for the period September 1, 1925, to August 31, 1926 . . . . .	20,800 64	
Dorchester High School for Boys, Co-operative Course:		
One half the net cost of maintenance for the period September 1, 1925, to August 31, 1926 . . . . .	5,279 94	
East Boston High School, Co-operative Course:		
One half the net cost of maintenance for the period September 1, 1925, to August 31, 1926 . . . . .	5,526 11	
Hyde Park High School, Co-operative Course:		
One half the net cost of maintenance for the period September 1, 1925, to August 31, 1926 . . . . .	5,867 36	
<i>Carried forward</i> . . . . .	\$218,680 45	\$170,287 68

<i>Brought forward</i> . . . . .	\$218,680 45	\$170,287 68
High School of Practical Arts, Household Arts Department:		
One half the net cost of maintenance for the period September 1, 1925, to August 31, 1926 . . . . .	52,328 61	
Jamaica Plain High School, Vocational Agricultural Department:		
Reimbursement for the period September 1, 1925, to August 31, 1926 . . . . .	4,339 68	
Evening Practical Arts Courses:		
One half the net cost of maintenance for the period September 1, 1925, to August 31, 1926 . . . . .	11,419 61	
Day Practical Arts Classes:		
One half the net cost of maintenance for the period September 1, 1925, to August 31, 1926 . . . . .	2,252 77	
	<hr/>	289,021 12
Traveling expenses of deaf mutes (from the Commonwealth) . . . . .		3,683 05
Reimbursement from the Commonwealth, promotion of Americanization (chapter 295, General Acts of 1919) . . . . .		23,128 68
Smith-Hughes Fund, allotment . . . . .		58,692 66
Light at polling places (from Election Department) . . . . .		432 52
Sale of badges to licensed minors . . . . .		388 75
Sale of books and supplies . . . . .		6,851 61
Sale of car tickets . . . . .		1,691 45
Transportation of pupils to dental infirmaries . . . . .		2,444 30
Registration fees for improvement courses . . . . .		7,005 00
Loan of musical instruments to pupils, and instrumental instruction to pupils . . . . .		17,802 12
Reimbursement from Commonwealth, conservation of eyesight (chapter 229, General Acts of 1919) . . . . .		5,500 00
Electric current used . . . . .		63 89
Fuel used for temporarily heating additions to existing school buildings before acceptance . . . . .		—
Sale of manual arts materials (elementary schools) . . . . .		2,845 11
Manual arts, work done for Schoolhouse Commission . . . . .		2,183 75
Incidentals . . . . .		266 83
Trade School for Girls:		
Sale of products, etc. . . . .		19,405 91
Boston Trade School:		
Sale of products . . . . .	\$3,875 67	
Work done for Schoolhouse Commission . . . . .	4,730 30	
	<hr/>	8,605 97
Boston Trade School, evening classes, sale of products . . . . .		—
Continuation School, Compulsory:		
Sale of products, etc. . . . .		1,917 39
	<hr/>	1,917 39
<i>Carried forward</i> . . . . .		\$622,217 79

<i>Brought forward</i> . . . . .		\$622,217 79
Telephone charges . . . . .		574 47
Forfeited advance payments:		
Evening high schools . . . . .	\$4,473 00	
Evening elementary schools . . . . .	1,879 50	
Boston Trade School, evening classes . . . . .	1,112 00	
Interest . . . . .	328 05	
	-----	7,792 55
Department of Physical Education, returns, etc., from games . . . . .		5,428 66
Extended Use of the Public Schools, receipts from school centers and from use of school accommodations . . . . .		7,474 45
Sale of second-hand furniture, etc., Schoolhouse Commission . . . . .		1,042 53
Cosmopolitan Trust Company, dividend on funds deposited . . . . .		285 43
Conscience Fund . . . . .		26 00
Barrels, etc., returned to dealers . . . . .		400 19
Dog licenses . . . . .	\$32,423 00	
Less damages by dogs . . . . .	5,278 45	
	-----	27,144 55
		-----
Total income * . . . . .		<u>\$672,386 62</u>

INCOME FROM TRUST FUNDS.

Bowdoin Dorchester School Fund . . . . .	\$191 26
Eastburn School Fund . . . . .	440 00
Franklin Medal Fund . . . . .	35 00
Gibson School Fund . . . . .	3,627 02
Horace Mann School Funds . . . . .	337 50
Peter P. F. Degrand School Fund . . . . .	1,174 26
Teachers' Waterston Fund . . . . .	144 00
Charlestown School Fund . . . . .	222 76
Comins School Library Fund . . . . .	17 50
Latin School Prize Fund . . . . .	41 00
Lawrence High School Fund . . . . .	80 00
Lawrence Latin School Fund . . . . .	80 00
Milmore Brimmer School Fund . . . . .	20 00
Norcross School Library Fund . . . . .	41 26
Sherwin School Graduates Fund . . . . .	40 00
Devens Infant School Fund . . . . .	40 00
Webb Franklin School Fund . . . . .	96 00
Smith Fund † . . . . .	324 50
Stoughton Fund † . . . . .	212 00
Ensign David A. Hoffman Memorial Fund . . . . .	50 00
Prince School Fund . . . . .	7 60
	-----
	<u>\$7,221 66</u>

\* Exclusive of items credited to appropriations and sinking funds.

† Included in general income of School Committee. (See income statement preceding.)

The income of each of the above funds is available for and limited to expenditures under the provisions of the bequest or donation.

## EXPENDITURES UNDER TRUST FUNDS.

Bowdoin Dorchester School Fund, Income . . . . .	\$77 73
Eastburn School Fund, Income . . . . .	500 00
Franklin Medal Fund, Income . . . . .	48 80
Gibson School Fund, Income . . . . .	2,413 11
Horace Mann School Fund, Income . . . . .	178 22
Peter P. F. Degrand School Fund, Income . . . . .	1,790 25
Teachers' Waterston Fund, Income . . . . .	—
Total . . . . .	<u>\$5,008 11</u>

## AID FROM THE COMMONWEALTH FOR VOCATIONAL EDUCATION.

Under the provisions of chapter 471 of the Acts of 1911, chapter 106 of the Acts of 1912, chapter 805 of the Acts of 1913, and chapter 174 of the Acts of 1914, the Commonwealth has paid over into the city treasury during the past financial year the sum of \$289,021.12.

This sum represents, in all instances except one (Jamaica Plain High, Vocational Agricultural Department), one half the net cost of maintenance of schools and classes established with the approval of the Department of Education. The amounts are included in the income statement preceding.

Trade School for Girls (day and extension classes):

From September 1, 1925, to August 31, 1926 . . . . . \$38,325 11

Boston Trade School:

From September 1, 1925, to August 31, 1926 . . . . . 57,924 49

Boston Trade School, evening classes:

From September 1, 1925, to August 31, 1926 . . . . . 6,756 57

Continuation School, compulsory:

From September 1, 1925, to August 31, 1926 . . . . . 74,134 68

Brighton High Co-operative Course:

From September 1, 1925, to August 31, 1926 . . . . . 4,065 55

Charlestown High Co-operative Course:

From September 1, 1925, to August 31, 1926 . . . . . 20,800 64

Dorchester High School for Boys, Co-operative Course:

From September 1, 1925, to August 31, 1926 . . . . . 5,279 94

East Boston High Co-operative Course:

From September 1, 1925, to August 31, 1926 . . . . . 5,526 11

Carried forward . . . . . \$212,813 09

<i>Brought forward</i> . . . . .	\$212,813 09
Hyde Park High Co-operative Course:	
From September 1, 1925, to August 31, 1926 . . . . .	5,867 36
High School of Practical Arts; Household Arts Department:	
From September 1, 1925, to August 31, 1926 . . . . .	52,328 61
Jamaica Pain High, Vocational Agricultural Department:	
From September 1, 1925, to August 31, 1926 . . . . .	4,339 68
Evening Practical Arts Courses (evening elementary schools):	
From September 1, 1925, to August 31, 1926 . . . . .	11,419 61
Day Practical Arts Classes:	
From September 1, 1925, to August 31, 1926 . . . . .	2,252 77
Total . . . . .	<u>\$289,021 12</u>

## NET EXPENDITURES.

Total expenditures (exclusive of new buildings, lands, yards, etc.) . . . . .	\$15,878,419 40
Deduct total income (see income statement) . . . . .	672,386 62
Net expenditures . . . . .	\$15,206,032 78
Add expenditures for new schoolhouses, additions, etc. (by the Schoolhouse Commission) . . . . .	3,703,039 41
Total net expenditures * . . . . .	<u>\$18,909,072 19</u>

## DISTRIBUTION OF EXPENDITURES.

The distribution of the total expenditures, exclusive of lands and buildings, pensions, and repairs and alterations, in percentage of the whole sum, is as follows:

Salaries of instructors (principals, teachers, members of the supervising staff and others) . . . . .	\$10,904,956 41	77.9
Salaries of officers (administrative officers, attendance officers, clerks, stenographers, storekeepers and other employees) . . . . .	346,719 83	2.5
Salaries of custodians (including matrons) . . . . .	809,027 05	5.8
Fuel and light (including electric current for power) . . . . .	445,754 27	3.2
Supplies, equipment and incidentals . . . . .	930,014 60	6.6
Physical education (salaries of teachers, members of the supervising staff and others, supplies and equipment—day schools and playgrounds) . . . . .	284,507 53	2.0
Salaries of school physicians and nurses . . . . .	189,299 04	1.4
Extended use of the public schools (salaries, supplies, equipment and incidentals) . . . . .	82,130 63	0.6
Total . . . . .	\$13,992,409 36	100.0

\* Exclusive of interest and sinking fund.

## COMPARISON OF EXPENDITURES.

The following statement shows the expenditures for the financial years 1927 and 1926, exclusive of lands and buildings, with the increases and decreases in the several items.

	1927.	1926.	Increase, 1927 over 1926.
For general school purposes, including Americanization and vocational guidance:			
Salaries of instructors (principals, teachers, members of the supervising staff and others).....	\$10,904,956 41	\$10,422,971 10	\$481,985 31
Salaries of officers (administrative officers, attendance officers, clerks, stenographers, storekeepers, and other employees).....	346,719 83	318,163 12	28,556 71
Salaries of custodians (including matrons).....	809,027 05	763,178 05	45,849 00
Fuel and light (including electric current for power).....	445,754 27	415,192 69	30,561 58
Supplies, equipment and incidentals..	930,014 60	865,377 69	64,636 91
Pensions to attendance officers and custodians.....	4,642 24	5,107 95	465 71*
Physical education (salaries of teachers, members of the supervising staff and others, supplies and equipment—day schools and playgrounds).....	284,507 53	261,115 49	23,392 04
Salaries of school physicians and nurses.....	189,299 04	168,515 28	20,783 76
Pensions to teachers.....	133,015 82	131,698 12	1,317 70
Payments to Permanent Pension Fund..	73,227 88	71,859 45	1,368 43
Extended use of the public schools (salaries, supplies, equipment and incidentals).....	82,130 63	71,911 91	10,218 72
Repairs and alterations, protection against fire and fire hazard, and new furniture and furnishings for old buildings, including new lighting fixtures.....	1,675,124 10	1,623,411 55	51,712 55
Totals.....	\$15,878,419 40	\$15,118,502 40	\$759,917 00

\* Decrease.

PENSIONS TO TEACHERS WHO WERE RETIRED BEFORE THE ESTABLISHMENT OF THE BOSTON RETIREMENT SYSTEM OR WHO HAVE NOT BECOME MEMBERS OF SUCH SYSTEM.

In 1908 and each year thereafter, up to and including 1914, the School Committee, under the authority of

section 4 of chapter 589 of the Acts of 1908, appropriated for the purpose of paying pensions and making payments to the Permanent Pension Fund the sum of five cents on each \$1,000 of the valuation of the city, upon which appropriations by the City Council are based.

During the year 1913-14 the sum so appropriated was found insufficient to pay pensions for the year, and the additional sum of \$880.43 was transferred from the accrued interest of the Permanent Pension Fund.

In 1914-15 a transfer of \$7,628.60 from the same fund was found to be necessary for the same reason.

Chapter 304 of the Acts of 1915 has made available from the tax levy seven cents on each \$1,000 of the valuation of the city, which, during the year 1918-19, amounted to \$107,911.83. This sum was found insufficient and it became necessary to transfer \$2,870.55 from the accrued interest of the Permanent Pension Fund, making a total of \$110,782.38 expended for the purpose during that year.

Chapter 289 of the Special Acts of 1916 provided that "The sums payable by the Commonwealth to the City of Boston, under the provisions of section 13 of chapter 832 of the Acts of the year 1913, being an act to establish a retirement system for public school teachers, as reimbursement for certain pensions paid by the city to retired school teachers, shall be put into the current pension fund held by the School Committee of the City of Boston and used in accordance with the provisions of chapter 589 of the Acts of the year 1908." Under this act the sum of \$77,369.67 paid over by the Commonwealth to the city became available during the financial year and was added to the appropriation from the tax levy for paying pensions to retired teachers.

Since the enactment of chapter 589 of the Acts of 1908, payments as pensions and to the Permanent Pension Fund have been distributed as shown in the table on page 56.

## PENSIONS TO RETIRED TEACHERS AND PAYMENTS TO PERMANENT PENSION FUND.

FINANCIAL YEAR.	PENSIONS TO RETIRED TEACHERS.				Payments to the Permanent Pension Fund from the Tax Levy.	Payments to the Permanent Pension Fund from the Fund Paid over by the Commonwealth.*
	From the Tax Levy.	Transfers from Accrued Interest of the Permanent Pension Fund.	From Amount Paid over by the Commonwealth.	Total Pensions.		
1908-09....	\$1,678 50	—	—	\$1,678 50	—	
1909-10....	8,075 12	—	—	8,075 12	\$119,181 08	
1910-11....	26,247 88	—	—	26,247 88	39,946 77	
1911-12....	55,350 31	—	—	55,350 31	12,420 53	
1912-13....	64,510 76	—	—	64,510 76	5,681 66	
1913-14....	72,012 76	\$880 43	—	72,893 19	—	
1914-15....	73,854 36	7,628 60	—	81,482 96	—	
1915-16....	90,011 87	—	—	90,011 87	15,741 25	
1916-17....	96,029 97	—	—	96,029 97	11,631 48	
1917-18....	104,347 95	—	—	104,347 95	5,432 37	\$24,321 96
1918-19....	107,911 83	2,870 55	—	110,782 38	—	22,490 03
1919-20....	106,325 73	—	\$10,066 86	116,392 59	—	18,175 03
1920-21....	104,324 02	—	23,243 77	127,567 79	—	10,450 65
1921-22....	106,845 62	—	27,938 06	134,783 68	—	17,590 83
1922-23....	109,017 18	—	34,018 61	143,035 79	—	21,704 83
1923-24....	112,460 31	—	32,705 29	145,165 60	—	—
1924-25....	115,584 03	—	30,072 99	145,657 02	—	85,649 66
1925.....	120,417 55	—	7,538 60	127,956 15	—	72,284 00
1926.....	124,666 18	—	7,031 94	131,698 12	—	71,859 45
1927.....	128,874 03	—	4,141 79	133,015 82	—	73,227 88
Totals...	\$1,728,545 96	\$11,379 58	\$176,757 91	\$1,916,683 45	\$210,035 14	\$417,754 32
Grand total, twenty years (pensions and payments to Permanent Fund) .....						\$2,544,472 91

\* Under chapter 289, Special Acts of 1916.

## SUPPLIES AND INCIDENTALS, GENERAL.

The expenditures for the year under the appropriation for supplies and incidentals are subdivided as follows:

Text-books . . . . .	\$177,450 57
Reference books . . . . .	19,613 68
Rebinding books . . . . .	11,398 47
<i>Carried forward</i> . . . . .	<u>\$208,462 72</u>



<i>Brought forward</i> . . . . .	\$208,462 72
Music sheets . . . . .	521 12
Globes . . . . .	210 00
Maps . . . . .	6,000 66
Charts . . . . .	259 95
Science apparatus, supplies and incidentals . . . . .	19,642 95
Kindergarten supplies and equipment . . . . .	8,920 07
Educational material for first three grades . . . . .	17,319 09
Postage expenses of principals . . . . .	3,203 98
Stationery for schools . . . . .	84,760 83
Other educational supplies and incidentals . . . . .	32,732 62
Manual training supplies and equipment for elementary and intermediate schools and for gardening and recreational handicraft classes . . . . .	61,104 20
Manual training supplies and equipment for Mechanic Arts High School . . . . .	4,495 48
Manual training supplies and equipment for Teachers College, Latin and high schools (exclusive of Mechanic Arts High School) . . . . .	18,907 30
Manual training supplies and equipment for special and evening schools . . . . .	28,542 88
Manual training supplies, general stock . . . . .	15,770 98
Drawing supplies and equipment for elementary, intermediate, Teachers College, Latin and high schools . . . . .	36,657 39
Drawing supplies and equipment for special and evening schools . . . . .	2,012 53
Sewing supplies and equipment for high schools (except High School of Practical Arts) . . . . .	624 04
Sewing supplies and equipment for elementary and intermediate schools . . . . .	2,001 07
Sewing supplies for other schools and classes . . . . .	7,356 84
Sewing supplies, general stock . . . . .	4,896 45
Supplies for other practical arts classes . . . . .	114 06
Commercial machines and typewriters: new and rentals for Teachers College, Latin and high schools . . . . .	24,304 70
Commercial machines and typewriters: new, rentals and repairs, elementary and special schools . . . . .	2,016 53
Commercial machines and typewriters: new and rentals for Continuation School . . . . .	541 00
Commercial machines and typewriters: new and rentals for Boston Clerical School . . . . .	4,279 96
Repairs to commercial machines and typewriters, Teachers College, Latin and high schools . . . . .	1,238 30
Repairs to commercial machines and typewriters, Continuation School . . . . .	88 02
Repairs to commercial machines and typewriters, Boston Clerical School . . . . .	196 43
Military drill supplies and equipment, and expenses of annual parade . . . . .	10,889 47
<i>Carried forward</i> . . . . .	<u>\$608,071 62</u>

<i>Brought forward</i> . . . . .	\$608,071 62
Supplies and equipment for visual education . . . . .	11,884 86
Cookery supplies, elementary and high schools (except High School of Practical Arts) . . . . .	20,443 00
Cookery supplies and equipment for special and evening schools and High School of Practical Arts . . . . .	9,396 01
Pianos, kindergartens . . . . .	1,625 00
Pianos, rooms . . . . .	5,205 00
Pianos, halls . . . . .	1,900 00
Silent piano keyboards . . . . .	1,980 00
Orchestral and band instruments and music stands . . . . .	5,477 96
Repairs on orchestral and band instruments . . . . .	1,330 63
Piano player rolls . . . . .	41 85
Orchestral and band music . . . . .	3,562 42
Piano covers and stools . . . . .	114 32
Piano tuning and minor repairs . . . . .	2,112 00
Repairs, regulation and reconstruction of pianos . . . . .	395 70
Moving pianos . . . . .	460 00
Printing, stock for printing, and binding of documents and pamphlets . . . . .	43,676 32
Advertising examinations, etc. . . . .	726 00
Publishing proceedings of School Committee . . . . .	6,550 00
Office supplies . . . . .	5,324 15
Office equipment . . . . .	1,219 49
Office printing . . . . .	7,071 24
Office postage . . . . .	6,732 01
Printing and other expenses, Journal for Character Train- ing . . . . .	7,129 49
Expenses, examiners in music . . . . .	352 00
Department of Investigation and Measurement, supplies, Custodians' supplies and equipment . . . . .	4,178 52
Express charges . . . . .	35,260 85
Tuition, wards of the city . . . . .	2,746 15
Tuition, wards of the city . . . . .	20,347 11
Tuition of pupils attending state-aided industrial schools and agricultural schools in other cities and towns . . . . .	3,247 73
Refunds of tuition charges . . . . .	284 87
Transportation, Horace Mann School pupils (except street car tickets) . . . . .	1,299 63
Car tickets . . . . .	20,341 83
Transportation of pupils to dental infirmaries . . . . .	4,911 50
Diplomas and certificates . . . . .	4,703 17
Removing ashes and debris . . . . .	1,891 81
Surety bonds . . . . .	117 00
School Committee contingent fund . . . . .	747 60
Board of Superintendents contingent fund . . . . .	411 81
Traveling expenses of officers, teachers and members of the supervising staff to conventions . . . . .	994 46
<i>Carried forward</i> . . . . .	<u>\$854,265 11</u>

<i>Brought forward</i> . . . . .	\$854,265 11
Traveling expenses of officers, teachers, and members of the supervising staff visiting candidates for appointment or promotion . . . . .	26 26
Assistance at teachers' examinations . . . . .	5,569 50
School exhibits . . . . .	543 01
Telephone and telegraph . . . . .	21,211 01
Towels and soap for use of teachers and pupils . . . . .	4,245 59
Badges for licensed minors . . . . .	220 96
Improvement and promotional courses for teachers . . . . .	18,052 21
Services of certified public accountants, auditing accounts, Services of experts to Business Manager . . . . .	725 00
Automobile supplies, equipment, repairs, etc. . . . .	1,247 00
Automobile (exchange) for Director of Physical Education, 1 automobile and 2 automobile trucks and accessories for the Department of Manual Arts . . . . .	2,446 46
Automobile and accessories, Supply Room . . . . .	1,006 50
Sundries . . . . .	5,104 25
Automobile mileage for officers, supervisors and teachers . . . . .	997 25
Automobile hire . . . . .	6,723 36
Administration Library; books and supplies . . . . .	3,214 70
Supplies and equipment for School Physicians and Nurses, . . . . .	447 50
	1,108 41
	2,860 52
 Total . . . . .	 <u>\$930,014 60</u>

SUPPLIES AND EQUIPMENT FOR PHYSICAL EDUCATION.

*Regular.*

Athletic supplies and equipment . . . . .	\$16,108 77	
Expenses of games and contests (umpires, referees, linesmen, etc.) . . . . .	8,620 63	
Athletic certificates . . . . .	261 95	
Automobile mileage . . . . .	336 08	
Gymnastics: Games and play supplies and incidentals . . . . .	1,752 90	
Apparatus, new and repairs . . . . .	1,826 83	
Postage, printing, car tickets, office supplies and incidentals . . . . .	2,389 46	
	<u>          </u>	\$31,296 62

*Playgrounds.*

Apparatus, new and repairs . . . . .	\$13,420 13	
Games and play supplies and incidentals . . . . .	9,921 32	
Printing . . . . .	113 80	
Certificates . . . . .	7 84	
Automobile mileage . . . . .	504 36	
	<u>          </u>	23,967 45
Total . . . . .		<u>\$55,264 07</u>

## SUPPLIES AND EQUIPMENT FOR EXTENDED USE OF PUBLIC SCHOOLS.

School centers . . . . .	\$6,561 50	
Use of school accommodations for various purposes . . . . .	109 91	
Postage, printing, car tickets, office supplies and incidentals . . . . .	303 33	
	<u>\$6,974 74</u>	
Debit transfer from fuel and light . . . . .	6,000 00	
Total . . . . .		<u>\$12,974 74</u>

## SUMMARY.

Supplies, equipment and incidentals, general . . . . .	\$930,014 60
Supplies, equipment and incidentals, physical education . . . . .	55,264 07
Supplies, equipment and incidentals, extended use of the public schools . . . . .	12,974 74
Total . . . . .	<u>\$998,253 41</u>

## FUEL AND LIGHT.

(Including Electric Current for Power.)

From January 1, 1927, to June 15, 1927, coal was purchased under contract as follows:

## SEMI-BITUMINOUS COAL.

Metropolitan Coal Company: \$6.13 per ton for entire city.

## ANTHRACITE COAL.

Standard Coal Company: \$13.34 per ton for entire city.

Beginning June 16, 1927, and until the end of the financial year, coal was purchased under contract as follows:

## SEMI-BITUMINOUS COAL.

Metropolitan Coal Company: \$6.84 per ton for entire city.

## ANTHRACITE COAL.

Standard Coal Company: \$13.08 per ton for entire city.

## FUEL AND LIGHT (INCLUDING ELECTRIC CURRENT FOR POWER).

Semi-Bituminous Coal. Number of Tons Purchased.	American Anthracite Coal. Number of Tons Purchased.	
26,871.4725	4,070.27	\$228,898 77
Expenses, sampling, testing and expert advice on fuel . . . . .		2,131 00
Carried forward . . . . .		<u>\$231,029 77</u>

<i>Brought forward</i> . . . . .		\$231,029 77
Expenses moving coal . . . . .		147 01
475 $\frac{3}{4}$ cords of wood . . . . .		7,642 94
		<u>238,819 72</u>
Deduct penalties exacted from contractors on account of quality of coal falling below contract requirements . . . . .		1,915 60
		<u>236,904 12</u>
1,279,956.44 gallons fuel oil . . . . .	\$61,752 11	
Add premium allowed contractor on account of quality of oil exceeding contract requirements . . . . .	39 23	
	<u>61,791 34</u>	
Deduct penalties exacted from contractor on account of quality of oil falling below contract requirements . . . . .	249 65	
	<u>61,541 69</u>	
Total . . . . .		<u>298,445 81</u>
Deduct amount charged to appropriation, Extended Use of the Public Schools, for cost of fuel used in school centers and other activities . . . . .		2,091 50
Net total, fuel . . . . .		<u>296,354 31</u>

## LIGHT AND POWER.

Electric current for light and power . . . . .	\$139,417 03	
Gas . . . . .	13,052 60	
Mazda lamps . . . . .	838 83	
	<u>153,308 46</u>	
Deduct amount charged to appropriation, Extended Use of the Public Schools, for cost of light used in school centers and other activities . . . . .	3,908 50	
	<u>149,399 96</u>	
Net total, light and power . . . . .		<u>149,399 96</u>
Total net expenditures, fuel and light (including electric current for power) . . . . .		<u>445,754 27</u>

## METHODS OF APPORTIONING COSTS OF GENERAL CONTROL, SUPERVISION AND OTHER ITEMS.

In the appended numbered tables will be found in detail the costs of schools and of all other activities in operation during the financial year.

The costs as shown on the other tables have been recapitulated on Table No. 1. The costs of general control, supervision and other items have been included thereon. Total and net costs may therefore be ascertained from Table No. 1.

The method of apportioning the costs of general control, supervision and other items is, briefly, as follows:

When the whole or part of the cost of an office or department could be charged directly against a school or group of schools, it has been so charged. For the purposes of apportioning residuary costs, the average number of teachers employed during the financial year has been used as the basis. In schools such as evening schools and summer schools the number of teachers has been reduced to a relative average, which takes into consideration the amount of service such teachers render during the year as compared with that rendered by teachers in the day schools.

Where it has been necessary to apportion the cost of supervision or professional control, the number of teachers coming under the supervision of the respective departments has been used as the basis. In some instances the cost has been divided on the basis of percentages furnished by the director of a department.

None of the cost of general control or the general account has been charged to playgrounds or extended use of the public schools.

The method of apportioning overhead costs, as described in the preceding paragraphs, is, of course, arbitrary. There are other methods just as satisfactory. There seems to be no uniform basis for apportioning costs of overhead charges. Each city apparently has a plan of its own.

#### APPORTIONMENT OF INCOME.

Any part of the income which could be directly credited to a school or group of schools, office or department has been so credited, and the balance has been apportioned in proportion to the number of teachers in each such school or group of schools.

The result is as follows:

DIRECT CREDITS AND TUITION RECEIPTS.	
Direct credits to each school, etc. . . . .	\$421,344 39
Tuition received from non-resident pupils . . . . .	167,838 90
Total . . . . .	<u>\$589,183 29</u>

GROUP CREDITS AND BALANCE APPORTIONED.

	Group Credits.	Balance Apportioned.	Total.
Teachers College.....		\$569 17	\$569 17
Latin and high schools.....		10,434 82	10,434 82
Elementary and intermediate school districts..	\$8,064 33	32,679 96	40,744 29
Speech Improvement classes.....		189 73	189 73
Horace Mann School.....		189 72	189 72
Trade School for Girls, day and extension classes.....		569 17	569 17
Boston Trade School.....		474 31	474 31
Continuation School, compulsory.....		521 74	521 74
Boston Clerical School.....		189 72	189 72
Boston Disciplinary Day School.....		47 43	47 43
Day School for Immigrants.....		47 43	47 43
Summer Review High School.....		47 43	47 43
Summer Review elementary schools.....		284 59	284 59
Vacation schools.....		237 16	237 16
Boston Trade School, evening classes.....		47 43	47 43
Evening high schools.....	300 63	332 02	632 65
Evening elementary schools.....	27,407 37	426 88	27,834 25
Evening school extension.....		47 43	47 43
Day Practical Arts classes.....		47 43	47 43
Training School for Teachers of Mechanic Arts.....		47 43	47 43
Totals.....	\$35,772 33	\$47,431 00	\$83,203 33

SUMMARY.

Direct credits to each school, etc. . . . .	\$421,344 39
Tuition received for non-resident pupils . . . . .	167,838 90
Group credits . . . . .	35,772 33
Balance apportioned . . . . .	47,431 00
Total income . . . . .	<u>\$672,386 62</u>

## COST OF GENERAL CONTROL, SUPER- VISION AND OTHER ITEMS.

### GENERAL CONTROL.

#### SUPERINTENDENT AND SECRETARY.

Salary of Superintendent . . . . .	\$12,000 00	
Salary of Secretary . . . . .	5,664 00	
Salaries of clerks and stenographers . . . . .	24,518 73	
Salaries of temporary clerical assistants . . . . .	1,797 00	
Salaries of pupil clerical assistants . . . . .	43 80	
Office supplies and equipment . . . . .	1,226 18	
Printing . . . . .	786 75	
Telephone switchboard charges . . . . .	473 05	
Telephone (not connected with switchboard)	217 85	
Telegrams and messenger service . . . . .	5 27	
Postage . . . . .	1,081 20	
Lunches for assistants . . . . .	23 30	
Books and subscriptions . . . . .	2 00	
Typewriters . . . . .	185 00	
Expenses in connection with distribution of manuals . . . . .	12 25	
Mimeograph machine . . . . .	166 50	
Surety bonds . . . . .	19 50	
Car fares for clerical assistants . . . . .	6 70	
Stenographic service at meeting of School Committee . . . . .	13 50	
Incidentals . . . . .	31 79	
	-----	\$48,274 37
<i>Newsboys' Trial Board.</i>		
Salaries of judges . . . . .	\$117 00	
Salary of clerk . . . . .	39 00	
Printing . . . . .	24 30	
	-----	180 30
Total . . . . .		<u>\$48,454 67</u>

#### BUSINESS MANAGER.

Salary of Business Manager . . . . .	\$7,166 64
Salary of Assistant Business Manager . . . . .	4,166 64
Salary of Domestic Engineer . . . . .	4,166 64
Salaries of clerks and stenographers . . . . .	43,388 89
Salaries of temporary clerical assistants . . . . .	5,306 50
Salaries of bookbinders . . . . .	2,499 66
Salary of temporary bookbinder . . . . .	882 00
	-----
<i>Carried forward</i> . . . . .	\$67,576 97



<i>Brought forward</i> . . . . .	\$67,576 97	
Salaries of supply room assistants . . . . .	22,309 10	
Salaries of chauffeurs, automobile trucks . . . . .	4,121 16	
Salaries of temporary and emergency assistants, supply room . . . . .	4,776 00	
Account books . . . . .	364 05	
Surety bonds . . . . .	75 00	
Typewriters (old machine in exchange) . . . . .	102 50	
Office supplies and equipment . . . . .	822 87	
Telephone switchboard charges . . . . .	473 05	
Printing and binding . . . . .	557 54	
Postage . . . . .	740 18	
Adding machine . . . . .	102 50	
Traveling expenses of Business Manager . . . . .	95 00	
Car fares, assistants . . . . .	3 40	
Car tickets for bookbinders . . . . .	48 00	
Allowance for auto mileage, bookbinder . . . . .	128 14	
Time stamp (old machine in exchange) . . . . .	45 00	
Lunches for assistants . . . . .	36 60	
Telegrams and messenger service . . . . .	12 39	
Incidentals . . . . .	17 34	
	<hr/>	\$102,406 79

*Automobile, Domestic Engineer.*

Gasoline . . . . .	\$64 92	
Lubricants . . . . .	10 50	
Repairs and miscellaneous parts . . . . .	130 32	
Registration fee . . . . .	15 00	
Garage rental . . . . .	180 00	
	<hr/>	400 74

*Supply Room.*

General supplies . . . . .	\$927 68	
Equipment . . . . .	361 75	
Car fares . . . . .	15 55	
Expressage . . . . .	996 68	
Telephone switchboard charges . . . . .	205 92	
Telephone (not connected with switchboard) . . . . .	121 38	
Printing . . . . .	75 00	
Postage . . . . .	141 00	
Office supplies and equipment . . . . .	40 40	
Car tickets . . . . .	66 50	
Lunches for assistants . . . . .	6 75	
Account books . . . . .	42 60	
Incidentals . . . . .	26 72	
	<hr/>	3,027 93

*Automobile and Automobile Trucks, Automobile (1); Trucks (2).*

Automobile . . . . .	\$965 00	
Tires and tire repairs (including inner tubes) . . . . .	247 48	
Gasoline . . . . .	216 33	
	<hr/>	
<i>Carried forward</i> . . . . .	\$1,428 81	\$105,835 46

<i>Brought forward</i> . . . . .	\$1,428 81	\$105,835 46
Lubricants . . . . .	2 75	
Repairs and miscellaneous parts . . . . .	362 62	
Renewal of chauffeurs' licenses . . . . .	6 00	
Registration fees . . . . .	9 00	
Garage rental . . . . .	45 00	
	-----	1,854 18
Total . . . . .		<u>\$107,689 64</u>

## SCHOOLHOUSE CUSTODIAN.

Salary of Schoolhouse Custodian . . . . .	\$4,600 00	
Salary of clerk . . . . .	1,930 16	
Salaries of temporary clerical assistants . . . . .	343 50	
Office supplies and equipment . . . . .	45 31	
Postage . . . . .	160 83	
Printing . . . . .	285 50	
Telephone switchboard charges . . . . .	139 14	
Telephone (not connected with switchboard) . . . . .	54 50	
Incidentals . . . . .	30	
	-----	\$7,559 24

*Automobile.*

Tires and tire repairs (including inner tubes) . . . . .	\$52 76	
Gasoline . . . . .	108 75	
Registration fee . . . . .	10 00	
Lubricants . . . . .	30 05	
Miscellaneous parts and repairs . . . . .	120 04	
Garage rental . . . . .	121 50	
Incidentals . . . . .	—	
	-----	443 10
Total . . . . .		<u>\$8,002 34</u>

## ASSISTANT SUPERINTENDENTS.

Salaries of Assistant Superintendents (6) . . . . .	\$41,999 76	
Salaries of clerks and stenographers . . . . .	12,379 64	
Office supplies and equipment . . . . .	407 60	
Telephone switchboard charges . . . . .	539 83	
Postage . . . . .	237 00	
Printing . . . . .	148 95	
Telegrams and messenger service . . . . .	2 59	
Traveling expenses, conventions, etc. . . . .	646 06	
Car tickets . . . . .	25 00	
Typewriters (2 old machines in exchange) . . . . .	92 50	
Services of lecturers to directors, principals, etc. . . . .	350 00	
Photographs of Memorial High School for use in World's Work . . . . .	23 50	
Services of lecturer at Administration Library . . . . .	10 00	
Books and subscriptions . . . . .	8 00	
	-----	\$56,870 43
<i>Carried forward</i> . . . . .		

<i>Brought forward</i> . . . . .	\$56,870 43	
Allowance for auto mileage . . . . .	136 80	
Incidentals . . . . .	5 39	
	<hr/>	
Total . . . . .		<u>\$57,012 62</u>

## BOARD OF APPORTIONMENT.

Salaries of clerks . . . . .	\$3,195 20	
Office supplies . . . . .	11 80	
Postage . . . . .	10 00	
Printing . . . . .	35 00	
Incidentals . . . . .	4 20	
	<hr/>	
Total . . . . .		<u>\$3,256 20</u>

The Board of Apportionment consists of the Superintendent, Assistant Superintendents and the Business Manager.

## BOARD OF EXAMINERS.

Salary of Chief Examiner . . . . .	\$5,232 00	
Salaries of examiners . . . . .	8,112 00	
Salaries of clerks and stenographers . . . . .	4,759 97	
Salaries of temporary clerical assistants . . . . .	459 00	
Office supplies and equipment . . . . .	287 29	
Typewriter . . . . .	70 00	
Telephone switchboard charges . . . . .	272 70	
Car tickets . . . . .	30 00	
Traveling expenses visiting candidates, etc. . . . .	28 16	
Printing . . . . .	1,080 42	
Postage . . . . .	366 90	
Supplies for examinations . . . . .	38 36	
Assistance at examinations . . . . .	5,557 50	
Custodian's services in connection with teachers' examinations . . . . .	8 00	
Incidentals . . . . .	32	
	<hr/>	
Total . . . . .		<u>\$26,302 62</u>

## EDUCATIONAL INVESTIGATION AND MEASUREMENT.

*Salaries and Office Expenditures.*

Salary of Educational Statistician (September 1 to December 31, 1927) . . . . .	\$1,488 00	
Salary of Assistant Educational Research (January 1 to August 31, 1927) . . . . .	2,880 00	
Salary of First Assistant Director . . . . .	3,910 80	
Salary of Assistant Director . . . . .	2,786 92	
Salaries of clerks . . . . .	3,934 47	
Salaries of temporary clerical assistants . . . . .	485 00	
Office supplies and equipment . . . . .	190 91	
	<hr/>	
<i>Carried forward</i> . . . . .	\$15,676 10	

<i>Brought forward</i> . . . . .	\$15,676 10	
Postage . . . . .	81 00	
Printing . . . . .	4 75	
Telephone switchboard charges . . . . .	205 92	
Car tickets . . . . .	30 00	
Traveling expenses . . . . .	100 00	
Allowance for auto mileage . . . . .	22 80	
Incidentals . . . . .	1 80	
	<hr/>	\$16,122 37
<i>Educational Measurement.</i>		
Printing . . . . .	\$169 90	
Tests . . . . .	3,985 26	
Incidentals . . . . .	55 70	
	<hr/>	4,210 86
Total . . . . .		<u>\$20,333 23</u>

## ADMINISTRATION LIBRARY.

Salary of Librarian . . . . .	\$2,076 56	
Salaries of pupil clerical assistants . . . . .	90 00	
Office supplies and equipment . . . . .	54 73	
Postage . . . . .	40 00	
Telephone switchboard charges . . . . .	72 35	
Books and subscriptions . . . . .	1,004 83	
Membership in Massachusetts Civic League library . . . . .	1 00	
Car fares for pupil clerical assistants . . . . .	11 45	
Printing . . . . .	22 20	
Binding . . . . .	66 60	
Incidentals . . . . .	11 39	
	<hr/>	\$3,454 11
Total . . . . .		<u>\$3,454 11</u>

## GENERAL CONTROL, SUNDRY ITEMS.

<i>Administration Building:</i>		
Salary of custodian . . . . .	\$13,046 18	
Fuel . . . . .	1,374 62	
Electric current for light and power . . . . .	5,049 04	
Towels . . . . .	306 32	
Custodians' supplies . . . . .	236 32	
Supplies for offices . . . . .	329 34	
Washing windows . . . . .	275 00	
Ice . . . . .	343 99	
Water cooler . . . . .	35 00	
Ice tank . . . . .	45 00	
Incidentals . . . . .	91 45	
	<hr/>	\$21,132 26
<i>Common Street Building (partly used for administration purposes):</i>		
Salary of custodian . . . . .	\$1,393 12	
Fuel . . . . .	292 60	
	<hr/>	
<i>Carried forward</i> . . . . .	\$1,685 72	<u>\$21,132 26</u>

<i>Brought forward</i> . . . . .	\$1,685 72	\$21,132 26
Electric current for light and power . . . . .	379 94	
Custodians' supplies . . . . .	25 48	
Ice . . . . .	24 00	
Towels . . . . .	27 00	
	<hr/>	2,142 14
Dartmouth Street:		
Salary of custodian . . . . .	\$726 87	
Fuel . . . . .	533 60	
Electric light . . . . .	105 50	
Towels . . . . .	45 00	
Custodians' supplies . . . . .	4 49	
Ice . . . . .	43 00	
	<hr/>	1,458 46
School Committee:		
Salary of clerk (part time) . . . . .	\$573 83	
Stationery and office supplies . . . . .	45 28	
Postage . . . . .	2 00	
Printing . . . . .	23 50	
Books and subscriptions . . . . .	13 00	
Telephone and telegraph . . . . .	67 57	
Refreshments . . . . .	537 90	
Office equipment . . . . .	11 92	
Report of hearing on attendance officer . . . . .	209 70	
	<hr/>	1,484 70
General Expense:		
Auditing accounts of Business Manager and Secretary . . . . .	\$616 25	
Automobile hire . . . . .	427 70	
Engrossing memorial on death of William F. Merritt . . . . .	5 00	
	<hr/>	1,048 95
Custodians' Trial Board:		
Attendance of custodian member at hearings, . . . . .	\$21 00	
Salary, clerical assistant . . . . .	—	
	<hr/>	21 00
Administration Printing:		
Minutes . . . . .	\$7,344 80	
Index to minutes . . . . .	737 00	
Binding minutes . . . . .	170 00	
Index to school documents . . . . .	11 00	
Binding documents . . . . .	492 40	
Teachers' examinations . . . . .	1,207 25	
Manuals . . . . .	3,348 64	
Rules and regulations . . . . .	4,453 70	
Amendments to rules and regulations . . . . .	176 50	
Book labels . . . . .	513 65	
Pay rolls and certifications . . . . .	789 90	
Bills and statements . . . . .	259 05	
Purchase order blocks . . . . .	486 45	
	<hr/>	
<i>Carried forward</i> . . . . .	\$19,990 34	\$27,287 51

<i>Brought forward</i> . . . . .	\$19,990 34	\$27,287 51
School and office requisition blocks . . . . .	1,949 50	
High schools . . . . .	1,476 90	
Teachers College, Latin and high, inter- mediate and elementary schools . . . . .	90 00	
Latin and high, intermediate and elementary schools . . . . .	481 51	
Latin, high, elementary, intermediate and trade schools . . . . .	225 00	
Latin and high schools . . . . .	297 35	
High and elementary schools . . . . .	—	
Intermediate schools . . . . .	423 75	
Elementary and intermediate schools . . . . .	—	
Elementary schools . . . . .	969 25	
Vacation schools . . . . .	128 55	
Evening high schools . . . . .	188 80	
Evening elementary schools . . . . .	130 45	
Evening elementary and evening trade schools . . . . .	72 50	
Evening high and evening trade schools . . . . .	93 05	
Evening schools . . . . .	26 50	
Evening and summer schools . . . . .	28 25	
Summer Review high school . . . . .	72 85	
Summer Review intermediate and ele- mentary schools . . . . .	227 10	
Summer Review schools . . . . .	82 50	
Summer Review and vacation schools . . . . .	—	
Business Manager's report . . . . .	2,345 25	
Superintendent's report . . . . .	—	
Proposals for furnishing supplies to schools, Courses at Teachers College . . . . .	1,125 66	
Circular of information on summer courses at Teachers College . . . . .	45 25	
Request for quotations, etc. . . . .	133 40	
Circular on rebinding and repairing of books, Course of study in household science and arts . . . . .	13 00	
Curricula for general high schools . . . . .	403 50	
Educability of the emotions . . . . .	169 75	
Course in character building . . . . .	423 00	
Code of ethics for teaching profession . . . . .	1,009 20	
Course of study for Grade IV. . . . .	389 20	
Course of study for Grade VI. . . . .	1,396 26	
Course of study in mathematics for industrial curriculum in high schools . . . . .	2,407 25	
School planning and trend of school popu- lation . . . . .	149 50	
Preliminary estimates, budget and annual appropriation order . . . . .	184 00	
	475 15	
<i>Carried forward</i> . . . . .	\$37,779 52	\$27,287 51

<i>Brought forward</i> . . . . .	\$37,779 52	\$27,287 51
Co-operative courses in high schools . . . . .	12 00	
Inventory records for equipment . . . . .	339 15	
Stationery schedule for schools . . . . .	57 95	
List of authorized text books . . . . .	2,316 75	
Special purchase order for manual training supplies . . . . .	157 20	
Circular of information in regard to books, and other supplies used in schools . . . . .	53 80	
Reappointment of teachers and members of the supervising staff . . . . .	333 90	
Schedule of teachers' salaries . . . . .	84 00	
Annual statistics . . . . .	737 87	
List of eligible candidates . . . . .	471 50	
Stock for printing . . . . .	1,382 61	
Miscellaneous . . . . .	157 05	
		43,883 30
Total . . . . .		<u>\$71,170 81</u>

## SALARIES AND EXPENSES OF SUPERVISORS OF GRADES AND SUBJECTS.

## PRACTICE AND TRAINING.

Salary of Director . . . . .	\$3,990 10	
Salary of First Assistant Director . . . . .	3,617 05	
Salaries of Assistant Directors . . . . .	11,484 53	
Salaries of clerks . . . . .	1,778 50	
Salaries of temporary clerical assistants . . . . .	90 00	
Office supplies and equipment . . . . .	101 11	
Printing . . . . .	197 68	
Postage . . . . .	100 00	
Telephone switchboard charges . . . . .	205 92	
Traveling expenses visiting candidates . . . . .	16 31	
Car tickets . . . . .	256 60	
Typewriter (old machine in exchange) . . . . .	82 75	
Allowance for auto mileage . . . . .	—	
		<u>\$21,920 55</u>

## PRIMARY SUPERVISORS.

Primary supervisors (2) . . . . .	\$6,345 05	
Office supplies and equipment . . . . .	—	
Telephone switchboard charges . . . . .	72 35	
Car tickets . . . . .	60 00	
Printing . . . . .	—	
Postage . . . . .	12 00	
Books . . . . .	113 25	
Incidentals . . . . .	1 16	
Total . . . . .		<u>\$6,603 81</u>

## MANUAL ARTS.

Salary of Director . . . . .	\$5,040 00	
Salary of Associate Director . . . . .	4,512 00	
Salaries of Assistant Directors . . . . .	11,905 02	
Salaries of First Assistant in Manual Arts . . . . .	5,891 85	
Salaries of Assistants in Manual Arts . . . . .	28,377 76	
Salary of Foreman shop work, assigned to department (September 1 to December 31, 1927) . . . . .	992 00	
Salaries of temporary teachers at Museum of Fine Arts . . . . .	2,291 20	
Salaries of clerks . . . . .	7,095 07	
Salaries of temporary clerical assistants . . . . .	—	
Office supplies and equipment . . . . .	353 47	
Printing . . . . .	1,065 00	
Postage . . . . .	366 92	
Books and subscriptions . . . . .	21 45	
Telephone switchboard charges . . . . .	606 62	
Allowance for auto mileage . . . . .	341 06	
Car tickets . . . . .	540 00	
Drawing supplies . . . . .	1,063 76	
Manual training supplies . . . . .	54 28	
Telegrams and messenger service . . . . .	1 88	
Insurance on exhibits and textiles . . . . .	86 03	
Illustrated reference material . . . . .	209 00	
Incidentals . . . . .	17 73	
	<hr/>	\$70,832 10

## AUTOMOBILE AND AUTOMOBILE TRUCKS.

Automobile (1) . . . . .	\$1,115 00	
Automobile trucks (2) (old truck in exchange),	3,794 00	
Tires and tire repairs (including inner tubes) . . . . .	49 05	
Gasoline . . . . .	79 10	
Lubricants . . . . .	19 22	
Repairs and miscellaneous parts . . . . .	106 02	
Installing shock absorbers . . . . .	175 00	
Registration fees . . . . .	14 00	
Garage rentals . . . . .	179 00	
	<hr/>	5,530 39
Total . . . . .		<u>\$76,362 49</u>

## MUSIC.

Salary of Director . . . . .	\$5,040 00
Salaries of Assistant Directors . . . . .	24,210 84
Salaries of Assistants . . . . .	30,974 35
Temporary Assistants . . . . .	96 00
Salaries of Musical Instrument Instructors . . . . .	28,677 88
Supervisor of Drum and Bugle Corps . . . . .	2,440 00
	<hr/>
<i>Carried forward</i> . . . . .	\$91,439 07



<i>Brought forward</i> . . . . .	\$91,439 07	
Salary of clerk . . . . .	1,721 49	
Office supplies and equipment . . . . .	229 76	
Car tickets . . . . .	606 50	
Printing . . . . .	310 00	
Postage . . . . .	162 00	
Telephone switchboard charges . . . . .	139 14	
Services in connection with outside study of music by pupils . . . . .	352 00	
Expenses in connection with music festival . . . . .	70 50	
Services of judges on musical instruments at drills . . . . .	20 00	
Transportation of musical instruments to musical demonstrations . . . . .	109 90	
Music supplies . . . . .	246 22	
Allowance for auto mileage . . . . .	783 75	
Services of judges of musical organizations in street parade . . . . .	21 00	
Total . . . . .		<u>\$96,211 33</u>

KINDERGARTENS.

Salary of Director . . . . .	\$3,930 70	
Salary of Assistant Director . . . . .	3,160 00	
Salary of clerk (part time) . . . . .	965 08	
Office supplies and equipment . . . . .	69 86	
Car tickets . . . . .	60 00	
Printing . . . . .	39 95	
Postage . . . . .	93 28	
Telephone switchboard charges . . . . .	72 34	
Incidentals . . . . .	—	
Total . . . . .		<u>\$8,391 21</u>

HOUSEHOLD SCIENCE AND ARTS.

Salary of Director . . . . .	\$3,960 40	
Salaries of Assistant Directors . . . . .	6,080 00	
Salary of First Assistant Manual Arts (assigned part time) . . . . .	656 00	
Salaries of clerks . . . . .	2,513 49	
Salaries of temporary clerical assistants . . . . .	81 00	
Office supplies and equipment . . . . .	129 61	
Car tickets . . . . .	180 00	
Printing . . . . .	57 30	
Postage . . . . .	89 50	
Printing account sheets for inventory of equipment . . . . .	182 20	
Telephone switchboard charges . . . . .	139 13	
Incidentals . . . . .	—	
Total . . . . .		<u>\$14,068 63</u>

## SPECIAL CLASSES.

Salary of Director . . . . .	\$4,000 00
Salary of Assistant Director . . . . .	2,662 00
Salary of clerk (part time) . . . . .	965 08
Salaries of temporary clerical assistants . . . . .	28 50
Office supplies and equipment . . . . .	83 87
Printing . . . . .	65 55
Postage . . . . .	68 25
Telephone switchboard charges . . . . .	72 34
Car tickets . . . . .	140 00
Telegrams and message service . . . . .	30
Incidentals . . . . .	34
Total . . . . .	<u>\$8,086 23</u>

## COMMERCIAL CO-ORDINATOR.

Salary of Commercial Co-ordinator . . . . .	\$4,176 00
Salary of clerk (part time) . . . . .	573 83
Office supplies and equipment . . . . .	6 27
Printing . . . . .	38 75
Postage . . . . .	15 00
Telephone switchboard charges . . . . .	97 09
Car tickets . . . . .	100 00
Books and subscription . . . . .	6 00
Total . . . . .	<u>\$5,012 94</u>

## PENMANSHIP.

Salary of Director . . . . .	\$3,654 40
Salary of Assistant Director . . . . .	3,051 85
Salary of Examiner . . . . .	2,275 52
Salary of clerk . . . . .	1,251 99
Salaries of pupil clerical assistants . . . . .	280 36
Office supplies and equipment . . . . .	140 50
Car tickets . . . . .	140 50
Printing . . . . .	26 50
Allowance for auto mileage . . . . .	30 80
Slides, etc. . . . .	21 00
Postage . . . . .	86 75
Telephone switchboard charges . . . . .	72 34
Automobile hire . . . . .	19 25
Incidentals . . . . .	48
Total . . . . .	<u>\$11,052 24</u>

## EVENING AND SUMMER SCHOOLS.

Salary of Director . . . . .	\$5,232 00
Salary of Supervisor of Division "C" Classes . . . . .	540 00
Salaries of clerks . . . . .	7,616 81
Salaries of temporary clerical assistants . . . . .	117 00
Carried forward . . . . .	<u>\$13,505 81</u>

<i>Brought forward</i> . . . . .	\$13,505 81	
Office supplies and equipment . . . . .	342 19	
Car tickets . . . . .	18 00	
Printing . . . . .	126 67	
Postage . . . . .	179 12	
Allowance for auto mileage . . . . .	112 10	
Telephone switchboard charges . . . . .	406 26	
Telephone (not connected with switchboard) . . . . .	69 53	
Telegrams and messenger service . . . . .	54	
Typewriter . . . . .	70 00	
Incidentals . . . . .	5 52	
	<hr/>	
Total . . . . .		<u>\$14,835 74</u>

MODERN FOREIGN LANGUAGES.

Salary of Director (part time) . . . . .	\$600 00	
Salary of clerk (part time) . . . . .	370 00	
Printing . . . . .	5 75	
Office supplies and equipment . . . . .	26 49	
Postage . . . . .	24 00	
Car tickets . . . . .	35 00	
Telephone switchboard charges . . . . .	72 34	
Telephone (not connected with switchboard) . . . . .	48 82	
	<hr/>	
Total . . . . .		<u>\$1,182 40</u>

PHYSICAL EDUCATION.

	Physical Education Appropriation.	Regular Appropriation.
Salary of Director.....	\$5,040 00	
Salary of Associate Director.....	4,896 00	
Salary of Assistant Director.....	4,176 00	
Salary of Supervisor in Charge of Playgrounds.....	2,752 00	
Salaries of temporary supervisors of playgrounds.....	4,550 00	
Salaries of clerks.....	3,118 99	
Salaries of temporary clerical assistants.....	131 00	
Office supplies and equipment.....	84 01	\$128 45
Printing.....	598 80	
Surety bonds.....		12 50
Postage.....	240 00	
Supplies for military drill.....		138 79
Telephone switchboard charges.....		272 69
<i>Carried forward</i> .....	<hr/> <u>\$25,586 80</u>	<hr/> <u>\$552 43</u>

PHYSICAL EDUCATION. — *Concluded.*

	Physical Education Appropriation.	Regular Appropriation.
<i>Brought forward</i> .....	\$25,586 80	\$552 43
Incidentals.....	14 51	
Services of officials at football games.....	1,634 00	
Services of officials at soccer games.....	445 00	
Rental of grounds for football games and football practice.....	1,926 32	
Rental of grounds for athletic activities of girls.....	290 00	
Car tickets.....	257 50	
Services of officials at track meets.....	840 50	
Services of officials at baseball games.....	225 00	
Services of officials at swimming meets.....	111 00	
Services of officials at hockey games.....	155 00	
Services of police at football games.....	565 00	
Services of police at track meets.....	180 50	
Services of physicians at football games.....	325 00	
Services of physicians at track meets.....	20 00	
Incidental supplies for athletic games and contests.....	527 18	
Car tickets for soccer games.....	27 10	
Rental of tennis grounds for use of pupils of Hyde Park High School.....	30 00	
Gymnastic cards, Grade I. to Grade IX.....	999 80	
Diplomas and certificates.....	272 52	
Printing for athletic meets.....	318 65	
Expenses of athletic games and contests, intermediate and elementary schools.....	9 00	
Rental of 101st Infantry Amory, and services of armorer, for athletic purposes.....	885 00	
Damage done to exchange booth, etc., at Fenway Park during football games.....	168 12	
Moving football score board from Harvard Stadium to Fenway Park.....	24 00	
Services of lecturer.....	100 00	
Rental of Boston Arena for hockey games.....	375 00	
Services of custodian at Michelangelo School, moving furniture for drill purposes.....	115 20	
Supplies sold out of stock.....	13 24	
Allowance for auto mileage.....	840 44	
<i>Automobile.</i>		
Automobile (old auto in exchange).....	\$1,006 50	
Tires and tire repairs (including inner tubes).....	5 00	
Gasoline.....	120 51	
Registration.....	2 00	
Lubricants.....	25 16	
Miscellaneous parts and repairs, etc.....	89 93	
Garage rental.....	120 00	
Incidentals.....	—	
		1,369 10
Totals.....	\$37,281 38	\$1,921 53
Total.....		\$39,202 91

SCHOOL HYGIENE, VOCATIONAL GUIDANCE, COMPULSORY ATTENDANCE, ETC.

SUPERVISION, SCHOOL HYGIENE.

	School Physicians and Nurses Appropriation.	Regular Appropriation.
Salary of Director . . . . .	\$6,200 00	
Salaries of physicians assigned to certificating office . . . . .	2,239 87	
Salary of Sanitary Inspector . . . . .		\$2,176 53
Salary of Nutrition Specialist . . . . .		1,173 75
Salaries of clerks . . . . .		3,313 88
Salaries of temporary clerical assistants . . . . .		285 00
Office supplies and equipment . . . . .		228 76
Transportation of pupils to dental infirmaries . . . . .		4,911 50
Postage . . . . .		566 00
Messenger service and telegrams . . . . .		56 05
Telephone switchboard charges . . . . .		139 13
Printing . . . . .		1,222 80
Allowance for auto mileage . . . . .		108 30
Car tickets . . . . .		70 00
Traveling expenses of Director . . . . .		153 40
Supplies for physicians and nurses . . . . .		145 43
Towels . . . . .		12 00
Incidentals . . . . .		3 00
Salary of Supervising Nurse . . . . .	2,800 00	
Salary of nurse assigned to certificating office . . . . .	1,746 52	
Salaries of temporary nurses . . . . .	417 74	
Office supplies and equipment . . . . .		20 70
Supplies for physicians and nurses . . . . .		286 98
Printing . . . . .		295 00
Postage . . . . .		172 00
Car tickets . . . . .		900 00
Incidentals . . . . .		16 08
Totals . . . . .	\$13,404 13	\$16,256 29
Total . . . . .		\$29,660 42

## VOCATIONAL GUIDANCE.

Salary of Director . . . . .	\$3,979 60	
Salaries of Vocational Instructors . . . . .	16,556 40	
Salaries of Vocational Assistants . . . . .	22,526 16	
Compensation for extra work and summer work, Vocational Instructors . . . . .	492 00	
Compensation for extra work and summer work, Vocational Assistants . . . . .	484 00	
Salaries of clerks . . . . .	2,918 49	
Salaries of temporary clerical assistants . . . . .	27 00	
Salaries of pupil clerical assistants . . . . .	84 00	
Office supplies and equipment . . . . .	249 71	
Printing . . . . .	394 80	
Postage . . . . .	330 00	
Telephone switchboard charges . . . . .	339 49	
Car fares for pupil clerical assistants . . . . .	13 70	
Telephone (not connected with switchboard) . . . . .	240 86	
Car tickets . . . . .	105 00	
Allowance for auto mileage . . . . .	26 04	
Typewriters (2 old machines in exchange) . . . . .	79 50	
Incidentals . . . . .	1 24	
Total . . . . .		<u>\$48,847 99</u>

## COMPULSORY ATTENDANCE.

Salary of Chief Attendance Officer . . . . .	\$3,640 00	
Salaries of Attendance Officers . . . . .	77,073 85	
Salaries of Temporary Attendance Officers . . . . .	312 00	
Salary of clerk . . . . .	1,864 40	
Salaries of temporary clerical assistants . . . . .	84 00	
Office supplies and equipment . . . . .	42 51	
Printing . . . . .	405 90	
Postage . . . . .	388 00	
Allowance for auto mileage . . . . .	99 90	
Telephone switchboard charges . . . . .	78 64	
Badges . . . . .	45 92	
Car tickets . . . . .	1,449 00	
Incidentals . . . . .	—	
Total . . . . .		<u>\$85,484 12</u>

*Supervisor of Licensed Minors.*

Salary of Supervisor of Licensed Minors . . . . .	\$3,024 00	
Salary of clerk . . . . .	1,825 83	
Office supplies and equipment . . . . .	15 19	
Telephone . . . . .	57 47	
Printing . . . . .	45 15	
Postage . . . . .	64 40	
Car tickets . . . . .	110 00	
Badges and cards for licensed minors . . . . .	222 00	
Allowance for auto mileage . . . . .	32 00	
Total . . . . .		<u>5,396 04</u>
Total . . . . .		<u>\$90,880 16</u>

## GENERAL ACCOUNT.

Salary allowed City Treasurer as Custodian of Teachers' Retirement Fund . . . . .	\$1,500 00
Salaries of custodians, not otherwise charged . . . . .	342 28
Sampling, testing and expert advice on fuel . . . . .	2,131 00
Tuning and care of pianos . . . . .	2,112 00
Heating and care of gymnasium for drill purposes and class day exercises, Hyde Park Municipal Building . . . . .	92 00
Premium on fuel oil . . . . .	39 23
Premium on fuel . . . . .	—
Cost of moving and turning coal . . . . .	147 01
Advertising . . . . .	720 00
Diplomas and certificates . . . . .	4,122 80
Ribbon for diplomas . . . . .	444 99
Supplies broken and lost in transit and at schools . . . . .	3 44
Moving supplies at Michelangelo School for drill purposes . . . . .	412 80
Fuel for branch of the Public Library at the Memorial High School . . . . .	317 50
Custodian's supplies for branch of the Public Library at the Memorial High School . . . . .	38 68
Electric current for branch of the Public Library at the Memorial High School . . . . .	107 75
Salary of custodian for branch of the Public Library at the Memorial High School . . . . .	3,128 56
Books, supplies, stamps and car tickets sold out of stock . . . . .	1,875 37
Supplies used as samples . . . . .	89
Exhibits . . . . .	550 66
Removing ashes . . . . .	1,643 20
Permits to keep fuel oil and gasolene . . . . .	58 00
Tuition, wards of the city . . . . .	18,742 34
Transportation, wards of the city . . . . .	1,668 79
Tuition, paid town of Winthrop . . . . .	260 64
Transportation, paid town of Winthrop . . . . .	36 20
Tuition, paid Massachusetts Agricultural Schools . . . . .	166 66
Tuition, paid Massachusetts Industrial Schools . . . . .	384 45
Tuition, paid for Continuation School pupils in other cities and towns . . . . .	2,335 76
Rebate on tuition charges . . . . .	284 87
Printing and other expenses in connection with Journal of Character Training . . . . .	7,129 71
Supplies for bookbinder . . . . .	123 48
Visual education supplies . . . . .	24 05
Public library books lost at various schools . . . . .	191 45
<i>Carried forward</i> . . . . .	<u>\$51,136 56</u>

<i>Brought forward</i> . . . . .	\$51,136 56	
Upkeep of Katherine Bowlker Public School loan collection . . . . .	299 01	
Expenses in connection with graduation exer- cises of Girls' High School at Tremont Temple . . . . .	37 00	
Discarded material . . . . .	116 94	
Moving and storage of piano during alterations at Washington School . . . . .	31 50	
Diplomas and certificates, military drill . . . . .	152 00	
Services of judges, use of armories, supplies, etc., for military drills . . . . .	1,183 40	
Supplies purchased 1926, paid for 1927 . . . . .	106 50	
Use of tents, etc., annual parade of school cadets . . . . .	439 75	
Storage on films used in connection with visual instruction . . . . .	176 25	
Cleaning out oil tank at George T. Angell School . . . . .	75 00	
Transportation in connection with annual parade of school cadets . . . . .	1,776 75	
Use of equipment at North Bennet Street Industrial School by Eliot vacation school . . . . .	100 00	
Professional services in connection with injuries to custodians . . . . .	371 00	
Radiotone photographs for Memorial High School . . . . .	1,125 00	
Services of experts to the Business Manager on supplies, apparatus, etc. . . . .	1,247 00	
Short postage . . . . .	47 79	
Salaries of custodians, promotional and im- provement courses for teachers . . . . .	1,435 96	
Conducting promotional and improvement courses for teachers . . . . .	18,052 21	
Barrels, cans, etc. . . . .	131 50	
Supplies not severally charged to schools and price adjustments . . . . .	4,298 48	
Incidentals . . . . .	30 74	
		\$82,370 34
Credits:		
Barrels, cans, packing cases, etc. . . . .	\$43 00	
Penalty exacted from contractors on account of quality of fuel falling below standard requirements . . . . .	2,165 25	
Penalties exacted from contractors on ac- count of quality of supplies falling below standard requirements . . . . .	958 95	
Cash discounts . . . . .	2,262 64	
		5,429 84
Total . . . . .		<u>\$76,940 50</u>



SUPERVISION, EXTENDED USE OF THE PUBLIC SCHOOLS.

	Extended Use of the Public Schools Appropriation.	Regular Appropriation.
Salary of Director .....	\$4,080 00	
Salary of clerk .....	1,617 16	
Office supplies and equipment .....	75 28	\$34 90
Printing and advertising .....	99 95	14 75
Postage .....	85 50	
Car tickets .....	40 00	
Allowance for auto mileage .....	—	
Telephone switchboard charges .....		139 13
Incidentals .....	17 32	
Totals .....	\$6,015 21	\$188 78
Total .....		\$6,203 99

SUMMARY.—COST OF GENERAL CONTROL, SUPERVISION AND OTHER ITEMS.

GENERAL CONTROL.	Total.
Superintendent and Secretary .....	\$48,454 67
Business Manager .....	107,689 64
Schoolhouse Custodian .....	8,002 34
Assistant Superintendents .....	57,012 62
Board of Apportionment .....	3,256 20
Board of Examiners .....	26,302 62
Educational Investigation and Measurement .....	20,333 23
Administration Library .....	3,454 11
General Control, Sundry Items .....	71,170 81
Total .....	\$345,676 24
SALARIES AND EXPENSES OF SUPERVISORS OF GRADES AND SUBJECTS.	
Practice and Training .....	\$21,920 55
Primary Supervisors .....	6,603 81
Manual Arts .....	76,362 49
Music .....	96,211 33
Kindergartens .....	8,391 21
Household Science and Arts .....	14,068 63
Special Classes .....	8,086 23
Commercial Co-ordinator .....	5,012 94
Penmanship .....	11,052 24
Modern Foreign Languages .....	1,182 40
Evening and Summer Schools .....	14,835 74
Physical Education .....	39,202 91
Total .....	\$302,930 48
SCHOOL HYGIENE, VOCATIONAL GUIDANCE, COMPULSORY ATTENDANCE, ETC.	
Supervision, School Hygiene .....	\$29,660 42
Vocational Guidance .....	48,847 99
Compulsory Attendance .....	90,880 16
General Account .....	76,940 50
Supervision, Extended Use of the Public Schools .....	6,203 99
Total .....	\$252,533 06
Total cost of general control, supervision and other items .....	\$901,139 78

SUMMARY OF APPORTIONMENT OF COSTS OF GENERAL CONTROL, SUPERVISION AND OTHER ITEMS TO SCHOOLS, GROUPS OF SCHOOLS AND ACTIVITIES.

Teachers College . . . . .	\$16,179 46
Latin and high schools . . . . .	195,131 29
Elementary and intermediate schools . . . . .	601,942 31
Speech Improvement classes . . . . .	1,760 44
Boston Clerical School . . . . .	2,058 17
Boston Disciplinary Day School . . . . .	1,494 31
Horace Mann School . . . . .	2,040 90
Trade School for Girls . . . . .	6,569 35
Boston Trade School, day classes . . . . .	7,445 44
Continuation School, compulsory . . . . .	13,326 00
Day School for Immigrants . . . . .	1,148 67
Training school for teachers of Mechanic Arts . . . . .	1,145 07
Summer Review High School . . . . .	1,811 10
Summer Review elementary schools . . . . .	5,477 41
Vacation schools . . . . .	3,255 71
Recreational Handicraft Classes . . . . .	—
Gardening . . . . .	—
Evening high schools . . . . .	8,303 81
Evening elementary schools . . . . .	11,586 47
Evening school extension . . . . .	648 31
Boston Trade School, evening classes . . . . .	632 88
Day Practical Arts classes . . . . .	1,148 66
Park playgrounds . . . . .	6,747 84
Schoolyard playgrounds . . . . .	5,082 19
School centers . . . . .	5,273 39
Use of school accommodations . . . . .	930 60
Total . . . . .	<u>\$901,139 78</u>

TELEPHONE SWITCHBOARD COSTS.

All items of telephone costs which could be charged directly to the several offices have been so charged. In addition to such costs there is the cost of operation of the switchboard, which has been apportioned to the respective offices on the basis of the number of instruments thereon connected to the switchboard.

COST OF TELEPHONE SWITCHBOARD OPERATION.

Salaries of operators . . . . .	\$2,240 65
Switchboard rental . . . . .	99 97
Trunk lines . . . . .	267 95
Metallic circuits . . . . .	98 05
Telephone sets . . . . .	618 07
Carried forward . . . . .	<u>\$3,324 69</u>

<i>Brought forward</i> . . . . .	\$3,324 69	
Listings . . . . .	9 69	
Excess calls . . . . .	1,818 72	
Toll calls and messages . . . . .	158 47	
Incidentals . . . . .	1 20	
Miscellaneous service . . . . .	29 87	
	<hr/>	<u>\$5,342 64</u>

APPORTIONMENT OF COST OF TELEPHONE SWITCHBOARD CHARGES.

Superintendent and Secretary . . . . .	\$473 05	
Business Manager . . . . .	473 05	
Supply room . . . . .	205 92	
Schoolhouse Custodian . . . . .	139 14	
Assistant Superintendents . . . . .	539 83	
Board of Examiners . . . . .	272 70	
Administration Library . . . . .	72 35	
School Committee . . . . .	66 78	
Department of Practice and Training . . . . .	205 92	
Primary Supervisors . . . . .	72 35	
Department of Educational Investigation and Measurement . . . . .	205 92	
Department of Vocational Guidance . . . . .	339 49	
Department of Manual Arts . . . . .	606 62	
Department of Music . . . . .	139 14	
Department of Kindergartens . . . . .	72 34	
Department of Household Science and Arts . . . . .	139 13	
Department of Special Classes . . . . .	72 34	
Commercial Co-ordinator . . . . .	72 34	
Director of Penmanship . . . . .	72 34	
Department of Modern Foreign Languages . . . . .	72 34	
Department of Evening Schools . . . . .	406 26	
Department of Physical Education . . . . .	272 69	
Department of School Hygiene . . . . .	139 13	
Department of Attendance . . . . .	72 34	
Department of Extended Use of the Public Schools . . . . .	139 13	
	<hr/>	<u>\$5,342 64</u>



STOCK BALANCE, 1927.

## STOCK BALANCE, 1927.

*Debit.*

## Inventory December 31, 1926:

Books . . . . .	\$6,791 48	
Manual training supplies . . . . .	6,294 24	
Drawing supplies . . . . .	6,275 26	
Kindergarten supplies . . . . .	3,599 08	
Custodians' supplies . . . . .	5,718 34	
Miscellaneous educational supplies . . . . .	* 37,069 32	
Sewing supplies . . . . .	1,223 07	
Educational material for first three grades . . . . .	2,731 43	
Cookery supplies . . . . .	197 55	
Science supplies . . . . .	22 96	
Physical education supplies . . . . .	5,191 10	
Supplies for extended use of the public schools . . . . .	192 82	
		\$75,306 65

## Receipts 1927:

## Purchases:

Books . . . . .	\$7,511 50	
Manual training supplies . . . . .	15,831 80	
Drawing supplies . . . . .	9,912 94	
Kindergarten supplies . . . . .	7,900 07	
Custodians' supplies . . . . .	27,077 84	
Miscellaneous educational supplies . . . . .	* 129,635 94	
Sewing supplies . . . . .	4,952 47	
Educational supplies for first three grades, . . . . .	16,520 13	
Cookery supplies . . . . .	1,365 95	
Physical education supplies . . . . .	11,054 27	
Science supplies . . . . .	24 60	
Supplies for extended use of the public schools . . . . .	100 00	
		231,887 51

## From schools:

Books . . . . .	\$85 15	
Manual training supplies . . . . .	129 80	
Drawing supplies . . . . .	4 75	
Kindergarten supplies . . . . .	72 50	
Custodians' supplies . . . . .	7 75	
Miscellaneous educational supplies . . . . .	* 539 06	
Physical education supplies . . . . .	87 25	
		926 26

## Overcharges:

Educational supplies for first three grades . . . . .	\$327 27	
Kindergarten supplies . . . . .	282 69	
		609 96

Total . . . . .	\$308,730 38
-----------------	--------------

NOTE.—The items included in the above account are only those purchased for general distribution and do not include those purchased for any particular school. The latter are charged direct to the school.

---

\* Including school physicians and nurses.

## STOCK BALANCE, 1927.

*Credit.*

Deliveries on requisitions:	
Books . . . . .	\$8,597 58
Manual training supplies . . . . .	15,475 13
Drawing supplies . . . . .	9,429 44
Kindergarten supplies . . . . .	9,505 73
Custodians' supplies . . . . .	26,830 20
Miscellaneous educational supplies . . . . *	128,127 40
Sewing supplies . . . . .	4,498 32
Educational material for first three grades . .	16,926 78
Cookery supplies . . . . .	1,323 80
Science supplies . . . . .	10 21
Physical education supplies . . . . .	11,597 22
Supplies for extended use of the public schools . . . . .	125 50
	\$232,447 31
Undercharges:	
Miscellaneous educational supplies . . . . *	\$1,836 93
Manual training supplies . . . . .	1,057 15
Drawing supplies . . . . .	870 59
Cookery supplies . . . . .	41 09
Sewing supplies . . . . .	552 31
Custodians' supplies . . . . .	539 74
Physical education supplies . . . . .	10 63
	4,908 44
Inventory December 31, 1927:	
Books . . . . .	\$5,790 55
Manual training supplies . . . . .	5,723 56
Drawing supplies . . . . .	5,892 92
Kindergarten supplies . . . . .	2,348 61
Custodians' supplies . . . . .	5,433 99
Miscellaneous educational supplies . . . . *	37,279 99
Sewing supplies . . . . .	1,124 91
Educational material for first three grades . .	2,652 05
Cookery supplies . . . . .	198 61
Science supplies . . . . .	37 35
Physical education supplies . . . . .	4,724 77
Supplies for extended use of the public schools . . . . .	167 32
	71,374 63
Total . . . . .	\$308,730 38

NOTE.—The items included in the above account are only those purchased for general distribution and do not include those purchased for any particular school. The latter are charged direct to the school.

\* Including school physicians and nurses.

SUMMARY OF COSTS CHECKING TOTAL EXPENDITURES.\*

	Costs Exclusive of General Control, Supervision and Other Items and with Direct Income Deducted.	Costs with Costs of General Control, Supervision and Other Items Added.	Costs with Tuition Receipts and Other Income Deducted.
Teachers College.....	\$198,227 94	\$214,407 40	\$202,636 23
Latin and High Schools.....	2,959,841 47	3,154,972 76	3,121,979 71
Elementary and Intermediate Schools.....	8,620,483 16	9,222,425 47	9,174,892 51
Speech Improvement Classes.....	38,691 66	40,452 10	40,168 69
Boston Clerical School.....	61,533 76	63,591 93	62,608 71
Boston Disciplinary Day School.....	21,501 49	22,995 80	22,948 37
Horace Mann School.....	54,801 94	56,842 84	2,499 12
Trade School for Girls.....	54,925 86	61,495 21	39,018 41
Boston Trade School, Day Classes.....	86,379 78	93,825 22	74,478 64
Compulsory Continuation School.....	89,755 73	103,081 73	74,184 33
Day School for Immigrants.....	6,499 74	7,648 41	7,584 86
Recreational Handicraft Classes.....	3,948 62	3,948 62	3,948 62
Gardening Classes.....	16,769 79	16,769 79	16,769 79
Training School for Teachers of Mechanic Arts.....	6,939 22	8,084 29	7,208 86
Boston Public School Symphony Orchestra.....	3,601 31	3,601 31	3,601 31
Summer Review High School.....	11,769 49	13,580 59	13,039 16
Summer Review Elementary and Intermediate Schools.....	34,595 70	40,073 11	39,753 52
Vacation Schools.....	29,124 21	32,379 92	32,142 76
Evening High Schools.....	82,170 25	90,474 06	89,524 71
Evening Elementary Schools.....	81,927 84	93,514 31	65,401 17
Evening School Extension.....	1,017 98	1,666 29	1,618 86
Boston Trade School, Evening Classes.....	10,716 49	11,349 37	10,193 74
Day Practical Arts Classes.....	899 90	2,048 56	2,001 13
Afternoon Lip-Reading Classes.....	4,881 64	4,881 64	4,865 29
Park Playgrounds.....	64,134 09	70,881 93	70,881 93
Schoolyard Playgrounds.....	60,017 19	65,099 38	65,099 38
Extended Use of the Public Schools:			
School Centers.....	61,896 53	67,169 92	67,169 92
Use of School Accommodations.....	6,804 43	7,735 03	7,735 03
Totals.....	\$12,673,857 21	\$13,574,996 99	\$13,323,954 76
Add costs of general control, supervision and other items.....	901,139 78		
Total.....	\$13,574,996 99		
Deduct apportioned income (including tuition and group credits).....	251,042 23		
Net total.....	\$13,323,954 76		
Net total brought down.....	\$13,323,954 76		
Add total income (direct and apportioned).....	672,386 62		
Total.....	\$13,996,341 38		
Decrease in inventory.....	3,932 02		
Total expenditures, 1927.....	\$13,992,409 36		

\* Exclusive of cost of pensions to teachers, pensions to attendance officers and custodians, new buildings, lands, yards, etc., repairs and alterations, interest and sinking fund charges.



PER CAPITA COSTS OF SALARIES OF INSTRUCTORS, OTHER PER CAPITA COSTS  
AND TOTAL FOR INSTRUCTION, BASED ON AVERAGE ATTENDANCE.*Teachers College.*

SCHOOL.	Salaries of In- structors.*	Books.	Educational Supplies and Incidentals.	Books and Educational Supplies and Incidentals.	Total for Instruction.
Teachers College.....	\$220 54	\$10 00	\$13 44	\$23 44	\$243 98

*Latin and High Schools.*

SCHOOLS.	Salaries of In- structors.*	Books.	Educational Supplies and Incidentals.	Books and Educational Supplies and Incidentals.	Total for Instruction.
Public Latin.....	\$111 77	\$4 57	\$3 59	\$8 16	\$119 93
Girls' Latin.....	106 76	5 07	3 86	8 93	115 69
Brighton High.....	114 61	3 00	11 83	14 83	129 44
Charlestown High.....	132 93	4 65	12 76	17 41	150 34
Dorchester High for Boys.....	116 60	3 65	9 20	12 85	129 45
Dorchester High for Girls.....	116 02	3 09	4 41	7 50	123 52
East Boston High.....	155 67	3 11	16 62	19 73	175 40
English High.....	118 71	2 75	6 08	8 83	127 54
Girls' High.....	125 28	4 02	5 00	9 02	134 30
High School of Commerce.....	164 59	2 53	7 17	9 70	174 29
High School of Practical Arts,	191 38	2 35	5 27	7 62	199 00
Hyde Park High.....	130 62	3 22	5 49	8 71	139 33
Jamaica Plain High.....	117 71	3 39	5 25	8 64	126 35
Mechanic Arts High.....	168 19	2 38	8 31	10 69	178 88
Memorial High for Girls.....	106 89	3 26	9 21	12 47	119 36
South Boston High.....	124 44	3 03	6 12	9 15	133 59
Averages.....	\$128 21	\$3 42	\$7 11	\$10 53	\$138 74

\* Includes principals, teachers of all ranks and clerks to principals.

*Elementary and Intermediate School Districts.*

SCHOOLS.	Salaries of Instructors.*	Books.	Educational Supplies and Incidentals.	Books and Educational Supplies and Incidentals.	Total for Instruction.
Abraham Lincoln.....	\$89 54	\$0 98	\$2 97	\$3 95	\$93 49
Agassiz.....	80 93	1 57	3 30	4 87	85 80
Bennett.....	74 28	1 31	2 78	4 09	78 37
Bigelow.....	69 87	1 83	2 47	4 30	74 17
Blackinton †.....	—	—	—	—	—
Blackinton-John Cheverus †...	—	—	—	—	—
Bowditch.....	73 78	99	2 06	3 05	76 83
Bowdoin.....	82 54	66	2 38	3 04	85 58
Chapman.....	65 35	71	2 93	3 64	68 99
Charles Sumner.....	64 58	1 36	1 80	3 16	67 74
Christopher Gibson.....	66 88	1 82	2 15	3 97	70 85
Dearborn.....	83 01	87	2 43	3 30	86 31
Dillaway.....	72 04	84	1 89	2 73	74 77
Donald McKay Intermediate,	96 66	1 45	6 70	8 15	104 81
Dudley.....	77 03	1 09	2 94	4 03	81 06
Dwight.....	91 70	87	3 44	4 31	96 01
Edmund P. Tileston.....	68 25	1 59	2 96	4 55	72 80
Edward Everett.....	68 70	1 09	2 35	3 44	72 14
Elihu Greenwood.....	68 92	1 04	3 24	4 28	73 20
Eliot.....	67 81	89	1 74	2 63	70 44
Emerson.....	63 18	1 05	2 02	3 07	66 25
Emily A. Fifield.....	58 50	79	2 42	3 21	61 71
Everett.....	73 30	1 55	2 36	3 91	77 21
Francis Parkman.....	67 75	1 49	2 31	3 80	71 55
Franklin.....	74 10	95	2 09	3 04	77 14
F. V. Thompson Intermediate,	85 57	2 35	4 65	7 00	92 57
Frederic W. Lincoln.....	81 61	1 40	2 39	3 79	85 40
Gaston.....	76 70	1 47	2 19	3 66	80 36
Gilbert Stuart.....	74 42	1 19	3 09	4 28	78 70
Grover Cleveland Inter- mediate.....	99 14	2 10	8 50	10 60	109 74
Hancock.....	74 27	97	1 65	2 62	76 89
Harvard-Frothingham.....	86 47	91	3 58	4 49	90 96
Henry Grew.....	68 68	1 68	3 27	4 95	73 63
Henry L. Higginson.....	63 61	77	1 98	2 75	66 36

\* Includes principals, teachers of all ranks and clerks to principals.

† Opened as a district during year 1927. Per capita cost not determined.

‡ Became two separate districts during year 1927. Per capita cost not determined.

*Elementary and Intermediate School Districts.—Continued.*

SCHOOLS.	Salaries of Instructors.*	Books.	Educational Supplies and Incidentals.	Books and Educational Supplies and Incidentals.	Total for Instruction.
Henry L. Pierce.....	\$81 29	\$1 58	\$4 49	\$6 07	\$87 36
Hugh O'Brien.....	68 19	1 03	2 34	3 37	71 56
Hyde.....	82 49	1 12	2 88	4 00	86 49
Jefferson-Comins.....	70 59	1 09	2 09	3 18	73 77
John A. Andrew.....	58 45	99	2 45	3 44	61 89
John Cheverus †.....	—	—	—	—	—
John Marshall.....	73 50	1 10	2 17	3 27	76 77
John Winthrop.....	71 35	1 12	3 19	4 31	75 66
Joseph H. Barnes Intermediate.....	101 74	2 94	7 60	10 54	112 28
Julia Ward Howe.....	63 26	1 59	2 08	3 67	66 93
Lawrence.....	75 50	79	3 45	4 24	79 74
Lewis Intermediate.....	92 17	2 78	4 11	6 89	99 06
Longfellow.....	63 21	1 02	1 88	2 90	66 11
Lowell.....	76 22	1 22	3 18	4 40	80 62
Martin.....	97 63	1 63	2 89	4 52	102 15
Mary Hemenway.....	74 80	1 08	2 37	3 45	78 25
Mather.....	68 05	1 19	1 69	2 88	70 93
Michelangelo Intermediate....	94 81	2 99	7 94	10 93	105 74
Minot.....	71 44	1 20	4 73	5 93	77 37
Norcross.....	82 10	1 00	2 36	3 36	85 46
Oliver Hazard Perry.....	83 67	1 22	2 40	3 62	87 29
Oliver Wendell Holmes Intermediate.....	87 24	1 83	4 36	6 19	93 43
Phillips Brooks.....	70 64	1 30	3 04	4 34	74 98
Prescott.....	76 56	1 38	3 36	4 74	81 30
Prince.....	79 40	1 16	3 87	5 03	84 43
Quincy.....	90 57	96	2 87	3 83	94 40
Rice.....	76 59	1 06	2 90	3 96	80 55
Robert G. Shaw.....	73 70	1 99	3 72	5 71	79 41
Robert Treat Paine.....	64 40	95	1 74	2 69	67 09
Roger Wolcott.....	62 96	1 16	1 68	2 84	65 80
Samuel Adams.....	57 72	84	1 60	2 44	60 16
Sherwin.....	102 59	82	4 66	5 48	108 07
Shurtleff.....	68 57	1 59	3 42	5 01	73 58
Theodore Lyman.....	72 96	1 31	2 42	3 73	76 69

\* Includes principals, teachers of all ranks and clerks to principals.

† Opened as a district during year 1927. Per capita cost not determined.

*Elementary and Intermediate School Districts.—Concluded.*

SCHOOLS.	Salaries of Instructors.*	Books.	Educational Supplies and Incidentals.	Books and Educational Supplies and Incidentals.	Total for Instruction.
Theodore Roosevelt Intermediate.....	\$80 98	\$2 01	\$3 15	\$5 16	\$86 14
Thomas Gardner.....	70 71	1 06	1 93	2 99	73 70
Thomas N. Hart.....	89 18	1 58	2 40	3 98	93 16
Ulysses S. Grant.....	57 83	1 14	2 18	3 32	61 15
Warren-Bunker Hill.....	76 64	1 00	2 38	3 38	80 02
Washington.....	101 59	2 16	5 83	7 99	109 58
Washington Allston.....	80 19	1 32	2 19	3 51	83 70
Washington Irving Intermediate.....	93 70	1 95	6 74	8 69	102 39
Wells.....	74 39	85	2 12	2 97	77 36
Wendell Phillips.....	95 48	1 41	3 03	4 44	99 92
William E. Endicott.....	71 18	93	1 68	2 61	73 79
William E. Russell.....	75 47	1 18	2 29	3 47	78 94
William Lloyd Garrison.....	60 41	92	2 25	3 17	63 58
Averages.....	\$74 88	\$2 31	\$2 84	\$5 15	\$80 03

\* Includes principals, teachers of all ranks and clerks to principals.

*Special Schools.*

SCHOOLS.	Salaries of Instructors.*	Books.	Educational Supplies and Incidentals.	Books and Educational Supplies and Incidentals.	Total for Instruction.
Horace Mann.....	\$357 02	\$1 54	\$23 75	\$25 29	\$382 31
Boston Clerical.....	130 81	3 47	18 97	22 44	153 25
Boston Disciplinary Day.....	273 14	5 30	27 45	32 75	305 89
Boston Trade, Day Classes...	235 80	3 85	54 22	58 07	293 87

\* Includes principals, teachers of all ranks and clerks to principals.

THE APPENDED NUMBERED TABLES SHOW IN DETAIL THE COSTS OF SCHOOLS AND ALL OTHER ACTIVITIES IN OPERATION DURING THE FINANCIAL YEAR. FROM THESE TABLES MAY BE ASCERTAINED THE COST OF RUNNING EACH SCHOOL, SCHOOL DISTRICT AND ACTIVITY. GROUP COSTS ARE ALSO SHOWN.





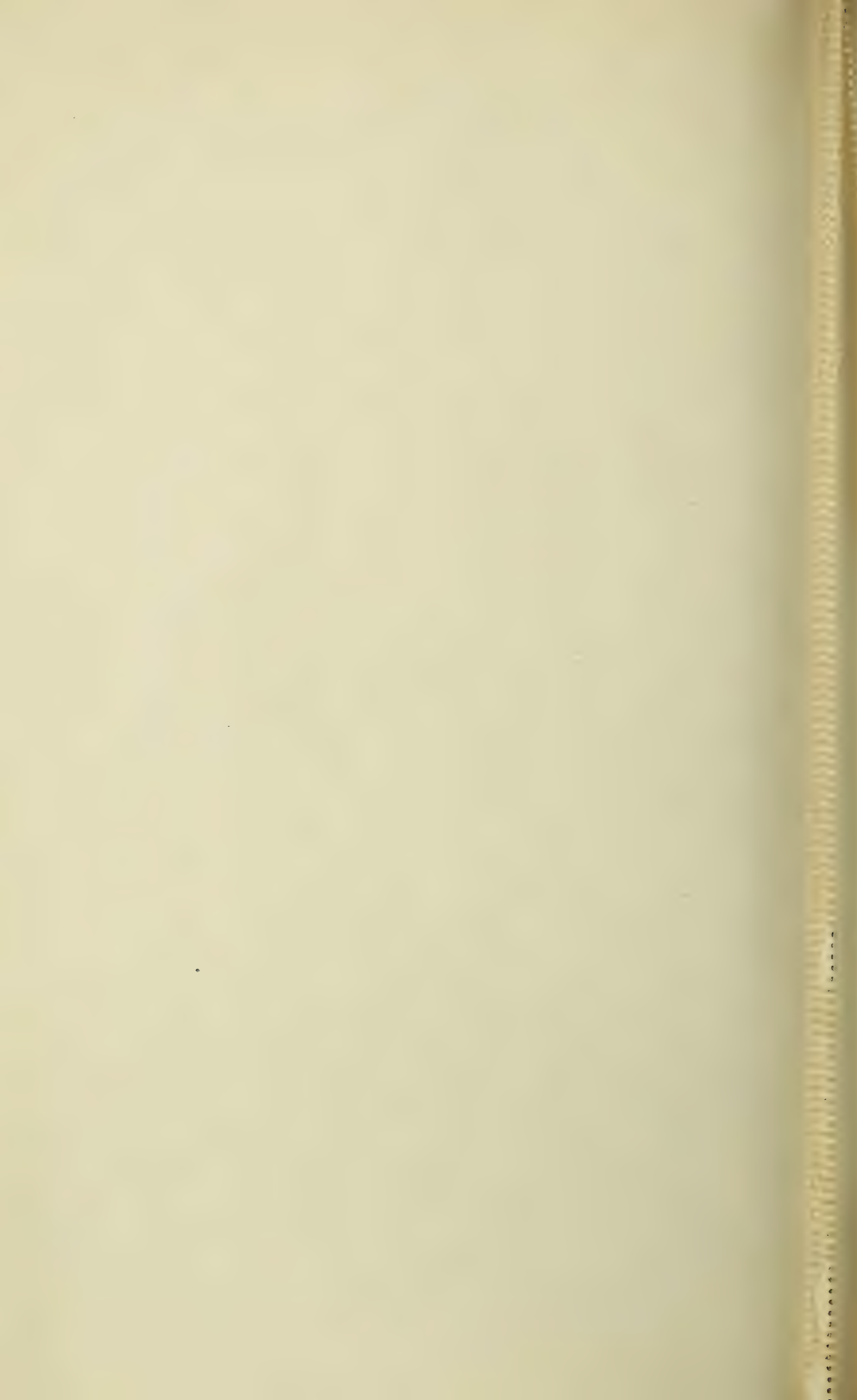




TABLE NO. 1.

RECAPITULATION OF THE FOLLOWING TABLES NUMBERED FROM 2 TO 8B, INCLUSIVE; WITH COSTS OF GENERAL CONTROL, SUPERVISION AND OTHER ITEMS ADDED TO SHOW TOTAL COSTS AND PER CAPITA COSTS BASED ON TOTAL COSTS; AND WITH TUITION RECEIVED FROM NONRESIDENT PUPILS AND APPORTIONED INCOME DEDUCTED TO SHOW NET TOTAL COSTS AND PER CAPITA COSTS BASED ON NET TOTAL COSTS.

TABLE NO. 1.—RECAPITULATION OF THE FOLLOWING TABLES NUMBERED FROM 2 TO 8B, INCLUSIVE; WITH COSTS OF GENERAL CONTROL, SUPERVISION AND OTHER ITEMS ADDED TO SHOW TOTAL COSTS AND PER CAPITA COSTS BASED ON TOTAL COSTS; AND WITH TUITION RECEIVED FROM NONRESIDENT PUPILS AND APPORTIONED INCOME DEDUCTED TO SHOW NET TOTAL COSTS AND PER CAPITA COSTS BASED ON NET TOTAL COSTS.\*

	1	2	3	4	5	6	7	8		
	Teachers College.	Latin and High Schools.	Elementary and Intermediate School Districts.	Speech Improvement Classes.	Boston Clerical School.	Boston Disciplinary Day School.	Horace Mann School.	Trade School for Girls. ‡		
1	Costs, with direct income deducted and exclusive of general control, supervision and other items. (See tables following, from 2 to 8B, inclusive.)	\$198,227 94	\$2,959,841 47	\$8,620,483 16	\$38,691 66	\$61,533 76	\$21,501 49	\$54,801 94	\$54,925 86	1
2	Average membership.....	781	21,715	103,733		377	68	145		2
3	Cost per pupil, direct charges only (on average membership)...	\$253 81	\$136 30	\$83 10		\$163 22	\$316 20	\$377 94		3
4	Average attendance.....	765	20,312	95,935		347	57	133		4
5	Cost per pupil, direct charges only (on average attendance)....	\$259 12	\$145 72	\$89 86		\$177 33	\$377 22	\$412 04		5
6	Number of pupil hours.....	794,653	21,501,405	87,836,117		361,176	54,030	126,473	567,300	6
7	Cost per pupil hour.....	\$0 249	\$0 137	\$0 098		\$0 170	\$0 397	\$0 433	\$0 096	7
8	Above costs brought down.....	\$198,227 94	\$2,959,841 47	\$8,620,483 16	\$38,691 66	\$61,533 76	\$21,501 49	\$54,801 94	\$54,925 86	8
9	Costs of general control, supervision and other items.....	16,179 46	195,131 29	601,942 31	1,760 44	2,058 17	1,494 31	2,040 90	6,569 35	9
10	Total costs.....	\$214,407 40	\$3,154,972 76	\$9,222,425 47	\$40,452 10	\$63,591 93	\$22,995 80	\$56,842 84	\$61,495 21	10
11	Cost per pupil, total (on average membership).....	\$274 53	\$145 29	\$88 91		\$168 68	\$338 17	\$392 02		11
12	Cost per pupil, total (on average attendance).....	\$280 27	\$155 33	\$96 13		\$183 26	\$403 44	\$427 39		12
13	Cost per pupil hour, total.....	\$0 269	\$0 146	\$0 104		\$0 176	\$0 425	\$0 449	\$0 108	13
14	Above total costs brought down.....	\$214,407 40	\$3,154,972 76	\$9,222,425 47	\$40,452 10	\$63,591 93	\$22,995 80	\$56,842 84	\$61,495 21	14
15	Deduct tuition received from nonresident pupils.....	11,202 00	22,558 23	6,788 67	93 68	793 50		\$ 54,154 00	21,907 63	15
16		\$203,205 40	\$3,132,414 53	\$9,215,636 80	\$40,358 42	\$62,798 43	\$22,995 80	\$2,688 84	\$39,587 58	16
17	Deduct income (group credits and balance apportioned).....	569 17	10,434 82	40,744 29	189 73	189 72	47 43	189 72	569 17	17
18	Net total costs †.....	\$202,636 23	\$3,121,979 71	\$9,174,892 51	\$40,168 69	\$62,608 71	\$22,948 37	\$2,499 12	\$39,018 41	18
19	Net cost per pupil (on average membership) †.....	\$259 46	\$143 77	\$88 45		\$166 07	\$337 48	\$17 24		19
20	Net cost per pupil (on average attendance) †.....	\$264 88	\$153 70	\$95 64		\$180 43	\$402 60	\$18 79		20
21	Net cost per pupil hour †.....	\$0 254	\$0 145	\$0 104		\$0 173	\$0 424	\$0 019	\$0 068	21

† That part of the total cost coming from the School Committee's share of the tax levy.

‡ Including regular, summer and extension classes.

§ Receipts from Commonwealth for resident and nonresident pupils.

N. B.—Included in the above costs of general control, supervision and other items is the cost of tuition of Boston pupils, wards of the city and others, attending school in other cities and towns.

\*EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 1.—RECAPITULATION OF THE FOLLOWING TABLES NUMBERED FROM 2 TO 8B, INCLUSIVE; WITH COSTS OF GENERAL CONTROL, SUPERVISION AND OTHER ITEMS ADDED TO SHOW TOTAL COSTS AND PER CAPITA COSTS BASED ON TOTAL COSTS; AND WITH TUITION RECEIVED FROM NONRESIDENT PUPILS AND APPORTIONED INCOME DEDUCTED TO SHOW NET TOTAL COSTS AND PER CAPITA COSTS BASED ON NET TOTAL COSTS.\*

	9	10	11	12	13	14	15	16	
	Boston Trade School Day Classes.	Continuation School, Compulsory.	Day School for Immigrants.	Recreational Handicraft Classes.	Gardening Classes.	Training School for Teachers of Mechanic Arts.	Boston Public School Symphony Orchestra.	Summer Review High School.	
1	\$86,379 78	\$89,755 73	\$6,499 74	\$3,948 62	\$16,769 79	\$6,939 22	\$3,601 31	\$11,769 49	1
2	549								2
3	\$157 34								3
4	507							933	4
5	\$170 37							\$12 61	5
6	694,689	596,700	85,858	33,603		21,396		149,280	6
7	\$0 124	\$0 150	\$0 075	\$0 117		\$0 324		\$0 078	7
8	\$86,379 78	\$89,755 73	\$6,499 74	\$3,948 62	\$16,769 79	\$6,939 22	\$3,601 31	\$11,769 49	8
9	7,445 44	13,326 00	1,148 67			1,145 07		1,811 10	9
10	\$93,825 22	\$103,081 73	\$7,648 41	\$3,948 62	\$16,769 79	\$8,084 29	\$3,601 31	\$13,580 59	10
11	\$170 90								11
12	\$185 06							\$14 56	12
13	\$0 135	\$0 172	\$0 089	\$0 117		\$0 377		\$0 090	13
14	\$93,825 22	\$103,081 73	\$7,648 41	\$3,948 62	\$16,769 79	\$8,084 29	\$3,601 31	\$13,580 59	14
15	18,872 27	28,375 66	16 12			828 00		494 00	15
16	\$74,952 95	\$74,706 07	\$7,632 29	\$3,948 62	\$16,769 79	\$7,256 29	\$3,601 31	\$13,086 59	16
17	474 31	521 74	47 43			47 43		47 43	17
18	\$74,478 64	\$74,184 33	\$7,584 86	\$3,948 62	\$16,769 79	\$7,208 86	\$3,601 31	\$13,039 16	18
19	\$135 66								19
20	\$146 90							\$13 98	20
21	\$0 107	\$0 124	\$0 088	\$0 117		\$0 336		\$0 087	21

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 1.—RECAPITULATION OF THE FOLLOWING TABLES NUMBERED FROM 2 TO 8B, INCLUSIVE; WITH COSTS OF GENERAL CONTROL, SUPERVISION AND OTHER ITEMS ADDED TO SHOW TOTAL COSTS AND PER CAPITA COSTS BASED ON TOTAL COSTS; AND WITH TUITION RECEIVED FROM NONRESIDENT PUPILS AND APPORTIONED INCOME DEDUCTED TO SHOW NET TOTAL COSTS AND PER CAPITA COSTS BASED ON NET TOTAL COSTS.\*

	17 Summer Review Elementary and Inter- mediate Schools.	18 Vacation Schools.	19 Evening High Schools.	20 Evening Elementary Schools.	21 Evening School Extension.	22 Boston Trade School, Evening Classes.	23 Day Practical Arts Classes.	24 Afternoon Lip-Reading Classes.	
1	\$34,595 70	\$29,124 21	\$82,170 25	\$81,927 84	\$1,017 98	\$10,716 49	\$899 90	\$4,881 64	1
2	.....	.....	.....	.....	.....	.....	.....	.....	2
3	.....	.....	.....	.....	.....	.....	.....	.....	3
4	5,896	4,410	3,268	3,269	152	569	222	.....	4
5	\$5 87	\$6 60	\$25 14	\$25 06	\$6 70	\$18 83	\$4 05	.....	5
6	707,520	529,200	508,652	451,386	4,550	74,542	20,910	11,150	6
7	\$0 048	\$0 055	\$0 161	\$0 181	\$0 223	\$0 143	\$0 043	\$0 437	7
8	\$34,595 70	\$29,124 21	\$82,170 25	\$81,927 84	\$1,017 98	\$10,716 49	\$899 90	\$4,881 64	8
9	5,477 41	3,255 71	8,303 81	11,586 47	648 31	632 88	1,148 66	.....	9
10	\$40,073 11	\$32,379 92	\$90,474 06	\$93,514 31	\$1,666 29	\$11,349 37	\$2,048 56	\$4,881 64	10
11	.....	.....	.....	.....	.....	.....	.....	.....	11
12	\$6 80	\$7 34	\$27 68	\$28 61	\$10 96	\$19 95	\$9 23	.....	12
13	\$0 056	\$0 061	\$0 177	\$0 207	\$0 366	\$0 152	\$0 097	\$0 437	13
14	\$40,073 11	\$32,379 92	\$90,474 06	\$93,514 31	\$1,666 29	\$11,349 37	\$2,048 56	\$4,881 64	14
15	35 00	.....	316 70	278 89	.....	1,108 20	.....	16 35	15
16	\$40,038 11	\$32,379 92	\$90,157 36	\$93,235 42	\$1,666 29	\$10,241 17	\$2,048 56	\$4,865 29	16
17	284 59	237 16	632 65	27,834 25	47 43	47 43	47 43	.....	17
18	\$39,753 52	\$32,142 76	\$89,524 71	\$65,401 17	\$1,618 86	\$10,193 74	\$2,001 13	\$4,865 29	18
19	.....	.....	.....	.....	.....	.....	.....	.....	19
20	\$6 74	\$7 29	\$27 39	\$20 01	\$10 65	\$17 92	\$9 01	.....	20
21	\$0 056	\$0 060	\$0 176	\$0 144	\$0 355	\$0 136	\$0 095	\$0 436	21

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 1.—RECAPITULATION OF THE FOLLOWING TABLES NUMBERED FROM 2 TO 8B, INCLUSIVE; WITH COSTS OF GENERAL CONTROL, SUPERVISION AND OTHER ITEMS ADDED TO SHOW TOTAL COSTS AND PER CAPITA COSTS BASED ON TOTAL COSTS; AND WITH TUITION RECEIVED FROM NONRESIDENT PUPILS AND APPORTIONED INCOME DEDUCTED TO SHOW NET TOTAL COSTS AND PER CAPITA COSTS BASED ON NET TOTAL COSTS.\*

	25	26	27	28	
	Park Playgrounds.	Schoolyard Playgrounds.	School Centers.	Use of School Accommo- dations.	
1	\$64,134 09	\$60,017 19	\$61,896 53	\$6,804 43	1
2	.....	.....	.....	.....	2
3	.....	.....	.....	.....	3
4	.....	.....	6,235	.....	4
5	.....	.....	\$9 93	.....	5
6	4,608,743	3,076,122	.....	<sup>1</sup> 223,645	6
7	\$0 013	\$0 019	.....	<sup>2</sup> \$0 030	7
8	\$64,134 09	\$60,017 19	\$61,896 53	\$6,804 43	8
9	6,747 84	5,082 19	5,273 39	930 60	9
10	\$70,881 93	\$65,099 38	\$67,169 92	\$7,735 03	10
11	.....	.....	.....	.....	11
12	.....	.....	\$10 77	.....	12
13	\$0 015	\$0 021	.....	\$0 034	13
14	\$70,881 93	\$65,099 38	\$67,169 92	\$7,735 03	14
15	.....	.....	.....	.....	15
16	\$70,881 93	\$65,099 38	\$67,169 92	\$7,735 03	16
17	.....	.....	.....	.....	17
18	\$70,881 93	\$65,099 38	\$67,169 92	\$7,735 03	18
19	.....	.....	.....	.....	19
20	.....	.....	\$10 77	.....	20
21	\$0 015	\$0 021	.....	\$0 034	21

<sup>1</sup> Total attendance.

<sup>2</sup> Per capita cost.

\*EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.



**TABLE NO. 2.**

**TEACHERS COLLEGE, LATIN AND HIGH  
SCHOOLS.**

**COSTS EXCLUSIVE OF ADMINISTRATION,  
SUPERVISION AND GENERAL CHARGES,  
AND WITH DIRECT INCOME DEDUCTED.**

**(For Total and Net Costs, See Table No. 1.)**

TABLE NO. 2.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION,  
SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME  
DEDUCTED.\*

TEACHERS COLLEGE.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	SCHOOL.	EXPENSES OF INSTRUCTION.									
		1	2	3	4	5	6	7	8		9
		Salary of Head Master.	Salaries of Clerks.	Postage.	Telephone.	Salaries of Teachers.	Salaries of Physical Education Teachers.	Text Books.	Reference Books.	Rebinding Books.	
1	Teachers College.....	\$5,376 00	\$3,821 57	\$122 39	\$225 56	\$153,604 62	\$5,907 56	\$4,789 97	\$2,747 67	\$115 55	1

LATIN AND HIGH SCHOOLS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	SCHOOLS.	EXPENSES OF INSTRUCTION.									
		1	2	3	4	5	6	7	8		9
		Salaries of Head Masters.	Salaries of Clerks.	Postage.	Telephone.	Salaries of Teachers.	Salaries of Physical Education Teachers.	Text Books.	Reference Books.	Rebinding Books.	
1	Public Latin.....	\$5,274 72	\$2,116 80	\$57 00	\$107 68	\$159,933 63	\$1,778 50	\$5,357 48	\$704 85	\$854 95	1
2	Girls' Latin.....	5,328 00	1,670 56	71 11	71 56	86,134 83	4,661 00	4,075 49	511 74	53 85	2
3	Brighton High.....	5,328 00	2,394 89	59 81	65 79	83,451 33	4,527 34	2,308 35	99 67	101 10	3
4	Charlestown High.....	4,656 00	2,858 90	135 84	189 92	102,959 10	4,642 45	3,581 80	174 32	266 45	4
5	Dorchester High (Boys).....	4,800 00	2,674 87	67 85	66 97	166,981 20	1,836 50	5,075 06	202 24	248 50	5
6	Dorchester High (Girls).....	5,428 00	2,918 53	86 15	52 96	184,091 67	6,649 06	5,137 38	744 28	422 10	6
7	East Boston High.....	5,328 00	2,854 07	60 65	130 24	128,809 09	6,065 60	2,192 09	494 52	170 45	7
8	English High.....	5,232 00	4,449 32	215 06	925 58	269,038 10	2,379 50	4,521 90	1,560 61	430 40	8
9	Girls' High.....	4,656 00	2,903 76	109 51	97 60	213,392 60	10,441 54	5,883 49	605 07	934 95	9
10	High School of Commerce.....	5,328 00	2,556 16	143 60	716 91	172,163 28	1,988 50	2,080 74	634 66	85 75	10
11	High School of Practical Arts.....	5,328 00	2,812 16	53 50	139 49	122,699 85	4,845 96	764 83	785 45	114 50	11
12	Hyde Park High.....	5,328 00	2,246 26	167 79	53 28	107,444 02	6,069 24	2,680 72	83 14	220 30	12
13	Jamaica Plain High.....	5,328 00	1,633 20	59 50	142 91	120,358 01	6,750 45	3,209 64	510 36	144 41	13
14	Mechanic Arts High.....	4,944 00	2,774 73	94 54	78 99	229,423 65	1,855 00	2,591 28	260 14	537 25	14
15	Memorial High for Girls.....	4,656 00	3,081 20	107 69	107 32	165,481 50	7,219 21	5,121 89	148 31	225 05	15
16	South Boston High.....	5,328 00	1,536 00	35 00	66 57	90,544 14	5,874 69	2,330 45	123 77	59 15	16
17	Totals.....	\$82,270 72	\$41,481 41	\$1,524 60	\$3,013 77	\$2,402,906 00	\$77,584 54	\$56,912 59	\$7,643 13	\$4,869 16	17

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.



**TABLE NO. 2.—COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES AND WITH DIRECT INCOME DEDUCTED.\***

**TEACHERS COLLEGE.\***

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

EXPENSES OF INSTRUCTION.								
	10	11	12	13	14	15	16	17
	Drawing Supplies and Equipment.	Manual Training Supplies and Equipment.	Science Supplies and Equipment.	Music Supplies and Instruments.	Printing.	Commercial Supplies and Equipment.	Other Educational Supplies and Equipment.	Physical Education Supplies and Equipment.
1	\$798 93	\$108 38	\$3,535 20	\$68 85	\$277 55	\$1,191 71	\$3,723 84	\$133 70

**LATIN AND HIGH SCHOOLS.\***

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

EXPENSES OF INSTRUCTION.								
	10	11	12	13	14	15	16	17
	Drawing Supplies and Equipment.	Shop Room Supplies and Equipment.	Cookery Supplies and Equipment.	Sewing Supplies and Equipment.	Science Supplies and Equipment.	Music Supplies and Instruments.	Printing.	Commercial Supplies and Equipment.
1					\$97 43	\$469 56	\$226 75	\$99 01
2		\$19 80			926 96	260 00	58 10	128 35
3	\$352 04	879 48	\$173 02	\$18 33	278 74	479 22	165 76	4,060 23
4	239 06	6,148 16	189 33	1 84	387 00	110 15	95 86	849 07
5	245 66	4,265 07			1,784 86	333 75	135 06	2,299 86
6	284 01	36 25	86 26	192 53	339 09	241 24	104 45	3,982 43
7	195 45	6,685 45	177 14	95 78	990 96	1,391 69	73 50	614 57
8	871 45	678 00			757 15	294 33	124 25	1,416 56
9	511 18	9 44	73 97	67 11	901 39	19 21	169 80	4,173 29
10	508 69	4 87			459 38	453 30	757 13	1,401 47
11	425 40	22 52	593 87	265 55	477 30	151 16	98 50	233 56
12	286 89	987 80	103 92	55 15	900 18	178 00	69 77	312 11
13	151 40	338 89	1 50	454 21	625 29	99 00	97 60	1,038 48
14	753 80	4,416 42			1,620 02	939 72	142 65	208 27
15	1,687 58	38 39	278 60	553 12	568 79	1,160 37	111 45	7,406 41
16	113 66	796 42	164 18	79 38	533 00	118 98	42 45	1,018 57
17	\$6,626 27	\$25,326 96	\$1,841 79	\$1,783 00	\$11,647 54	\$6,699 68	\$2,473 08	\$29,242 24

\*EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

**TABLE NO. 2.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\***

**TEACHERS COLLEGE.\***

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

EXPENSES OF INSTRUCTION.				OPERATION OF PLANT.					
18	19	20	21	22	23	24	25		
Incidentals.	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salary of Custodian.	Fuel.	Electric Current for Light and Power.	Gas.		
1	\$94 77	\$186,643 82	794,653	\$0 234	\$6,730 16	\$2,705 53	\$1,295 86	\$117 13	1

<sup>1</sup> Including salary of matron.

**LATIN AND HIGH SCHOOLS.\***

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

EXPENSES OF INSTRUCTION.							OPERATION OF PLANT.		
18	19	20	21	22	23	24	25		
Other Educational Supplies and Equipment.	Car Tickets and Auto Mileage.	Physical Education Supplies and Equipment.	Incidentals.	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salaries of Custodians.		
1	\$2,228 14	\$2,015 55	\$123 05	\$181,445 10	1,562,966	\$0 116	\$7,829 39	1	
2	1,731 59	218 07	47 56	105,968 57	950,468	111	1 6,760 90	2	
3	1,831 47	\$122 52	1,175 36	219 53	108,091 98	854,960	126	1 6,877 24	3
4	1,088 47	254 75	1,241 79	122 45	130,192 71	894,688	145	1 7,269 50	4
5	1,709 13	169 91	2,787 03	41 29	195,724 81	1,560,260	125	10,990 08	5
6	2,071 95	79 48	18 84	212,966 66	2,199,912	096	1 11,043 73	6	
7	1,981 28	125 50	2,494 58	258 17	161,188 78	945,320	170	1 10,689 41	7
8	4,016 00	5,059 80	39 10	302,009 11	2,446,194	123	8,855 87	8	
9	2,802 66	276 02	24 75	248,053 34	1,948,184	127	1 10,564 12	9	
10	1,768 28	1,677 91	34 50	192,763 13	1,150,926	167	7,198 32	10	
11	852 71	162 26	148 35	115 22	141,090 14	728,741	193	1 9,299 84	11
12	656 09	194 55	1,035 76	87 41	129,160 38	960,401	134	4,133 37	12
13	1,403 82	187 12	1,339 20	41 26	143,914 25	1,177,012	122	1 9,083 30	13
14	2,153 20	1,372 34	24 89	254,190 89	1,541,873	164	10,988 07	14	
15	3,279 87	29 31	209 91	201,471 97	1,735,032	116	1 13,559 75	15	
16	858 82	1,244 08	9 27	110,876 58	844,468	131	1 7,876 81	16	
17	\$30,433 48	\$1,216 61	\$22,194 63	\$1,417 20	\$2,819,108 40	21,501,405	\$0 131	\$143,019 70	17

<sup>1</sup> Including salary of matron.

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 2.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

TEACHERS COLLEGE.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

OPERATION OF PLANT.		PROMOTION OF HEALTH.							
26	27	28	29	30	31	32	33		
Custodians' Supplies and Equipment.	Total for Operation of Plant.	Salaries, School Physicians.	Nurses' Salaries.	Supplies and Equipment for School Physicians and Nurses.	Total for Promotion of Health.	Total.	Direct Income Credits from all Sources.		
1	\$225 51	\$11,074 19	\$526 29	.....	\$10 00	\$536 29	\$198,254 30	\$26 36	1

LATIN AND HIGH SCHOOLS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

OPERATION OF PLANT.					PROMOTION OF HEALTH.				
26	27	28	29	30	31	32	33		
Fuel.	Electric Current for Light and Power.	Gas.	Custodians' Supplies and Equipment.	Total for Operation of Plant.	Salaries, School Physicians.	Nurses' Salaries.	Supplies and Equipment for School Physicians and Nurses.		
1	\$3,030 26	\$1,888 15	\$128 69	\$300 42	\$13,176 91	\$692 00	.....	\$4 40	1
2	2,857 04	1,754 67	117 13	239 51	11,729 25	526 29	.....	25 34	2
3	2,515 20	1,508 69	198 82	254 47	11,354 42	590 33	.....	3 91	3
4	2,792 84	1,063 23	132 72	239 32	11,497 61	657 26	.....	13 25	4
5	4,357 44	2,626 90	205 10	708 10	18,887 62	959 86	.....	1 24	5
6	5,324 35	2,112 50	215 70	377 44	19,073 72	834 86	.....	74 84	6
7	3,939 18	3,430 53	283 71	1,070 97	19,413 80	536 19	.....	5 65	7
8	4,009 65	3,010 86	287 55	256 02	16,509 95	1,234 86	.....	16 12	8
9	4,363 05	4,238 07	397 32	354 20	19,916 76	1,077 15	.....	6 64	9
10	2,503 55	1,277 68	126 87	272 76	11,379 18	795 77	.....	1 02	10
11	3,260 56	2,104 92	668 51	343 21	15,677 04	517 15	.....	10 59	11
12	2,851 64	1,241 71	245 56	151 44	8,623 72	562 86	.....	6 88	12
13	3,109 71	1,477 05	204 73	392 37	14,267 16	346 86	.....	14 30	13
14	5,525 14	6,850 68	160 62	226 15	23,750 66	419 34	.....	6 05	14
15	7,422 86	2,434 59	290 47	864 11	24,571 78	574 29	.....	51 40	15
16	1,743 10	1,563 06	318 38	249 93	11,751 28	662 86	.....	19 33	16
17	\$59,695 57	\$38,583 29	\$3,981 88	\$6,300 42	\$251,580 86	\$10,987 93	.....	\$260 96	17

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 2.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

TEACHERS COLLEGE.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	34	35	36	37	38	39	40	
	Net Total.*	Average Membership.	Cost per Pupil, Average Membership.*	Average Attendance.	Cost per Pupil, Average Attendance.*	Number of Pupil Hours.	Cost per Pupil Hour.*	
1	\$198,227 94*	781	\$253 81*	765	\$259 12*	794,653	\$0 249*	1

LATIN AND HIGH SCHOOLS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	34	35	36	37	38	39	40	41	
	Total for Promotion of Health.	Total.	Direct Income Credits from all Sources.	Net Total.*	Average Membership.	Cost per Pupil, Average Membership.*	Average Attendance.	Cost per Pupil, Average Attendance.*	
1	\$696 40	\$195,318 41	\$464 70	\$194,853 71*	1,580	\$123 33*	1,513	\$128 79*	1
2	551 63	118,249 45	49 85	118,199 60*	954	123 90*	916	129 04*	2
3	594 24	120,040 64	2 5,084 20	114,956 44*	901	127 59*	835	137 67*	3
4	670 51	142,360 83	2 24,235 89	118,124 94*	927	127 43*	866	136 40*	4
5	961 10	215,573 53	2 7,579 93	207,993 60*	1,654	125 75*	1,512	137 56*	5
6	909 70	232,950 08	.....	232,950 08*	1,870	124 57*	1,716	135 75*	6
7	541 84	181,144 42	2 6,724 21	174,420 21*	979	178 16*	919	189 79*	7
8	1,250 98	319,770 04	541 25	319,228 79*	2,556	124 89*	2,368	134 81*	8
9	1,083 79	269,053 89	81 85	268,972 04*	1,992	135 03*	1,847	145 63*	9
10	796 79	204,939 10	512 35	204,426 75*	1,153	177 30*	1,106	184 83*	10
11	527 74	157,294 92	2 63,356 02	93,938 90*	770	122 00*	709	132 49*	11
12	569 74	138,353 84	2 7,186 17	131,167 67*	982	133 57*	927	141 50*	12
13	361 16	158,542 57	2 5,336 81	153,205 76*	1,196	128 10*	1,139	134 51*	13
14	425 39	278,366 94	455 37	277,911 57*	1,492	186 27*	1,421	195 57*	14
15	625 69	226,669 44	8 51	226,660 93*	1,835	123 52*	1,688	134 28*	15
16	682 19	123,310 05	479 57	122,830 48*	874	140 54*	830	147 99*	16
17	\$11,248 89	\$3,081,938 15	\$122,096 68	\$2,959,841 47*	21,715	\$136 30*	20,312	\$145 72*	17

\* Includes aid from the Commonwealth and Smith-Hughes Fund Allotment.

EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 2.—COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

LATIN AND HIGH SCHOOLS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	42	43	
	Number of Pupil Hours.	Cost per Pupil Hour.*	
1	1,562,966	\$0 124*	1
2	950,468	124*	2
3	854,960	134*	3
4	894,688	132*	4
5	1,560,260	133*	5
6	2,199,912	105*	6
7	945,320	184*	7
8	2,446,194	130*	8
9	1,948,184	138*	9
10	1,150,926	177*	10
11	728,741	128*	11
12	960,401	136*	12
13	1,177,012	130*	13
14	1,541,875	180*	14
15	1,735,032	130*	15
16	844,468	145*	16
17	21,501,405	\$0 137*	17

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.



**TABLE NO. 3.**

**ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.**

**(Abraham Lincoln to Frederic W. Lincoln, Inclusive.)**

**COST EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.**

**(For Total and Net Costs, See Table No. 1.)**

TABLE NO. 3.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION,  
SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME  
DEDUCTED.\*

ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	SCHOOL DISTRICTS.	EXPENSES OF INSTRUCTION.								
		1	2	3	4	5	6	7		8
			Salaries of Principals.	Salaries of Clerks.	Postage.	Telephone.	Salaries of Teachers.	Salaries of Physical Education Teachers.	Text Books.	
1	Abraham Lincoln.....	Kindergarten and Grades I-IX.	\$3,939 84	\$1,308 72	\$25 29	\$127 43	\$114,368 41	\$273 77	\$1,159 19	1
2	Agassiz.....	Kindergarten and Grades I-VIII.	4,608 00	43 19	3 35	15 18	55,236 89	158 29	1,050 13	2
3	Bennett.....	Kindergarten and Grades I-IX.	4,608 00	1,338 96	26 00	293 22	170,326 17	429 03	3,023 96	3
4	Bigelow.....	Kindergarten and Grades I-IX.	4,596 48	1,344 00	29 84	103 83	69,922 67	159 54	1,878 01	4
5	Blackinton †.....	Kindergarten and Grades I-VIII.	1,024 00	123 96	3 00	Cr. 5 93	14,293 22	97 71	535 35	5
6	Blackinton-John Cheverus †.....	Kindergarten and Grades I-VIII.	3,392 00	1,048 95	4 64	108 43	83,255 57	165 55	1,046 39	6
7	Bowditch.....	Kindergarten and Grades I-VIII.	4,608 00	219 60	11 00	121 06	72,724 93	142 65	892 13	7
8	Bowdoin.....	Kindergarten and Grades I-VI.	4,608 00	70 20	4 26	128 31	68,546 74	68 86	514 11	8
9	Chapman.....	Kindergarten and Grades I-VI.	4,080 00	544 00	8 22	157 06	69,057 01	165 55	737 27	9
10	Charles Sumner.....	Kindergarten and Grades I-VI.	4,368 00	129 60	11 84	163 02	67,006 49	116 48	1,380 25	10
11	Christopher Gibson.....	Kindergarten and Grades I-VIII.	4,224 00	275 64	11 40	102 56	72,720 07	95 64	1,833 30	11
12	Dearborn.....	Kindergarten and Grades I-VIII.	4,608 00	1,340 64	18 37	268 39	131,927 68	85 33	1,365 86	12
13	Dillaway.....	Kindergarten and Grades I-VIII.	3,843 84	575 28	14 90	168 49	78,390 70	112 64	790 18	13
14	Donald McKay Intermediate.....	Grades VII-IX....	4,608 00	1,344 00	25 00	91 99	81,596 89	222 10	1,261 42	14
15	Dudley.....	Kindergarten and Grades I-VIII.	4,608 00	542 56	12 00	136 09	82,231 82	118 42	1,130 64	15
16	Dwight.....	Kindergarten and Grades I-VIII.	3,936 00	.....	26 60	156 90	66,633 90	131 22	436 54	16
17	Edmund P. Tileston.....	Kindergarten and Grades I-VIII.	4,608 00	541 36	19 92	116 52	88,118 82	95 64	2,065 14	17
18	Edward Everett.....	Kindergarten and Grades I-VIII.	4,608 00	799 28	26 00	327 24	101,431 41	197 77	1,439 93	18
19	Elihu Greenwood.....	Kindergarten and Grades I-VIII.	4,512 00	541 36	12 89	233 53	99,103 52	255 25	1,059 84	19
20	Eliot.....	Kindergarten and Grades I-VI.	3,936 00	1,338 96	12 50	135 35	137,553 27	186 35	1,852 79	20
21	Emerson.....	Kindergarten and Grades I-VI.	4,080 00	1,275 20	12 00	192 86	71,738 21	106 67	1,182 04	21
22	Emily A. Fifield.....	Kindergarten and Grades I-VI.	3,070 08	31 20	20 94	139 80	57,092 55	.....	747 46	22
23	Everett.....	Kindergarten and Grades I-VIII.	3,984 00	83 10	11 38	181 92	60,294 00	68 86	1,278 71	23
24	Francis Parkman.....	Kindergarten and Grades I-VIII.	4,608 00	65 54	10 00	94 82	50,835 76	116 48	1,068 98	24
25	Franklin.....	Kindergarten and Grades I-VIII.	4,608 00	119 40	17 17	103 38	65,235 48	66 02	828 37	25
26	Frank V. Thompson Intermediate.....	Grades VII-IX....	4,608 00	1,344 00	31 14	57 85	98,316 47	211 27	2,321 27	26
27	Frederic W. Lincoln.....	Kindergarten and Grades I-VIII.	4,224 00	28 50	12 20	122 10	47,123 36	202 86	751 83	27
	Carried forward.....	.....	\$112,506 24	\$16,417 20	\$421 85	\$3,841 40	\$2,175,082 01	\$4,049 95	\$33,631 09	

† Opened as a district during year 1927.

‡ Became two separate districts during year 1927.

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.



TABLE NO. 3.—COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

EXPENSES OF INSTRUCTION.									
9	10	11	12	13	14	15	16		
Rebinding Books.	Reference Books.	Drawing Supplies and Equipment.	Shop and Manual Training Supplies.	Cookery Supplies and Equipment.	Sewing Supplies and Equipment.	Science Supplies and Equipment.	Kindergarten Supplies.		
1	\$83 10	\$70 14	\$351 46	\$550 72	\$313 14	\$79 05	\$72 52	\$38 68	1
2	64 90	50 67	197 81	1,381 78		5 27	67 66	47 40	2
3	25 55	56 66	827 88	1,060 79	700 97	143 80	54 06	466 59	3
4	112 45	5 91	324 10	821 24			72 75	65 28	4
5		4 23	13 74	65 09	165 05	52 12	54 06	56 61	5
6	72 76	18 66	422 16	305 75	100 49	22 16	18	29 14	6
7	55 10	100 12	279 55	3 04	295 62	58 98	58 29	126 54	7
8	5 70	69 19	373 23	55 71	10 19	25 84		102 01	8
9		59 97	241 55	685 68		79 26		302 83	9
10	42 35	88 34	225 97	376 04		59 84		130 86	10
11	171 85	94 06	300 93	620 05	232 56	112 10	85 26	74 03	11
12	56 70	27 66	392 08	1,097 64	209 02	242 21	150 19	151 97	12
13	139 65	40 07	223 45	3 68	341 07	40 84	59 49	141 79	13
14		54 39	391 98	2,415 07	709 14	106 00	81 51		14
15	23 10	84 09	309 04	1,166 23	19 57	1 93	54 06	107 31	15
16	3 50	227 98	295 79	466 48	170 17	242 50	54 06	111 83	16
17	92 25	21 65	443 59	1,695 04	125 98	169 54	54 06	106 31	17
18	111 30	139 36	395 28	368 77	203 96	19 30	85 35	94 55	18
19	357 70	164 14	644 49	1,217 13	202 90	44 52	93 88	131 56	19
20		34 60	510 66	599 66		10 00	54 05	206 14	20
21	27 30	75 06	324 88	429 00	72	121 64	54 05	99 85	21
22	44 80	16 40	280 23	659 23		42 30		44 88	22
23	17 15	70 20	249 46	21 16	293 30	83 77	54 05	49 85	23
24	68 95	88 52	272 10	310 01	120 51	37 71	54 95	120 67	24
25	36 05	29 23	157 75	63 41	264 12	71 02	54 05	92 70	25
26	447 30	101 50	489 20	1,655 19	668 60	154 58	65 65		26
27	26 95	104 40	150 78	462 92			54 05	55 59	27
	\$2,086 46	\$1,897 20	\$9,089 14	\$18,556 51	\$5,147 08	\$2,026 28	\$1,488 23	\$2,954 97	

\*EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 3.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

EXPENSES OF INSTRUCTION.									
17	18	19	20	21	22	23	24		
Musical Instruments and Supplies.	Printing.	Commercial Supplies and Equipment.	Other Educational Supplies and Equipment.	Physical Education Supplies and Equipment.	Incidentals.	Total for Instruction.	Number of Pupil Hours.		
1	\$332 24	\$13 50	\$63 77	\$1,854 90	\$114 79	\$37 37	\$125,178 03	1,265,441	1
2	27 48	3 25	.....	687 77	.....	15 30	63,664 32	702,100	2
3	11 80	6 50	148 02	2,680 79	136 57	52 48	186,417 80	2,213,561	3
4	93 09	20 75	8 22	1,077 97	54 90	10 28	80,701 31	989,445	4
5	.....	19 00	3 41	204 34	.....	6 37	16,715 33	311,739	5
6	7 85	13 58	5 53	980 97	.....	6 26	91,007 02	918,678	6
7	20 93	.....	11 64	1,122 17	51 42	5 97	80,908 74	945,452	7
8	360 62	18 00	25 76	979 99	.....	26 83	75,993 55	798,404	8
9	325 00	.....	28 10	1,335 58	137 08	11 58	77,955 74	1,020,903	9
10	26 59	9 25	92 11	884 62	.....	15 52	75,127 17	984,114	10
11	61 24	.....	21 22	850 25	.....	14 71	81,900 87	1,055,777	11
12	29 14	.....	17 65	1,829 23	8 64	21 49	143,847 89	1,525,319	12
13	50	6 25	24 59	933 16	216 00	3 77	86,070 34	1,035,635	13
14	350 00	40	55 66	1,714 60	84 62	54 44	95,167 21	938,390	14
15	400 10	13 98	57 79	1,037 58	6 96	21 09	92,082 36	1,024,491	15
16	12 90	11 40	79 35	996 19	.....	32 06	74,025 37	701,294	16
17	29 58	11 25	2 38	1,234 29	9 67	30 81	99,591 80	1,236,078	17
18	481 53	7 25	1 07	1,639 02	.....	15 60	112,391 97	1,421,319	18
19	504 50	12 00	10 14	1,752 56	16 33	32 19	110,902 43	1,375,723	19
20	4 80	13 58	5 67	2,079 17	1 00	26 92	148,561 47	1,922,919	20
21	11 32	12 00	7 79	1,140 91	51 37	10 71	80,953 58	1,110,217	21
22	28 38	3 50	1 77	1,246 72	.....	23 27	63,493 51	944,549	22
23	46 13	8 50	3 72	1,057 86	3 84	8 22	67,869 18	811,527	23
24	1 00	8 00	8 01	844 18	6 96	10 34	58,751 49	740,740	24
25	.....	13 58	1 00	1,119 49	7 28	14 08	72,901 58	858,309	25
26	426 70	14 00	144 95	1,740 82	148 85	78 02	113,025 36	1,263,055	26
27	6 52	.....	12 41	625 32	.....	7 00	53,970 79	566,136	27
	\$3,509 94	\$239 52	\$841 73	\$33,650 45	\$1,056 28	\$592 68	\$2,429,176 21	28,681,315	

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 3.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	EXPENSES OF INSTRUCTION.	OPERATION OF PLANT.					PROMOTION OF HEALTH		
		26	27	28	29	30		31	32
	25 Cost per Pupil Hour of Instruction.	Salaries of Custodians.	Fuel.	Electric Current for Light and Power.	Gas.	Custodians' Supplies.	Total for Operation of Plant.	Salaries of School Physicians.	
1	\$0 098	\$7,690 75	\$1,679 42	\$1,269 94	\$33 29	\$423 53	\$11,096 93	\$1,384 39	1
2	090	4,223 57	1,444 53	607 72	38 73	95 06	6,409 61	587 94	2
3	084	18,736 47	7,190 92	1,912 70	129 73	1,007 34	28,977 16	829 83	3
4	081	5,913 92	2,102 56	1,230 23	46 98	368 41	9,662 10	542 52	4
5	053	1,635 12	102 98	150 05	6 72	10 73	1,905 60	177 94	5
6	099	6,123 78	2,899 13	706 57	34 96	574 06	10,338 50	511 78	6
7	085	7,227 12	2,481 45	457 65	59 13	185 47	10,410 82	634 44	7
8	095	6,861 65	1,548 34	1,364 78	75 28	467 80	10,317 85	880 46	8
9	076	5,930 59	2,533 60	628 66	18 87	252 50	9,364 22	689 39	9
10	076	7,161 03	2,200 23	377 31	12 16	335 76	10,086 49	692 53	10
11	077	5,643 51	2,006 38	549 95	111 76	316 18	8,627 78	685 14	11
12	094	9,846 07	5,064 11	1,270 64	231 52	366 87	16,779 21	1,244 39	12
13	083	7,394 72	2,436 57	841 97	124 51	247 86	11,045 63	693 84	13
14	101	5,372 38	2,617 10	2,373 74	201 20	311 29	10,875 71	644 39	14
15	089	7,885 33	3,733 98	787 78	91 33	284 22	12,782 64	684 16	15
16	105	5,196 08	1,703 16	902 37	59 60	310 94	8,172 15	619 42	16
17	080	8,574 59	2,285 77	282 33	35 66	385 83	11,564 18	583 79	17
18	079	9,463 13	3,971 87	407 69	51 82	284 95	14,179 46	684 39	18
19	080	9,913 71	4,662 52	590 11	93 99	409 83	15,670 16	1,264 68	19
20	077	7,394 51	2,559 67	2,254 43	44 27	524 32	12,777 20	803 06	20
21	072	6,675 62	2,311 36	811 87	66 46	320 76	10,186 07	694 39	21
22	067	4,477 48	1,253 46	473 32	82 02	145 03	6,431 31	684 39	22
23	083	4,598 35	2,088 41	1,080 02	67 25	222 78	8,056 81	634 02	23
24	079	5,226 79	1,872 43	739 98	22 55	201 29	8,063 04	699 29	24
25	084	5,517 77	1,844 94	1,170 27	117 19	216 35	8,866 52	709 40	25
26	089	5,240 30	2,578 08	1,074 03	144 19	132 97	9,169 57	523 99	26
27	095	3,974 12	1,142 21	522 27	42 84	199 36	5,880 80	677 20	27
.....		\$183,898 46	\$68,315 18	\$24,838 38	\$2,044 01	\$8,601 49	\$287,697 52	\$19,461 16	

<sup>1</sup> Including salary of matron.

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

**TABLE NO. 3.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\***

**ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.\***

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	PROMOTION OF HEALTH.				TRANS- POR- TATION.	38 Total.	39 Direct Income, Credits from all Sources.	40 Net Total.*	
	33 Nurses' Salaries.	34 Supplies and Equipment School Physicians and Nurses.	35 Bath Expenses, etc.	36 Total for Promotion of Health.	37 Car Tickets.				
1	\$1,997 22	\$26 16	\$889 37	\$4,297 14	.....	\$140,572 10	\$501 67	\$140,070 43*	1
2	1,034 08	34 27	.....	1,656 29	\$36 25	71,766 47	204 46	71,562 01*	2
3	2,622 66	24 92	5 32	3,482 73	.....	218,877 69	167 20	218,710 49*	3
4	1,037 22	6 31	367 25	1,953 30	8 00	92,324 71	190 44	92,134 27*	4
5	209 90	13 41	.....	401 25	6 00	18,997 31	12 60	† 18,984 71*	5
6	1,278 32	80	.....	1,790 90	99 00	103,296 36	333 92	‡ 102,962 44*	6
7	1,034 09	7 21	.....	1,675 74	.....	92,995 30	270 11	92,725 19*	7
8	740 60	37 08	10 92	1,669 06	.....	87,980 46	178 26	87,802 20*	8
9	1,099 52	7 90	.....	1,796 81	.....	89,116 77	156 41	88,960 36*	9
10	1,028 86	8 78	.....	1,730 17	75	86,944 58	4 36	86,940 22*	10
11	675 62	5 79	.....	1,366 55	15 00	91,910 20	994 00	90,916 20*	11
12	1,929 26	9 91	.....	3,183 56	21 00	163,831 66	575 47	163,256 19*	12
13	1,033 04	9 42	.....	1,736 30	.....	98,852 27	2 18	98,850 09*	13
14	844 38	12 89	.....	1,501 66	.....	107,544 58	123 49	107,421 09*	14
15	1,033 04	8 62	.....	1,725 82	185 00	106,775 82	462 67	106,313 15*	15
16	1,034 47	5 30	.....	1,659 19	975 00	84,831 71	41 79	84,789 92*	16
17	1,527 89	13 28	.....	2,124 96	.....	113,280 94	292 15	112,988 79*	17
18	2,011 92	34 06	.....	2,730 37	.....	129,301 80	166 30	129,135 50*	18
19	1,982 59	20 28	.....	3,267 55	27 00	129,867 14	640 31	129,226 83*	19
20	2,453 00	10 43	.....	3,266 49	.....	164,605 16	51 94	164,553 22*	20
21	1,092 79	9 12	.....	1,796 30	.....	92,935 95	199 45	92,736 50*	21
22	1,033 04	3 84	.....	1,721 27	.....	71,646 09	31 78	71,614 31*	22
23	1,034 48	4 45	.....	1,672 95	.....	77,598 94	4 68	77,594 26*	23
24	1,028 87	5 04	.....	1,733 20	.....	68,547 73	4 36	68,543 37*	24
25	930 06	3 85	.....	1,643 31	311 50	83,722 91	6 54	83,716 37*	25
26	706 56	14 54	.....	1,245 09	.....	123,440 02	355 93	123,084 09*	26
27	767 40	7 44	.....	1,452 04	.....	61,303 63	307 00	60,996 03*	27
	\$33,200 88	\$345 10	\$1,272 86	\$54,280 00	\$1,684 50	\$2,772,868 30	\$6,280 07	\$2,766,588 23*	

† Opened as a district during year 1927.

‡ Became two separate districts during year 1927.

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 3.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	41	42	43	44	45	46	
	Average Membership.	Cost per Pupil, Average Membership.*	Average Attendance.	Cost per Pupil, Average Attendance.*	Number of Pupil Hours.	Cost per Pupil Hour.*	
1	1,447	\$96 80*	1,339	\$104 61*	1,265,441	\$0 110*	1
2	794	90 13*	742	96 44*	702,100	101*	2
3	2,599	84 15*	2,379	91 93*	2,213,561	098*	3
4	1,146	80 40*	1,088	84 68*	989,445	093*	4
5	368	51 59*	345	55 03*	311,739	060*	5
6	1,076	95 69*	1,001	102 86*	918,678	112*	6
7	1,148	80 77*	1,053	88 06*	945,452	098*	7
8	955	91 94*	888	98 88*	798,404	109*	8
9	1,223	72 74*	1,130	78 73*	1,020,903	087*	9
10	1,210	71 85*	1,109	78 40*	984,114	088*	10
11	1,260	72 16*	1,156	78 65*	1,055,777	086*	11
12	1,787	91 36*	1,662	98 23*	1,525,319	107*	12
13	1,254	78 83*	1,151	85 88*	1,035,635	095*	13
14	933	115 14*	908	118 31*	938,390	114*	14
15	1,227	86 64*	1,136	93 59*	1,024,491	103*	15
16	831	102 03*	771	109 96*	701,294	120*	16
17	1,509	74 88*	1,368	82 59*	1,236,078	091*	17
18	1,667	77 47*	1,558	82 89*	1,421,319	090*	18
19	1,634	79 09*	1,515	85 30*	1,375,723	093*	19
20	2,193	75 04*	2,109	78 02*	1,922,919	085*	20
21	1,326	69 94*	1,222	75 89*	1,110,217	083*	21
22	1,100	65 10*	1,029	69 60*	944,549	075*	22
23	941	82 46*	879	88 28*	811,527	095*	23
24	872	78 60*	821	83 49*	740,740	092*	24
25	1,013	82 64*	945	88 59*	858,309	097*	25
26	1,327	92 75*	1,221	100 81*	1,263,055	097*	26
27	677	90 10*	632	96 51*	566,136	107*	27
	33,517	.....	31,157	.....	28,681,315	.....	

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

*[Faint header text, likely containing the title of the document]*

<i>[Faint text in first column]</i>	<i>[Faint text in second column]</i>	<i>[Faint text in third column]</i>	<i>[Faint text in fourth column]</i>	<i>[Faint text in fifth column]</i>	<i>[Faint text in sixth column]</i>	<i>[Faint text in seventh column]</i>	<i>[Faint text in eighth column]</i>	<i>[Faint text in ninth column]</i>	<i>[Faint text in tenth column]</i>
<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>
<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>
<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>
<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>
<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>
<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>
<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>
<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>
<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>	<i>[Faint text]</i>

**TABLE NO. 3, CONTINUED.**

**ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.**

**(Gaston to Oliver Hazard Perry, Inclusive.)**

**COSTS, EXCLUSIVE OF ADMINISTRATION,  
SUPERVISION AND GENERAL CHARGES,  
AND WITH DIRECT INCOME DEDUCTED.**

**(For Total and Net Costs, See Table No. 1.)**

TABLE NO. 3, CONTINUED.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION, AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

SCHOOL DISTRICTS.	EXPENSES OF INSTRUCTION.								
	1	2	3	4	5	6	7	8	
		Salaries of Principals.	Salaries of Clerks.	Postage.	Telephone.	Salaries of Teachers.	Salaries of Physical Education Teachers.	Text Books.	
<i>Brought forward</i> .....		\$112,506 24	\$16,417 20	\$421 85	\$3,841 40	\$2,175,082 01	\$4,049 95	\$33,631 09	
28 Gaston.....	Kindergarten and Grades I-IX.	4,368 00	1,344 00	8 28	41 80	67,913 12	313 69	1,118 64	28
29 Gilbert Stuart.....	Kindergarten and Grades I-VIII.	4,608 00	92 40	16 88	121 67	54,737 04	95 64	889 45	29
30 Grover Cleveland Intermediate.....	Grades VII-IX....	4,608 00	1,344 00	5 00	108 88	58,346 42	142 10	900 22	30
31 Hancock.....	Kindergarten and Grades I-VI.	4,608 00	1,340 64	9 00	138 41	127,502 38	90 40	1,583 54	31
32 Harvard-Frothingham.....	Kindergarten and Grades I-VIII.	4,262 40	544 00	30 50	244 58	96,938 36	112 74	785 80	32
33 Henry Grew.....	Kindergarten and Grades I-VIII.	4,333 08	149 60	4 40	127 65	74,651 58	255 26	1,790 23	33
34 Henry L. Higginson.....	Kindergarten and Grades I-VI.	3,936 00	214 00	6 66	120 47	66,106 12	27 50	803 27	34
35 Henry L. Pierce.....	Kindergarten and Grades I-IV and VII-IX.	4,608 00	1,337 28	16 04	279 25	88,502 04	256 44	1,717 45	35
36 Hugh O'Brien.....	Kindergarten and Grades I-VIII.	4,608 00	1,320 48	21 57	150 95	117,187 45	153 60	1,753 81	36
37 Hyde.....	Kindergarten and Grades I-VIII.	4,227 84	86 25	7 19	91 81	55,338 32	152 00	732 30	37
38 Jefferson-Comins.....	Kindergarten and Grades I-VIII.	4,368 00	592 00	20 24	214 94	97,096 65	152 00	1,225 40	38
39 John A. Andrew.....	Kindergarten and Grades I-VIII.	4,608 00	177 26	7 30	119 17	60,244 13	141 76	885 06	39
40 John Cheverus †.....	Kindergarten and Grades I-VIII.	1,216 00	125 76	2 79	4 39	15,782 98	97 72	375 36	40
41 John Marshall.....	Kindergarten and Grades I-VI.	4,608 00	275 05	29 53	210 88	104,899 14	95 64	1,161 99	41
42 John Winthrop.....	Kindergarten and Grades I-IX.	4,596 48	1,290 88	26 60	226 93	112,086 12	469 64	1,563 53	42
43 Joseph H. Barnes Intermediate.....	Grades VII-IX....	4,608 00	1,178 24	24 16	106 75	97,437 05	244 60	2,671 37	43
44 Julia Ward Howe.....	Kindergarten and Grades I-VI.	4,080 00	192 00	9 60	111 31	68,801 09	185 68	1,727 66	44
45 Lawrence.....	Kindergarten and Grades I-VIII.	4,608 00	29 40	6 30	217 09	54,480 01	147 34	486 74	45
46 Lewis Intermediate.....	Grades V-IX....	4,608 00	1,328 88	14 23	105 05	76,391 85	344 60	2,263 24	46
47 Longfellow.....	Kindergarten and Grades I-VI.	4,098 00	185 47	14 57	144 56	86,052 36	116 48	1,162 77	47
48 Lowell.....	Kindergarten and Grades I-VII.	4,608 00	592 00	26 20	178 93	81,630 82	130 56	1,294 05	48
49 Martin.....	Kindergarten and Grades I-VIII.	4,896 00	1,536 00	26 40	98 22	65,555 50	66 13	1,090 10	49
50 Mary Hemenway.....	Kindergarten and Grades I-IX.	4,608 00	1,344 00	10 67	287 54	128,900 99	301 60	1,847 66	50
51 Mather.....	Kindergarten and Grades I-VIII.	4,608 00	1,344 00	14 10	162 90	149,042 10	164 27	2,601 24	51
52 Michelangelo Intermediate.....	Grades VII-IX....	4,608 00	992 00	16 00	88 03	72,215 78	114 60	2,311 94	52
53 Minot.....	Kindergarten and Grades I-VIII.	4,080 00	89 40	12 10	109 91	45,155 16	39 85	729 60	53
54 Norcross.....	Kindergarten and Grades I-IX.	4,596 48	1,181 12	16 80	94 16	79,748 57	354 59	954 53	54
55 Oliver Hazard Perry.....	Kindergarten and Grades I-VIII.	4,608 00	44 54	8 50	59 15	54,224 94	190 66	768 91	55
<i>Carried forward</i> .....		\$234,684 52	\$36,687 85	\$833 46	\$7,806 78	\$4,432,000 08	\$9,007 04	\$70,826 95	

† Opened as a district during year 1927.

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.



TABLE NO. 3, CONTINUED.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

		EXPENSES OF INSTRUCTION.								
		9	10	11	12	13	14	15	16	
		Rebinding Books.	Reference Books.	Drawing Supplies and Equipment.	Shop and Manual Training Supplies.	Cookery Supplies and Equipment.	Sewing Supplies and Equipment.	Science Supplies and Equipment.	Kindergarten Supplies.	
		\$2,086 46	\$1,897 20	\$9,089 14	\$18,556 51	\$5,147 08	\$2,026 28	\$1,488 23	\$2,954 97	
28	224 35	74 02	293 94	293 94	37	383 95	352 31	70 04	29 91	28
29	55 65	9 35	178 81	178 81	555 00	143 88	207 77	54 05	112 51	29
30	59 50	407 36	280 89	280 89	2,567 49	607 03	213 22	73 17	Cr. 40 20	30
31	.....	158 63	264 57	264 57	56 49	193 40	313 73	.....	389 12	31
32	249 91	37 36	385 17	385 17	1,268 83	226 81	49 71	89 87	124 06	32
33	51 24	103 58	349 63	349 63	1,100 49	146 45	32 00	63 54	295 86	33
34	38 50	12 70	411 32	411 32	195 44	78	17 50	.....	164 74	34
35	.....	125 80	330 04	330 04	1,808 36	360 73	22 01	67 78	143 10	35
36	.....	99 08	449 65	449 65	1,277 10	367 45	104 42	83 05	73 78	36
37	37 10	40 40	277 47	277 47	.....	350 81	83 77	54 05	281 06	37
38	232 60	117 20	365 54	365 54	627 37	250 68	56 66	54 05	125 11	38
39	100 95	121 06	219 79	219 79	703 66	163 08	29 07	54 05	23 46	39
40	.....	.....	70 86	70 86	14 40	189 73	34 77	54 05	91 78	40
41	89 75	386 46	321 00	321 00	790 56	164 22	57 65	.....	248 92	41
42	190 90	112 79	512 07	512 07	1,220 51	201 81	89 41	75 92	134 67	42
43	11 55	307 97	341 46	341 46	3,822 34	806 82	81 26	128 12	09	43
44	10 50	107 23	420 30	420 30	323 34	.....	19 03	.....	59 42	44
45	77 20	54 62	227 22	227 22	1,042 98	3 14	8 43	55 06	174 75	45
46	10 50	221 69	299 08	299 08	724 98	489 31	37 12	85 89	.....	46
47	103 05	198 38	401 64	401 64	276 59	.....	20 62	.....	200 24	47
48	32 20	69 70	220 40	220 40	1,432 48	299 73	48 50	54 04	170 40	48
49	21 35	89 96	211 96	211 96	160 00	324 73	24 59	68 54	92 38	49
50	57 05	39 20	437 80	437 80	754 17	312 73	94 21	54 04	122 74	50
51	16 80	89 59	599 51	599 51	1,034 84	280 65	228 98	64 53	206 62	51
52	34 10	63 62	181 51	181 51	1,762 28	891 45	146 09	91 58	.....	52
53	21 00	78 95	270 14	270 14	1,322 94	296 47	38 46	84 31	33 29	53
54	36 40	52 14	274 06	274 06	45 19	326 20	102 28	.....	100 19	54
55	63 20	30 09	187 84	187 84	271 77	168 31	27 38	54 04	28 89	55
		\$3,961 81	\$5,106 13	\$17,872 81	\$43,716 48	\$13,097 43	\$4,567 23	\$3,022 00	\$6,341 86	

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 3, CONTINUED.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

EXPENSES OF INSTRUCTION.									
	17	18	19	20	21	22	23	24	
	Musical Instruments and Supplies.	Printing.	Commercial Supplies and Equipment.	Other Educational Supplies and Equipment.	Physical Education Supplies and Equipment.	Incidentals.	Total for Instruction.	Number of Pupil Hours.	
	\$3,599 94	\$239 52	\$841 73	\$33,650 45	\$1,056 28	\$592 68	\$2,429,176 21	28,681,315	
28	3 60	.....	92	883 67	42 17	4 77	77,471 55	877,966	28
29	21 35	6 25	228 49	776 15	13 00	34 42	62,957 76	717,214	29
30	1 50	40	112 85	1,345 79	182 72	67 45	71,333 79	671,608	30
31	69 55	12 00	21 08	1,420 84	3 74	65 88	138,241 40	1,568,117	31
32	16 50	23 83	115 51	1,606 13	6 83	24 91	107,143 81	1,058,961	32
33	.....	30 25	229 17	1,352 73	31 09	13 99	85,111 82	1,048,865	33
34	26 70	40	11 68	1,200 08	20 72	9 99	73,324 57	966,336	34
35	149 87	34 85	51 75	1,779 43	91 39	98 28	101,779 80	939,030	35
36	39 46	54 82	22 00	1,566 82	.....	17 99	129,301 48	1,643,465	36
37	.....	.....	2 58	933 73	.....	5 88	62,702 56	646,571	37
38	39 27	.....	94	1,260 66	56	15 15	106,815 02	1,310,389	38
39	34 28	8 70	4 72	1,351 62	.....	14 24	69,011 36	1,020,313	39
40	.....	15 25	4 54	187 72	.....	3 60	18,271 70	296,627	40
41	14 05	7 25	7 78	1,219 00	165 63	8 12	114,760 62	1,304,328	41
42	321 78	31 35	148 39	2,194 50	94 08	14 33	125,602 78	1,513,913	42
43	57 71	40	63 15	1,916 00	289 28	90 22	114,186 54	1,050,311	43
44	81 19	234 50	12 52	1,079 11	41 69	14 46	77,510 63	1,060,314	44
45	40 30	.....	13 92	887 15	.....	33 94	62,593 59	718,799	45
46	378 92	20	.....	1,340 56	123 63	87 66	88,855 39	863,493	46
47	21 78	9 50	208 94	1,332 89	43 51	17 85	94,609 20	1,275,878	47
48	316 16	6 25	17 04	832 85	.....	25 25	91,985 56	1,020,410	48
49	150 42	24 22	13 17	917 31	4 79	13 48	75,385 25	653,531	49
50	45 07	.....	21 35	1,931 75	127 99	74 68	141,373 24	1,670,677	50
51	32 91	39 25	42 26	1,107 75	12 00	16 64	161,708 94	2,052,729	51
52	1,019 00	40	290 29	1,815 91	171 24	54 18	86,918 00	808,686	52
53	379 56	8 50	25 55	667 18	.....	23 97	53,466 34	627,863	53
54	12 06	24 82	2 38	1,417 78	31 25	21 51	89,392 51	956,968	54
55	.....	8 00	73 13	801 84	.....	4 01	61,623 20	639,339	55
	\$0,872 93	\$820 91	\$2,587 83	\$68,777 49	\$2,553 59	\$1,469 53	\$1,972,614 71	57,664,016	

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 3, CONTINUED.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

EXPENSES OF INSTRUCTION.	OPERATION OF PLANT.						PROMOTION OF HEALTH.	
	25	26	27	28	29	30	31	32
Cost per Pupil Hour of Instruction.	Salaries of Custodians.	Fuel.	Electric Current for Light and Power.	Gas.	Custodians' Supplies.	Total for Operation of Plant.	Salaries of School Physicians.	
.....	\$183,898 46	\$68,315 18	\$24,838 38	\$2,044 01	\$8,601 49	\$287,697 52	\$19,461 16	
28 \$0 088	5,129 66	2,898 19	466 87	66 07	252 17	8,812 96	497 52	28
29 087	5,738 92	2,032 06	436 54	25 25	264 28	8,497 05	710 39	29
30 106	4,401 00	2,051 27	669 02	166 60	189 80	7,477 69	611 25	30
31 088	8,632 11	2,175 62	1,899 44	68 19	231 86	13,007 22	1,325 61	31
32 101	9,806 21	3,007 75	1,413 55	127 56	466 64	14,821 71	710 00	32
33 081	6,724 33	3,812 80	696 27	147 22	596 15	11,976 77	815 09	33
34 075	5,348 78	2,482 56	591 87	12 21	418 43	8,853 85	683 05	34
35 108	8,601 57	3,395 55	568 44	94 32	282 15	12,942 03	744 19	35
36 078	9,373 26	3,067 43	663 95	210 08	236 92	13,551 64	683 05	36
37 096	4,562 27	1,392 60	277 07	132 57	203 85	6,568 36	614 40	37
38 081	9,008 89	3,130 63	860 04	45 46	346 81	13,391 83	1,052 73	38
39 067	4,715 40	2,098 89	579 74	47 30	229 58	7,670 91	571 17	39
40 061	1,682 96	207 97	180 33	6 50	8 89	2,086 65	177 95	40
41 087	9,615 61	3,863 32	743 24	74 85	231 90	14,528 92	794 67	41
42 082	8,622 45	3,102 82	733 32	158 22	334 79	12,951 60	700 52	42
43 108	4,589 67	1,668 32	2,403 30	270 43	290 73	9,222 45	572 40	43
44 073	5,004 04	1,831 20	711 06	27 80	235 40	7,809 50	655 83	44
45 087	5,950 22	2,308 55	741 68	121 98	365 06	9,487 49	523 55	45
46 102	5,535 44	1,355 56	1,041 23	121 30	288 26	8,341 79	655 83	46
47 074	7,955 87	2,895 91	871 63	62 21	257 39	12,043 01	1,043 08	47
48 090	7,080 22	2,287 78	1,045 70	155 66	219 49	10,788 85	805 91	48
49 115	7,053 52	2,930 72	689 74	22 43	253 97	10,950 38	604 40	49
50 084	11,621 26	3,586 55	774 68	152 23	373 55	16,508 27	758 42	50
51 078	12,367 81	4,410 65	922 23	77 18	601 73	18,379 60	917 62	51
52 107	2,972 52	1,105 71	1,742 48	118 41	173 49	6,112 61	535 73	52
53 085	4,793 31	1,560 99	513 69	54 52	571 74	7,494 25	661 70	53
54 093	6,597 97	2,833 16	1,037 76	130 90	453 49	11,053 28	522 54	54
55 096	4,740 22	1,442 21	287 51	36 23	177 61	6,683 78	481 70	55
.....	\$372,123 95	\$137,251 95	\$48,400 76	\$4,777 69	\$17,157 62	\$579,711 97	\$38,891 46	

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 3, CONTINUED.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	PROMOTION OF HEALTH.				TRANSPORTATION.	38	39	40	
	33	34	35	36	37				
	Nurses' Salaries.	Supplies and Equipment, School Physicians and Nurses.	Bath Expenses, etc.	Total for Promotion of Health.	Car Tickets.				
	\$33,200 88	\$345 10	\$1,272 86	\$54,280 00	\$1,684 50	\$2,772,868 30	\$6,280 07	\$2,766,588 23*	
28	937 05	5 40	.....	1,439 97	.....	87,724 48	15 46	87,709 02*	28
29	776 04	10 23	.....	1,496 66	.....	72,951 47	120 21	72,831 26*	29
30	797 64	6 68	.....	1,415 57	.....	80,227 05	106 39	80,120 66*	30
31	2,461 23	13 38	469 45	4,269 67	.....	155,518 29	332 40	155,185 89*	31
32	1,303 36	13 74	.....	2,027 10	100 00	124,092 62	44 07	124,048 55*	32
33	1,995 14	36 8c	.....	2,847 09	.....	99,935 68	99 62	99,836 06*	33
34	1,734 54	7 03	.....	2,424 62	.....	84,603 04	257 91	84,345 13*	34
35	1,033 05	12 14	.....	1,789 38	5 00	116,516 30	324 76	116,191 54*	35
36	1,886 50	11 01	.....	2,580 56	112 50	145,546 18	516 28	145,029 90*	36
37	982 43	4 66	.....	1,601 49	.....	70,872 41	154 09	70,718 32*	37
38	1,701 74	11 06	.....	2,765 53	3 00	122,975 38	26 81	122,948 57*	38
39	765 22	8 77	.....	1,345 16	.....	78,027 43	136 21	77,891 22*	39
40	209 89	2 14	.....	389 98	50 00	† 20,768 26	79 82	† 20,688 44*	40
41	1,995 13	22 12	.....	2,811 92	1,625 00	133,726 46	545 84	133,180 62*	41
42	2,013 53	10 88	.....	2,724 93	.....	141,279 31	101 39	141,177 92*	42
43	697 20	5 93	.....	1,275 53	12 00	124,696 52	9 45	124,687 07*	43
44	1,037 22	7 40	.....	1,700 45	.....	87,020 58	488 86	86,531 72*	44
45	1,033 04	9 98	.....	1,566 57	.....	73,647 65	178 03	73,469 62*	45
46	1,037 22	12 69	.....	1,705 74	.....	98,902 92	7 72	98,895 20*	46
47	1,066 01	10 46	.....	2,119 55	15 00	108,786 76	731 22	108,055 54*	47
48	1,389 10	124 34	5 65	2,325 00	.....	105,099 41	495 48	104,603 93*	48
49	1,039 69	7 34	.....	1,651 43	200 00	88,187 06	423 86	87,763 20*	49
50	1,416 33	40 22	.....	2,214 97	21 20	160,117 68	59 07	160,058 61*	50
51	2,024 75	44 04	.....	2,986 41	12 50	183,087 45	778 41	182,309 04*	51
52	1,005 21	17 81	.....	1,558 75	.....	94,589 36	42 14	94,547 22*	52
53	776 02	11 59	.....	1,449 31	.....	62,499 90	100 68	62,399 22*	53
54	1,033 03	221 07	.....	1,776 64	42 50	102,204 93	234 41	102,030 52*	54
55	767 39	7 71	.....	1,256 80	.....	69,563 78	78 47	69,485 31*	55
	\$68,115 58	\$1,041 78	\$1,747 96	\$109,796 78	\$3,883 20	\$5,666,006 66	\$12,769 13	\$5,653,237 53*	

† Opened as a district during year 1927.

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

**TABLE NO. 3, CONTINUED.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\***

**ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.\***

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	41	42	43	44	45	46	
	Average Membership.	Cost per Pupil, Average Membership.*	Average Attendance.	Cost per Pupil, Average Attendance.*	Number of Pupil Hours.	Cost per Pupil Hour.*	
	33,517	.....	31,157	.....	28,681,315	.....	
28	1,032	\$84 99*	964	\$90 98*	877,966	\$0 099*	28
29	875	83 23*	800	91 04*	717,214	101*	29
30	692	115 78*	650	123 26*	671,608	119*	30
31	1,897	81 81*	1,798	86 31*	1,568,117	098*	31
32	1,274	97 37*	1,178	105 30*	1,058,961	117*	32
33	1,234	80 90*	1,156	86 36*	1,048,865	095*	33
34	1,243	67 86*	1,105	76 33*	966,336	087*	34
35	1,275	91 13*	1,165	99 73*	939,030	123*	35
36	1,945	74 56*	1,807	80 26*	1,643,465	088*	36
37	794	89 06*	725	97 54*	646,571	109*	37
38	1,542	79 73*	1,448	84 91*	1,310,389	093*	38
39	1,181	65 95*	1,115	69 85*	1,020,313	076*	39
40	354	58 44*	334	61 94*	296,627	069*	40
41	1,652	80 62*	1,495	89 08*	1,304,328	102*	41
42	1,842	76 64*	1,660	85 04*	1,513,913	093*	42
43	1,094	113 97*	1,017	122 60*	1,050,311	118*	43
44	1,261	68 62*	1,158	74 73*	1,060,314	081*	44
45	824	89 16*	785	93 59*	718,799	102*	45
46	980	100 91*	897	110 25*	863,493	114*	46
47	1,600	67 53*	1,431	75 51*	1,275,878	084*	47
48	1,218	85 88*	1,141	91 68*	1,020,410	102*	48
49	800	109 70*	738	118 92*	653,531	134*	49
50	1,958	81 74*	1,807	88 57*	1,670,677	095*	50
51	2,447	74 50*	2,280	79 96*	2,052,729	088*	51
52	850	111 23*	822	115 02*	808,686	116*	52
53	735	84 77*	691	90 17*	627,863	099*	53
54	1,128	90 45*	1,046	97 54*	956,968	106*	54
55	756	91 91*	706	98 42*	639,339	108*	55
	68,000	.....	63,076	.....	57,664,016	.....	

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.



**TABLE NO. 3, CONCLUDED.**

**ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.**

**(Oliver Wendell Holmes Intermediate to William Lloyd Garrison, Inclusive.)**

**COSTS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.**

**(For Total and Net Costs, See Table No. 1.)**

TABLE NO. 3, CONCLUDED.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION, AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

SCHOOL DISTRICTS.	EXPENSES OF INSTRUCTION.								
	1	2	3	4	5	6	7	8	
		Salaries of Principals.	Salaries of Clerks.	Postage.	Telephone.	Salaries of Teachers.	Salaries of Physical Education Teachers.	Text Books.	
<i>Brought forward</i> .....		\$234,684 52	\$36,687 85	\$833 46	\$7,806 78	\$4,432,000 08	\$9,007 04	\$70,826 95	
56 Oliver Wendell Holmes Intermediate.....	Grades VII-IX.....	4,608 00	1,411 48	32 12	43 02	76,380 01	213 77	1,585 88	56
57 Phillips Brooks.....	Kindergarten and Grades I-VIII.....	4,080 00	1,079 36	7 20	160 73	108,901 55	92 16	1,892 56	57
58 Prescott.....	Kindergarten and Grades I-VIII.....	4,512 00		11 00	116 79	50,957 60	112 74	805 08	58
59 Prince.....	Kindergarten and Grades I-VIII.....	4,512 00	544 00	14 00	181 48	79,977 89	164 26	1,139 43	59
60 Quincy.....	Kindergarten and Grades I-VIII.....	4,224 00	542 56	11 50	129 37	85,646 35	70 40	861 98	60
61 Rice.....	Kindergarten and Grades I-VIII.....	4,506 42	88 80	23 50	48 05	69,555 47	66 02	860 28	61
62 Robert G. Shaw.....	Kindergarten and Grades I-IX.....	4,608 00	1,273 52	20 88	390 30	128,886 89	168 51	2,525 05	62
63 Robert Treat Paine.....	Kindergarten and Grades I-VI.....	4,224 00	74 10	7 00	96 36	51,832 52	152 45	663 27	63
64 Roger Wolcott.....	Kindergarten and Grades I-VI.....	4,602 24	1,332 24	17 10	137 19	118,679 54	290 48	2,205 90	64
65 Samuel Adams.....	Kindergarten and Grades I-VI.....	4,080 00	1,280 00	23 72	267 46	141,490 87	149 44	2,081 04	65
66 Sherwin.....	Kindergarten and Grades I-VIII.....	4,069 56	83 40	17 62	123 45	92,967 87	131 21	754 54	66
67 Shurtleff.....	Kindergarten and Grades I-IX.....	4,608 00	1,344 00	24 00	182 15	69,319 90	292 29	1,660 19	67
68 Theodore Lyman.....	Kindergarten and Grades I-VI.....	4,495 26	658 56	21 98	243 02	93,157 05	263 26	1,630 94	68
69 Theodore Roosevelt.....	Kindergarten and Grades I-IX.....	4,608 00	1,344 00	20 93	231 43	106,773 22	320 86	2,408 92	69
70 Thomas Gardner.....	Kindergarten and Grades I-VIII.....	4,608 00	697 79	12 00	153 37	103,611 94	195 25	1,553 29	70
71 Thomas N. Hart.....	Kindergarten and Grades I-VIII.....	4,608 00	85 20	12 50	176 96	74,681 22	81 31	998 35	71
72 Ulysses S. Grant.....	Kindergarten and Grades I-VI.....	3,931 14	658 56	14 25	128 44	66,739 44	204 37	1,412 06	72
73 Warren-Bunker Hill.....	Kindergarten and Grades I-VIII.....	4,608 00	1,249 92	28 65	227 17	123,327 09	185 79	1,495 22	73
74 Washington Intermediate.....	Grades VII-IX.....	4,608 00	1,337 28	9 70	89 49	89,301 79	350 02	1,934 45	74
75 Washington Allston.....	Kindergarten and Grades I-IX.....	4,584 96	1,181 12	24 62	125 75	96,516 90	526 74	1,560 04	75
76 Washington Irving Intermediate.....	Grades VII-IX.....	4,368 00	1,333 92	34 08	113 98	78,744 86	444 50	1,500 03	76
77 Wells.....	Kindergarten and Grades I-VI.....	3,936 00	1,069 74	16 10	164 89	111,261 67	153 60	1,208 06	77
78 Wendell Phillips.....	Kindergarten and Grades I-VI.....	4,608 00	81 90	10 28	148 49	86,007 91	202 24	1,224 06	78
79 William E. Endicott.....	Kindergarten and Grades I-VI.....	4,596 48	1,488 00	12 48	124 98	104,157 11	152 45	1,279 52	79
80 William E. Russell.....	Kindergarten and Grades I-VIII.....	4,608 00	41 84	8 25	141 61	66,245 43	124 64	1,021 51	80
81 William Lloyd Garrison.....	Kindergarten and Grades I-VI.....	4,584 96	212 80	8 82	145 35	55,492 73	60 75	733 51	81
82 Totals.....		\$350,071 54	\$57,181 94	\$1,277 74	\$11,898 06	\$6,762,614 90	\$14,176 55	\$107,827 11	82

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.



**TABLE NO. 3, CONCLUDED.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\***

**ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.\***

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

EXPENSES OF INSTRUCTION.								
9	10	11	12	13	14	15	16	
Rebinding Books.	Reference Books.	Drawing Supplies and Equipment.	Shop and Manual Training Supplies.	Cookery Supplies and Equipment.	Sewing Supplies and Equipment.	Science Supplies and Equipment.	Kindergarten Supplies.	
\$3,961 81	\$5,106 13	\$17,872 81	\$43,716 48	\$13,097 43	\$4,567 23	\$3,022 00	\$6,341 86	
56 93 80	53 22	378 94	1,614 12	442 45	2 79	133 56	Cr. 30 00	56
57 32 20	171 47	395 40	2,118 86	388 44	62 23	133 96	127 20	57
58 .....	200 28	230 88	1,008 74	130 23	23 93	54 04	57 55	58
59 47 60	52 72	323 54	1,395 23	280 28	157 72	54 04	139 16	59
60 74 20	21 70	276 78	847 86	.....	72 88	78 42	103 19	60
61 77 00	94 27	253 33	805 29	259 58	106 87	54 04	46 90	61
62 319 15	804 72	700 41	1,544 46	721 93	107 31	54 04	331 99	62
63 100 10	67 03	235 36	72 47	12 96	20 30	.....	96 68	63
64 54 95	35 85	587 53	313 99	.....	72 11	.....	125 68	64
65 .....	57 32	673 94	362 46	.....	151 11	.....	362 17	65
66 .....	21 01	213 63	2,090 08	293 30	16 85	160 45	128 38	66
67 .....	96 88	431 54	41 29	270 54	157 31	54 03	230 89	67
68 .....	139 86	392 86	1,217 30	6 11	61 13	.....	118 12	68
69 123 55	267 08	241 51	1,680 74	493 14	44 52	87 38	76 23	69
70 .....	82 53	339 26	814 43	272 31	71 31	74 03	150 91	70
71 160 70	247 87	223 60	455 33	.....	2 28	84 76	91 71	71
72 103 25	Cr. 109 38	309 08	955 28	52 88	73 34	.....	132 53	72
73 67 70	125 57	505 14	904 29	273 25	123 00	108 05	177 56	73
74 .....	96 65	261 53	2,288 07	709 20	59 38	63 34	.....	74
75 61 25	72 22	299 32	264 96	265 30	40 39	54 02	162 33	75
76 205 80	61 28	421 66	2,065 36	662 28	97 01	124 53	.....	76
77 12 25	104 64	451 90	117 45	62 84	131 75	.....	269 01	77
78 8 75	114 02	239 06	1,539 86	.....	17 31	.....	75 60	78
79 62 65	105 82	369 67	317 29	60	54 97	.....	283 21	79
80 22 40	67 63	211 24	420 35	232 73	25 71	54 02	98 16	80
81 74 55	111 61	357 78	280 44	.....	9 71	.....	61 10	81
82 \$5,663 66	\$8,270 00	\$27,197 70	\$69,252 48	\$18,927 78	\$6,330 45	\$4,448 71	\$9,758 12	82

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

**TABLE NO. 3, CONCLUDED.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\***

**ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.\***

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

EXPENSES OF INSTRUCTION.									
17	18	19	20	21	22	23	24		
Musical Instruments and Supplies.	Printing.	Commercial Supplies and Equipment.	Other Educational Supplies and Equipment.	Physical Education Supplies and Equipment.	Incidentals.	Total for Instruction.	Number of Pupil Hours.		
	\$6,872 93	\$820 91	\$2,587 83	\$68,777 49	\$2,553 59	\$1,469 53	\$4,972,614 71	57,664,016	
56	135 27	8 82	1,250 76	86 96	32 63	88,477 60	979,299	56	
57	342 69	6 95	9 98	1,124 53	7 74	18 66	121,153 87	1,487,135	57
58	5 89	12 20	1 75	755 66	12 62	15 71	59,024 69	667,709	58
59	260 44	18 30	3 06	1,288 08	21 83	10 81	90,585 87	988,932	59
60	116 15	3 90	11 21	1,193 50	20 04	94,305 99	893,847	60	
61	13 40	10 50	60 06	1,119 38	7 67	78,056 83	899,802	61	
62	699 18	22 90	34 39	1,962 77	149 83	63 56	145,389 79	1,704,891	62
63	31 46	123 93	770 28	38 13	12 14	58,630 54	791,040	63	
64	66 27	42 11	1,947 85	13 58	13 04	130,537 65	1,769,124	64	
65	8 70	6 75	189 00	2,025 66	2 40	12 71	153,224 75	2,280,109	65
66	35 95	12 20	28 94	1,269 61	8 05	20 99	102,447 09	856,542	66
67	983 21	9 00	209 74	1,156 82	10 25	10 04	81,092 07	1,006,994	67
68	30 96	29 22	6 51	1,063 34	42 05	42 40	103,619 93	1,209,827	68
69	27 23	9 25	23 00	1,139 61	259 69	55 84	120,236 13	1,350,146	69
70	22 50	30 85	5 53	981 25	3 00	53 59	113,738 14	1,386,447	70
71	85 13	33 90	48 11	914 20	12 20	83,003 33	805,365	71	
72	32 46	5 09	931 96	40 59	19 12	75,634 46	1,108,098	72	
73	8 00	9 50	2 40	1,587 52	10 25	46 82	135,070 89	1,526,330	73
74	179 00	17 30	25 21	1,586 17	147 75	49 40	103,113 73	911,486	74
75	9 75	32 10	9 79	1,342 51	130 53	49 22	107,313 82	1,223,754	75
76	339 41	57 75	35 22	1,697 20	412 92	44 03	92,763 82	935,216	76
77	390 60	25 57	38 81	1,617 51	33 33	121,065 72	1,386,265	77	
78	6 00	13 11	807 81	26 20	95,130 60	882,825	78		
79	125 04	7 75	2 86	1,287 68	4 99	12 24	114,445 79	1,369,699	79
80	36 28	12 75	52 39	819 09	13 40	25 46	74,283 49	843,340	80
81	14 98	1,350 08	4 52	19 34	63,523 03	907,879	81		
82	\$10,878 88	\$1,189 55	\$3,578 85	\$101,768 92	\$3,974 67	\$2,196 72	\$7,578,484 33	87,836,117	82

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 3, CONCLUDED.—COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	EXPENSES OF INSTRUCTION.	OPERATION OF PLANT.						PROMOTION OF HEALTH.
		25	26	27	28	29	30	31
	Cost per Pupil Hour of Instruction.	Salaries of Custodians.	Fuel.	Electric Current for Light and Power.	Gas.	Custodians' Supplies.	Total for Operation of Plant.	Salaries, School Physicians.
	.....	\$372,123 95	\$137,251 95	\$48,400 76	\$4,777 69	\$17,157 62	\$579,711 97	\$38,891 46
56	\$0 090	5,319 10	1,730 39	567 13	149 25	319 05	8,084 92	707 90
57	081	7,918 07	2,800 99	610 56	106 53	321 54	11,757 69	680 35
58	088	4,633 99	2,347 40	462 28	67 92	193 93	7,705 52	529 20
59	091	5,909 96	1,474 62	960 37	266 81	323 49	8,935 25	793 04
60	105	7,114 26	2,022 09	1,625 71	64 55	350 43	11,177 04	631 23
61	086	4,906 67	2,084 62	771 48	242 24	192 14	8,197 15	718 72
62	085	12,133 54	4,095 45	951 12	115 19	686 26	17,981 56	823 07
63	074	4,739 13	889 05	273 78	22 89	208 45	6,133 30	544 40
64	073	9,830 80	3,271 29	725 48	107 60	430 11	14,365 28	664 40
65	067	10,530 09	4,555 90	1,488 51	70 09	452 01	17,099 60	1,258 85
66	119	8,055 91	3,024 78	695 66	171 87	396 19	12,344 41	614 40
67	080	6,543 57	2,170 67	945 84	115 57	351 78	10,127 43	579 00
68	085	8,779 87	3,538 45	1,502 76	141 74	338 99	14,301 81	724 40
69	089	8,700 94	3,412 49	2,100 62	280 25	434 37	14,928 67	711 01
70	082	11,476 48	4,823 09	572 08	65 51	415 43	17,352 59	723 39
71	103	6,097 54	1,849 30	359 67	58 21	238 96	8,603 68	481 70
72	068	5,785 13	2,480 46	475 15	55 10	186 90	8,982 74	796 40
73	088	<sup>1</sup> 12,565 17	5,821 01	1,753 73	32 28	551 27	20,723 46	711 60
74	113	<sup>1</sup> 6,750 10	1,358 07	3,291 79	129 97	174 32	11,704 25	665 30
75	087	7,876 28	3,994 16	880 00	50 85	218 12	13,019 41	696 52
76	099	7,015 48	1,838 71	1,507 12	152 93	406 30	10,920 54	756 40
77	087	10,339 43	2,852 62	2,429 58	276 88	394 23	16,292 74	800 24
78	107	6,822 52	2,540 42	1,207 47	56 34	402 31	11,029 06	742 02
79	083	7,536 57	2,444 23	930 89	12 50	324 36	11,248 55	1,369 00
80	088	7,323 68	2,673 55	281 75	93 45	199 24	10,571 67	570 22
81	069	5,115 65	2,501 51	444 09	72 39	259 15	8,392 79	709 55
82	\$0 086	\$571,946 88	\$209,847 27	\$76,215 38	\$7,756 60	\$25,926 95	\$891,693 08	\$57,893 77

<sup>1</sup> Including salary of matron.

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 3, CONCLUDED.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	PROMOTION OF HEALTH.				TRANS- PORTA- TION.	38	39	40	
	33	34	35	36	37				
	Nurses' Salaries.	Supplies and Equip- ment, School Physicians and Nurses.	Bath Expenses, etc.	Total for Promotion of Health.	Car Tickets.				
	\$68,115 58	\$1,041 78	\$1,747 96	\$109,796 78	\$3,883 20	\$5,666,006 66	\$12,769 13	\$5,653,237 53*	
56	675 61	10 68		1,394 19	16 00	97,972 71	797 97	97,174 74*	56
57	1,950 30	18 84		2,649 49		135,561 05	788 62	134,772 43*	57
58	751 86	9 46		1,290 52		68,020 73	375 15	67,645 58*	58
59	1,416 82	6 83		2,216 69	53 20	101,791 01	379 49	101,411 52*	59
60	1,205 37	42 05	10 83	1,889 48		107,372 51	210 55	107,161 96*	60
61	930 04	5 69		1,654 45		87,908 43	12 73	87,895 70*	61
62	1,997 21	50 46		2,870 74	2,300 00	168,542 09	1,130 50	167,411 59*	62
63	962 49	3 52		1,510 41	6 25	66,280 50	155 08	66,125 42*	63
64	1,378 48	14 53		2,057 41		146,960 34	307 94	146,652 40*	64
65	1,997 21	50 50		3,306 56		173,630 91	71 16	173,559 75*	65
66	982 42	6 90	265 26	1,868 98	1,500 00	118,160 48	183 05	117,977 43*	66
67	1,037 21	35 22		1,651 43		92,870 93	335 99	92,534 94*	67
68	1,227 96	5 97		1,958 33	567 50	120,447 57	99 26	120,348 31*	68
69	1,033 02	8 12		1,752 15	9 40	136,926 35	523 73	136,402 62*	69
70	1,466 01	14 39		2,203 79		133,294 53	372 29	132,922 23*	70
71	937 03	7 54		1,426 27		93,033 28	448 62	92,584 66*	71
72	747 83	41 71		1,585 94	14 50	86,217 64	152 23	86,065 41*	72
73	1,997 21	48 49	267 45	3,024 75		158,819 10	145 21	158,673 89*	73
74	740 58	36 11		1,441 99		116,259 97	149 70	116,110 27*	74
75	1,472 68	13 35		2,182 55		122,515 78	532 57	121,983 21*	75
76	1,055 70	7 18		1,819 28	20 00	105,523 64	362 42	105,161 22*	76
77	1,995 12	142 62	8 30	2,946 28		140,304 74	142 00	140,162 74*	77
78	2,024 74	14 76		2,781 52		108,941 18	492 93	108,448 25*	78
79	2,005 94	9 82		3,384 76		129,079 10	717 68	128,361 42*	79
80	765 21	15 16		1,350 59		86,205 75	78 50	86,127 25*	80
81	1,033 04	5 14		1,747 73		73,663 55	92 86	73,570 69*	81
82	\$101,902 67	\$1,666 82	\$2,299 80	\$163,763 06	\$8,370 05	\$8,642,310 52	\$21,827 36	\$8,620,483 16*	82

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

**TABLE NO. 3, CONCLUDED.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\***

**ELEMENTARY AND INTERMEDIATE SCHOOL DISTRICTS.\***

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	41	42	43	44	45	46	
	Average Membership.	Cost per Pupil, Average Membership.*	Average Attendance.	Cost per Pupil, Average Attendance.*	Number of Pupil Hours.	Cost per Pupil Hour.*	
	68,000	.....	63,076	.....	57,664,016	.....	
<b>56</b>	1,014	\$95 83*	947	\$102 61*	979,299	\$0 099*	<b>56</b>
<b>57</b>	1,802	74 79*	1,616	83 40*	1,487,135	091*	<b>57</b>
<b>58</b>	790	85 63*	726	93 18*	667,709	101*	<b>58</b>
<b>59</b>	1,193	85 01*	1,073	94 51*	988,932	102*	<b>59</b>
<b>60</b>	1,073	99 87*	999	107 27*	893,847	119*	<b>60</b>
<b>61</b>	1,024	85 83*	969	90 71*	899,802	097*	<b>61</b>
<b>62</b>	1,977	84 68*	1,831	91 43*	1,704,891	098*	<b>62</b>
<b>63</b>	990	66 79*	874	75 66*	791,040	083*	<b>63</b>
<b>64</b>	2,228	65 82*	1,984	73 92*	1,769,124	082*	<b>64</b>
<b>65</b>	2,735	63 46*	2,547	68 14*	2,280,109	076*	<b>65</b>
<b>66</b>	1,020	115 66*	948	124 45*	856,542	137*	<b>66</b>
<b>67</b>	1,213	76 29*	1,102	83 98*	1,006,994	091*	<b>67</b>
<b>68</b>	1,438	83 69*	1,351	89 08*	1,209,827	099*	<b>68</b>
<b>69</b>	1,508	90 45*	1,396	97 71*	1,350,146	101*	<b>69</b>
<b>70</b>	1,641	81 00*	1,543	86 15*	1,386,447	095*	<b>70</b>
<b>71</b>	956	96 85*	891	103 91*	805,365	114*	<b>71</b>
<b>73</b>	1,320	65 20*	1,237	69 58*	1,108,098	077*	<b>72</b>
<b>73</b>	1,823	87 04*	1,688	94 00*	1,526,330	103*	<b>73</b>
<b>74</b>	1,020	113 83*	941	123 39*	911,486	127*	<b>76</b>
<b>75</b>	1,395	87 44*	1,282	95 15*	1,223,754	099*	<b>75</b>
<b>76</b>	947	111 05*	906	116 07*	935,216	112*	<b>76</b>
<b>77</b>	1,712	81 87*	1,565	89 56*	1,386,265	101*	<b>77</b>
<b>78</b>	1,018	106 53*	952	113 92*	882,825	122*	<b>78</b>
<b>79</b>	1,761	72 89*	1,551	82 76*	1,369,699	093*	<b>79</b>
<b>80</b>	1,013	85 02*	941	91 53*	843,340	102*	<b>80</b>
<b>81</b>	1,122	65 57*	999	73 64*	907,879	081*	<b>81</b>
<b>82</b>	103,733	\$83 10*	95,935	\$89 86*	87,836,117	\$0 098*	<b>82</b>

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.



**TABLE NO. 4A.**

**SPECIAL SCHOOLS AND CLASSES, ETC.**

**COSTS, EXCLUSIVE OF ADMINISTRATION,  
SUPERVISION AND GENERAL CHARGES  
AND WITH DIRECT INCOME DEDUCTED.**

**HORACE MANN SCHOOL.  
BOSTON CLERICAL SCHOOL.  
BOSTON DISCIPLINARY DAY SCHOOL.  
TRADE SCHOOL FOR GIRLS.**

**(For Total and Net Costs, See Table No. 1.)**





TABLE NO. 4A.— COSTS OF SPECIAL SCHOOLS AND CLASSES, ETC. (DAY), EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

HORACE MANN SCHOOL.  
[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

SCHOOL.	EXPENSES OF INSTRUCTION.																				OPERATION OF PLANT.						PROMOTION OF HEALTH.				TRANSPORTATION.											SCHOOL.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		31	32	33	34	35	36	37	38	39	40	
	Salary of Principal.	Salaries of Clerks.	Postage.	Telephone.	Salaries of Teachers.	Salaries of Physical Education Teachers.	Text Books.	Reference Books.	Drawing Supplies.	Cookery Supplies and Equipment.	Sewing Supplies.	Kindergarten Supplies.	Music Supplies.	Printing.	Commercial Supplies and Equipment.	Other Educational Supplies and Equipment.	Car Tickets and Automobile Mileage.	Incidentals.	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salary of Custodian.	Fuel.	Electric Current for Light and Power.	Gas.	Custodians' Supplies.	Total for Operation of Plant.	Salaries of School Physicians.	Nurses' Salaries.	Supplies and Equipment, School Physicians and Nurses.	Total for Promotion of Health.	Traveling Expenses of Pupils.	Total.	Direct Income Credits from all Sources.	Net Total.*	Average Membership.	Cost per Pupil, Average Membership.*	Average Attendance.	Cost per Pupil, Average Attendance.*	Number of Pupil Hours.	Cost per Pupil Hour.*	
Horace Mann School . . . . .	\$1,608 00	\$736 00	\$21 50	\$27 77	\$42,008 22	\$131 95	\$191 85	\$13 00	\$26 57	\$60 39	\$28 06	\$1 01	\$19 00	\$20 45	\$0 65	\$358 17	\$180 00	\$1 21	\$50,417 83	126,173	\$0 402	\$3,213 50	\$307 50	\$706 56	\$108 18	\$72 07	\$1,557 81	\$574 81	\$651 33	\$553 55	\$1,770 72	\$3,704 63	\$58,484 99	\$3,083 05	\$54,801 94*	115	\$377 91*	133	\$112 01*	126,473	\$0 433*	Horace Mann School

\* Including salary of matron.

BOSTON CLERICAL SCHOOL.\*  
[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

SCHOOL.	EXPENSES OF INSTRUCTION.																				OPERATION OF PLANT.						PROMOTION OF HEALTH.														SCHOOL.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39		
	Salary of Principal.	Salaries of Clerks.	Postage.	Telephone.	Salaries of Teachers.	Salaries of Physical Education Teachers.	Text Books.	Reference Books.	Rebinding Books.	Drawing Supplies.	Manual Training Supplies.	Printing.	Commercial Supplies and Equipment.	Music Supplies and Instruments.	Other Educational Supplies and Equipment.	Physical Education Supplies.	Incidentals.	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salary of Custodian.	Fuel.	Electric Current for Light and Power.	Gas.	Custodians' Supplies.	Total for Operation of Plant.	Salaries of School Physicians.	Nurses' Salaries.	Supplies and Equipment, School Physicians and Nurses.	Total for Promotion of Health.	Total.	Direct Income Credits from all Sources.	Net Total.*	Average Membership.	Cost per Pupil, Average Membership.*	Average Attendance.	Cost per Pupil, Average Attendance.*	Number of Pupil Hours.	Cost per Pupil Hour.*		
Boston Clerical School	\$5,301 30	\$1,337 03	\$28 24	Cr. \$33 09	\$37,789 04	\$964 00	\$1,051 50	\$105 07	\$47 60	.....	.....	\$60 95	\$4,949 48	\$25 00	\$1,202 20	\$280 05	\$69 86	\$53,178 80	361,176	\$0 117	\$5,277 10	\$1,970 44	\$571 01	\$45 89	\$118 19	\$7,985 63	\$373 12	..	\$0 80	\$373 92	\$61,538 41	\$1 68	\$61,538 76*	377	\$163 22*	347	\$177 33*	361,176	\$0 170*	Boston Clerical School	

\* Including salary of matron.

BOSTON DISCIPLINARY DAY SCHOOL.\*  
[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

SCHOOL.	EXPENSES OF INSTRUCTION.																	OPERATION OF PLANT.						PROMOTION OF HEALTH.				TRANSPORTATION.											SCHOOL.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27		28	29	30	31	32	33	34	35	36	37	
	Salaries of Teachers.	Printing.	Postage.	Telephone.	Text Books.	Reference Books.	Shop Supplies and Hand Tools.	Drawing Supplies.	Cookery Supplies and Equipment.	Commercial Supplies and Equipment.	Music Supplies and Instruments.	Other Educational Supplies and Equipment.	Physical Education Supplies.	Incidentals.	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salary of Custodian.	Fuel.	Electric Current for Light and Power.	Gas.	Custodians' Supplies.	Total for Operation of Plant.	Salaries of School Physicians.	Nurses' Salaries.	Supplies and Equipment, School Physicians and Nurses.	Total for Promotion of Health.	Car Tickets.	Total.	Direct Income Credits from all Sources.	Net Total.*	Average Membership.	Cost per Pupil, Average Membership.*	Average Attendance.	Cost per Pupil, Average Attendance.*	Number of Pupil Hours.	Cost per Pupil Hour.*		
Boston Disciplinary Day School	\$15,569 08	...	\$1 80	\$48 50	\$289 21	\$12 65	\$901 01	\$65 46	\$263 23	.....	.....	\$21 60	\$168 51	\$34 79	\$16 80	\$17,435 61	54,030	\$0 322	\$2,420 82	\$251 09	\$288 64	\$11 19	\$91 41	\$3,066 15	.....	.....	.....	.....	\$1,000 00	\$21,501 79	\$0 30	\$21,501 49*	68	\$316 20*	57	\$377 22*	54,030	\$0 397*	Boston Disciplinary Day School

TRADE SCHOOL FOR GIRLS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

SCHOOL.	EXPENSES OF INSTRUCTION.																								OPERATION OF PLANT.						PROMOTION OF HEALTH.														SCHOOL.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40					
	Salary of Principal.	Salaries of Clerks.	Office Supplies and Equipment.	Postage.	Telephone.	Salaries of Teachers.	Salaries of Physical Education Teachers.	Books and Subscriptions.	Rebinding Books.	Drawing Supplies and Equipment.	Cookery Supplies and Equipment.	Sewing Supplies and Equipment.	Printing.	Music Supplies and Instruments.	Commercial Supplies and Equipment.	Other Educational Supplies and Equipment.	Physical Education Supplies.	Carfares, Expressage and Incidentals.	Advertising.	Total for Instruction.	Credit for Work Done.	Net Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salary of Custodian.	Fuel.	Electric Current for Light and Power.	Gas.	Custodians' Supplies.	Total for Operation of Plant.	Salaries of School Physicians.	Nurses' Salaries.	Supplies and Equipment, School Physicians and Nurses.	Total for Promotion of Health.	Auditing Accounts.	Total.	Direct Income Credits from all Sources †	Net Total.*	Number of Pupil Hours.	Cost per Pupil Hour.*					
Trade School for Girls . . . . .	\$1,920 00	\$1,131 93	\$7 82	\$96 16	\$211 11	\$88,938 47	\$1,881 41	\$557 80	\$5 95	\$151 47	\$7,446 47	\$5,257 71	\$66 25	\$35 00	\$203 82	\$273 76	\$26 50	\$231 10	.....	\$114,781 06	Cr. \$173 47	\$114,607 59	567,300	\$0 202	\$5,726 27	\$1,420 19	\$1,425 32	\$369 17	\$154 16	\$9,095 11	\$437 79	\$733 60	\$7 30	\$1,178 99	\$36 26	\$124,917 95	\$69,592 09†	\$54,925 86*	567,300	\$0 096*	Trade School for Girls				

† Includes aid from the Commonwealth, Smith-Hughes Fund allotment, sale of products, etc. The above cost of the Trade School for Girls includes Regular, Summer and Extension Classes.

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

1	2	3	4	5	6

1	2	3	4	5	6

1	2	3	4	5	6

1	2	3	4	5	6

**TABLE NO. 4B.**

**SPECIAL SCHOOLS AND CLASSES, ETC.**

**COSTS, EXCLUSIVE OF ADMINISTRATION,  
SUPERVISION AND GENERAL CHARGES,  
AND WITH DIRECT INCOME DEDUCTED.**

**BOSTON TRADE SCHOOL, DAY CLASSES.**

**DAY PRACTICAL ARTS CLASSES.**

**AFTERNOON LIP-READING CLASSES.**

**COMPULSORY CONTINUATION SCHOOL.**

**SPEECH IMPROVEMENT CLASSES.**

**(For Total and Net Costs, See Table No. 1.)**



TABLE NO. 4B.—COSTS OF SPECIAL SCHOOL AND CLASSES, ETC. (DAY), EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

BOSTON TRADE SCHOOL, DAY CLASSES.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

SCHOOL.	EXPENSES OF INSTRUCTION.																							OPERATION OF PLANT.					PROMOTION OF HEALTH.									SCHOOL.						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37		38	39	40	41	42	43
	Salary of Principal.	Salaries of Clerks.	Office Supplies and Equipment.	Postage.	Telephone.	Traveling Expenses of Principal.	Salaries of Teachers.	Salaries of Physical Education Teachers.	Books and Subscriptions.	Rebinding Books.	Drawing Supplies and Equipment.	Shop Supplies and Hand Tools.	Printing.	Music Supplies and Instruments.	Commercial Supplies and Equipment.	Other Educational Supplies and Equipment.	Physical Education Supplies and Equipment.	Car Fares and Incidentals.	Total for Instruction.	Credit for Work Done.	Net Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salary of Custodian.	Fuel.	Electric Current for Light and Power.	Gas.	Custodians' Supplies.	Total for Operation of Plant.	Salaries, School Physicians.	Nurses' Salaries.	Supplies and Equipment, School Physicians and Nurses.	Total for Promotion of Health.	Auditing Accounts.	Total.	Direct Income Credits from all Sources †	Net Total.*	Average Membership.	Cost per Pupil, Average Membership.*	Average Attendance.	Cost per Pupil, Average Attendance.*	Number of Pupil Hours	Cost per Pupil Hour.*	
Boston Trade School, Day Classes .	\$5,328 00	\$3,787 08	\$3 31	\$140 60	\$604 24	.....	\$108,887 03	\$1,550 00	\$1,870 29	\$72 70	\$1,404 05	\$21,961 60	\$94 50	\$311 11	\$18 07	\$1,876 08	\$2,013 99	\$122 38	\$150,117 06	Cr. \$1,152 22	\$148,995 44	694,689	\$0 214	10,363 86	\$1,550 23	\$751 36	\$410 02	\$434 70	\$16,523 07	\$114 61		\$17 95	\$432 59	\$36 25	\$165,987 35	\$79,007 57†	\$80,379 78*	549	\$17 31*	507	\$170 37*	694,689	\$0 121*	Boston Trade School, Day Classes

† Includes aid from the Commonwealth, Smith-Hughes Fund allotment, sale of products, etc.

DAY PRACTICAL ARTS CLASSES.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

CLASSES.	EXPENSES OF INSTRUCTION.								OPERATION OF PLANT.									CLASSES.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		18	19	20
	Salaries of Teachers.	Salaries of Clerks.	Sewing Supplies and Equipment.	Cookery Supplies and Equipment.	Books and Subscriptions.	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salary of Custodian.	Fuel.	Electric Current for Light and Power.	Custodians' Supplies.	Total for Operation of Plant.	Total.	Direct Income Credits from all Sources.†	Net Total.*	Average Attendance.	Cost per Pupil, Average Attendance.*	Number of Pupil Hours.	Cost per Pupil Hour.*	
Day Practical Arts Classes . . . . .	\$2,148 00	.....	\$67 54	\$3 23	.....	\$2,218 77	20,910	\$0 106	\$787 00	\$90 45	\$34 56	\$12 89	\$933 90	\$3,152 67	\$2,252 77†	\$890 90*	222	\$4 05*	20,910	\$0 043*	Day Practical Arts Classes.

† Includes aid from the Commonwealth.

AFTERNOON LIP-READING CLASSES.

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

CLASSES.	EXPENSES OF INSTRUCTION.							OPERATION OF PLANT.					TRANSPORTATION.					CLASSES.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
	Salaries of Teachers.	Postage.	Telephone.	Car Tickets for Assistant-in-Charge.	Reference Books.	Miscellaneous Educational Supplies and Equipment.	Total for Instruction.	Fuel.	Electric Current for Light and Power.	Gas.	Custodians' Supplies.	Salary of Custodian.	Total for Operation of Plant.	Car Tickets.	Total.	Number of Pupil Hours.	Cost per Pupil Hour.*	
Afternoon Lip-Reading Classes . . . . .	\$3,488 00	\$7 00	\$12 00	\$30 00	\$5 00	\$5 32	\$3,547 32	\$254 50	\$133 97	\$10 21	\$36 77	\$748 87	\$1,184 32	\$150 00	\$4,831 64	11,160	\$0 437*	Afternoon Lip-Reading Classes.

COMPULSORY CONTINUATION SCHOOL.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

SCHOOL.	EXPENSES OF INSTRUCTION.																							OPERATION OF PLANT.					PROMOTION OF HEALTH.				TRANSPORTATION.						SCHOOL.			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38		39	40	41
	Salary of Principal.	Salaries of Clerks.	Office Supplies and Equipment.	Postage.	Telephone.	Car Tickets for Teachers.	Salaries of Teachers.	Salaries of Physical Education Teachers.	Books and Subscriptions.	Drawing Supplies and Equipment.	Shop Supplies and Hand Tools.	Cookery Supplies and Equipment.	Sewing Supplies and Equipment.	Musical Instruments and Supplies.	Printing.	Commercial Supplies and Equipment.	Other Educational Supplies and Equipment.	Physical Education Supplies.	Incidentals.	Total for Instruction.	Credit for Work Done for Other Units of the School System.	Net Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salaries of Custodians.	Fuel.	Electric Current for Light and Power.	Gas.	Custodians' Supplies.	Total for Operation of Plant.	Salaries, School Physicians.	Nurses' Salaries.	Supplies and Equipment, School Physicians and Nurses.	Total for Promotion of Health.	Car Tickets.	Auditing Accounts.	Total.	Direct Income Credits from all Sources †	Net Total.*	Number of Pupil Hours †	Cost per Pupil Hour.*	
Compulsory Continuation School . . . . .	\$5,210 04	\$9,492 16	\$48 76	\$396 00	\$858 75	\$650 00	\$142,194 18		\$645 64	\$21 49	\$3,019 60	\$691 41	\$612 03	\$8 00	\$78 40	\$791 27	\$821 26	.....	\$188 77	\$165,739 76	Cr. \$83 00	\$165,656 70	596,700	\$0 277	\$6,746 81	\$2,436 17	\$2,696 33	\$166 25	\$241 53	\$12,287 09	\$98 08	\$733 88	\$10 30	\$412 26		\$36 21	\$178,822 35	\$89,006 62†	\$89,755 71*	596,700†	\$0 150*	Compulsory Continuation School

† Includes aid from the Commonwealth, Smith-Hughes Fund allotment, sale of products, etc.

‡ The number of follow-up visits made, in addition to the number of pupil hours of instruction, was 8,553

SPEECH IMPROVEMENT CLASSES.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

CLASSES.	EXPENSES OF INSTRUCTION.																OPERATION OF PLANT.					PROMOTION OF HEALTH.			TRANSPORTATION.				CLASSES.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28		29
	Salaries of Teachers.	Salaries of Clerks.	Office Supplies and Equipment.	Postage.	Telephone.	Car Tickets and Automobile Mileage.	Text Books.	Reference Books.	Musical Instruments and Supplies.	Drawing Supplies.	Sewing Supplies.	Printing.	Commercial Supplies and Equipment.	Other Educational Supplies and Equipment.	Car Fares and Incidentals.	Total for Instruction.	Salaries of Custodians.	Fuel.	Electric Current for Light and Power.	Gas.	Custodians' Supplies.	Total for Operation of Plant.	Salaries, School Physicians.	Supplies and Equipment, School Physicians and Nurses.	Total for Promotion of Health.	Car Tickets.	Total.	Direct Income Credits from all Sources.	Net Total.*	
Speech Improvement Classes . . . . .	\$33,985 99	\$55 33	.....	\$47 05	\$77 76	.....	\$1 20	.....	\$8 00	.....	.....	\$3 50	\$8 92	\$58 93	\$1 80	\$34,218 57	\$2,284 47	\$1,065 80	\$216 65	.....	\$83 67	\$3,650 59	.....	.....	.....	\$702 50	\$38,691 66	.....	\$38,691 66*	Speech Improvement Classes.

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.



TABLE NO. 4C.

**SPECIAL SCHOOLS AND CLASSES, ETC.**

**COSTS, EXCLUSIVE OF ADMINISTRATION,  
SUPERVISION AND GENERAL CHARGES,  
AND WITH DIRECT INCOME DEDUCTED.**

**DAY SCHOOL FOR IMMIGRANTS.**

**BOSTON PUBLIC SCHOOL SYMPHONY  
ORCHESTRA.**

**CLASSES IN RECREATIONAL HANDICRAFTS.**

**CLASSES IN GARDENING.**

**TRAINING SCHOOL FOR TEACHERS OF  
MECHANIC ARTS.**

(For Total and Net Costs, See Table No. 1.)





TABLE NO. 4C.— COSTS OF SPECIAL SCHOOLS AND CLASSES, ETC. (DAY), EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

DAY SCHOOL FOR IMMIGRANTS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

SCHOOL.	EXPENSES OF INSTRUCTION.												OPERATION OF PLANT.						TRANS-PORTATION.						SCHOOL.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
	Salaries of Teachers.	Office Supplies and Equipment.	Text Books.	Reference Books.	Postage.	Telephone.	Printing.	Commercial Supplies and Equipment.	Other Educational Supplies and Equipment.	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salaries of Custodians.	Fuel.	Electric Current for Light and Power.	Gas.	Custodians' Supplies.	Total for Operation of Plant.	Car Tickets.	Total.	Direct Income Credits from All Sources.†	Net Total.*	Number of Pupil Hours.	Cost per Pupil Hour.*	
Day School for Immigrants.....	\$14,471 17					\$38 74		\$46 13	\$99 85	\$14,655 89	85,858	\$0 170	\$1,122 00	\$63 54	\$35 15		\$10 18	\$1,230 87	\$11 60	\$15,998 36	\$9,398 62†	\$6,499 74*	85,858	\$0 075*	Day School for Immigrants.

† Includes aid from the Commonwealth.

BOSTON PUBLIC SCHOOL SYMPHONY ORCHESTRA AND BAND.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	1	2	3	4	5	6	7	
	Printing.	Musical Instruments.	Repairing Musical Instruments.	Music Supplies.	Incidentals.	Salary of Custodian.	Total.*	
Boston Public School Symphony Orchestra and Band.....	\$67 62	\$2,964 30	\$36 75	\$680 64	\$2 00		\$3,601 31*	Boston Public School Symphony Orchestra and Band.

CLASSES IN RECREATIONAL HANDICRAFTS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

CLASSES.	EXPENSES OF INSTRUCTION.							OPERATION OF PLANT.								CLASSES.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
	Salaries of Teachers.	Shop Supplies and Hand Tools.	Other Educational Supplies and Equipment.	Incidentals.	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salaries of Custodians.	Custodians' Supplies.	Total for Operation of Plant.	Total.	Direct Income Credits from All Sources.	Net Total.*	Number of Pupil Hours.	Cost per Pupil Hour.*	
Classes in Recreational Handicrafts.....	\$2,166 25	\$715 00	\$2 77		\$2,885 02	33,603	\$0 085	\$1,063 60		\$1,063 60	\$3,948 62		\$3,948 62*	33,603	\$0 117*	Classes in Recreational Handicrafts.

CLASSES IN GARDENING.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

CLASSES.	1	2	3	4	5	6	7	8	9	10	CLASSES.
	Salaries of Supervisors, Instructors and Assistants.	Telephone	Postage.	Automobile Mileage.	Labor and Supplies for School Gardens.	Miscellaneous Supplies and Equipment.	Incidentals.	Salaries of Custodians.	Custodians' Supplies.	Total.*	
Classes in Gardening.....	\$11,470 00	\$16 95	\$5 00	\$397 68	\$4,385 04		\$7 62	\$487 50		\$16,769 79*	Classes in Gardening.

TRAINING SCHOOL FOR TEACHERS OF MECHANIC ARTS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

SCHOOL.	EXPENSES OF INSTRUCTION.												OPERATION OF PLANT.											SCHOOL.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
	Salaries of Teachers.	Telephone.	Printing.	Reference Books.	Text Books.	Shop Supplies and Hand Tools.	Drawing Supplies.	Incidentals.	Other Educational Supplies and Equipment.	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salary of Custodian.	Fuel.	Electric Current for Light and Power.	Custodians' Supplies.	Total for Operation of Plant.	Total.	Direct Income Credits from All Sources.	Net Total.*	Number of Pupil Hours.	Cost per Pupil Hour.*		
Training School for Teachers of Mechanic Arts.....	\$5,220 12	\$59 13		\$30 12	\$40 14	\$456 29	\$13 86	\$4 70	\$16 48	\$5,840 84	21,396	\$0 272	\$691 43	\$193 77	\$256 13	\$36 36	\$1,177 69	\$7,018 53	\$79 31	\$6,939 22*	21,396	\$0 324*	Training School for Teachers of Mechanic Arts.	

\*EXCLUSIVE OF COST OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.



**TABLE NO. 5.**

**SUMMER REVIEW SCHOOLS.**

**COSTS, EXCLUSIVE OF ADMINISTRATION,  
SUPERVISION AND GENERAL CHARGES,  
AND WITH DIRECT INCOME DEDUCTED.**

**SUMMER REVIEW HIGH SCHOOL.  
SUMMER REVIEW ELEMENTARY AND  
INTERMEDIATE SCHOOLS.**

**VACATION SCHOOLS.**

**(For Total and Net Costs, See Table No. 1.)**

TABLE NO. 5.—COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION,  
SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME  
DEDUCTED.\*

SUMMER REVIEW HIGH SCHOOL.\*  
[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

SCHOOL.	EXPENSES OF INSTRUCTION.							
	1	2	3	4	5	6	7	8
	Salary of Principal.	Salaries of Clerks.	Postage.	Telephone.	Salaries of Teachers.	Text Books.	Reference Books.	Science Supplies and Equipment.
1 Summer Review High School.....	\$320 00		\$32 64	\$0 65	\$10,246 00	\$515 91		

SUMMER REVIEW ELEMENTARY AND INTERMEDIATE SCHOOLS.\*  
[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

SCHOOLS.	EXPENSES OF INSTRUCTION.							
	1	2	3	4	5	6	7	8
	Salaries of Principals.	Salaries of Clerks.	Postage.	Telephone.	Salaries of Teachers.	Text Books.	Reference Books.	Commercial Supplies and Equipment.
1 Abraham Lincoln.....	\$240 00		\$8 40	\$0 80	\$3,560 00	\$58 10		
2 Bigelow.....	240 00				1,589 00	87 90		
3 Hugh O'Brien.....	240 00		6 00		2,933 00	103 40		\$0 26
4 Hyde Park.....	240 00		2 19	1 30	1,533 00	71 25		
5 Lewis Intermediate.....	240 00		2 60	1 45	1,960 00	33 80		
6 Oliver W. Holmes Intermediate.....	240 00		6 78	3 10	2,660 00	45 75		
7 Sarah Greenwood.....	240 00		2 90	60	2,240 00	85 85		
8 Shurtleff.....	240 00		6 40	3 25	1,820 00	74 45		
9 Theodore Roosevelt.....	240 00				2,191 00	47 90		
10 U. S. Grant.....	240 00		12 41	2 65	2,938 00	91 30		
11 Warren.....	240 00		4 05	65	1,816 50	53 50		
12 Wells.....	240 00		6 00	1 00	2,086 00	93 05		
13 Totals.....	\$2,880 00		\$57 73	\$14 80	\$27,326 50	\$846 25		\$0 26

VACATION SCHOOLS.  
[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

SCHOOLS.	EXPENSES OF INSTRUCTION.							
	1	2	3	4	5	6	7	8
	Salaries of Principals.	Postage.	Telephone.	Salaries of Teachers.	Salaries of Physical Education Teachers.	Manual Training Supplies.	Sewing Supplies and Equipment.	Printing.
1 Dearborn.....	\$240 00			\$4,046 00		\$66 74	\$10 80	
2 Eliot.....	240 00	\$2 76	\$1 40	6,865 00		34 44	8 53	
3 Frothingham.....	240 00			2,838 50		101 26	10 58	\$44 00
4 Rice.....	216 00			2,572 50		70 04	4 36	
5 Theodore Lyman.....	234 00			6,520 50		134 94	15 98	
6 Totals.....	\$1,170 00	\$2 76	\$1 40	\$22,842 50		\$407 42	\$50 25	\$44 00

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

**TABLE NO. 5.—COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\***

**SUMMER REVIEW HIGH SCHOOL.\***

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

EXPENSES OF INSTRUCTION.							OPERATION OF PLANT.	
9	10	11	12	13	14	15	16	
Printing.	Commercial Supplies and Equipment.	Other Educational Supplies and Equipment.	Incidentals.	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salary of Custodian.	
1	\$51 51	\$153 72	.....	\$11,320 43	149,280	\$0 075	<sup>1</sup> \$415 73	1

<sup>1</sup> Including salary of matron.

**SUMMER REVIEW ELEMENTARY AND INTERMEDIATE SCHOOLS.\***

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

EXPENSES OF INSTRUCTION.					OPERATION OF PLANT.	PROMOTION OF HEALTH.			
9	10	11	12	13	14	15	16		
Other Educational Supplies and Equipment.	Incidentals.	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salaries of Custodians.	Salaries of School Physicians.	Nurses' Salaries.		
1	\$88 78	\$3,956 08	95,760	\$0 041	\$202 14	\$33 33	.....	1	
2	92 01	2,008 91	45,720	043	99 72	33 33	.....	2	
3	121 11	3,403 77	77,400	043	195 20	28 57	.....	3	
4	31 74	1,879 48	40,560	046	160 10	28 57	.....	4	
5	48 54	2,286 39	42,960	053	167 60	28 57	.....	5	
6	63 75	3,019 38	64,680	046	187 60	28 57	.....	6	
7	31 61	2,600 96	60,480	043	161 60	28 57	.....	7	
8	64 20	2,208 30	45,240	048	68 84	33 34	.....	8	
9	44 44	2,523 34	58,320	043	170 76	28 58	.....	9	
10	110 44	\$0 08	3,394 88	78,600	043	298 80	33 33	.....	10
11	43 95	2,158 65	43,800	049	276 40	33 34	.....	11	
12	54 96	2,481 01	54,000	045	317 50	33 34	.....	12	
13	\$795 53	\$0 08	\$31,921 15	707,520	\$0 045	\$2,306 26	\$371 44	.....	13

**VACATION SCHOOLS.**

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

EXPENSES OF INSTRUCTION.					OPERATION OF PLANT.				
9	10	11	12	13	14	15	16		
Physical Education Supplies.	Other Educational Supplies and Equipment.	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salaries of Custodians.	Custodians' Supplies.	Total for Operation of Plant.		
1	\$31 84	\$439 21	\$4,834 59	70,680	\$0 068	\$284 20	.....	\$284 20	1
2	13 05	678 94	7,844 12	168,000	046	275 16	\$0 88	276 04	2
3	21 18	367 94	3,623 46	71,040	051	246 56	0 88	247 44	3
4	14 24	358 47	3,235 61	62,640	051	393 04	.....	393 04	4
5	.....	675 05	7,580 47	156,840	048	641 76	2 68	644 44	5
6	\$80 31	\$2,519 61	\$27,118 25	529,200	\$0 051	\$1,840 72	\$4 44	\$1,845 16	6

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 5.—COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

SUMMER REVIEW HIGH SCHOOL.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

OPERATION OF PLANT.		PROMOTION OF HEALTH.					
17	18	19	20	21	22	23	24
Custodians' Supplies.	Total for Operation of Plant.	Salaries of School Physicians.	Nurses' Salaries.	Supplies and Equipment, School Physicians and Nurses.	Total for Promotion of Health.	Total.	Direct Income Credits from all Sources.
1	\$415 73	\$33 33			\$33 33	\$11,769 49	

SUMMER REVIEW ELEMENTARY AND INTERMEDIATE SCHOOLS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

PROMOTION OF HEALTH.							
17	18	19	20	21	22	23	24
Supplies and Equipment, School Physicians and Nurses.	Total for Promotion of Health.	Total.	Direct Income Credits from all Sources.	Net Total.*	Number of Sessions.	Average Attendance.	Cost per Pupil, Average Attendance.*
1	\$33 33	\$4,191 55		\$4,191 55*	40	798	\$5 25*
2	33 33	2,141 96		2,141 96*	40	381	5 62*
3	28 57	3,627 54		3,627 54*	40	645	5 62*
4	28 57	2,068 15		2,068 15*	40	338	6 12*
5	28 57	2,482 56		2,482 56*	40	358	6 93*
6	28 57	3,235 55		3,235 55*	40	539	6 00*
7	28 57	2,791 13		2,791 13*	40	504	5 54*
8	33 34	2,310 48		2,310 48*	40	377	6 13*
9	28 58	2,722 68		2,722 68*	40	486	5 60*
10	33 33	3,727 01	\$3 15	3,723 86*	40	655	5 69*
11	33 34	2,468 39		2,468 39*	40	365	6 76*
12	33 34	2,831 85		2,831 85*	40	450	6 29*
13	\$371 44	\$34,598 85	\$3 15	\$34,595 70*		5,896	\$5 87*

VACATION SCHOOLS.

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

PROMOTION OF HEALTH.							
17	18	19	20	21	22	23	24
Salaries, School Physicians.	Supplies and Equipment, School Physicians and Nurses.	Total for Promotion of Health.	Total.	Direct Income Credits from all Sources.	Net Total.*	Number of Sessions.	Average Attendance.
1	\$28 57	\$28 57	\$5,147 36		\$5,147 36*	40	589
2	33 33	33 33	8,153 49	\$1 10	8,152 39*	40	1,400
3	33 33	33 33	3,904 23		3,904 23*	40	592
4	33 34	33 34	3,661 99		3,661 99*	40	522
5	33 33	33 33	8,258 24		8,258 24*	40	1,307
6	\$161 90	\$161 90	\$29,125 31	\$1 10	\$29,124 21*		4,410

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 5.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

SUMMER REVIEW HIGH SCHOOL.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	25	26	27	28	29	30	
	Net Total.*	Number of Sessions.	Average Attendance.	Cost per Pupil, Average Attendance.*	Number of Pupil Hours.	Cost per Pupil Hour.*	
1	\$11,769 49*	40	933	\$12 61*	149,280	\$0 078*	1

SUMMER REVIEW ELEMENTARY AND INTERMEDIATE SCHOOLS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	25	26	
	Number of Pupil Hours.	Cost per Pupil Hour.*	
1	95,760	\$0 043*	1
2	45,720	046*	2
3	77,400	046*	3
4	40,560	050*	4
5	42,960	057*	5
6	64,680	050*	6
7	60,480	046*	7
8	45,240	051*	8
9	58,320	046*	9
10	78,600	047*	10
11	43,800	056*	11
12	54,000	052*	12
13	707,520	\$0 048*	13

VACATION SCHOOLS.

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	25	26	27	
	Cost per Pupil, Average Attendance.*	Number of Pupil Hours.	Cost per Pupil Hour.*	
1	\$8 74*	70,680	\$0 072*	1
2	5 82*	168,000	048*	2
3	6 59*	71,040	054*	3
4	7 02*	62,640	058*	4
5	6 32*	156,840	052*	5
6	\$6 60*	529,200	\$0 055*	6

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

NO.	NAME	GRADE	MARKS
1	...	...	...
2	...	...	...
3	...	...	...
4	...	...	...
5	...	...	...
6	...	...	...
7	...	...	...
8	...	...	...
9	...	...	...
10	...	...	...

...

NO.	NAME	GRADE	MARKS
1	...	...	...
2	...	...	...
3	...	...	...
4	...	...	...
5	...	...	...
6	...	...	...
7	...	...	...
8	...	...	...
9	...	...	...
10	...	...	...

...

NO.	NAME	GRADE	MARKS
1	...	...	...
2	...	...	...
3	...	...	...
4	...	...	...
5	...	...	...
6	...	...	...
7	...	...	...
8	...	...	...
9	...	...	...
10	...	...	...



**TABLE NO. 6A.**

**EVENING SCHOOLS.**

**COSTS, EXCLUSIVE OF ADMINISTRATION,  
SUPERVISION AND GENERAL CHARGES,  
AND WITH DIRECT INCOME DEDUCTED.**

**EVENING HIGH SCHOOLS.  
EVENING ELEMENTARY SCHOOLS.**

**(For Total and Net Costs, See Table No. 1.)**

Year	Elementary	High	Total	Net
1910	...	...	...	...
1911	...	...	...	...
1912	...	...	...	...
1913	...	...	...	...
1914	...	...	...	...
1915	...	...	...	...
1916	...	...	...	...
1917	...	...	...	...
1918	...	...	...	...
1919	...	...	...	...
1920	...	...	...	...
1921	...	...	...	...
1922	...	...	...	...
1923	...	...	...	...
1924	...	...	...	...
1925	...	...	...	...
1926	...	...	...	...
1927	...	...	...	...
1928	...	...	...	...
1929	...	...	...	...
1930	...	...	...	...

TABLE NO. 6A.— COSTS OF EVENING SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

EVENING HIGH SCHOOLS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	SCHOOLS.	EXPENSES OF INSTRUCTION.								
		1	2	3	4	5	6	7	8	
		Salaries of Principals.	Salaries of Clerks.	Postage.	Telephone.	Salaries of Teachers.	Text Books.	Reference Books.	Drawing Supplies and Equipment.	
1	Brighton Commercial High.....	\$418 92	\$183 00	\$6 91	\$1 40	\$2,155 00	\$82 95	\$46 44		1
2	Central High.....	658 00	447 00	33 74		17,761 00	949 57		\$108 65	2
3	Charlestown Commercial High.....	532 00	240 00	19 50	50	3,005 00	117 15			3
4	Dorchester Commercial High.....	504 00	260 00	8 72		7,858 00	201 00			4
5	East Boston Commercial High.....	532 00	219 00	12 30		4,340 00	246 08			5
6	Girls' High.....	532 00	272 00	10 90	2 35	5,283 00	33 00			6
7	Hyde Park Commercial High.....	286 46	136 80	5 00	35	2,015 00				7
8	Mechanic Arts High.....	532 00	222 00	2 00		2,060 25			7 00	8
9	Roxbury Commercial High.....	532 00	269 00	34 00		8,784 00	167 36			9
10	South Boston Commercial High.....	525 00	196 00	16 00		4,281 00	171 98			10
11	West Roxbury Commercial High.....	131 92	42 00	3 00		1,145 00	485 98			11
12	Totals.....	\$5,184 30	\$2,486 80	\$152 07	\$4 60	\$58,687 25	\$2,455 07	\$46 44	\$115 65	12

EVENING ELEMENTARY SCHOOLS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	SCHOOLS.	EXPENSES OF INSTRUCTION.								
		1	2	3	4	5	6	7	8	
		Salaries of Principals.	Salaries of Clerks.	Postage.	Telephone.	Salaries of Teachers.	Text Books.	Reference Books.	Drawing Supplies and Equipment.	
1	Bigelow.....	\$438 00	\$148 00	\$9 00	\$1 00	\$2,582 00	\$20 16			1
2	Bowdoin.....	456 00	42 00	4 70	85	1,582 00				2
3	Brighton.....	113 08	42 00			626 50				3
4	Comins.....	456 00	136 00	9 00	1 10	2,950 00	306 35			4
5	Dearborn.....	456 00	142 00	28 00		3,345 50	85 02			5
6	Edward Everett.....	456 00	126 00	8 30		2,271 50				6
7	Eliot.....	456 00	152 00	9 15	65	2,997 00				7
8	Franklin.....	456 00	152 00	10 00		6,932 50	173 20			8
9	Frederic W. Lincoln.....	450 00	108 00	2 70		1,904 00	120 68			9
10	Hyde Park Elementary.....	245 54	91 20	4 88		1,400 00	84 40			10
11	Joseph H. Barnes.....	210 00	70 00	17 00		1,773 50				11
12	Oliver Wendell Holmes.....	456 00	126 00	11 70	20	2,131 50	63 12			12
13	Phillips Brooks.....	456 00	150 00	28 00	85	3,322 50	41 12			13
14	Roger Wolcott.....	456 00	122 00	7 50		1,788 50	324 32			14
15	Theodore Lyman.....	246 00	82 00	13 80		2,375 50	81 00			15
16	Theodore Roosevelt.....	456 00	108 00	5 60	50	1,970 50	64 49	\$4 00		16
17	Washington.....	456 00	298 00	24 21	1 50	4,805 00	106 38			17
18	Washington Irving.....	359 08	110 00	9 20		4,030 00	12 00			18
19	Totals.....	\$7,077 70	\$2,205 20	\$202 74	\$6 65	\$48,788 00	\$1,482 24	\$4 00		19

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 6A.— COSTS OF EVENING SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

EVENING HIGH SCHOOLS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

EXPENSES OF INSTRUCTION.									
9	10	11	12	13	14	15	16		
Manual Training Supplies and Equipment.	Science Supplies and Equipment.	Printing.	Other Educational Supplies and Equipment.	Incidentals.	Advertising.	Total for Instruction.	Number of Pupil Hours.		
1		\$72 00	\$81 41	\$0 15	\$11 00	\$3,059 18	14,762	1	
2	\$105 29	286 20	294 01	2 22	23 50	20,669 18	131,978	2	
3		93 35	152 69	07	10 50	4,170 76	27,080	3	
4		167 90	158 04		6 00	9,163 66	72,154	4	
5		105 65	169 64	3 43	14 50	5,642 60	44,614	5	
6		96 40	283 93		13 75	6,527 33	46,606	6	
7		43 45	59 90		12 50	2,559 46	17,166	7	
8	\$15 52		06		11 00	2,849 83	13,222	8	
9		180 35	362 02	15 41	29 25	10,373 39	83,810	9	
10		104 70	86 35		15 00	5,396 03	46,416	10	
11		37 20	20 71	1 21		1,867 02	10,844	11	
12	\$15 52	\$105 29	\$1,187 20	\$1,668 76	\$22 49	\$147 00	\$72,278 44	508,652	12

EVENING ELEMENTARY SCHOOLS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

EXPENSES OF INSTRUCTION.									
9	10	11	12	13	14	15	16		
Cookery Supplies and Equipment.	Sewing Supplies and Equipment.	Printing.	Other Educational Supplies and Equipment.	Incidentals.	Advertising.	Total for Instruction.	Number of Pupil Hours.		
1	\$52 84	\$2 50	\$20 25	\$33 40		\$8 00	\$3,315 15	25,282	1
2		35 54	17 00	16 26		9 75	2,164 10	15,300	2
3	40 07	10 19					831 84	6,854	3
4	59 67	40 75	17 05	39 10	\$1 00	10 00	4,026 02	29,888	4
5		15 22	17 50	43 86	24	11 50	4,144 84	28,248	5
6	86 98	6 49	20 25	15 77		10 50	3,001 79	19,972	6
7			31 25	25 32		9 25	3,680 62	28,552	7
8		48	16 85	92 25		15 00	7,848 28	60,928	8
9		54 19	20 15	45 37	48	9 00	2,714 57	19,096	9
10		96	17 00	26 94			1,870 92	14,278	10
11				69 36		7 00	2,146 86	14,832	11
12	47 98	8 30	17 00	32 03		7 00	2,900 83	22,752	12
13	33	74	17 15	29 72		16 05	4,062 46	31,356	13
14		1 25	19 50	22 06	20	6 60	2,747 93	18,802	14
15			22 25				2,820 55	22,532	15
16	63 17	28 00	17 00	18 54	10	12 00	2,747 90	15,976	16
17		2 03	7 75	179 83	1 38	13 00	5,895 08	43,940	17
18	192 61	120 20	21 00	32 84		10 80	4,897 73	32,798	18
19	\$543 65	\$326 84	\$298 95	\$722 65	\$3 40	\$155 45	\$61,817 47	451,385	19

\*EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 6A.— COSTS OF EVENING SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

EVENING HIGH SCHOOLS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	EXPENSES OF INSTRUCTION.	OPERATION OF PLANT.							
	17 Cost per Pupil Hour of Instruction.	18 Salaries of Custodians.	19 Fuel.	20 Electric Current for Light and Power.	21 Custodians' Supplies.	22 Total for Operation of Plant.	23 Total.	24 Direct Income Credits from all Sources.	
1	\$0 207	\$289 91	\$129 96	\$125 00	\$27 92	\$572 79	\$3,631 97	\$212 00	1
2	156	1,761 28	482 22	991 00	55 84	3,290 34	23,959 52	1,094 00	2
3	154	421 05	259 92	176 00	31 14	888 11	5,058 87	199 00	3
4	127	883 78	364 80	385 00	81 45	1,715 03	10,878 69	860 00	4
5	126	574 74	273 60	265 00	123 21	1,236 55	6,879 15	277 00	5
6	140	818 73	364 80	357 00	76 60	1,617 13	8,144 46	414 00	6
7	149	267 14	182 40	113 00	8 75	571 29	3,130 75	148 00	7
8	215	634 34	389 88	83 00	38 90	1,146 12	3,995 95	141 00	8
9	123	923 39	364 80	447 00	28 17	1,763 36	12,136 75	812 00	9
10	116	653 58	256 50	229 00	53 61	1,192 69	6,588 72	316 00	10
11	172	201 66	59 85	63 00	46 89	371 40	2,238 42	.....	11
12	\$0 142	\$7,429 60	\$3,128 73	\$3,234 00	\$572 48	\$14,364 81	\$86,643 25	\$4,473 00	12

EVENING ELEMENTARY SCHOOLS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	EXPENSES OF INSTRUCTION.	OPERATION OF PLANT.							
	17 Cost per Pupil Hour of Instruction.	18 Salaries of Custodians.	19 Fuel.	20 Electric Current for Light and Power.	21 Custodians' Supplies.	22 Total for Operation of Plant.	23 Total.	24 Direct Income Credits from all Sources.	
1	\$0 131	\$755 14	\$324 90	\$199 00	\$60 01	\$1,339 05	\$4,654 20	\$102 50	1
2	141	598 91	173 28	112 00	20 65	904 84	3,068 94	60 00	2
3	121	116 43	59 85	103 00	27 92	307 20	1,139 04	.....	3
4	134	796 55	243 39	254 00	50 30	1,344 24	5,370 26	149 50	4
5	146	1,153 75	494 76	255 00	63 41	1,966 92	6,111 76	133 00	5
6	150	905 26	129 96	210 00	18 34	1,263 56	4,265 35	114 00	6
7	128	660 08	259 92	225 00	60 21	1,205 21	4,885 83	114 50	7
8	128	1,374 43	456 00	441 00	35 53	2,306 96	10,155 24	282 00	8
9	142	758 07	128 25	156 00	9 94	1,052 26	3,766 83	84 50	9
10	131	291 61	127 68	112 00	8 75	540 04	2,410 96	47 00	10
11	144	518 36	245 70	260 00	40 43	1,064 49	3,211 35	.....	11
12	127	603 06	306 09	146 00	55 09	1,110 24	4,011 07	80 50	12
13	129	746 63	273 60	262 00	26 74	1,308 97	5,371 43	118 00	13
14	146	561 82	173 28	147 00	29 48	911 58	3,659 51	80 50	14
15	125	613 43	241 03	246 00	36 37	1,136 88	3,957 43	130 50	15
16	172	671 70	265 71	140 00	23 62	1,101 03	3,848 93	83 50	16
17	134	998 49	494 76	328 00	42 22	1,863 47	7,758 55	131 00	17
18	149	675 56	259 92	304 00	23 45	1,262 93	6,160 66	168 50	18
19	\$0 136	\$12,799 28	\$4,658 13	\$3,900 00	\$632 46	\$21,989 87	\$83,807 34	\$1,879 50	19

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

TABLE NO. 6A.— COSTS OF EVENING SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

EVENING HIGH SCHOOLS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	25	26	27	28	29	30	
	Net Total.*	Number of Sessions.	Average Attendance.	Cost per Pupil, Average Attendance.*	Number of Pupil Hours.	Cost per Pupil Hour.*	
1	\$3,419 97*	76	97	\$35 26*	14,762	\$0 231*	1
2	22,865 52*	94	702	32 57*	131,978	173*	2
3	4,859 87*	76	178	27 30*	27,080	179*	3
4	10,018 69*	76	475	21 09*	72,154	138*	4
5	6,602 15*	76	294	22 46*	44,614	147*	5
6	7,730 46*	76	307	25 18*	46,606	165*	6
7	2,982 75*	76	113	26 40*	17,166	173*	7
8	3,854 95*	76	87	44 31*	13,222	291*	8
9	11,324 75*	76	551	20 55*	83,810	135*	9
10	6,272 72*	75	309	20 30*	46,416	135*	10
11	2,238 42*	35	155	14 44*	10,844	206*	11
12	\$82,170 25*	.....	3,268	\$25 14*	508,652	\$0 161*	12

EVENING ELEMENTARY SCHOOLS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	25	26	27	28	29	30	
	Net Total.*	Number of Sessions.	Average Attendance.	Cost per Pupil, Average Attendance.*	Number of Pupil Hours.	Cost per Pupil Hour.*	
1	\$4,551 70*	75	169	\$26 93*	25,282	\$0 180*	1
2	3,008 94*	76	101	29 79*	15,300	196*	2
3	1,139 04*	35	98	11 62*	6,854	166*	3
4	5,220 76*	76	197	26 50*	29,888	174*	4
5	5,978 76*	76	186	32 14*	28,248	211*	5
6	4,151 35*	76	131	31 69*	19,972	207*	6
7	4,771 33*	76	188	25 38*	28,552	167*	7
8	9,873 24*	76	401	24 62*	60,928	162*	8
9	3,682 33*	75	127	28 90*	19,096	192*	9
10	2,363 96*	76	94	25 15*	14,278	165*	10
11	3,211 35*	35	212	15 15*	14,832	216*	11
12	3,930 57*	76	150	26 20*	22,752	172*	12
13	5,253 43*	76	206	25 50*	31,356	167*	13
14	3,579 01*	76	124	28 86*	18,802	190*	14
15	3,826 93*	41	275	13 92*	22,532	169*	15
16	3,765 43*	76	105	35 86*	15,976	235*	16
17	7,627 55*	76	289	26 39*	43,940	173*	17
18	5,992 16*	76	216	27 74*	32,798	182*	18
19	\$81,927 84*	.....	3,269	\$25 06*	451,386	\$0 181*	19

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.



**TABLE NO. 6B.**

**EVENING SCHOOLS.**

**COSTS, EXCLUSIVE OF ADMINISTRATION,  
SUPERVISION AND GENERAL CHARGES,  
AND WITH DIRECT INCOME DEDUCTED.**

**EVENING SCHOOL EXTENSION.  
BOSTON TRADE SCHOOL, EVENING CLASSES.**

**(For Total and Net Costs, See Table No. 1.)**





TABLE NO 6B.— COSTS OF EVENING SCHOOLS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

BOSTON TRADE SCHOOL, EVENING CLASSES.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

SCHOOL.	EXPENSES OF INSTRUCTION.															OPERATION OF PLANT.					SCHOOL.								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		21	22	23	24	25	26	27	28
	Salary of Principal.	Salaries of Clerks.	Postage.	Tele- phone.	Salaries of Teachers.	Text Books.	Manual Training Supplies and Equipment.	Drawing Supplies.	Printing.	Other Educational Supplies and Equipment.	Office Supplies.	Incidental.	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salaries of Custodians.	Fuel.	Electric Current for Light and Power.	Custodians' Supplies.	Total for Operation of Plant.	Total.	Direct Income Credits from All Sources†	Net Total.*	Number of Sessions.	Average Attendance.	Cost per Pupil, Average Attendance.*	Number of Pupil Hours	Cost per Pupil Hour.*	
1 Boston Trade School, Evening Classes .....	\$497 00	\$376 00	\$15 24	\$1 50	\$12,930 50	\$152 10	\$3,404 18	\$122 80	.....	\$1 65	.....	\$8 51	\$17,599 48	74,542	\$0 236	\$1,415 52	\$896 14	\$143 00	\$140 13	\$2,594 79	\$20,194 27	\$9,477 78†	\$10,716 49*	47-71	569	\$18 83*	74,542	\$0 143*	Boston Trade School, Evening Classes, 1

† Includes aid from the Commonwealth, Smith-Hughes Fund allotment, sale of products, etc. The above cost of the Boston Trade School, Evening Classes, includes extension classes.

EVENING SCHOOL EXTENSION.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

SCHOOL.	EXPENSES OF INSTRUCTION.						OPERATION OF PLANT.					SCHOOL.								
	1	2	3	4	5	6	7	8	9	10	11		12	13	14	15	16	17	18	19
	Salaries of Principals.	Salaries of Teachers.	Salaries of Clerks.	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salaries of Custodians.	Fuel.	Electric Current for Light and Power.	Custodians' Supplies.	Total for Operation of Plant.	Total.	Direct Income Credits from All Sources.	Net Total.*	Number of Sessions.	Average Attendance.	Cost per Pupil, Average Attendance.*	Number of Pupil Hours.	Cost per Pupil Hour.*	
1 Franklin.....	\$90 00	\$580 50	.....	\$670 50	4,550	\$0 147	\$96 00	\$76 95	\$158 10	\$16 43	\$347 48	\$1,017 98	.....	\$1,017 98*	15	152	\$6 70*	4,550	\$0 223*	Franklin..... 1

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

T-	Y-	G-	
----	----	----	--

11

**TABLE NO. 7.**

**ACTIVITIES, EXTENDED USE OF PUBLIC  
SCHOOLS.**

**SCHOOL CENTERS.  
USE OF SCHOOL ACCOMMODATIONS.**

**COSTS, EXCLUSIVE OF ADMINISTRATION,  
SUPERVISION AND GENERAL CHARGES,  
AND WITH DIRECT INCOME DEDUCTED.**

**(For Total and Net Costs, See Table No. 1.)**



TABLE NO. 7.— COST OF ACTIVITIES, EXTENDED USE OF PUBLIC SCHOOLS, EXCLUSIVE OF ADMINISTRATION,  
SUPERVISION AND GENERAL CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

SCHOOL CENTERS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

SCHOOL CENTERS.		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	SCHOOL CENTERS.	
		Salaries of Managers, Leaders, Etc.	Services of Lecturers.	Services of Motion Picture Bureau.	Motion Picture Machines, Repairs, Etc.	Music Supplies and Equipment.	Repairs Made on Physical Education Apparatus.	Printing and Advertising.	Telephone.	Incidentals.	Salaries of Custodians.	Fuel.	Light.	Total.	Direct Income Credits from All Sources.	Net Total.*	Number of Sessions.	Average Attendance.	Per Capita Cost Average Attendance.*		
1	Brighton.....	\$2,538 00		\$395 63	\$121 40					\$9 33	\$580 47	\$150 00	\$194 19	\$3,989 02	\$101 31	\$3,887 71*	70	469	\$8 29*	Brighton.....	1
2	Charlestown.....	3,194 25		527 50	4 50						597 58	150 00	142 70	4,616 53	54 50	4,562 03*	56	478	9 54*	Charlestown.....	2
3	Dorchester.....	4,715 37	\$125 00	520 50	4 50						826 46	150 00	225 00	6,566 83	192 94	6,373 89*	63	736	8 66*	Dorchester.....	3
4	East Boston.....	4,035 00	10 00	569 00	24 00						852 78	100 00	288 45	5,879 23	307 55	5,571 68*	86	629	8 86*	East Boston.....	4
5	English High.....	2,572 00	15 00	35 00		\$10 00					781 86	230 00	276 00	3,918 86	61 80	3,858 06*	76	297	12 99*	English High.....	5
6	Fenway.....	5,160 00		196 50	4 50	307 00					1,196 29	150 00	445 22	7,459 51	232 28	7,227 23*	96	298	24 25*	Fenway.....	6
7	Michelangelo.....	4,591 75		661 00	18 12		\$83 90		Cr. \$4 33		712 00	99 50	273 52	6,351 56	142 45	6,209 11*	100	402	15 45*	Michelangelo.....	7
8	Roxbury.....	4,889 00	65 00	553 50	6 00			\$6 60	3 69	1 25	1,219 98	326 30	477 00	7,632 22	376 37	7,255 85*	97	755	9 61*	Roxbury.....	8
9	Sarah Greenwood.....	3,988 60	55 00	623 87	6 00		10 75	14 85			726 60	44 50	87 43	5,546 85	242 00	5,304 85*	89	633	8 38*	Sarah Greenwood.....	9
10	South Boston.....	3,006 63		556 50	9 40	7 00					495 50	175 00	161 97	4,422 75		4,422 75*	66	655	6 75*	South Boston.....	10
11	Washington Irving.....	2,293 00				300 00					663 73	330 00	143 36	3,730 09	375 90	3,354 19*	85	294	11 41*	Washington Irving.....	11
12	William Blackstone.....	2,692 00		579 12	48 00			5 40			571 27	97 50	107 60	4,100 89	231 71	3,869 18*	68	589	6 57*	William Blackstone.....	12
13	Totals.....	\$43,675 60	\$270 00	\$5,218 12	\$246 42	\$624 00	\$94 65	\$26 85	Cr. \$0 64	\$10 58	\$9,224 52	\$2,002 80	\$2,822 44	\$64,215 34	\$2,318 81	\$61,896 53*	952	6,235	\$9 93*	Totals.....	13

USE OF SCHOOL ACCOMMODATIONS FOR MUNICIPAL CONCERTS, PARENTS' AND TEACHERS' MEETINGS, ALUMNI MEETINGS, ETC.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
	Salary of Associate Manager.	Salaries of Attendants, Doormen, Etc.	Services of Motion Picture Bureau, Etc.	Services of Lecturer.	Repairs Made on Physical Education Apparatus.	Postage.	Telephone.	Cariars.	Incidentals.	Salaries of Custodians.	Fuel.	Light.	Total.	Direct Income Credits from All Sources.	Net Total.*	Total Attendance.	Per Capita Cost.*	
Use of School Accommodations.....	\$1,822 50	\$586 50	\$34 50	\$75 00	\$14 13	\$32 30	\$7 90	\$31 42	\$5 79	\$8,175 27	\$88 70	\$1,086 06	\$11,960 07	\$5,155 64	\$6,804 43*	223,645	\$0 030*	Use of School Accommodations.

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

1911-12 and 1912-13  
1913-14

Year	No. of Animals	No. of Bands	No. of Bands	Remarks
1911-12	1,234	567	890	...
1912-13	1,567	678	901	...
1913-14	1,890	789	1,012	...

...

Year	No. of Animals	No. of Bands	No. of Bands	Remarks
1914-15	2,123	890	1,234	...
1915-16	2,456	901	1,345	...







TABLE NO. 8A.—COST OF PLAYGROUNDS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES.\*

SCHOOLYARD PLAYGROUNDS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	SCHOOLYARDS.	1 Teachers' Salaries.	2 Custodians' Salaries.	3 Apparatus.	4 Labor, Repairs and Teaming on Apparatus.	5 Supplies for Athletics and Games.	6 Supplies for Quiet Play.	7 Incidentals.	8 Total.*	9 Number of Pupil Hours.	10 Cost per Pupil Hour.*	SCHOOLYARDS.	
1	Andrews.....	\$713 25	\$253 50	\$26 02	\$28 94	\$35 49	\$12 14	\$2 72	\$1,072 06*	94,168	\$0 011*	Andrews.....	1
2	Beethoven.....	133 05	72 00	71 02	28 94	2 96	6 50	3 72	318 19*	12,750	024*	Beethoven.....	2
3	Bowdoin.....	781 40	421 50	81 02	28 94	8 48	16 36	4 57	1,342 27*	63,790	021*	Bowdoin.....	3
4	Choate Burnham.....	715 05	289 50	63 02	28 94	29 66	14 99	2 72	1,143 88*	67,821	016*	Choate Burnham.....	4
5	Comins.....	700 50	295 74	61 02	28 94	19 82	14 99	5 22	1,126 23*	49,467	022*	Comins.....	5
6	Cudworth.....	951 00	275 82	38 52	28 94	20 46	12 99	2 72	1,330 45*	76,842	017*	Cudworth.....	6
7	Cyrus Alger.....	494 50	211 08	61 02	28 94	36 87	8 90	4 17	845 48*	67,283	012*	Cyrus Alger.....	7
8	Damon.....	756 65	292 50	149 37	28 94	27 96	14 99	2 72	1,273 13*	43,024	029*	Damon.....	8
9	Daniel Webster.....	1,011 70	325 50	164 46	28 94	17 26	15 76	5 22	1,568 84*	110,880	014*	Daniel Webster.....	9
10	Donald McKay.....	150 00	.....	26 02	28 94	29 60	.....	2 72	237 28*	22,120	010*	Donald McKay.....	10
11	Edmund P. Tileston.....	652 40	260 16	26 02	28 94	46 29	14 99	5 17	1,033 97*	54,590	018*	Edmund P. Tileston.....	11
12	Elihu Greenwood.....	695 30	294 70	66 02	28 94	15 69	12 59	2 72	1,115 96*	52,955	021*	Elihu Greenwood.....	12
13	Elizabeth Peabody.....	187 00	63 00	26 02	28 94	35 74	3 20	3 92	347 82*	6,015	057*	Elizabeth Peabody.....	13
14	Ellis Mendell.....	533 55	231 00	64 02	28 94	16 98	14 98	7 42	896 89*	60,395	014*	Ellis Mendell.....	14
15	Emerson.....	783 45	314 94	60 52	28 94	55 36	14 64	6 86	1,264 71*	69,696	018*	Emerson.....	15
16	Everett.....	711 65	308 08	26 02	28 94	68 64	14 43	3 47	1,161 23*	46,681	024*	Everett.....	16
17	Fairmount.....	527 40	255 60	70 02	28 94	27 71	12 98	2 72	925 37*	39,561	023*	Fairmount.....	17
18	Farragut.....	674 75	268 50	46 02	28 94	22 11	11 94	2 72	1,054 98*	44,572	023*	Farragut.....	18
19	Frothingham.....	458 55	243 16	84 02	28 94	32 93	12 02	2 72	862 34*	28,220	030*	Frothingham.....	19
20	Hancock.....	809 05	311 40	71 02	28 94	24 87	11 54	2 72	1,259 54*	76,438	016*	Hancock.....	20
21	Harbor View.....	779 80	288 00	26 02	28 94	41 82	15 30	3 12	1,183 00*	64,305	018*	Harbor View.....	21
22	Helen F. Burgess.....	698 70	285 78	47 02	28 94	25 25	10 50	3 72	1,099 91*	59,995	018*	Helen F. Burgess.....	22
23	Hillside.....	452 50	187 50	727 66	28 94	20 04	12 59	4 96	1,434 19*	27,468	052*	Hillside.....	23
24	Hobart.....	560 40	259 50	92 01	28 94	32 03	14 99	92	988 79*	34,390	028*	Hobart.....	24
25	James Otis.....	1,101 20	321 10	36 01	28 94	45 66	15 14	4 82	1,552 87*	118,977	013*	James Otis.....	25
26	John D. Philbrick.....	576 75	262 26	78 01	28 94	16 60	4 00	4 12	970 68*	136,050	007*	John D. Philbrick.....	26
27	John J. Williams.....	682 45	280 50	41 01	28 94	23 67	10 90	2 72	1,070 19*	53,610	019*	John J. Williams.....	27
28	Lafayette.....	780 10	294 00	26 01	28 94	22 35	10 50	2 72	1,164 62*	57,295	020*	Lafayette.....	28
29	Lucretia Crocker.....	701 55	296 10	26 01	28 94	17 43	11 94	7 92	1,089 89*	68,771	015*	Lucretia Crocker.....	29
	Carried forward.....	\$18,773 65	\$7,462 42	\$2,380 95	\$839 26	\$819 73	\$346 79	\$111 96	\$30,734 76*	1,708,129	.....		

\*EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

1975-1976  
 1977-1978  
 1979-1980  
 1981-1982  
 1983-1984  
 1985-1986  
 1987-1988  
 1989-1990  
 1991-1992  
 1993-1994  
 1995-1996  
 1997-1998  
 1999-2000  
 2001-2002  
 2003-2004  
 2005-2006  
 2007-2008  
 2009-2010  
 2011-2012  
 2013-2014  
 2015-2016  
 2017-2018  
 2019-2020

Year	Month	Day	Time	Location	Description
1975	Jan	15	10:00	St. Paul's	...
1975	Feb	20	11:00	St. Paul's	...
1975	Mar	25	12:00	St. Paul's	...
1975	Apr	30	13:00	St. Paul's	...
1975	May	5	14:00	St. Paul's	...
1975	Jun	10	15:00	St. Paul's	...
1975	Jul	15	16:00	St. Paul's	...
1975	Aug	20	17:00	St. Paul's	...
1975	Sep	25	18:00	St. Paul's	...
1975	Oct	30	19:00	St. Paul's	...
1975	Nov	5	20:00	St. Paul's	...
1975	Dec	10	21:00	St. Paul's	...
1976	Jan	15	22:00	St. Paul's	...
1976	Feb	20	23:00	St. Paul's	...
1976	Mar	25	24:00	St. Paul's	...
1976	Apr	30	25:00	St. Paul's	...
1976	May	5	26:00	St. Paul's	...
1976	Jun	10	27:00	St. Paul's	...
1976	Jul	15	28:00	St. Paul's	...
1976	Aug	20	29:00	St. Paul's	...
1976	Sep	25	30:00	St. Paul's	...
1976	Oct	30	31:00	St. Paul's	...
1976	Nov	5	32:00	St. Paul's	...
1976	Dec	10	33:00	St. Paul's	...
1976	Jan	15	34:00	St. Paul's	...
1976	Feb	20	35:00	St. Paul's	...
1976	Mar	25	36:00	St. Paul's	...
1976	Apr	30	37:00	St. Paul's	...
1976	May	5	38:00	St. Paul's	...
1976	Jun	10	39:00	St. Paul's	...
1976	Jul	15	40:00	St. Paul's	...
1976	Aug	20	41:00	St. Paul's	...
1976	Sep	25	42:00	St. Paul's	...
1976	Oct	30	43:00	St. Paul's	...
1976	Nov	5	44:00	St. Paul's	...
1976	Dec	10	45:00	St. Paul's	...
1976	Jan	15	46:00	St. Paul's	...
1976	Feb	20	47:00	St. Paul's	...
1976	Mar	25	48:00	St. Paul's	...
1976	Apr	30	49:00	St. Paul's	...
1976	May	5	50:00	St. Paul's	...
1976	Jun	10	51:00	St. Paul's	...
1976	Jul	15	52:00	St. Paul's	...
1976	Aug	20	53:00	St. Paul's	...
1976	Sep	25	54:00	St. Paul's	...
1976	Oct	30	55:00	St. Paul's	...
1976	Nov	5	56:00	St. Paul's	...
1976	Dec	10	57:00	St. Paul's	...
1976	Jan	15	58:00	St. Paul's	...
1976	Feb	20	59:00	St. Paul's	...
1976	Mar	25	60:00	St. Paul's	...
1976	Apr	30	61:00	St. Paul's	...
1976	May	5	62:00	St. Paul's	...
1976	Jun	10	63:00	St. Paul's	...
1976	Jul	15	64:00	St. Paul's	...
1976	Aug	20	65:00	St. Paul's	...
1976	Sep	25	66:00	St. Paul's	...
1976	Oct	30	67:00	St. Paul's	...
1976	Nov	5	68:00	St. Paul's	...
1976	Dec	10	69:00	St. Paul's	...
1976	Jan	15	70:00	St. Paul's	...
1976	Feb	20	71:00	St. Paul's	...
1976	Mar	25	72:00	St. Paul's	...
1976	Apr	30	73:00	St. Paul's	...
1976	May	5	74:00	St. Paul's	...
1976	Jun	10	75:00	St. Paul's	...
1976	Jul	15	76:00	St. Paul's	...
1976	Aug	20	77:00	St. Paul's	...
1976	Sep	25	78:00	St. Paul's	...
1976	Oct	30	79:00	St. Paul's	...
1976	Nov	5	80:00	St. Paul's	...
1976	Dec	10	81:00	St. Paul's	...
1976	Jan	15	82:00	St. Paul's	...
1976	Feb	20	83:00	St. Paul's	...
1976	Mar	25	84:00	St. Paul's	...
1976	Apr	30	85:00	St. Paul's	...
1976	May	5	86:00	St. Paul's	...
1976	Jun	10	87:00	St. Paul's	...
1976	Jul	15	88:00	St. Paul's	...
1976	Aug	20	89:00	St. Paul's	...
1976	Sep	25	90:00	St. Paul's	...
1976	Oct	30	91:00	St. Paul's	...
1976	Nov	5	92:00	St. Paul's	...
1976	Dec	10	93:00	St. Paul's	...
1976	Jan	15	94:00	St. Paul's	...
1976	Feb	20	95:00	St. Paul's	...
1976	Mar	25	96:00	St. Paul's	...
1976	Apr	30	97:00	St. Paul's	...
1976	May	5	98:00	St. Paul's	...
1976	Jun	10	99:00	St. Paul's	...
1976	Jul	15	100:00	St. Paul's	...
1976	Aug	20	101:00	St. Paul's	...
1976	Sep	25	102:00	St. Paul's	...
1976	Oct	30	103:00	St. Paul's	...
1976	Nov	5	104:00	St. Paul's	...
1976	Dec	10	105:00	St. Paul's	...
1976	Jan	15	106:00	St. Paul's	...
1976	Feb	20	107:00	St. Paul's	...
1976	Mar	25	108:00	St. Paul's	...
1976	Apr	30	109:00	St. Paul's	...
1976	May	5	110:00	St. Paul's	...
1976	Jun	10	111:00	St. Paul's	...
1976	Jul	15	112:00	St. Paul's	...
1976	Aug	20	113:00	St. Paul's	...
1976	Sep	25	114:00	St. Paul's	...
1976	Oct	30	115:00	St. Paul's	...
1976	Nov	5	116:00	St. Paul's	...
1976	Dec	10	117:00	St. Paul's	...
1976	Jan	15	118:00	St. Paul's	...
1976	Feb	20	119:00	St. Paul's	...
1976	Mar	25	120:00	St. Paul's	...

1977-1978  
 1979-1980  
 1981-1982  
 1983-1984  
 1985-1986  
 1987-1988  
 1989-1990  
 1991-1992  
 1993-1994  
 1995-1996  
 1997-1998  
 1999-2000  
 2001-2002  
 2003-2004  
 2005-2006  
 2007-2008  
 2009-2010  
 2011-2012  
 2013-2014  
 2015-2016  
 2017-2018  
 2019-2020





TABLE NO. 8A, CONTINUED.— COSTS OF PLAYGROUNDS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES.\*

SCHOOLYARD PLAYGROUNDS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	1	2	3	4	5	6	7	8	9	10	
SCHOOLYARDS.	Teachers' Salaries.	Custodians' Salaries.	Apparatus.	Labor, Repairs and Teaming on Apparatus.	Supplies for Athletics and Games.	Supplies for Quiet Play.	Incidentals.	Total.*	Number of Pupil Hours.	Cost per Pupil Hour.*	SCHOOLYARDS.
<i>Brought forward</i> .....	\$18,773 65	\$7,462 42	\$2,380 95	\$839 26	\$819 73	\$346 79	\$111 96	\$30,734 76*	1,708,129	.....	
30 Mayhew.....	473 60	198 00	92 01	28 94	35 99	6 09	3 92	838 55*	41,695	\$0 020*	Mayhew..... 30
31 Michael J. Perkins.....	596 95	232 36	92 01	28 94	34 57	17 71	6 92	1,009 46*	47,968	021*	Michael J. Perkins..... 31
32 Michelangelo.....	483 55	190 50	66 01	28 94	18 88	12 10	2 72	802 70*	56,640	014*	Michelangelo..... 32
33 Morrison.....	710 05	211 50	919 96	28 94	83 78	14 19	2 12	1,970 54*	56,096	035*	Morrison..... 33
34 Nathan Hale.....	557 95	246 00	61 01	28 94	18 08	10 34	2 72	925 04*	45,465	020*	Nathan Hale..... 34
35 Old Baker Street.....	506 30	201 00	26 01	28 94	20 99	9 54	3 42	796 20*	18,558	042*	Old Baker Street..... 35
36 Oliver H. Perry.....	515 40	214 98	26 01	28 94	24 33	5 44	4 12	819 22*	48,370	016*	Oliver H. Perry..... 36
37 Peter Faneuil.....	735 65	268 50	86 01	28 94	39 42	13 39	2 72	1,174 63*	38,095	030*	Peter Faneuil..... 37
38 Philip H. Sheridan.....	516 75	223 50	76 01	28 94	25 43	13 38	2 72	886 73*	49,845	017*	Philip H. Sheridan..... 38
39 Plummer.....	710 70	301 50	34 01	28 94	15 43	13 38	2 72	1,106 68*	81,300	013*	Plummer..... 39
40 Prescott.....	153 70	61 50	66 01	28 94	1 20	.....	2 72	314 07*	18,070	017*	Prescott..... 40
41 Quincy.....	875 75	329 46	44 01	28 94	21 37	13 62	4 52	1,317 67*	45,787	028*	Quincy..... 41
42 Quincy E. Dickerman.....	902 65	300 42	52 02	57 88	50 34	14 43	6 74	1,384 48*	94,605	014*	Quincy E. Dickerman... 42
43 Robert Swan.....	545 20	229 20	56 01	28 94	29 48	11 94	2 72	903 49*	42,485	021*	Robert Swan..... 43
44 Roger Wolcott.....	538 90	212 32	1,077 76	28 94	18 75	6 50	2 72	1,885 89*	90,477	020*	Roger Wolcott..... 44
45 Samuel Adams.....	772 00	309 40	122 59	28 94	16 16	11 94	4 72	1,265 75*	86,256	014*	Samuel Adams..... 45
46 Samuel G. Howe.....	357 20	135 00	26 01	28 94	40 63	12 58	6 74	607 10*	23,725	025*	Samuel G. Howe..... 46
47 Stoughton.....	603 20	238 50	66 01	28 94	42 18	15 14	2 72	996 69*	37,884	026*	Stoughton..... 47
48 Tappan.....	456 05	168 00	26 01	28 94	29 38	6 09	3 92	718 39*	19,249	037*	Tappan..... 48
49 Trescott.....	685 70	289 20	26 01	28 94	16 82	13 38	2 71	1,062 76*	55,663	019*	Trescott..... 49
50 Ulysses S. Grant.....	431 55	174 00	92 01	28 94	31 68	12 59	3 91	774 68*	34,220	022*	Ulysses S. Grant..... 50
51 Washington.....	89 50	34 50	26 01	28 94	47	.....	91	180 33*	3,330	054*	Washington..... 51
52 Wendell Phillips.....	406 55	180 00	96 01	28 94	15 16	12 83	2 71	742 19*	35,078	021*	Wendell Phillips..... 52
53 William Blackstone.....	537 75	216 00	105 59	28 94	20 46	12 33	2 71	923 78*	53,316	017*	William Blackstone.... 53
54 William Eustis.....	498 05	231 60	29 53	28 94	37 64	14 98	2 71	843 45*	32,916	025*	William Eustis..... 54
55 William H. Kent.....	685 95	300 00	124 01	28 94	42 49	10 74	91	1,193 04*	74,508	016*	William H. Kent..... 55
56 William E. Russell.....	691 85	288 00	26 01	28 94	29 12	8 90	2 71	1,075 53*	68,794	015*	William E. Russell..... 56
57 William L. Garrison.....	428 30	165 00	92 01	28 94	42 76	12 59	2 11	771 71*	34,890	022*	William L. Garrison.... 57
58 Winchell.....	634 40	250 50	1,013 56	28 94	46 78	12 59	4 91	1,991 68*	32,708	060*	Winchell..... 58
59 Totals.....	\$34,874 80	\$13,862 86	\$7,027 18	\$1,707 46	\$1,669 49	\$665 52	\$209 88	\$60,017 19*	3,076,122	\$0 019*	..... 59

\*EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.

1. Name of the person  
 2. Address  
 3. City  
 4. State  
 5. Zip

No.	Name	Address	City	State	Zip
1	John Doe	123 Main St	New York	NY	10001
2	Jane Smith	456 Elm St	Los Angeles	CA	90001
3	Bob Johnson	789 Oak St	Chicago	IL	60601
4	Alice Brown	101 Pine St	San Francisco	CA	94101
5	Charlie White	202 Cedar St	Houston	TX	77001
6	Diana Green	303 Birch St	Phoenix	AZ	85001
7	Frank Black	404 Spruce St	Philadelphia	PA	19101
8	Grace King	505 Willow St	San Diego	CA	92101
9	Henry Lee	606 Ash St	Portland	OR	97201
10	Ivy Hill	707 Hickory St	Seattle	WA	98101
11	Jack King	808 Maple St	Denver	CO	80201
12	Karen White	909 Poplar St	San Jose	CA	95101
13	Leo Green	1010 Walnut St	San Antonio	TX	78201
14	Mary Black	1111 Chestnut St	San Jose	CA	95101
15	Nick King	1212 Sycamore St	San Jose	CA	95101
16	Olivia White	1313 Dogwood St	San Jose	CA	95101
17	Peter Green	1414 Magnolia St	San Jose	CA	95101
18	Quinn Black	1515 Redwood St	San Jose	CA	95101
19	Rachel King	1616 Cypress St	San Jose	CA	95101
20	Sam White	1717 Juniper St	San Jose	CA	95101
21	Tina Green	1818 Fir St	San Jose	CA	95101
22	Uma Black	1919 Hemlock St	San Jose	CA	95101
23	Victor King	2020 Spruce St	San Jose	CA	95101
24	Wendy White	2121 Fir St	San Jose	CA	95101
25	Xavier Green	2222 Cedar St	San Jose	CA	95101
26	Yvonne Black	2323 Birch St	San Jose	CA	95101
27	Zoe King	2424 Pine St	San Jose	CA	95101
28	Adam White	2525 Oak St	San Jose	CA	95101
29	Bella Green	2626 Elm St	San Jose	CA	95101
30	Carl Black	2727 Maple St	San Jose	CA	95101
31	Dora King	2828 Walnut St	San Jose	CA	95101
32	Eugene White	2929 Chestnut St	San Jose	CA	95101
33	Fiona Green	3030 Dogwood St	San Jose	CA	95101
34	Gavin Black	3131 Magnolia St	San Jose	CA	95101
35	Helen King	3232 Redwood St	San Jose	CA	95101
36	Ian White	3333 Cypress St	San Jose	CA	95101
37	Jessica Green	3434 Juniper St	San Jose	CA	95101
38	Kyle Black	3535 Fir St	San Jose	CA	95101
39	Laura King	3636 Hemlock St	San Jose	CA	95101
40	Mason White	3737 Spruce St	San Jose	CA	95101
41	Nora Green	3838 Fir St	San Jose	CA	95101
42	Oscar Black	3939 Cedar St	San Jose	CA	95101
43	Pamela King	4040 Birch St	San Jose	CA	95101
44	Quinn White	4141 Pine St	San Jose	CA	95101
45	Rachel Green	4242 Oak St	San Jose	CA	95101
46	Samuel Black	4343 Elm St	San Jose	CA	95101
47	Tina King	4444 Maple St	San Jose	CA	95101
48	Uma White	4545 Walnut St	San Jose	CA	95101
49	Victor Green	4646 Chestnut St	San Jose	CA	95101
50	Wendy Black	4747 Dogwood St	San Jose	CA	95101
51	Xavier King	4848 Magnolia St	San Jose	CA	95101
52	Yvonne White	4949 Redwood St	San Jose	CA	95101
53	Zoe Green	5050 Cypress St	San Jose	CA	95101
54	Adam Black	5151 Juniper St	San Jose	CA	95101
55	Bella King	5252 Fir St	San Jose	CA	95101
56	Carl White	5353 Hemlock St	San Jose	CA	95101
57	Dora Green	5454 Spruce St	San Jose	CA	95101
58	Eugene Black	5555 Fir St	San Jose	CA	95101
59	Fiona King	5656 Cedar St	San Jose	CA	95101
60	Gavin White	5757 Birch St	San Jose	CA	95101
61	Helen Green	5858 Pine St	San Jose	CA	95101
62	Ian Black	5959 Oak St	San Jose	CA	95101
63	Jessica King	6060 Elm St	San Jose	CA	95101
64	Kyle White	6161 Maple St	San Jose	CA	95101
65	Laura Green	6262 Walnut St	San Jose	CA	95101
66	Mason Black	6363 Chestnut St	San Jose	CA	95101
67	Nora King	6464 Dogwood St	San Jose	CA	95101
68	Oscar White	6565 Magnolia St	San Jose	CA	95101
69	Pamela Green	6666 Redwood St	San Jose	CA	95101
70	Quinn Black	6767 Cypress St	San Jose	CA	95101
71	Rachel King	6868 Juniper St	San Jose	CA	95101
72	Samuel White	6969 Fir St	San Jose	CA	95101
73	Tina Green	7070 Hemlock St	San Jose	CA	95101
74	Uma Black	7171 Spruce St	San Jose	CA	95101
75	Victor King	7272 Fir St	San Jose	CA	95101
76	Wendy White	7373 Cedar St	San Jose	CA	95101
77	Xavier Green	7474 Birch St	San Jose	CA	95101
78	Yvonne Black	7575 Pine St	San Jose	CA	95101
79	Zoe King	7676 Oak St	San Jose	CA	95101
80	Adam White	7777 Elm St	San Jose	CA	95101
81	Bella Green	7878 Maple St	San Jose	CA	95101
82	Carl Black	7979 Walnut St	San Jose	CA	95101
83	Dora King	8080 Chestnut St	San Jose	CA	95101
84	Eugene White	8181 Dogwood St	San Jose	CA	95101
85	Fiona Green	8282 Magnolia St	San Jose	CA	95101
86	Gavin Black	8383 Redwood St	San Jose	CA	95101
87	Helen King	8484 Cypress St	San Jose	CA	95101
88	Ian White	8585 Juniper St	San Jose	CA	95101
89	Jessica Green	8686 Fir St	San Jose	CA	95101
90	Kyle Black	8787 Hemlock St	San Jose	CA	95101
91	Laura King	8888 Spruce St	San Jose	CA	95101
92	Mason White	8989 Fir St	San Jose	CA	95101
93	Nora Green	9090 Cedar St	San Jose	CA	95101
94	Oscar Black	9191 Birch St	San Jose	CA	95101
95	Pamela King	9292 Pine St	San Jose	CA	95101
96	Quinn White	9393 Oak St	San Jose	CA	95101
97	Rachel Green	9494 Elm St	San Jose	CA	95101
98	Samuel Black	9595 Maple St	San Jose	CA	95101
99	Tina King	9696 Walnut St	San Jose	CA	95101
100	Uma White	9797 Chestnut St	San Jose	CA	95101

- 1 Alm
- 2 Artl
- 3 Billi
- 4 Bost
- 5 Broc
- 6 Buc
- 7 Cars
- 8 Ceyl
- 9 Cha:
- 10 Cha:
- 11 Cha:
- 12 Cha:
- 13 Chri
- 14 Colu
- 15 Com
- 16 Fairi
- 17 Fallc
- 18 Fenv
- 19 First
- 20 Fors:
- 21 Fran
- 22 Fran
- 23 Fran
- 24 Fred:
- 25 Frog
- 26 Geor:
- 27 Glenc
- 28 Healt
- 29 Healt
- 30 Healt
- 31 Healt
- 32 Henr:
- 33 Jame:
- 34 J. M.
- 35 Jame:
- 36 Jeffer:
- 37 John
- 38 John

**TABLE NO. 8B.**

**PARK PLAYGROUNDS.**

**COSTS, EXCLUSIVE OF ADMINISTRATION,  
SUPERVISION AND GENERAL CHARGES,  
AND WITH DIRECT INCOME DEDUCTED.**

**(For Total and Net Costs, See Table No. 1.)**





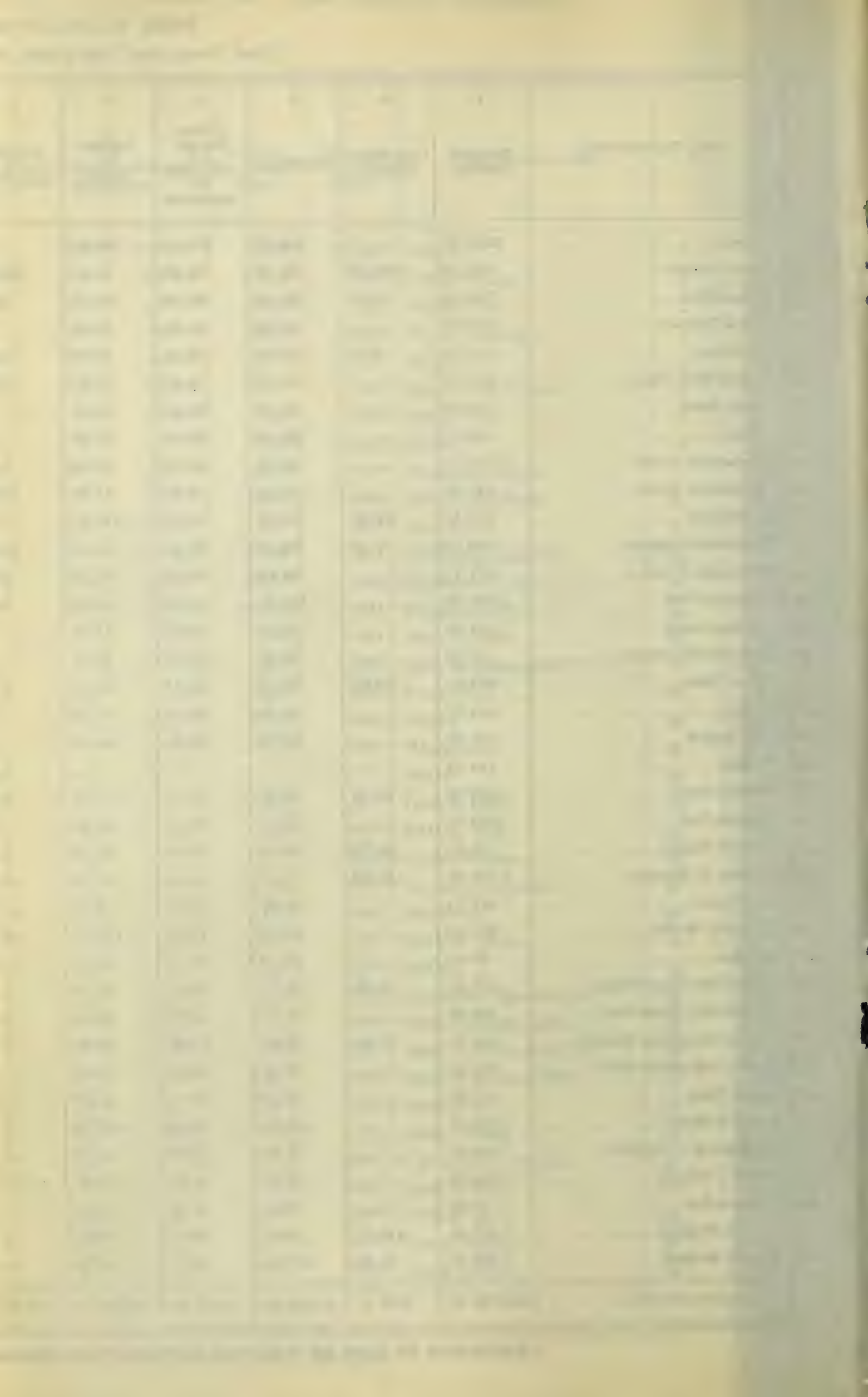
TABLE NO. 8B.—COSTS OF PLAYGROUNDS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES.\*

## PARK PLAYGROUNDS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 1.]

	PARK PLAYGROUNDS.	1	2	3	4	5	6	7	8	9	10	PARK PLAYGROUNDS.	
		Teachers' Salaries.	Custodians' Salaries.	Apparatus.	Labor, Repairs and Teaming on Apparatus.	Supplies for Athletics and Games.	Supplies for Quiet Play.	Incidentals.	Total.*	Number of Pupil Hours.	Cost per Pupil Hour.*		
1	Almont.....	\$513 75		\$26 02	\$28 95	\$67 64		\$3 93	\$640 29*	31,750	\$0 020*	Almont.....	1
2	Arthur McLean.....	888 35	\$35 58	26 02	28 95	47 01	\$34 07	2 73	1,062 71*	113,181	009*	Arthur McLean.....	2
3	Billings Field.....	780 65	5 70	26 02	28 95	104 71	8 96	4 53	959 52*	74,298	012*	Billings Field.....	3
4	Boston Common.....	435 00		26 02	28 95	53 15		2 73	545 85*	33,370	016*	Boston Common.....	4
5	Brookside.....	834 55	4 74	136 99	28 95	83 60	13 07	3 93	1,105 83*	56,795	019*	Brookside.....	5
6	Buckley Park Corner.....	512 85		26 02	28 95	57 41	5 28	2 13	632 64*	60,531	010*	Buckley Park Corner.....	6
7	Carson Beach.....	62 50		26 02	28 95	14 54		93	132 94*	2,518	052*	Carson Beach.....	7
8	Ceylon.....	112 50		26 02	28 95	21 30		93	189 70*	12,820	014*	Ceylon.....	8
9	Charlesbank (Boys).....	1,013 25		26 52	28 95	53 21	7 91	2 73	1,132 57*	66,868	016*	Charlesbank (Boys).....	9
10	Charlesbank (Girls).....	847 70		26 02	28 95	41 98	10 47	2 73	957 85*	59,437	016*	Charlesbank (Girls).....	10
11	Charlestown.....	946 40	18 00	26 02	28 95	145 45	48	3 93	1,169 23*	70,047	016*	Charlestown.....	11
12	Charlestown Heights.....	909 05	9 40	26 02	28 95	48 55	14 40	2 73	1,039 10*	93,850	011*	Charlestown Heights.....	12
13	Christopher J. Lee.....	947 15		26 02	28 95	119 55	5 92	2 73	1,130 32*	70,927	015*	Christopher J. Lee.....	13
14	Columbus Park.....	1,390 20		131 41	28 95	151 06	5 20	2 73	1,709 55*	108,720	015*	Columbus Park.....	14
15	Commonwealth.....	122 50		26 02	28 95	24 57		93	202 97*	6,169	032*	Commonwealth.....	15
16	Fairmount Reservation.....	95 00		26 02	28 95	26 74		93	177 64*	4,796	037*	Fairmount Reservation.....	16
17	Fallon Field.....	893 85	33 06	26 02	28 95	82 05	4 00	2 73	1,070 66*	93,490	011*	Fallon Field.....	17
18	Fenway.....	215 00		26 02	28 95	55 91		93	326 81*	9,124	035*	Fenway.....	18
19	First Section.....	210 00		26 02	28 95	46 81		93	312 71*	12,250	025*	First Section.....	19
20	Forsyth.....	168 55					6 09		174 64*			Forsyth.....	20
21	Franklin Field.....	1,849 80	18 50	26 02	28 95	271 57	9 76	10 53	2,215 13*	192,683	011*	Franklin Field.....	21
22	Franklin Park.....	1,070 00		26 02	28 95	228 46		93	1,354 36*	70,322	019*	Franklin Park.....	22
23	Franklin Square.....	586 60	31 50	26 02	28 95	35 66	3 84	2 73	715 30*	32,876	021*	Franklin Square.....	23
24	Frederic D. Emmons.....	1,059 50	35 58	26 02	28 95	107 87	6 07	3 72	1,267 71*	105,785	011*	Frederic D. Emmons.....	24
25	Frog Pond.....	477 75		26 02	28 95	8 01		6 32	547 05*	188,260	002*	Frog Pond.....	25
26	George H. Walker.....	997 85		26 02	28 95	103 72	16 66	3 43	1,176 63*	83,862	014*	George H. Walker.....	26
27	Glendon.....	97 50		26 02	28 95	28 51		92	181 90*	10,164	017*	Glendon.....	27
28	Health Unit (East Boston).....	618 65	8 88	26 02	28 95	31 10	6 08	4 32	724 00*	21,111	034*	Health Unit (East Boston).....	28
29	Health Unit (North End).....	379 00		26 02	28 95	33 11	3 68	2 12	472 88*	24,993	018*	Health Unit (North End).....	29
30	Health Unit (South Boston).....	422 70	14 04	26 02	28 95	35 90	6 09	2 12	535 82*	21,090	025*	Health Unit (South Boston).....	30
31	Health Unit (South End).....	209 25		26 02	28 95	14 46		92	279 60*	8,520	032*	Health Unit (South End).....	31
32	Henry Grew.....	112 50		26 02	28 95	21 27		92	189 66*	4,568	041*	Henry Grew.....	32
33	James F. Healy.....	1,211 25		127 94	28 95	100 16	5 44	4 52	1,478 26*	126,314	011*	James F. Healy.....	33
34	J. M. and J. J. Sullivan.....	861 05		26 02	28 95	28 92	8 87	2 72	956 53*	55,304	017*	J. M. and J. J. Sullivan.....	34
35	James L. Cronin.....	1,016 80		26 02	28 95	93 37	11 14	4 52	1,180 80*	89,445	013*	James L. Cronin.....	35
36	Jefferson Lot.....	87 50		26 02	28 95	21 62		92	165 01*	4,260	038*	Jefferson Lot.....	36
37	John A. Doherty.....	1,014 45	140 25	26 02	28 95	90 91	4 64	2 72	1,307 94*	63,360	020*	John A. Doherty.....	37
38	John F. Holland.....	809 60	35 40	129 18	28 95	44 72	5 36	2 72	1,055 93*	57,964	018*	John F. Holland.....	38
	Carried forward.....	\$24,780 55	\$390 63	\$1,384 68	\$1,071 15	\$2,544 58	\$203 48	\$102 97	\$30,478 04*	2,141,822			

\*EXCLUSIVE OF COST OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.



**TABLE NO. 8B, CONTINUED.**

**PARK PLAYGROUNDS.**

**COSTS, EXCLUSIVE OF ADMINISTRATION,  
SUPERVISION AND GENERAL CHARGES,  
AND WITH DIRECT INCOME DEDUCTED.**

**(For Total and Net Costs, See Table No. 1.)**

39 Jc  
40 Jc  
41 Jc  
42 Jc  
43 Lt  
44 Lt  
45 M  
46 M  
47 M  
48 M  
49 M  
50 M  
51 Nc  
52 Or  
53 Pa  
54 Po  
55 Pr  
56 Re  
57 Ri  
58 Rc  
59 Rc  
60 Sa  
61 Sh  
62 Sn  
63 Stz  
64 Tr  
65 Vii  
66 Wz  
67 Wz  
68 We  
69 We  
70 Wi  
71 Wi  
72 Wi  
73 Wi  
74 Wi  
75 Wo  
76



TABLE NO. 8B, Continued.— COSTS OF PLAYGROUNDS, EXCLUSIVE OF ADMINISTRATION, SUPERVISION AND GENERAL CHARGES.\*

PARK PLAYGROUNDS.\*

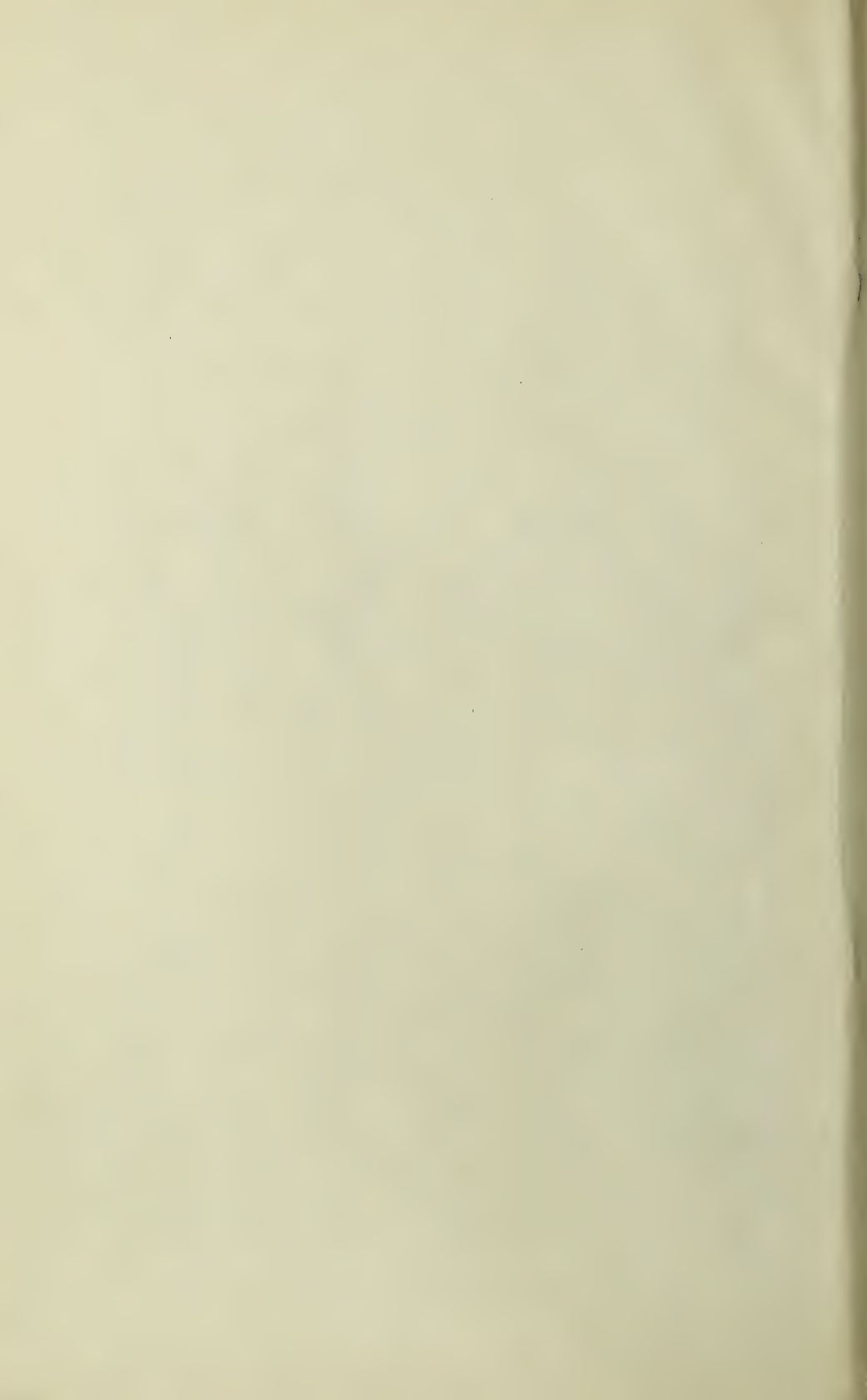
[FOR TOTAL AND NET COSTS, SEE TABLE 1.]

	1	2	3	4	5	6	7	8	9	10		
PARK PLAYGROUNDS.	Teachers' Salaries.	Custodians' Salaries.	Apparatus.	Labor, Repairs and Teaming on Apparatus.	Supplies for Athletics and Games.	Supplies for Quiet Play.	Incidentals.	Total.*	Number of Pupil Hours.	Cost per Pupil Hour.*	PARK PLAYGROUNDS.	
<i>Brought forward</i> .....	\$24,780 55	\$390 63	\$1,384 68	\$1,071 15	\$2,544 58	\$203 48	\$102 97	\$30,478 04*	2,141,822			
39 John H. L. Noyes.....	895 15	28 80	202 95	57 89	89 82	48	3 75	1,278 84*	74,767	\$0 017*	John H. L. Noyes.....	39
40 John J. Connolly.....	1,060 35		26 02	28 95	85 90	7 43	2 72	1,211 37*	73,518	016*	John J. Connolly.....	40
41 John W. Murphy.....	917 45		26 42	28 95	107 24	21 16	4 22	1,105 44*	91,759	012*	John W. Murphy.....	41
42 John Winthrop.....	1,158 10	24 24	26 02	28 95	75 39	11 53	4 52	1,328 75*	149,091	008*	John Winthrop.....	42
43 Leslie A. Moore.....	120 00		26 02	28 95	28 44		92	204 33*	7,256	028*	Leslie A. Moore.....	43
44 Lester J. Rotch'.....	1,190 10	1 50	26 02	28 95	161 23	11 14	4 52	1,423 46*	90,975	015*	Lester J. Rotch.....	44
45 Madison Park.....	880 50	147 15	26 02	28 95	49 50	8 48	2 72	1,143 32*	87,380	013*	Madison Park.....	45
46 Mary Hemenway Park.....	788 05	25 04	29 32	28 95	89 92	2 40	5 72	969 40*	32,102	030*	Mary Hemenway Park.....	46
47 Matthew J. Sweeney.....	976 35	4 08	26 02	28 95	54 04	21 47	2 72	1,113 63*	137,990	008*	Matthew J. Sweeney.....	47
48 McConnell Park.....	801 60	27 00	26 02	28 95	32 45	7 04	2 72	925 78*	47,072	019*	McConnell Park.....	48
49 Metropolitan.....	115 00		26 02	28 95	25 77		92	196 66*	4,986	039*	Metropolitan.....	49
50 Mission Hill.....	1,041 25	33 00	26 02	28 95	109 76	7 04	2 72	1,248 74*	99,547	012*	Mission Hill.....	50
51 North End Park.....	390 00		26 02	28 95	137 71		2 72	585 40*	58,448	010*	North End Park.....	51
52 Orchard Park.....	807 70	154 05	26 02	28 95	35 07	13 51	2 72	1,068 02*	87,955	012*	Orchard Park.....	52
53 Paris Street.....	102 50		26 02	28 95	30 91		92	189 30*	12,600	015*	Paris Street.....	53
54 Portsmouth Street.....	942 10	28 50	26 02	28 95	54 05	12 42	2 72	1,094 76*	108,115	010*	Portsmouth Street.....	54
55 Prendergast Camp.....	470 25		26 02	28 95	8 93	4 72	92	539 79*	35,757	015*	Prendergast Camp.....	55
56 Readville Street.....	561 15		29 32	28 94	57 94		3 92	681 27*	32,194	021*	Readville Street.....	56
57 Ripley.....	807 70	48 16	33 52	28 94	54 28	7 04	2 72	982 36*	57,703	017*	Ripley.....	57
58 Rogers Park.....	942 80	8 04	26 02	28 94	89 42	13 70	4 52	1,113 44*	74,477	014*	Rogers Park.....	58
59 Ronan Park.....	1,133 65	38 10	30 37	28 94	120 60	9 93	4 52	1,366 11*	117,215	011*	Ronan Park.....	59
60 Savin Hill.....	105 00		26 02	28 94	17 18		92	178 06*	4,880	036*	Savin Hill.....	60
61 Shawmut.....	875 10	143 25	26 02	28 94	38 28	8 48	2 72	1,122 79*	82,343	013*	Shawmut.....	61
62 Smith Pond.....	112 50		26 02	28 94	34 28		92	202 66*	5,922	034*	Smith Pond.....	62
63 Stanley Ringer.....	1,106 70	30 00	26 02	28 94	92 07	8 48	4 52	1,296 73*	99,215	013*	Stanley Ringer.....	63
64 Trescott Field.....	50 00		26 02	28 94	11 92		92	117 80*	5,205	022*	Trescott Field.....	64
65 Vincent Cutillo.....	1,580 70		26 02	28 94	37 10	18 00	7 80	1,698 56*	163,649	010*	Vincent Cutillo.....	65
66 Wachusett Street.....	858 95	147 52	26 02	28 94	61 35	6 32	92	1,130 02*	65,331	017*	Wachusett Street.....	66
67 Washington Park.....	954 90	143 35	26 02	28 94	26 61	8 48	2 72	1,191 02*	84,734	014*	Washington Park.....	67
68 Wellington Street.....	25 00		26 02	28 94	49		92	81 37*	1,300	062*	Wellington Street.....	68
69 West Third Street.....	876 85	40 26	26 02	28 94	30 13	19 87	2 72	1,024 79*	86,270	011*	West Third Street.....	69
70 William E. Carter.....	1,023 45		26 02	28 94	136 97	13 54	2 72	1,231 64*	66,137	018*	William E. Carter.....	70
71 William Eustis Park.....	935 85	13 50	127 93	28 94	143 08	3 84	2 72	1,255 86*	84,802	014*	William Eustis Park.....	71
72 William Francis Smith.....	835 50	4 50	26 02	28 94	64 04	5 44	2 72	967 16*	66,851	014*	William Francis Smith.....	72
73 William H. Garvey.....	642 80	41 64	29 54	28 94	54 97	5 44	2 72	806 05*	49,103	016*	William H. Garvey.....	73
74 William J. Barry.....	534 65		26 02	28 94	79 92		2 12	671 65*	60,090	011*	William J. Barry.....	74
75 World War Memorial Park.....	708 55		26 52	28 94	137 35	3 84	4 52	909 72*	60,182	015*	World War Memorial Park.....	75
76 Totals.....	\$52,108 80	\$1,522 31	\$2,649 13	\$2,171 04	\$5,008 69	\$464 70	\$209 42	\$64,134 09*	4,608,743	\$0 013*		76

\* EXCLUSIVE OF COSTS OF BUILDING, DEPRECIATION, REPAIRS, INTEREST AND SINKING FUND CHARGES.



THE BUDGET AND ANNUAL APPROPRIATION ORDERS IN SUMMARIZED FORM FOR THE FINANCIAL YEAR 1928, WHICH YEAR IMMEDIATELY FOLLOWS THE PERIOD FOR WHICH THE PRECEDING FINANCIAL REPORT IS MADE, ARE INCLUDED FOR REFERENCE PURPOSES AND ARE SHOWN ON THE FOLLOWING PAGES.





**BUDGET AND ANNUAL APPROPRIATION ORDER TO  
PROVIDE FOR THE COST OF MAINTENANCE OF  
THE BOSTON PUBLIC SCHOOLS; FOR THE COST  
OF ADMINISTRATION AND SUPERVISION; AND  
FOR THE COST OF SUNDRY OTHER SERVICES  
AND EXPENSES FOR THE FINANCIAL YEAR  
1928.**

OFFICE OF THE BUSINESS MANAGER OF THE SCHOOL COMMITTEE,  
15 BEACON STREET, BOSTON, June 25, 1928.

*To the School Committee of the City of Boston:*

In compliance with the Rules of the School Committee, I submit herewith the budget and annual appropriation order, with detailed estimates, to provide for the cost of maintenance of the public schools; for the cost of administration and supervision; and for the cost of sundry other services and expenses of the public schools, for the financial year 1928, exclusive of the item "Alteration and repair of school buildings, and for furniture fixtures, and means of escape in case of fire, and for fire protection for existing buildings, and for improving existing school yards;" for which provision is made in a separate appropriation order.

The average valuation of the city for the three years 1925, 1926 and 1927, with all abatements allowed up to December 31, 1927, as certified to his Honor the Mayor by the Board of Assessors, is \$1,882,009,566.67. This is the sum upon which all appropriations by the City Council and the School Committee for the financial year 1928 are based.

Under existing law the School Committee is authorized to appropriate the following sums:

(a.) Six dollars and ninety-four cents upon each one thousand dollars of the valuation of the city for general school purposes. (Chapter 206 of the Special Acts of 1919, chapter 249 of the Special Acts of 1919, chapter 641 of the Acts of 1920, and chapter 309 of the Acts of 1925.)

(b.) Ninety-one cents upon each one thousand dollars of the valuation of the city for the alteration and repair of school buildings, and for furniture, fixtures, and means of escape in case of fire, and for fire protection for existing buildings, and for improving existing school yards. (Chapter 206 of the Special Acts of 1919, chapter 524 of the Acts of 1920, chapter 488 of the Acts of 1923, and chapter 153 of the Acts of 1926.)

(c.) Fifteen cents upon each one thousand dollars of the valuation of the city for organizing and conducting physical training and exercises, athletics, sports, games and play, and for providing apparatus, equipment and facilities for the same in buildings, yards and playgrounds under the control of the School Committee, or upon any other land which the committee may have the right to use for this purpose, under the provisions of chapter 295 of the Acts of 1907. (Chapter 206 of the Special Acts of 1919, chapter 249 of the Special Acts of 1919, chapter 641 of the Acts of 1920, chapter 309 of the Acts of 1925, and chapter 153 of the Acts of 1926.)

(d.) Eleven cents upon each one thousand dollars of the valuation of the city for the employment of one supervising female nurse and so many district female nurses as, in the opinion of said committee are necessary, in accordance with the provisions of chapter 357 of the Acts of 1907, and for the employment of such number of school physicians as, in the opinion of the School Committee, may be necessary, and for the care of the teeth of school children. (Chapter 206 of the Special Acts of 1919, chapter 249 of the Special Acts of 1919, chapter 641 of the Acts of 1920, chapter 309 of the Acts of 1925, and chapter 153 of the Acts of 1926.)

(e.) Four cents upon each one thousand dollars of the valuation of the city for the purpose of conducting educational and recreative activities in or upon school property under the control of the School Committee, and the use thereof by individuals and associations in accordance with the provisions of chapter 195 of the Acts of 1912 and chapter 86 of the Special Acts of 1916. (Chapter 206 of the Special Acts of 1919, chapter 641 of the Acts of 1920, and chapter 309 of the Acts of 1925.)

(f.) Five cents upon each one thousand dollars of the valuation of the city for the payment of pensions to members of the teaching or supervising staff of the public schools of the city, and to persons who were annuitants of the Boston Teachers' Retirement Fund at the time when chapter 589 of the Acts of 1908 took effect, and other teachers who had retired prior to said time, in accordance with the provisions of said chapter 589, chapter 537 of the Acts of 1909, chapter 617 of the Acts of 1910, chapter 569 of the Acts of 1912, chapter 206 of the Special Acts of 1919, and chapter 382 of the Acts of 1928.

(g.) Three cents upon each one thousand dollars of the valuation of the city for promoting the Americanization and better training for citizenship of foreign born persons. (Chapter 206 of the Special Acts of 1919, and chapter 309 of the Acts of 1925.)

(h.) Three cents upon each one thousand dollars of the valuation of the city for vocational guidance. (Chapter 206 of the Special Acts of 1919, and chapter 309 of the Acts of 1925.)

(i.) The unexpended balance for the financial year 1927.

(j.) The excess of income, if any, for the financial year 1927 over that estimated.

(k.) The estimated income for the financial year 1928.

ESTIMATED TOTAL MONEY AVAILABLE FOR MAINTENANCE, 1928.

The sums available under existing statutes for the financial year 1928 to provide for the cost of maintenance of the school system are as follows:

\$6.94 per \$1,000 for general school purposes . . . . .	\$13,061,146 39
.91 per \$1,000 for the alteration and repair of school buildings, and for furniture, fixtures, and means of escape in case of fire, and for fire protection for existing buildings, and for improving existing school yards . . . . .	1,712,628 71
.15 per \$1,000 for physical education . . . . .	282,301 43
.11 per \$1,000 for school physicians and school nurses . . . . .	207,021 05
.04 per \$1,000 for extended use of the public schools . . . . .	75,280 38
<i>Carried forward</i> . . . . .	<u>\$15,338,377 96</u>

<i>Brought forward</i> . . . . .	\$15,338,377 96
\$0.05 per \$1,000 for pensions to teachers . . . . .	94,100 48
.03 per \$1,000 for promoting Americanization . . . . .	56,460 29
.03 per \$1,000 for vocational guidance . . . . .	56,460 29
Unexpended balance, general appropriation, 1927 . . . . .	514,214 89
Unexpended balance, physical education, 1927 — \$15,- 489.53, less deficit in estimated income for 1927, \$4,571.34 . . . . .	10,918 19
Unexpended balance, extended use of the public schools, 1927 . . . . .	2,524 04
Unexpended balance, school physicians and school nurses, 1927 . . . . .	4,638 96
Unexpended balance, appropriation for the alteration and repair of school buildings, and for furniture, fixtures, and means of escape in case of fire and for fire pro- tection for existing buildings, and for improving existing school yards, 1927 . . . . .	238 29
Excess of income over amount estimated, general, 1927 . . . . .	84,483 51
Excess of income over amount estimated, extended use of the public schools, 1927 . . . . .	974 45
Estimated income, general, including Smith-Hughes Fund, 1928 . . . . .	620,000 00
Estimated income, physical education, 1928 . . . . .	18,000 00
Estimated income, extended use of the public schools, 1928, . . . . .	6,000 00
Total . . . . .	<u>\$16,807,391 35</u>
Deduct amount available for "Alteration and repair of school buildings, and for furniture, fixtures, and means of escape in case of fire, and for fire protection for existing buildings, and for improving school yards," for which a separate appropriation order is made . . . . .	1,712,628 71
Estimated total amount available for maintenance, 1928, excluding the item "Alteration and repair of school buildings, and for furniture, fixtures, and means of escape in case of fire, and for fire protection for exist- ing buildings, and for improving existing school yards," for which a separate appropriation order is made . . . . .	<u>\$15,094,762 64</u>

## IMPROVED BUDGETARY ESTIMATES FOR 1928 AND OTHER INFORMATION.

This year the ranks and salaries of all permanent personnel in actual employment on December 1, 1927, are shown. The complete organization as at December 1, 1927, for each school and department is set forth by ranks and by salaries for the year 1928.

The cost of actual instruction is separated from the cost of supervision to the end that the relation may readily be determined. The salary costs of special activities are segregated for the purposes of study and comparison.

Items of supplies and incidentals are enumerated in greater detail. The allowance for supplies for each school, department or activity is set forth.

The vacancies reported by the Superintendent of Schools existing as at December 1, 1927, are shown separately as are the growth and other adjustments recommended by the Board of Apportionment and approved by the School Committee.

The budget now contains approximately 3,000 items, exclusive of totals, and affords the opportunity of studying school costs in great detail, as it presents a collection of facts properly organized and classified with the opportunity for presentation and discussion of all school problems on a financial basis. The classification by ranks and by salaries of all permanent personnel enables the Business Manager to give information on salaries to teachers and others which is being sought constantly by boards of education, educational associations and other agencies throughout the country.

From the budget as it is now organized the actual cost or the basis of cost of all activities may readily be ascertained.

It is most desirable to proceed during the financial year so that a balance may be expected for use the following year. Most assuredly it is better to expect a balance at the end of a financial year, amounting to at least three per cent of the total of the appropriations, than it is to come through without a balance for the reason that the appropriating power of the School Committee on each \$1,000 of the valuation on which appropriations are based applied to the increase in such valuation, one year over the other, does not produce sufficient funds to meet the normal increases in expenditures. It is not possible at the beginning of a financial year to forecast with accuracy the balance at the end of the year, nor is it possible to forecast the increase the following year in average valuation on which appropriations are based. It is evidently the intention of the Legislature, inasmuch as it is mandatory on the School Committee to appropriate its balances, that the committee endeavor to meet necessary increases in expenditures each year from balances remaining at the end of the year and from the increase in valuation on which appropriations are based. The School Committee does not petition for additional appropriating power unless it is obliged to because of unusual conditions, such as a general salary increase for teachers and others.

A balance of any substantial size under present conditions is largely due to several factors, to wit: The deferred filling of vacancies and the deferred appointments of teachers and others provided for on the basis of growth and expansion; in the case of fuel and light, absence of strikes in the coal regions and mild weather during the heating season; and in the case of supplies and incidentals, savings that may be made through careful purchasing and low prices that may be obtained because of intensive competition between dealers for school business.

I recommend the passage of the accompanying order appropriating the sum of \$6,384,262.64, being the amount necessary in addition to the amount (\$6,139,000) appropriated "on account" at the meeting of April 16, 1928, and also in addition to the amount (\$2,571,500) appropriated "on account" at the meeting of May 21, 1928; to provide for the cost of maintenance of the public schools; for the cost of administration and

supervision; and for the cost of sundry other services and expenses of the public schools, for the financial year 1928, exclusive of the maintenance item "Alteration and repair of school buildings, and for furniture, fixtures, and means of escape in case of fire, and for fire protection for existing buildings, and for improving existing school yards." The total of the appropriations for the year for the purposes mentioned is, therefore, \$15,094,762.64.

Respectfully yours,

ALEXANDER M. SULLIVAN,  
*Business Manager.*

### Summary of Budget and Detailed Estimates.

The detailed estimates, as outlined in the budget, of the cost of maintenance of the public schools; of the cost of administration and supervision; and of the cost of sundry other services and expenses of the public schools for the financial year 1928, exclusive of the item "Alteration and repair of school buildings, and for furniture, fixtures and means of escape in case of fire, and for fire protection for existing buildings, and for improving existing school yards," call for appropriations as follows:

(For complete details, see pages indicated in budget on file.)

For general school purposes, including Americanization and Vocational Guidance:

Salaries of principals, teachers, members of the supervising staff and others . . . . .	\$11,548,438 24	Pages 1-70
Salaries of administrative officers, clerks, stenographers, supervisors of attendance, and other employees, Salaries of custodians and salaries of matrons . . . . .	378,258 55	Pages 71-74
Fuel and light, including electric current for power . . . . .	845,710 04	Pages 75-87
Supplies and incidentals . . . . .	521,865 00	Page 88
Pensions to supervisors of attendance and pensions to Custodians . . . . .	1,099,485 84	Pages 89-105
Physical Education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals — day schools and playgrounds) . . . . .	4,500 00	Page 106
Salaries of school physicians and school nurses, including members of the supervising staff . . . . .		
Extended Use of the Public Schools (salaries and supplies and incidentals) . . . . .	311,219 62	Pages 107-109
Pensions to teachers . . . . .	206,406 00	Pages 110-111
	84,778 87	Pages 112-113
	94,100 48	Page 114
Total . . . . .	<u>\$15,094,762 64</u>	

On April 16, 1928, the School Committee made the following appropriations "on account":

For general school purposes, including Americanization and Vocational Guidance:

Salaries of principals, teachers, members of the supervising staff and others . . . . .	\$4,800,000 00
Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees . . . . .	160,000 00
Salaries of custodians and salaries of matrons . . . . .	363,000 00
Fuel and light, including electric current for power . . . . .	270,000 00
Supplies and incidentals . . . . .	265,000 00
Pensions to supervisors of attendance and pensions to custodians . . . . .	1,700 00
Physical Education (salaries of teachers, members of the supervising staff and others and supplies and incidentals — day schools and playgrounds) . . . . .	90,000 00
Salaries of school physicians and school nurses, including members of the supervising staff . . . . .	86,500 00
Extended Use of the Public Schools (salaries and supplies and incidentals) . . . . .	44,000 00
Pensions to teachers . . . . .	58,800 00
Total . . . . .	<u>\$6,139,000 00</u>

On May 21, 1928, the School Committee made the following appropriations "on account":

For general school purposes, including Americanization and Vocational Guidance:

Salaries of principals, teachers, members of the supervising staff and others . . . . .	\$2,000,000 00
Salaries of administrative officers, clerks, stenographers; supervisors of attendance and other employees . . . . .	60,000 00
Salaries of custodians and salaries of matrons . . . . .	120,000 00
Fuel and light, including electric current for power . . . . .	20,000 00
Supplies and incidentals . . . . .	175,000 00
Pensions to supervisors of attendance and pensions to custodians . . . . .	1,500 00
Physical Education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals — day schools and playgrounds) . . . . .	100,000 00
Salaries of school physicians and school nurses, including members of the supervising staff . . . . .	50,000 00
Extended Use of the Public Schools (salaries and supplies and incidentals) . . . . .	20,000 00
Pensions to teachers . . . . .	25,000 00
Total . . . . .	<u>\$2,571,500 00</u>

On June 25, 1928, the School Committee made the following final appropriations in addition to those made "on account" at the meetings of April 16, 1928 and May 21, 1928:

For general school purposes, including Americanization and Vocational Guidance:

Salaries of principals, teachers, members of the supervising staff and others . . . . .	\$4,748,438 24
Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees . . . . .	158,258 55
Salaries of custodians and salaries of matrons . . . . .	362,710 94
Fuel and light, including electric current for power . . . . .	231,865 00
Supplies and incidentals . . . . .	659,485 84
Pensions to supervisors of attendance and pensions to custodians . . . . .	1,300 00
Physical Education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals — day schools and playgrounds) . . . . .	121,219 62
Salaries of school physicians and school nurses, including members of the supervising staff . . . . .	69,906 00
Extended Use of the Public Schools (salaries and supplies and incidentals). . . . .	20,778 87
Pensions to teachers . . . . .	10,300 48
Total . . . . .	<u>\$6,384,262 64</u>

#### Summary of Appropriations.

Appropriations "on account" on April 16, 1928 . . . . .	\$6,139,000 00
Appropriations "on account" on May 21, 1928 . . . . .	2,571,500 00
Final appropriations . . . . .	6,384,262 64

Total appropriations for maintenance, exclusive of "Alterations and Repairs," etc. . . . . \$15,094,762 64

#### Alterations and Repairs to School Buildings.

On April 2, 1928, the School Committee passed the following order:

*Ordered,* That to provide funds for the alterations and repair of school buildings, and for furniture, fixtures and means of escape in case of fire, and for fire protection for existing buildings, and for improving existing school yards, during the financial year January 1 to December 31, 1928, the following sum is hereby appropriated on account:

C. General alterations and repairs to school buildings, exclusive of major educational items . . . . .	<u>\$1,000,000 00</u>
--	-----------------------

On May 28, 1928, the School Committee passed the following orders:

*Ordered,* That to provide for the cost of alteration and repair of school buildings, and for furniture, fixtures and means of escape in case of fire, and for fire protection for existing buildings, and for improving existing school yards, during the financial year January 1 to December 31, 1928, the sum of \$315,000 is hereby appropriated for Item B., Major Educational Items.

B. Major Educational Items. (For the following items calling only for work necessitated by educational requirements approved by the Superintendent.)	
1. Protective work by pupils . . . . .	\$15,000 00
2. Teachers College of the City of Boston:	
(a) Partition, gymnasium . . . . .	6,000 00
(b) Passageway between first and second floor, . . . . .	10,000 00
(c) 50-foot cases, third floor corridor . . . . .	1,500 00
(d) Cupboards, Rooms 15, 25 . . . . .	800 00
(e) Cases, Rooms 27, 28 . . . . .	600 00
(f) One vertical filing cabinet each, Rooms 28, 43 . . . . .	80 00
(g) Enlarge case between Rooms 18 and 20 . . . . .	1,200 00
(h) Enclose bench, Room 33 . . . . .	200 00
(i) Provide shelving and ladder, Room 34 . . . . .	300 00
(j) Build cabinet and shelving in passageway, Room 43 . . . . .	300 00
(k) Four tables and twenty-four chairs, library . . . . .	600 00
(l) Five tables and fifty chairs, lunchroom . . . . .	400 00
(m) 100 tablet armchairs . . . . .	700 00
(n) Art Department:	
Two demonstration desks, Rooms 43, 44, two model stands . . . . .	1,000 00
(o) Electrical equipment, Rooms 34, 35, 42, switchboard and bench connections . . . . .	1,800 00
(p) Furnish nine desk lamps for existing outlets . . . . .	100 00
(q) Install four lantern screens . . . . .	150 00
(r) White shades, Rooms 31, 32 . . . . .	400 00
(s) Additional toilets, teachers' room . . . . .	1,200 00
3. Charlestown High School:	
Enlarge Rooms 26, 32 . . . . .	5,000 00
4. Dorchester High School for Girls:	
Remodel Room 27 as biology laboratory . . . . .	4,000 00
(a) Partition off workroom.	
(b) Equip workroom with work bench, shelving and sink.	
(c) Equip laboratory with small demonstration table, eighteen standard biological laboratory tables and stoves.	
5. East Boston High School:	
(a) Improve the lighting of the shops for boys in the co-operative course . . . . .	75 00
(b) Install lighting on display boards . . . . .	250 00
(c) Provide lighting for paper storage room in the basement and staircase . . . . .	30 00
(d) Install a light in the telephone booth . . . . .	40 00
<i>Carried forward</i> . . . . .	<hr/> \$51,725 00



<i>Brought forward</i>	\$51,725 00
(e) Provide suitable receptacles in the office practice room	150 00
(f) Relocate switch controls where necessary in the co-operative industrial shops and add additional receptacles where necessary. This should include connecting a new Springfield lathe, and the replacement of defective switches	250 00
(g) Additional facilities for drawing room and school corridors	2,800 00
6. Girls' High School:	
Relight and refinish corridors, etc.	6,000 00
7. Hyde Park High School:	
Remodel and refinish for intermediate school purposes.	65,000 00
8. Jamaica Plain High School:	
Furnish for agricultural department:	
One Spencer turbo compressor (in place of present blower)	350 00
One wall display board, 4 feet by 12 feet	50 00
Twenty wooden stools	60 00
One standard sheetmetal bench	60 00
One lumber rack, 4 feet by 12 feet by 6 feet	100 00
One floor stand rest for lathe	20 00
9. Mechanic Arts High School:	
Additional machine equipment	2,000 00
10. South Boston High School:	
Equip for projection work, Rooms 212, 216, 308,	1,000 00
11. Boston Trade School:	
(a) Repair machines	600 00
(b) Bring into use two engines secured from Mechanic Arts High School (repairs, cost of connecting, remodeling floor)	5,500 00
(c) Additional equipment for printing department and lever cutter, linotype, cut cost cabinets	13,250 00
12. Trade School for Girls:	
(a) Enlarge cookery classroom on the first floor to provide additional daylight, and prepare for use	1,500 00
(b) Buttonhole machine	300 00
13. Gun racks:	
Public Latin, 200; Charlestown High, 150;	
* Brighton High, 100; Mechanic Arts, 400;	
Donald McKay, 100; Washington Allston, 75;	
Bennett, 125	6,900 00
<i>Carried forward</i>	<u>\$157,615 00</u>

\* In addition, install false bottoms in old racks.

	<i>Brought forward</i> . . . . .	\$157,615 00
14.	(a) High School safes:	
	Charlestown High . . . . . 1	
	Girls' High * . . . . . 1	
		— 900 00
	(b) Intermediate School safes:	
	Thomas Gardner District . . . . .	450 00
15.	Dearborn School:	
	(a) Build fire escape link to annex . . . . .	3,500 00
	(b) Door from basement to yard . . . . .	1,200 00
16.	Dudley District:	
	Nathan Hale School, remodel two rooms, first floor, to form kindergarten, one toilet . . . . .	4,000 00
17.	Elihu Greenwood District:	
	Create and equip nurse's room at Trescott School, . . . . .	2,000 00
18.	Lowell District:	
	Health room, Lucretia Crocker School . . . . .	3,000 00
19.	Martin District:	
	(a) Supply additional shelving in Rooms 1, 2, 3, 4, 5, 6, 8 and 12, Martin School.	
	(b) Supply maple floor in nurse's room, Martin School.	
	(c) Equipment of combination science and dressmaking room, Martin School . . . . .	1,300 00
20.	Prince School:	
	Wood floor in basement shop . . . . .	325 00
21.	Rice School:	
	(a) Create new master's office on second floor.	
	(b) Make of present office, storeroom with lavatory.	
	(c) Refinish teachers' room on second floor for health room.	
	(d) Refinish health room on third floor for teachers' room, providing lavatory in small room adjoining . . . . .	3,500 00
22.	Robert Treat Paine School:	
	(a) Install toilet room in basement . . . . .	600 00
	(b) Move kindergarten from Room 106 to 102, and install toilet . . . . .	900 00
	(c) Build storeroom in health room . . . . .	1,000 00
23.	Theodore Lyman School:	
	Teachers' toilet . . . . .	2,500 00
24.	Washington Allston School:	
	(a) Install and equip lunchroom for 300 children in present voting place . . . . .	2,500 00
	(b) Remodel teachers' room to provide health room. (See plans submitted December, 1926.) . . . . .	1,500 00
	<i>Carried forward</i> . . . . .	\$186,790 00

\* Equipped with three shelves (adjustable) and no drawers.

<i>Brought forward</i> . . . . .	\$186,790 00
25. Washington Irving School:	
(a) Change girls' sanitary on first floor of third unit to boys' sanitary . . . . .	1,200 00
(b) Cut a door into courtyard from the corri- dor in basement of sccond unit . . . . .	800 00
(c) Prepare about 9,000 square feet on Haw- thorne street side for play space . . . . .	7,500 00
26. Department of Evening and Summer Schools:	
(a) Incidental repairs and equipment . . . . .	4,000 00
(b) Remodel lighting in English High School,	8,000 00
27. Department of Household Science and Arts:	
Incidental repairs and equipment . . . . .	15,000 00
28. Department of Manual Arts (mechanical):	
(a) South Boston High School:	
Locksmith work on drawing tables . . . . .	250 00
(b) Eliot District:	
Manual training room . . . . .	2,500 00
(c) Henry L. Pierce District:	
Bring Emily A. Fifield machine equipment up to intermediate standard . . . . .	600 00
(d) Michelangelo Intermediate District:	
Bring sheet metal and auto mechanics' equipments up to intermediate stand- ards . . . . .	1,425 00
(e) Prescott District:	
Bring Abram E. Cutter electrical and woodworking equipments up to inter- mediate standards . . . . .	3,000 00
(f) Thomas N. Hart District:	
Create and equip a room for printing . . . . .	3,000 00
(g) Ulysses S. Grant District:	
Bring woodworking equipment up to in- termediate standards . . . . .	1,400 00
(h) Incidental repairs and equipment . . . . .	10,500 00
(i) Electric light alterations and additions . . . . .	1,250 00
29. Department of Manual Arts (drawing):	
(a) High School of Commerce:	
Equip Room 302 as drawing studio . . . . .	1,400 00
(b) Incidental repairs and equipment . . . . .	6,000 00
(c) Dorchester High School for Boys, Room 110:	
Create storage space and furnish chairs . . . . .	1,300 00
(d) Joseph H. Barnes School . . . . .	875 00
(e) Michelangelo School . . . . .	960 00
30. Department of Physical Education:	
Nine playground shelters . . . . .	18,000 00
<i>Carried forward</i> . . . . .	<u>\$275,750 00</u>

<i>Brought forward</i> . . . . .	\$275,750 00
Donald McKay, James A. Garfield, John D. Philbrick, John J. Williams, Lafayette, Michael J. Perkins, Samuel G. Howe, Ulysses S. Grant, Harriet A. Baldwin schoolyards.	
31. Department of School Hygiene:	
(a) Miscellaneous repairs, adjustments and equipment . . . . .	4,000 00
(b) Rest and nutrition equipment (25 items),	7,500 00
32. Lockers (steel):	
(a) Michelangelo, 70 . . . . .	420 00
(b) Teachers College, 50 . . . . .	300 00
(c) Brighton High, 250 . . . . .	1,500 00
(Of such character that they may be transferred to new high school.)	
(d) English High, 100 . . . . .	600 00
(e) High School of Commerce, 400 . . . . .	2,400 00
(f) Mechanic Arts High School, 122 . . . . .	732 00
(g) South Boston High School, 1 teacher's . . . . .	24 00
(h) Girls' High School, 12 teachers' . . . . .	120 00
33. Equip nine standard science rooms: Blackinton, Francis Parkman, John Cheverus, Norcross, Quincy, Prescott, Dwight, Hugh O'Brien and Mather Schools . . . . .	7,200 00
	<hr/>
Total of the foregoing items . . . . .	\$300,546 00
Reserve . . . . .	14,454 00
	<hr/>
Total . . . . .	<u>\$315,000 00</u>

*Ordered*, That to provide for the cost of alteration and repair of school buildings, and for furniture, fixtures and means of escape in case of fire, and for fire protection for existing buildings, and for improving existing school yards, the sum of \$272,628.71 is hereby appropriated for Item C, General Alterations and Repairs, exclusive of Major Educational Items, in addition to the sum appropriated "on account" at the meeting of April 2, 1928.

On July 9, 1928, the School Committee passed the following order:

*Ordered*, That to provide for the administration expenses of the Schoolhouse Department for the alteration and repair of school buildings, and for furniture, fixtures and means of escape in case of fire, and for fire protection for existing buildings, and for improving existing schoolyards, during the financial year January 1 to December 31, 1928, the following sum is hereby appropriated:

A. Administration expenses, Schoolhouse Department (alterations and repairs appropriations) . . . . .	<u>\$125,000 00</u>
---	---------------------

#### New School Buildings, Lands, Yards, Etc.

On February 6, 1928, the School Committee passed the following order:

*Ordered*, That in accordance with the provisions of chapter 206 of the

Special Acts of 1919, as amended by chapter 524 of the Acts of 1920, as amended by chapter 488 of the Acts of 1923, as amended by chapter 327 of the Acts of 1925, as amended by chapter 314 of the Acts of 1926, the following appropriations are hereby made for the purpose of meeting (a) the cost of new land and building items, (b) the additional cost of land and building items previously authorized, and (c) the cost of revisions of estimates:

(a) APPROPRIATIONS FOR NEW LAND AND BUILDING ITEMS.

<i>Item 2.</i> — Abraham Lincoln District, City Proper: (Continuation School): Equipment of first unit, for boys. (Item 20, 1926) . . . . .	\$100,000 00
<i>Item 3.</i> — Elihu Greenwood District, Hyde Park: Equipment of thirty-six-classroom high school for boys and girls. (Item 14, 1927) . . . . .	125,000 00
<i>Item 4.</i> — Francis Parkman District, West Roxbury: Henry Abrahams School, equipment of five-room unit. (Item 10, 1926) . . . . .	4,000 00
<i>Item 5.</i> — Grover Cleveland Intermediate District, Dorchester: Equipment of eight-classroom addition. (Item 8, 1927) . . . . .	8,000 00
<i>Item 6.</i> — Lewis Intermediate District, Roxbury: Memorial High School, equipment of thirty-six-classroom boys' unit. (Item 27, 1926) . . . . .	95,000 00
<i>Item 7.</i> — Longfellow District, West Roxbury: Equipment of twelve-classroom building. (Item 17, 1927) . . . . .	10,500 00
<i>Item 8.</i> — Robert Gould Shaw District, West Roxbury: Equipment of thirteen-room building, near Weld street and Russett road. (Item 10, 1927) . . . . .	7,500 00

(b) APPROPRIATION FOR LAND AND BUILDING ITEM PREVIOUSLY AUTHORIZED.

<i>Item 9.</i> — Lewis Intermediate District, Roxbury: Land and construction of twelve-classroom annex, Grades VII. to IX. (Item 30, 1924; Item 8, 1925) . . . . .	1,500 00
--	----------

(c) REVISION OF ESTIMATE.

<i>Item 10.</i> — Longfellow District, West Roxbury: Land and construction of four-room unit (kindergarten and Grades I. to III.) of eight-room building adjoining Phineas Bates School. (Item 25, 1925.) (To cover change to a twelve-room building, kindergarten and Grades I. to VI.) (Item 47, 1926; Item 17, 1927) . . . . .	49,213 45
Total . . . . .	<u>\$400,713 45</u>

On March 5, 1928, the School Committee passed the following order:

*Ordered,* That in accordance with the provisions of chapter 206 of the Special Acts of 1919, as amended by chapter 524 of the Acts of 1920, as amended by chapter 488 of the Acts of 1923, as amended by chapter 327

of the Acts of 1925, as amended by chapter 314 of the Acts of 1926, the following appropriations are hereby made for the purpose of meeting the cost of new land and building items:

<i>Item 11.</i> — Abraham Lincoln District, City Proper: Continuation School, construction of second unit, for girls, with public library, shops, etc. (Item 42, 1926),	\$410,000 00
<i>Item 12.</i> — Agassiz-Bowditch District, Jamaica Plain: Jamaica Plain High School, extension of schoolyard. (Item 44, 1926) . . . . .	1,500 00
<i>Item 13.</i> — Bowditch District, Jamaica Plain: Addition to yard of Margaret Fuller School . . . . .	10,000 00
<i>Item 14.</i> — Henry L. Pierce District, Dorchester: Dorchester High School for Boys, fencing. (Item 37, 1926) . . . . .	2,000 00
<i>Item 15.</i> — Michelangelo Intermediate District, North End: Plans for shop and gymnasium-assembly hall annex, with roof playground. (Item 9, 1927) . . . . .	12,000 00
<i>Item 16.</i> — Rent of hired accommodations . . . . .	55,000 00
Total . . . . .	\$490,500 00

On March 19, 1928, the School Committee passed the following order:

*Ordered,* That in accordance with the provisions of chapter 206 of the Special Acts of 1919, as amended by chapter 524 of the Acts of 1920, chapter 488 of the Acts of 1923, chapter 327 of the Acts of 1925, chapter 314 of the Acts of 1926, the following appropriations are hereby made for meeting the cost of new land and building items:

<i>Item 17.</i> — Bennett District, Brighton: Construction of thirty-six-classroom high school for boys and girls. (Item 35, 1923; Item 22, 1924; Item 12, 1925) . . . . .	\$1,286,000 00
<i>Item 18.</i> — Henry L. Pierce District, Dorchester: Dorchester High School for Girls, plans for nine-classroom addition . . . . .	15,000 00
<i>Item 19.</i> — Henry L. Pierce District, Dorchester: Site for forty-classroom intermediate school . . . . .	100,000 00
<i>Item 20.</i> — Robert Treat Paine District, Dorchester: Robert Treat Paine School, fencing and grading, additional play space, already property of the city . . . . .	5,000 00
<i>Item 21.</i> — William Lloyd Garrison District, Roxbury: Plans and construction of addition to William Lloyd Garrison Building, kindergarten and five classrooms, Grades I. to VI. . . . .	104,000 00
Total . . . . .	\$1,510,000 00

On April 2, 1928, the School Committee passed the following order:

*Ordered,* That in accordance with the provisions of chapter 206 of the Special Acts of 1919, as amended by chapter 524 of the Acts of 1920, as amended by chapter 488 of the Acts of 1923, as amended by chapter 327

of the Acts of 1925, as amended by chapter 314 of the Acts of 1926, the following appropriations are hereby made for the purpose of meeting the cost of new land and building items:

<i>Item 22.</i> —Bennett District, Brighton: Plans for intermediate school, forty classrooms, with combination gymnasium-assembly hall, and shop facilities for boys and girls. (Item 4, 1927) . . . . .	\$50,000 00
<i>Item 23.</i> —Prince District, City Proper: Construction of eight-classroom building, kindergarten and Grades I. to VI. (Item 30, 1925; Item 49, 1926) . . . . .	160,000 00
<i>Item 24.</i> —Washington Irving Intermediate District, Roslindale: Site for intermediate or high school . . . . .	100,000 00
Total . . . . .	<u>\$310,000 00</u>

On April 9, 1928, the School Committee passed the following order:

*Ordered,* That to provide for the cost of the administration expenses of the Schoolhouse Department for land, plans and construction of school buildings, in accordance with the provisions of chapter 206 of the Special Acts of 1919, as amended by chapter 524 of the Acts of 1920, as amended by chapter 488 of the Acts of 1923, as amended by chapter 327 of the Acts of 1925, as amended by chapter 314 of the Acts of 1926, the following sum is hereby appropriated:

<i>Item 1, 1928.</i> —Administration expenses, Schoolhouse Department: Land, plans and construction of school buildings . . . . .	<u>\$91,000 00</u>
---	--------------------

On April 16, 1928, the School Committee passed the following order:

*Ordered,* That in accordance with the provisions of chapter 206 of the Special Acts of 1919, as amended by chapter 524 of the Acts of 1920, as amended by chapter 488 of the Acts of 1923, as amended by chapter 327 of the Acts of 1925, as amended by chapter 314 of the Acts of 1926, the following appropriation is hereby made for the purpose of meeting the additional cost of a land and building item previously authorized:

<i>Item 25.</i> —Elihu Greenwood District: Land for elementary school. (Item 6, 1927) . . . . .	<u>\$5,000 00</u>
---	-------------------

On July 9, 1928, the School Committee passed the following order:

*Ordered,* That in accordance with the provisions of chapter 206 of the Special Acts of 1919, as amended by chapter 524 of the Acts of 1920, as amended by chapter 488 of the Acts of 1923, as amended by chapter 327 of the Acts of 1925, as amended by chapter 314 of the Acts of 1926, the following appropriation is hereby made for the purpose of meeting the cost of a revision of an estimate:

<i>Item 26.</i> —William Lloyd Garrison District, Roxbury: Plans and construction of addition to William Lloyd Garrison building, kindergarten and five classrooms, Grades I. to VI. . . . .	<u>\$21,786 55</u>
--	--------------------

On July 24, 1928, the School Committee passed the following order:

*Ordered,* That in accordance with the provisions of chapter 206 of the Special Acts of 1919, as amended by chapter 524 of the Acts of 1920, as amended by chapter 488 of the Acts of 1923, as amended by chapter 327 of the Acts of 1925, as amended by chapter 314 of the Acts of 1926, the following appropriation is hereby made for the purpose of reserve for such items of land, plans and construction of school buildings as are or may finally be approved:

<i>Item 27, 1928.</i> — Reserve for such items of land, plans and construction of school buildings as are or may finally be approved . . . . .	<u>\$171,000 00</u>
--	---------------------

**Transfers of Appropriations, New School Buildings, Lands, Yards, Etc.**

On February 6, 1928, the School Committee passed the following orders:

*Ordered,* That of the amounts appropriated by the School Committee under dates of April 7, 1924 (see page 54) and March 15, 1926 (see page 46), the following amounts are hereby transferred to the 1925 item of school accommodations as listed below:

FROM

<i>Item 15, 1924.</i> — Agassiz-Bowditch Districts, Jamaica Plain: Jamaica Plain High School (originally West Roxbury High School), demolition of original structure and construction of eighteen-room addition. (Item 19, 1923, as amended June 19, 1923; and further amended November 5, 1923; Item 28, 1923, as amended November 5, 1923) . . . . .	\$2,403 06
<i>Item 13, 1926.</i> — Robert Gould Shaw District, West Roxbury: Plans, construction and equipment of three-room addition to Robert Gould Shaw building, including accommodations for domestic science and drawing . . . . .	<u>22,596 94</u>
Total . . . . .	<u>\$25,000 00</u>

TO

<i>Item 28, 1925.</i> — Washington District, West End: Construction of combination gymnasium-assembly hall and manual training and domestic science accommodations . . . . .	<u>\$25,000 00</u>
--	--------------------

*Ordered,* That of the amounts appropriated by the School Committee under date of May 10, 1926 (see page 94), the following amount is hereby transferred to the items of school accommodations as listed below:

FROM

<i>Item 33, 1926.</i> — Washington Irving District, West Roxbury: Construction of third twelve-classroom unit (Grades VII. to XII.) (Item 27, 1925) . . . . .	<u>\$3,736 54</u>
---	-------------------



To

<i>Item 9, 1925.</i> — Minot District, Dorchester: Land and construction of eight-classroom unit (kindergarten and Grades I. to III.) of twenty-four classroom intermediate school (Item 31, 1924, as amended May 18, 1925) . . . . .	\$118 00
<i>Item 9, 1926.</i> — Sherwin District, Roxbury: Boston Trade School, plans and construction of shop addition (Item 20, 1923; Item 34, 1923; Item 16, 1924; Item 14, 1925) . . . . .	1,906 00
<i>Item 35, 1926.</i> — Dudley District, Roxbury: Land for twenty-four-classroom intermediate school building with combination gymnasium-hall, and shop accommodations for boys and girls . . . . .	430 46
<i>Item 15, 1927.</i> — Agassiz-Bowditch Districts, Jamaica Plain: Land for additional school accommodations (Item 12, 1926) . . . . .	1,282 08
Total . . . . .	<u>\$3,736 54</u>

*Ordered,* That of the amounts appropriated by the School Committee under dates of May 8, 1922 (see page 57), April 7, 1924 (see page 54), and May 10, 1926 (see page 94), the following amounts are hereby transferred to the 1926 item of school accommodations as listed below:

FROM

<i>Item 17, 1922.</i> — Martin District, Roxbury: Land and construction of sixteen or eighteen-room unit of a new central girls' high school, without laboratories, with gymnasium and lunchroom . . . . .	\$0 60
<i>Item 15, 1924.</i> — Agassiz-Bowditch Districts, Jamaica Plain: Jamaica Plain High School (originally West Roxbury High School), demolition of original structure and construction of eighteen-room addition (Item 19, 1923, as amended June 19, 1923, and further amended November 5, 1923; Item 28, 1923, as amended November 5, 1923) . . . . .	1,324 55
<i>Item 30, 1926.</i> — Thomas Gardner District, Brighton: Land and construction of four-classroom unit of sixteen-room building (kindergarten and Grades I. to VI.) (Item 33, 1924; Item 10, 1925; Item 6, 1926),	23 82
<i>Item 33, 1926.</i> — Washington Irving District, West Roxbury: Construction of third twelve-classroom unit (Grades VII. to XII.) (Item 27, 1925) . . . . .	1,179 13
Total . . . . .	<u>\$2,528 10</u>

To

<i>Item 46, 1926.</i> — Lewis District, Roxbury: Preparation of lot on Dunreath street for playground purposes . . . . .	<u>\$2,528 10</u>
--	-------------------

On April 9, 1928, the School Committee passed the following order:

*Ordered*, That of the amounts appropriated by the School Committee under date of May 10, 1926 (see page 94), the following amount is hereby transferred to the items of school accommodations as set forth below:

## FROM

<i>Item 33, 1926.</i> — Washington Irving District, West Roxbury: Construction of third twelve-classroom unit (Grades VII. to XII.) (Item 27, 1925) . . . . .	<u>\$1,829 30</u>
---	-------------------

## TO

<i>Item 5, 1921.</i> — Additional portable buildings . . . . .	\$864 00
<i>Item 14, 1928.</i> — Henry L. Pierce District, Dorchester: Dorchester High School for Boys, fencing (Item 37, 1926) . . . . .	200 00
<i>Item 44, 1923.</i> — Wendell Phillips District, West End: Grant School, enlargement of schoolyard . . . . .	<u>765 00</u>
	<u>\$1,829 30</u>

On April 23, 1928, the School Committee passed the following order:

*Ordered*, That of the amounts appropriated by the School Committee under dates of July 31, 1922 (see page 110), June 19, 1923 (see page 101), April 7, 1924 (see page 54), May 18, 1925 (see page 82), May 3, 1926 (see page 87), May 10, 1926 (see page 94), December 6, 1926 (see page 279) and March 21, 1927 (see page 68), the following amounts are hereby transferred to the 1926 item of school accommodations as set forth below:

## FROM

<i>Item 25, 1922.</i> — Charles Sumner District, West Roxbury: Completion of intermediate school (Item 20, 1920; Item 13, 1921; Item 2, 1922) . . . . .	\$170 50
<i>Item 33, 1923.</i> — Samuel Adams District, East Boston: Land and construction of intermediate school building, thirty classrooms and shops (Item 18, 1922, as amended June 19, 1923) . . . . .	1,422 23
<i>Item 6, 1924.</i> — Charles Sumner District, West Roxbury: Washington Irving School, land, plans and construction of twelve-room addition to intermediate school building, Grades VII. to XII. (Item 21, 1923) . . . . .	861 40
<i>Item 19, 1925.</i> — Robert Gould Shaw District, West Roxbury: Land and construction of four-room unit (kindergarten and Grades I. to III.) near Vermont street, . . . . .	16,000 00
<i>Item 11, 1926.</i> — Robert Gould Shaw District, West Roxbury: Land and construction of four-room unit (kindergarten and Grades I. to III.) near Wren street (Item 20, 1925). (To cover plans and construction and change to a five-room building, kindergarten and Grades I. to VI.) . . . . .	<u>2,861 08</u>
<i>Carried forward</i> . . . . .	<u>\$21,315 21</u>

<i>Brought forward</i> . . . . .	\$21,315 21
<i>Item 33, 1926.</i> — Washington Irving District, West Roxbury: Construction of third twelve-classroom unit (Grades VII. to XII.) (Item 27, 1925) . . . . .	1,096 89
<i>Item 48, 1926.</i> — Martin District, Roxbury: Preparation of White lot for playground purposes . . . . .	15 75
<i>Item 22, 1927.</i> — Prince District, City Proper: Preparation of lot on Scotia street for playground purposes . . . . .	5 00
Total . . . . .	<u>\$22,432 85</u>

To

<i>Item 20, 1926.</i> — Abraham Lincoln District: Continuation School, land and construction of first unit, for boys, with hall, shops, etc. (Item 50, 1923) . . . . .	<u>\$22,432 85</u>
--	--------------------

On July 9, 1928, the School Committee passed the following orders:

*Ordered,* That of the amounts appropriated by the School Committee under date of May 10, 1926 (see pages 93, 94), the following amount is hereby transferred to the 1928 item of school accommodations as listed below:

FROM

<i>Item 26, 1926.</i> — Henry Grew District, Hyde Park: Land and construction of eight-room unit (kindergarten and Grades I. to III.) of six-grade elementary building with hall (Item 23, 1925) . . . . .	<u>\$5,333 45</u>
--	-------------------

To

Item 21, 1928.— William Lloyd Garrison District, Roxbury: Plans and construction of addition to William Lloyd Garrison building, kindergarten and five classrooms, Grades I. to VI. . . . .	<u>\$5,333 45</u>
---	-------------------

*Ordered,* That of the amount appropriated by transfer by the School Committee under date of April 25, 1927 (see page 92), the following amount is hereby transferred to the items of school accommodations as set forth below:

FROM

<i>Item 8, 1927.</i> — Grover Cleveland Intermediate District, Dorchester: Construction of six-classroom addition to Grover Cleveland School building. (Item 45, 1926). (To cover change to an eight-classroom addition) (Item 5, 1928) . . . . .	<u>\$21,593 82</u>
---	--------------------

To

<i>Item 10, 1926.</i> — Francis Parkman District, West Roxbury: Land and construction of four-room unit of eight-room building, kindergarten and Grades I. to III. (Item 22, 1925). (To cover plans and construction and change to a five-room unit, kindergarten and Grades I. to VI. of future eleven-room building) (Item 4, 1928) . . . . .	<u>\$6,800 00</u>
<i>Carried forward</i> . . . . .	\$6,800 00

<i>Brought forward</i> . . . . .	\$6,800 00
<i>Item 44, 1923.</i> — Wendell Phillips District, West End: Grant School, enlargement of schoolyard . . . . .	55 00
<i>Item 49, 1926.</i> — Prince District, City Proper: Land and construction of four-room unit (kindergarten and Grades I. to III.) (Item 30, 1925). (To include change to an eight-room building, kindergarten and Grades I. to VI.) (Item 23, 1928) . . . . .	<u>14,738 82</u>
Total . . . . .	<u><u>\$21,593 82</u></u>

## SUMMARY OF APPROPRIATIONS.

Current expenses (exclusive of alterations and repairs) . . . . .	\$15,094,762 64
Alterations and repairs . . . . .	1,712,628 71
New school buildings, lands, yards, etc. . . . .	<u>3,000,000 00</u>
Total . . . . .	<u><u>\$19,807,391 35</u></u>

In addition to the above there was made available the sum of \$82,454.06 for new school buildings, lands, yards, etc., by transfers of unexpended balances of preceding years up to the time that this report went to press.





SCHOOL DOCUMENT NO. 2—1928  
BOSTON PUBLIC SCHOOLS  
TRAINING THE EMOTIONS  
CONTROLLING FEAR



BOSTON  
PRINTING DEPARTMENT  
1928

IN SCHOOL COMMITTEE, December 19, 1927.

*Ordered,* That the accompanying pamphlet, "Training the Emotions, Controlling Fear," is hereby adopted, and that six thousand (6,000) copies be printed as a school document.

ELLEN M. CRONIN,  
*Secretary.*



## COUNCIL ON THE EDUCABILITY OF THE EMOTIONS.

---

WILLIAM F. LINEHAN, <i>Chairman</i> ,	The Teachers College.
EVA B. AMMIDOWN . . . .	The Teachers College.
MARY G. CAHILL . . . .	Master's Assistant, Gilbert Stuart District.
TERESA R. FLAHERTY . . . .	Primary Supervisor.
CATHERINE G. FOLEY . . . .	Primary Supervisor.
ELIZA D. GRAHAM . . . .	Master's Assistant, Theodore Roosevelt Intermediate School.
MARY E. HARTNETT . . . .	Master's Assistant, Eliot District.
FRANCIS M. MORRISSEY . . . .	Master, Phillips Brooks District.
SIDNEY T. H. NORTHCOTT . . . .	Master, Emerson District.
ELIZABETH W. O'CONNOR . . . .	Master, Gaston District.

The present document, seeking to aid pupils in the rational control of their fear impulses, has been prepared by the above-named council, appointed by Doctor Jeremiah E. Burke, Superintendent, to study the problem of training children's emotions.

The council wishes here to express its appreciation of the generous encouragement and assistance offered by the teachers, the principals, and the members of the Board of Superintendents.



“ I recall that several years ago school men were accustomed to repeat the slogan, ‘Send the whole child to school.’ It was excellent pedagogy. The philosophy of the school men of those days was influenced by the teachings of the great educators who throughout the ages have differed little in their interpretation of the objectives of education. Invariably these masters of education have insisted that the training of children and youths should be not fragmentary, but symmetrical. They never advocated an intellectual aristocracy. They exalted the training of the intellect because it is God-given, and hence should be developed to the highest possible extent. But they always maintained that the training of the intellect alone is insufficient. They always sounded a warning against the training of the intellect at the sacrifice of natural and spiritual endowments.”

(From the Annual Report (1925) of Doctor Jeremiah E. Burke, Superintendent of Schools.)

“ No education will function, if in your life there is not the kind thought and word and act. Your service may not be widely advertised; you, the world may not remember; but, if your name is graven on the hearts of those for whom you have made life a little easier, your service has functioned as service in knightly days of old. Of a very wonderful teacher in Columbia, it was said, ‘She could put confidence into her students, imbuing them with a new belief in their knowledge and ability, and in this new faith her students rose to unexpected heights.’ ”

(From Commencement Address of Doctor Mary C. Mellyn, Assistant Superintendent of Schools, at the Teachers College, June 26, 1925.)



## CONTENTS.

---

Chapter	Page
I. Certain principles regarding fear . . . . .	9
II. The classroom discussion of fear; an outline . . . . .	14
III. Pupils' reports of their objective fears . . . . .	26
IV. Pupils' reports of their subtle fears . . . . .	46
V. Cases of fear, with supplementary questions . . . . .	57
VI. Reports of experiments in the classroom discus- sion of fear . . . . .	83
SUPPLEMENT.— Instances of how teachers have aided fearful or timid pupils . . . . .	105



## CHAPTER I.—CERTAIN PRINCIPLES REGARDING FEAR.

1. Peculiar and objectionable conduct is often due partly to fear. In his confused effort at defense against fear, a child often becomes indifferent, insolent, or aloof.

2. In fear responses, as in all other responses, we shall expect wide individual differences due to variations in mental and physical constitution and in past circumstances.

3. In training emotions we are concerned not so much with the child's acute fears as with his subtle, vaguely felt fears. Frights, terrors, and acute fears are relatively infrequent. Subtle fears, including timidity, bashfulness, lack of confidence, undesirable inhibitions, are important and frequent.

4. The child's fears are specific, not general. Only after exhaustive study may we conclude that the child is in general a fearful or a timid child. In our guidance of children we shall declare the child to be not generally afraid, but afraid of a specified object or timid in a specified situation.

In Case VI, School Document No. 2, 1927, Boston Public Schools, we find a child excessively warned by her mother against losing her handkerchief. The child develops undue caution, amounting to senseless fear of losing her handkerchief. The child is not considered a fearful child, but rather a child harassed by this one fear. In time the fear extends itself to other articles. Through laws of association the impulse of fear attaches itself to similar objects and this little girl shows something approaching general fear of losing her possessions. Her fear has extended to one class of objects — those objects handled and from time to time laid aside. This child

shows no increased fear, for example, of animals, rough playmates, and the forces of nature.

5. Nearly all fears are acquired; few are inborn. Watson's experiments with infants indicate that children are born to fear only two stimuli:

(1) loud sharp noises, as, for example, the sound produced by loudly clapping the hands or by striking an iron bar;

(2) sudden withdrawal of support, as occurred in experiments in which the infant was suddenly released from the hands of a nurse to be caught by an assisting nurse.

We may well include all pain-producing stimuli as causes of fear. In general, therefore, the child's fears are learned. Objects are feared in infancy through their association with such original fear stimuli as loud noises and pain.

Being frightened by the dog's bark, the child comes to fear the dog and probably later, through physical likeness, certain other four-legged, furry animals. The child falls in the dark room and strikes his head. Here the sudden loss of support and the physical bruises are accidentally associated with the dark. Through repetition of such incidents darkness may become a well established fear object to the child.

Such fears are inevitably developed, also, from imitation and suggestion. They may be intensified through sympathetic observation of other persons in fear experiences.

Our theoretical consideration of the origin of fear has deep significance. From such consideration we more keenly realize the possibilities of education. What is acquired, not native, may surely be controlled. A fatalistic acceptance of fear by either teacher or pupil is untenable.

Realizing, therefore, that fears are acquired, and frequently in pre-school days, the teacher uses all corrective or remedial measures. Realizing that fears may develop during school days, and often because of school conditions



and school environment, the teacher, like the modern physician, uses all anticipatory or preventive measures.

6. Fears produce in us physical reactions. Certain physical expressions of fear are obvious. In fear the infant catches his breath, suddenly closes his eyes, clasps his hands tightly, and cries. As soon as the young child has power of locomotion, he takes to flight. Such responses are essentially native. The child does not learn such responses merely through imitation.

Native, also, and very important, are the physiological accompaniments of fear. It has been proved that fear, anger, and deep anxiety stop the process of digestion, not only during the emotional state, but for some time after the emotion has passed; that the rate of the heart beat changes; that more blood is sent to the larger muscles, leaving less blood in the internal organs; that the blood content changes, more sugar being released into the blood from the liver during emotion; that the quantities of the secretions of the ductless glands are changed.

Can any significance be attached to these physiological changes? Probably they serve to benefit the individual. If, for example, a person is in danger, the emotion of fear is accompanied by the impulse to run away. The physiological changes which occur in the body as a result of the emotion are effective in meeting the extra strain due to the situation of danger. Running away requires the use of the larger muscles, and organic changes take place, thereby providing extra muscular activity.

The excess energy developed in emotion should be given outlet; it should be turned to good account, physically or mentally, by either the performance of useful labor or the direction of the attention to other matters. In his essay entitled, "What Strong Emotions Do to Us," *Harper's Magazine*, July, 1922, Dr. W. B. Cannon states:

" . . . since the bodily changes induced by strong feeling are preparatory for action, it is in accord with ages of past experience to let them be expressed in action. . . . There is no advantage to be gained by letting the body make ready for a supreme effort when there is no

effort whatever to be made. This is, to be sure, often a counsel of perfection, but there is no doubt that by taking one attitude emotional factors can be emphasized and elaborated, to alarming proportions and by taking another attitude they can often be diverted and minimized to insignificance."

7. Without aid the child may control his fear by pure act of will. Thus he may boldly face his fear and overcome it. The danger, however, is great of his blindly repressing his fear. He may deny it or may try to forget it, not clearly overcoming it but rather trusting for his future action to circumstance or momentary impulse. Accordingly, the child requires aid in the control of his fear. Gradually he may be given insight into the more common means of controlling fear and may be led to apply these means in his own fear situations.

Among the more common means of controlling fear are the following:

- I. Withdrawing the fear object. This means is often appropriate when the fear object is not likely to be met in the future.
- II. Helping the child gradually to become used to the fear object.
- III. Associating a pleasant object with the fear object.
- IV. Bringing the child into group action with those in whom he has confidence and in whom he sees no trace of the fear in question. Thus, with resulting sense of conquest, he may be brought happily through the fear situation.
- V. Explaining to the child so that he sees his fear to be groundless or excessive.
- VI. Discussing the fear with the child. This discussion may include:
  - a. Reminding the child how natural and common fear is.
  - b. Helping the child to recall the origin of the fear.

- c.* Recalling the child's past successes in overcoming fear.
- d.* Assuring the child of future success.
- e.* Indulging in kindly humor. The child's laughter will help him to feel superior to his fear.
- f.* Making the child conscious of the injurious results of fear, and thus appealing to his instinct of self-preservation.
- g.* Quoting maxims and proverbs.
- h.* Quoting instances of courage and bravery in history and in literature.

## CHAPTER II.— THE CLASSROOM DISCUSSION OF FEAR.

(AN OUTLINE.)

---

“Fear is a driving force in human conduct. It makes us do things; it keeps us from doing them. It protects from danger, and without a reasonable amount of fear mankind could not live. It is useless to talk about eradicating fear, but in training the child every effort should be made to see that fear does not become a curse instead of a means of protection. A child should fear punishment, danger, loss of the approval of those he cares for, and, when he becomes old enough to appreciate it, loss of the approval of his own conscience. He should not have to spend his early years weighed down by fears which make him nervous and sleepless at times, afraid to play happily or work with enthusiasm, all because someone found it convenient to get him to obey through fear, or failed to help him, by wise understanding and explanation at the right time, to get rid of the scars of unpleasant experiences.” (Dr. D. A. Thom, “Child Management,” Bureau Publication No. 143. United States Department of Labor; Children’s Bureau.)

### PRELIMINARY STATEMENTS.

1. This program, as followed in any one grade, may consist of approximately ten discussion periods, each from twenty to thirty minutes in length. The introductory periods will be devoted to studying the control of objective fears; the greater part of the time, however, should be devoted to studying the control of subtle fears.

2. Fears may be thought of roughly as objective or as subtle. Objective fears tend to be concrete and tangible and are usually ascribable to some outside source.

*Examples.*— Fear of the dark; fear of the doctor.

Subtle fears are intangible and not easily ascribable to an outside source. Subtle fears are more closely dependent on subjective attitude. They are often fears of situations rather than of definite objects or of persons. They usually are not so clearly recognized either by one's self or by others. They are the cause of many evasions and show themselves in bashfulness, timidity, undue reticence, and undesirable inhibitions.

*Examples.*—Fear of facing the class; fear of expressing a dissenting opinion.

3. In the preparation of the present project, experimentation in the classroom discussion of fear has been carried on by at least one teacher in each of the following schools or school districts: English High School; Continuation School; Christopher Gibson School; Elihu Greenwood District; Eliot School; Emerson School; Gilbert Stuart School; Mary Hemenway School; Phillips Brooks School; Theodore Roosevelt School; Washington Allston School.

4. The contents of Chapter III and Chapter IV, presenting typical examples of pupils' work, have been selected from the written work done by pupils as a part of the aforementioned experimentation. The teachers' reports comprising Chapter VI are reports relating to this experimentation. The cases of fear comprising Chapter V have been selected from reports written by first year students in the Teachers College.

5. This program is intended for the fifth and successive grades. It would seem desirable that, at different stages of his school career, a pupil should have several opportunities for this discussion of his emotional nature. It is suggested that the discussion of fear occur in one grade of the elementary school, in one grade of the junior high school, and in one grade of the senior high school. Accordingly, this program may be tried in the fifth or the sixth grade, again, say, in the eighth grade, and finally in the tenth or the eleventh grade.

6. The present program in the classroom discussion of fear is in no sense to be followed inflexibly. It is offered as a suggestive, working outline. The teacher's ingenuity will suggest modifications according to the grade, the needs, the interests, and the environmental conditions of the pupils.

7. In the discussion of emotional nature fixed standards of attainment cannot be insisted upon. Teachers will be satisfied if pupils express their problems freely and sincerely.

I. Aim.

The classroom discussion of fear aims to lead the child to

1. Free discussion opening the way to the control of fear.
2. Knowledge of essential facts concerning the fear impulse. Such facts every teacher possesses from experience and professional training. Certain of these facts are outlined in Chapter I of this document. Among facts especially to be stressed are the following:
  - a. Fear is a problem to all persons.
  - b. Some fears protect; others stunt character and impede progress.
  - c. Fear is often the basis of peculiar or objectionable conduct.
  - d. In their responses to fear persons show wide individual differences.
  - e. Subtle fears are more frequent and more difficult to control than objective fears.
  - f. Fears are specific; persons tend to be not afraid in general but rather afraid of a specific object or afraid in a specific situation.
  - g. Nearly all fears are acquired; few are inborn.

*h.* Fears produce physical reactions; brooding fear is physically injurious.

3. Knowledge and practice of helping himself and others better to redirect the fear impulses. The child should be taught not to deny a fear or to repress it, but squarely to face it. He should know and evaluate the means of controlling fear. These fears are outlined in Chapter I.

## II. Material.

Material for discussion may be drawn chiefly from the following sources:

1. The child's fear experiences elicited by the teacher's questions.
2. The teacher's fear experiences narrated as a means of opening discussion or as an illustration.
3. The pupils' written stories of objective fears contained in Chapter III.
4. The pupils' written stories of subtle fears contained in Chapter IV.
5. The cases of fear, with supplementary questions, contained in Chapter V.
6. Incidents involving the conquest of fear in current events, history, and literature.

## III. Organization.

The discussion will be organized in two series of exercises.

### 1. Series One.

Objective fears.

- a.* The approach.
- b.* Oral discussion.
- c.* The written report (optional).
- d.* The summary.

## 2. Series Two.

## Subtle fears.

- a. The approach.
- b. Written reports and oral discussions.
- c. The summary.

## SERIES ONE.— OBJECTIVE FEARS.

## I. The Approach.

The approach aims to engender an attitude of mutual understanding, favorable to the frank expression of the pupils' experiences. It will set pupils thinking about the part which fear plays in the lives of men. It may center about concrete incident, especially incident of fear overcome. This concrete incident may take one of the following forms:

- a. A narrative by the teacher of a personal fear experience.

(This approach seems particularly effective. It is simple, sincere, and sympathetic.)

- b. Reading or retelling, literally or with modifications, one of the pupils' incidents in Chapter III or a selected case in Chapter V.
- c. Reference to familiar current events.

*Example.*— In a reported instance pupils were so keenly interested and so well informed regarding Colonel Lindbergh's trans-Atlantic flight that they were readily brought to see the conquest of fear involved in his courage. The discussion sometimes included some consideration (1) of the distinction between caution and fear, and (2) of the benefits brought by his courage to him and to others.



- d. Reference to familiar superstitions of present-day life and of history.

*Examples.*— To what was Henry Hudson's fate due?

Why did Columbus have such an unhappy time with his crew on his first voyage?

Do mariners have the same problems to combat today? Why not?

- e. Reference to familiar literature.

In response to a question by the teacher as to what poems and stories illustrate the control of fear, pupils cited the following:

"The Charge of the Light Brigade."

"Opportunity," by Edward Rowland Sill.

"Barbara Freitchie."

Story of Captain John Smith.

Story of Nathan Hale.

Story of Gulliver.

Incidents of the American Revolution.

Joan of Arc.

David and Goliath.

Abraham's Willingness to Sacrifice Isaac.

Daniel in the Lion's Den.

Story of William Tell.

## II. The Oral Discussion.

The oral discussion will consist of anecdotes by pupils of their personal fear experiences. They will be guided to tell:

- a. The manifestations of the fear.
- b. Its cause.
- c. Its cure.

## III. The Written Report (optional).

As making for definite, orderly presentation the written report may well supplement the oral discussion, which may be correspondingly shortened. Pupils are held strictly to personal

experiences and are asked to relate only feelings vividly recalled. Pupils have been helped by such suggestions as:

- a. Think of any striking instance of fear.  
How did you feel? What did you do? What should you have done?
- b. How, in some striking instance, did some one help you to overcome your fear?
- c. What have you done in a particular situation to help yourself or another to overcome a fear?

The reports may be submitted signed or unsigned. They are not to be graded. Certain papers which, because they are typical or possibly atypical, seem especially worthy of discussion will be chosen for use in the next step, the summary.

#### IV. The Summary.

During the second step, the oral discussion, incidental opportunities have arisen for making clear to pupils certain of the typical facts regarding fear. Now, in the summary, in connection with the reading of the few selected written reports, more deliberate, systematic note is taken of the signs, the causes, and the cures of fear. In considering the cures pupils are given some introductory grasp of such means of control as those suggested in Chapter I. Throughout this series pupils tend to develop a strong determination not to cause others to be afraid but rather to aid any one else to control his fears.

## SERIES TWO.—SUBTLE FEARS.

The pupils have learned that many objective fears — fear of things which can be seen or heard — are largely the fears of early childhood and are outgrown as the child learns the causes of the fear. The subtle fears or evasions, on the contrary, are more intangible and more difficult to relieve. Timidity, bashfulness, lack of confidence, undesirable inhibitions often accompany him into adult life, causing much unhappiness and impeding progress. Many children brood upon these fears without daring to seek help and direction. The future health, happiness and efficiency of the mature man or woman depend, to a large extent, upon the banishment or control of these fears. Since they are acquired, not native, and since what is acquired may be controlled and even conquered, we may give the child insight into the more common means of controlling this type of fear and we may lead him to apply these means to his own fear situations.

## I. THE APPROACH.

Expressing briefly such thoughts as those in the preceding paragraph, the teacher will explain the difference between objective and subtle fears. The explanation may be illustrated by:

- a. Anecdotes by the teacher.
- b. Voluntary anecdotes by pupils.
- c. Readings from the pupils' incidents contained in Chapter IV.
- d. Readings from cases contained in Chapter V.
- e. Reference to characters in history or in literature.
- f. Reference to the course in Citizenship through Character Development.

*Example.*— A teacher reports:

Building on the reliability idea, I asked the children to think of the most reliable person of their acquaintance,

preferably a boy or a girl of their own age. They were questioned in some such manner as this:

"Why do you consider the boy you have chosen reliable?"

"Because he keeps his word, always tells the truth, is not a sneak, plays fair."

"As he's a real boy, he sometimes makes mistakes and gets into trouble, doesn't he?"

They agreed, of course, that he did.

"How does he act when he is in the wrong?"

"He owns up and takes his share of the blame."

"Why does he act so?"

"He's not afraid; he has courage. He takes the punishment due him like a man."

"How does the boy of the opposite type act under the same circumstances?"

"He lets the others take the blame, lies, says he knows nothing about the trouble."

"Why does he lie?"

"He's afraid of punishment, or of the poor opinion of the boys, or that they will laugh at his mistakes."

"What, then, is fear doing to the character of the people, grown-ups as well as children, of the second type?"

"Weakening it."

"We've all at some time or other been held back by fear from doing a thing we ought to do. We've evaded our duty, perhaps, through fear. Think of some time in your life when you reacted like the weaker character. What did you evade? Of what were you afraid? How did you act?"

I made the children realize that their papers this time were to be of a confidential nature. We were simply studying ourselves so that we might recognize that certain fears were dangerous ones, and were to be looked upon as danger signals in the road to building strong character.

## II. WRITTEN REPORTS AND ORAL DISCUSSIONS.

Pupils are now well used to the discussion of fear. With increasing ease they will narrate their experiences, comment on the experiences of others, perceive causes, and

suggest possible means of control. The present step, accordingly, is a gradual widening of the pupils' perspective of emotional nature. This widened perspective will be evidenced in a quickened sympathy in the recognition of fear in others and an increased determination to aid others.

The present step will consist of several periods of class discussion. Material for this discussion may be based on:

- a. Cases selected from Chapter V.
- b. Papers written on topics such as those to follow or on topics which the teacher may compose. Papers will be selected and read anonymously for discussion. The following topics are obviously not, in general, to be given to classes literally. As the teacher deems best, they will be adapted to the understanding of the class by rephrasing, subdivision, and amplification.

The number of cases selected from Chapter V and the number of papers to be composed by pupils will, of course, be determined by the teacher.

1. Narrate an experience of subtle fear or evasion, which may illustrate one of the following:

- a. Fear of punishment.
- b. Fear of the unknown.
- c. Fear of ridicule.
- d. Fear of failure.

2. Tell how for a while you avoided some experience or hesitated in some activity and then entered into the experience or the activity easily and successfully. What seems now to have been the cause of your fear? Might the cause have been wrong suggestion, lack of information, a former failure, a former awkward experience? How did you overcome your fear?

3. How do some persons act in objectionable or illogical ways in the face of fear? Explain.

*Examples.* Making false excuses; blaming others.

4. Do persons ever fight or take on unusual boldness through fear? Give an instance.

5. Explain, with examples, the difference between good fears and bad fears or the distinction between fear and caution.

(For a suggestive diagram see Bolton's "Everyday Psychology for Teachers," Chapter X.)

6. Is prejudice against individuals or groups ever due, at least in part, to fear of those individuals or groups? How, to your knowledge, has such prejudice ever been shown in any competition in work or in games?

(Opportunity may arise here to show fear to be a possible basis of prejudice against those of another race, against newcomers, against those thought to be superior in ability.)

7. Using illustrations, show that success in various occupations necessitates the control of fear.

8. Drawing upon your knowledge gained in your study of hygiene, describe the physical accompaniments and the physical effects of fear.

9. Does fear ever take possession of a crowd? What causes such fear? How can such fear be controlled? How can it be avoided?

10. Giving what examples you can, show how embarrassing fear experiences may be prevented by giving others definite information as to how to act in a new situation, such, for instance, as a formal ceremony, a party or reception, a formal interview.

11. Can you give an example of how a peculiar fear may be rather easily accounted for as due, for instance, to a threat, to imitation, to principles of association?

12. What general rules would you give for treating the fears of others?

(Discussion may arise here of such general principles as not mentioning the fear and changing the person's attention.)

13. Are persons who seem conceited or aloof ever really suffering from fear? Can you give an example showing how to act toward such a person?

14. Why do some persons like to make others afraid?  
(Emphasis may here be given to a possible desire to gain a temporary sense of superiority.)

15. How in a specific instance, say, in your home, in a new game, in a rather perilous situation, have you been able to allay a companion's fear?

---

A unified summary view of the salient principles accepted in the discussion of fear is obviously desirable.

For permanence in knowledge and practice it is also desirable that:

1. Pupils occasionally tell in class specific instances in which they have found the principles helpful.

2. Teachers recall the principles when, either individually or in groups, pupils are facing fear situations.

3. All teachers — especially those guiding dramatic, athletic, and other pupil activities — co-operate in enabling pupils, either individually or in groups, to apply the principles.

## CHAPTER III.—PUPILS' REPORTS OF THEIR OBJECTIVE FEARS.

### FEAR OF THE ELEMENTS.

#### 1. FEAR OF THE DARK.

Before I came to live in Boston I used to live in Lynn. Every night I would have to shovel coal. It was in a lonely cellar. I would always shudder and think that some one was behind me. I would shovel the coal, and then run upstairs as fast as I could. I used to whistle "Barney Google" to keep myself comfortable. I am cured now. I go down into the cellar without a fear. It has gradually worn off because I have made it a habit to go down the cellar against my will.

#### 2. FEAR OF THE DARK.

When my little nephew was old enough to have fear, he was afraid of the dark. Nobody was able to put him in a dark room alone. I've helped him overcome a little of that fear.

A little boy of his own age lives next door. My little nephew always thinks that he's smarter, stronger, braver and more of a big boy than his neighbor.

One day I thought of a plan to chase a little of that fear away. I said to him, "Leonard, please get a handkerchief for me in the top drawer of the dressing table." As this was at night and he couldn't reach the light, I knew he wouldn't go.

"Oh, don't bother me. Can't you see I'm reading?" he said as an excuse. "Oh, what a fraidy-cat you are! Larry isn't afraid to go in a dark room!" I said. This made him look up at me. "Will you go?" He hesitated, then he said, "All right!" He went and was back in a minute, as if something were chasing him.



“That’s it!” I said, trying to encourage him. “You’re not afraid. Are you?” “N-n-n-no!” he said hesitatingly.

I haven’t wholly chased that fear out of him, but I notice that he isn’t as afraid as he used to be. I don’t think anyone could chase all the fear of the dark out of a child.

### 3. A FEAR I CONQUERED.

When I lived in Dorchester, before I moved here, my bedroom was at the back of the house where a large empty lot was. At that time we didn’t have electric lights and the gas light or candle light would throw the weirdest shadows over the room making it all the worse for the darkness coming from the lot. On the other side of the lot a house had electric lights which was not very common then around that neighborhood. This house had in one room facing my bedroom a large bulb that was so strong a light it shone into my room, making the place still worse.

Sometimes when my mother left a light I would be afraid something would catch fire.

Later when we got electric lights, my fears sort of drifted away and when we moved to Roxbury my bedroom was between the other two which sent all my fears away. Now I cannot stand a light in my bedroom if I want to sleep.

### 4. FEAR OF WATER.

I used to be very much afraid of going into the water at the beach. However, as much as I protested, my father used to carry me in kicking and screaming. He showed me the motions and held me while I copied him. Never could he do much with me, except that I learned the strokes. When I went to camp, I saw other girls swimming and I was soon anxious to try. I can now swim as well as the average swimmer of my age.

### 5. QUELLING A FEAR OF THE WATER.

I have a small cousin who was greatly afraid of the water. She liked to play with the sand on the shore of

the beach, but whenever she wanted some water to aid her in her play, she would ask her mother or someone else to get it for her.

One day last summer I resolved to try to get my cousin into the water and quell her fear forever.

I picked her up and asked her if she would enjoy a ride on a boat. She gladly consented and I carried her into the water. The little girl clung to me like a leech to a person's ankle, but she did not whimper. When I discovered a shallow spot, I got down on all fours and proceeded to crawl about in the water. I could feel my cousin's arms squeeze tighter around my neck, but she did not utter a sound as I knew she did not wish to be called a baby.

After I assured her that there was nothing in the water that could harm her, she agreed to be let down into the water. After she had discovered that there was no danger, she slowly but surely got down on her hands and knees and called for me to get on her back and she would give me a ride.

Thus I helped her to overcome her fear of the water.

#### 6. A FEAR I CONQUERED.

When I was small, or about eight or nine years old, my chief fear was the ocean. Whenever I went for a day at the beach the same thoughts ran through my mind. Here was the enormous ocean, large, powerful and deep, and here was I, small and weak compared with that great expanse of water. When I went into the water I would fall forward twice for every step I took, and go absolutely no further in than up to my waist. The way in which I overcame and conquered this fear was to learn to swim when I was twelve years of age. When I say "swim," I mean to take a few strokes and stay on top of the water. Now I stride far into the ocean fearlessly.

#### 7. LIGHTNING.

The only thing I am afraid of is lightning. I am afraid of lightning because I've heard that it often strikes houses

and sets the house in flames, and it sometimes strikes a person and it kills him immediately. When I am out at night alone and I watch the lightning, it seems as if the world is on fire.

These are the reasons I am afraid of lightning.

## FEAR OF INSECTS AND ANIMALS.

### 8. FEAR OF BUMBLEBEES.

When I was very young, I used to have a fear of bumblebees. We used to go to the country for the summer and whenever I saw a bumblebee, whether on a flower or just buzzing around, I used to get so frightened that I would cling to my sister for dear life.

One day I came across some conversation in a book which caused me to overcome this fear. These were the words that interested me. "Oh, Tom, look at that big bumblebee! He'll surely sting us." "No," said Tom, "he won't touch you unless you bother him, and besides he isn't thinking of us now for he's too busy gathering honey."

I thought of these words, "He won't hurt you unless you bother him," every time I saw a bumblebee thereafter and thus gradually overcame this fear.

### 9. GRASSHOPPERS.

When I used to visit my grandmother in the country I would always walk on the gravel road because the grasshoppers used to jump on me.

One day one of the grasshoppers jumped down my neck and ever since I was frightened of them.

One day a grasshopper jumped on the hem of my dress. I didn't move but kept staring at it and in a minute the grasshopper jumped down and went his way. Then I began to believe what I heard that they were harmless.

### 10. FEAR OF DOGS.

One bright day on walking home from school, I saw a young boy who wouldn't mind his mother. My dog

happened to be walking with me. The lady said that she would make the dog bite the boy. The child, hearing this, ran to his mother's side crying. I do not know why he did this, for my dog will not bite anyone. The woman did not know how she was hurting him by this remark, but every time I see this boy on the same side of the street as a dog, he runs and begins to cry.

#### 11. FEAR OF DOGS.

My cousin Shirley is only five years of age. She had no fears save the fear of dogs. When she played in the street and saw a dog, she ran into the house to her mother.

One day Shirley's father brought home a dog which terrified the little child. My uncle saw that he would have to make Shirley overcome this fear if he wanted to keep the dog. He placed the animal on his lap and patted it. He then called his daughter to him. At first she did not want to come for fear she would get bitten but after seeing the dog on the lap of her father, she approached very slowly and carefully. When the child reached the dog she herself patted it and after a few minutes she was playing with her pet as she does with her play-mates. Since that day she never runs at the sight of a dog.

#### 12. Bow Wow.

My little cousin, aged four, was afraid of dogs.

My Toodles, a Boston terrier, is the most affectionate dog in the world, playful, but harmless. When a visitor comes she wags her stub of a tail and showers the newcomer with kisses. By the way she does it one would think that the visitor hadn't washed his face for a week and she was trying to make up for lost time.

Time and time again would I tell my little cousin not to be afraid of dogs especially as Toodles was as foolish as a donkey trying to do the Charleston on a treadmill. All would go well until poor innocent Toodles was sighted. Then all the courage oozed out of Dorothy and she scurried to safety behind the stalwart form of her father. I

felt that as a joke this was going too far. There was nothing to be afraid of and I must convince the little tot of it.

The next time she visited my house I decided to try some experiments. Sure enough, when she first saw Toodles she cried and hid herself behind her father. By means of some candy and endless coaxing and wheedling I managed to get her to come out of her "haven of refuge."

I called over Toodles and grasped her by the collar. Dorothy gave a frightened jump backwards. I told her that I was holding Toodles and so he could not bite her. I stroked Toodles' head and shook her paw.

"Come," I said, "See, Toodles doesn't bite me. Neither will she bite you. Shake hands with her." She approached the dog. Toodles gave a short bark. Dorothy recoiled in terror. I calmly reassured her that it was all right and she just was trying to say "hello." Dorothy approached her again. This time she approached again, touched Toodles. The dog wagged her tail. Feeling encouraged the little tot patted the dog's head.

"Shake hands, Toodles," I said. Toodles put up her paw. Dorothy grasped it. "See, Dorothy, she's shaking hands with you. She wants to be friends," I told her.

That night Dorothy practiced making friends until poor Toodles could not lift her paw any longer.

### 13. FEARS.

Mothers, wishing to cure their children of disobedience, sometimes go about it in the wrong way.

I knew a woman who chose the wrong way and this harmed her child although she did not know it.

When the child was three years old his mother was very much distracted because he was so disobedient and mischievous.

He grew so bad that she resolved to cure him no matter how difficult it would be.

She accomplished this by telling the child of fierce animals who took bad boys away into the lonely woods and ate them. She told him so many tales of this sort

that the poor child was afraid to play in the street for fear that a dog or even a harmless cat might bite him.

The mother was overjoyed when her son became less and less troublesome but she did not realize that she had aroused a fear in him that he would have to battle against vigorously to overcome.

#### 14. A FEAR I HELPED OVERCOME.

I have a nephew who is now about eight years of age. When he was yet a small child he had a morbid fear of horses. Whenever he saw a horse he would cry and run into the house to hide. At times he was afraid to go into the street for fear of seeing these dreadful creatures.

My family and friends tried to cure him. They read to him stories about some of the most wonderful horses in history. They told him stories about the faithfulness of horses. All this was of no avail. He could not be cured of his morbid fear.

Two summers had passed and when my nephew was about six years old we were spending our vacation on a farm in New Hampshire. On this farm were cows and many horses. I remembered my little nephew's fear of horses and I decided to cure him.

I called my nephew to me and I went over to a horse and began to pat him. My nephew was amazed for he thought that horses would bite and kick when patted. I coaxed him nearer and told him to pat the horse also. Finally he did this and soon he and the horse were good friends. After this my nephew would sit on any horse's back without fear.

It was only misunderstanding and lack of reasoning that caused most fears such as that of my nephew's.

#### 15. CONQUERING FEAR.

When my sister was two years old she was very much afraid of cats. We tried everything so that she would like them instead of being afraid of them. We almost gave up hope when my mother had an idea. My mother was going to throw a piece of fur away when the idea came to her.

She sewed up the piece of fur and stuffed it so it would look like a cat. Then she gave it to my sister. She felt it all over and then began to play with it. After a while my mother got the cat and put it beside her. She was timid at first, but slowly raising her hand, she patted it. She kept on repeating this until she was accustomed to it. Today the cat is her pet.

## FEAR OF OMINOUS PERSONS OR THINGS.

### 16. FEAR OF THE RAGMAN.

When I was about five years old I was afraid of the *ragman*. One day the ragman came into my house. I was so frightened I ran back into the bed room and hid there until he was gone.

The reason I was frightened was that I thought that he would put me into his bag and kill me.

One day I was playing on the street, when the ragman came. I started for the door but found it locked. Knowing I had to face it, I sat down at the door shaking with fear. He spoke kindly to me so I got courage enough to stay there.

After all I realized that it was just my imagination that scared me.

### 17. FEAR.

In Somerville, where I came from, I knew a boy who always enjoyed frightening someone. He had a small brother that he frightened constantly. The little fellow would run and hide if he saw an officer. At night he wouldn't leave the lighted room, for fear of a bogieman seizing him, and carting him off. This went on for a long time till I decided to teach this big boy a lesson.

My father has a friend on the police force, and I told him about the boy frightening his brother. The officer told me to leave the case to him.

I was very much surprised when the next day the boy told me he had sworn off frightening people, and I never learned what happened to him the night before.

## 18. WHAT I USED TO BE AFRAID OF.

When I was young, around the age of six, I always was afraid of a policeman. When I would see him I would run and hide. I was frightened because they would tell me that the policeman would take away the bad children. Then when I would see one I would run and hide.

One day when my sister had an automobile accident, a policeman came to my house. He came to tell my mother about my sister's accident. He then came again to tell my sister she had to appear in court. Seeing him so many times at the house, I got used to seeing him, and from then on I was not afraid.

## 19. ILL EFFECTS OF THREATENING A CHILD.

I know a little boy who is a little over two years old. This past winter he got a cold in his ears which required medical treatment.

There is a woman who rooms at this little boy's home. Sometimes his mother goes out and leaves the child with Mrs. X. When the child refuses to obey the lady, she threatens him by saying: "If you are not good the doctor man will come."

If this threat is continued the child will live in fear of a doctor until he becomes old enough to overcome it.

## 20. MY PRESENT FEAR.

What I fear more than anything else is a doctor. I try to be brave about it, but by the time I get to a doctor's office, I have no control over myself. My mother tells me many times that he will not hurt me but it does not help. I have to grip my mother's hand when a doctor talks to me and I am shaky all over when I answer. I am sure that I have feared them since I was a small child.

## 21. FEAR.

A little boy next door feared a doctor very much. One day he was very sick. The doctor whom the boy hated most came to cure him. The boy was crying louder



than ever now, and wouldn't let the doctor look in his mouth. "Ah!" said the doctor, "I will show you a trick."

The boy opened his mouth and there was a quarter which the doctor pulled out. The boy felt better and was very happy that the doctor came and cured him.

## 22. A FEAR OF STRANGERS.

I remember very distinctly when my younger brother was only three or four years old he used to fear a certain Mr. Brown who lived next door. Not knowing who or what Mr. Brown was he imagined all sorts of things. One day I brought in a gentleman called Mr. Brown.

My brother immediately drew back in terror and started to cry but Mr. Brown was the man who saved the day. He drew from his pocket a piece of candy and held it invitingly before the eyes of my brother. His desire to get the candy was even greater than his fear of Mr. Brown. The latter visited our house very often after that and it was not long before my brother thought of Mr. Brown as his best friend.

## 23. FORCED TO FACE MY FEAR.

I used to be afraid of stout people, but not so much as I was about this lady I am now going to describe. She was tall and very stout. She lived on the same street that I did. My brother and I were very much afraid of her. On this particular day we happened to be outside playing when we saw her approaching us. We then sought our usual place of refuge, which was the hallway. It happened that my mother had locked the door and we could not get in. We stood on the door step as she passed without harming us. After that we were convinced that she would not harm us and were never afraid of her again. I was then four years old.

## 24. FEAR OF FIRE ENGINES.

Many years ago when I was a little child, I used to be afraid of a fire engine. I always went to hide in a closet, closed the door, and came out when the fire was all out.

I was frightened when there was a fire, because the engine used to go so fast that I surely thought it would run over some one, and when the fireman would put up a ladder to go and rescue some one I thought he would fall and kill himself.

I overcame this fright when I grew older. I should say now that when a fireman goes up a ladder and rescues someone it is an heroic act. I am glad to say that I am no longer frightened by a fire engine or the fireman himself, for as soon as he puts the fire out, all the better, because it will cause less damage of property.

#### 25. FEAR OF FEATHERS.

When I was about two years old I was afraid of a hen's feathers. If I would see one near me I would stand still and close my eyes and shiver.

When my uncle would come over to my house he would bring a feather over and have great fun with me. After awhile he put one in my hand and told me to pat it. He kept doing that until I got used to it. When I think of being afraid of a feather now I laugh.

#### 26. HOW I CURED MY SISTER'S FEAR.

In my room I have several little radio sets and I listen in to the programs every night. Of course sets as small as I use are not sufficiently powerful to operate a loud speaker so consequently I use ear phones.

My baby sister, aged two, knows what the radio is and comes into my room and calls it "Radio," but she will not let me put the phones on her ears. I reasoned with her as much as possible and told her that she would be able to hear music which she loves dearly.

Only a few days ago she came into the room and I induced her to let me put one phone to her ear. I saw her smile and she turned to me and said "Music."

Now she is not afraid and I think that if everybody acted with timid children the way I did there would be no fear among children.

## 27. FEAR OF FUR.

What used to frighten me was fur. When I was about seven years old I was going out with my mother. It was a cold winter day so my mother thought she would put a fur piece around my neck so I would not catch cold. When she put it on I was frightened and shrieked and became blue. My mother took it off, then put it on again so I would get used to it. In about three days I was used to it and always wanted to wear it.

I was frightened because it had two heads on each side and when I pulled the chin the mouth opened, and that is what frightened me.

I overcame it by putting it on every day and getting used to wearing it.

## 28. OVERCOMING FEAR.

One day after coming home from a ride my little sister, whose name is Rose, got frightened and began to cry. I asked her what she was afraid of and she said that there was a picture on the floor. I began to laugh because it was only her shadow, but she was still frightened (because she was only four years old).

I stood on a chair. I had my shadow on the floor and began chasing it and she began laughing. Since then every time she sees her shadow she chases it and tries to step on it.

## 29. MY PRESENT FEAR.

One night as I lay in bed, quite uneasy as I couldn't sleep, I thought I saw a ball of light on one of my walls. I looked again, and I made sure that it was there. Every night when I was in bed, I would always see it. It looked to me as though someone wanted to spy on me. One night I got up courage and putting on my slippers crept to the window to see what it was. To my surprise it was a light reflecting from a house. No one in my house ever knew of that secret fear then, or knows it now.

It makes little difference whether that light ever shines on the wall now, as I know all about it.

### 30. CONQUERING A FEAR.

Some time ago, my three year old cousin Paul came to visit us. He slept in one of the front rooms into which the street light shone. He was afraid of the gleaming glow and cried when he went to bed for the shades were up.

One night, I determined to help him overcome this foolish fear. I took him into my arms and asked him why he was afraid of it. He said, "I don't know." I asked him what he was going to be later on. He replied, "President." Did a president ever cry and say he was afraid of a harmless light? "No," said Paul. "If you want to be a great man some day, you'd better not be afraid of a lamp that will do as much harm as a dead kitten," I continued.

That night, when my mother came in to pull down the curtains, he called out, "Don't bother, Auntie. I am going to look at the lamp until I get used to it and I am going to become a big, brave man some day."

### 31. A FEAR I CONQUERED.

When I was a little child I had a great fear. This fear was of shadows. On the corner across the street there was an arc light and it shone in the room where I slept. When an automobile, car, or even a team would pass the corner the shadow would pass slowly along the wall and seem to disappear out the window. I was dreadfully afraid of these shadows and could not go to sleep. After a while I finally heard the noise of a passing vehicle every time the shadow came. After a great deal of puzzling I came to the conclusion that it was the automobiles or cars passing the light that made the shadow. I overcame that fear when I knew what was causing the shadows.

### 32. A NEARLY BROKEN WALL.

I once had a horrible fear that if I kicked a wall it would fall in and smother me. One day I was writing at

my desk when I accidentally kicked the wall. I shuddered, expecting to see the wall break down and smother me. However, the longer I waited, the firmer the wall looked to me. I then said to myself "I guess I didn't kick it hard enough." I then was very inquisitive about the wall so I kicked it so hard that my foot ached. I was never so surprised before, when the wall did not fall down. I wondered and wondered, until I decided it wasn't true about the wall falling in.

### 33. WHEN I WAS A LITTLE GIRL.

When I was a little girl my mother would take me to my aunt's. She lived in Everett. When we used to cross the Charlestown Bridge, I used to hold on to my mother being afraid that the bridge would fall in. I always thought that the bridge was made of tin. When I was older and went to school, we were studying about iron. So my teacher told us that the Charlestown Bridge was built of very strong iron. I never again was afraid to cross the bridge, when I was in the elevated or when I walked across the bridge.

### 34. HOW I HELPED A FRIEND OVERCOME A FEAR.

I have a friend, a girl my own age, who, strange to say, was very much afraid to go out upon an open elevated platform such as the one at Dover Street. She thought that if she looked down she would fall off, and if she passed in front of some one he would push her off. One day while with her we had to get the elevated in an open platform in order that we might reach our destination. Luckily she did not know that it was an open landing, and so she climbed the stairs with me. After paying our fare she noticed where we were going, and wanted to go back, but I told her that after paying our fare it would not be advisable. She shuddered, and feared, while I argued, and explained. After a few minutes pause she decided to go on to it, because so many people were there, and they didn't fall off so she understood that if she were careful, she wouldn't either.

## 35. FEAR I STILL POSSESS.

I cannot think of anything I fear so much as the elevated trains. I have always dreaded this means of personal transportation. I would rather walk than ride in these trains and I avoid them as I would a snake.

On boarding these trains a feeling of nausea comes over me. I cannot find interest in the types of people before me and to my left and right as I do in the street cars. I cannot find pleasure in criticising the advertisements, and wondering how they could be improved and made more interesting.

My mind wanders to such horrible thoughts as I look out the window and in my mind attempt to measure the distance between the train and homes bordering the streets should the train topple over. I wonder if it would go crashing down to earth or would some nearby house keep it suspended in mid-air. Would I escape? How would I prevent myself from falling through the windows? How would I crawl to safety or would everyone be killed or horribly mangled? How lucky and relieved the people would be who had gone on the preceding train.

I cannot concentrate on the pleasures to come while riding in these cars. You would say, "What thoughts for a young girl to have!" I also experience the same feeling when I am in a train, going down grade in an automobile, or passing over water.

I am always relieved when I once more descend to solid ground.

## 36. WHAT FRIGHTENED ME.

When I was younger I used to be afraid of drums. Every time there was a band or a parade I used to go and hide under the bed. I used to be afraid of them because they made noise. One Christmas my uncle gave my brother a drum for a present. He always played it. Sometimes I felt like getting it and putting it in the stove, but my mother always stopped me. One day when I was home alone I took the drum and I said to myself,

“I am going to play it, no matter if I get afraid of it.” I started to play it and ever since then I am not afraid of them any more. That is how I overcame it.

### 37. THE WHISTLE.

In the summer every night when I used to get ready to go to bed I always heard a whistle which frightened me terribly. One night the whistle blew louder. I was so frightened that I went over and woke my mother up and told her that I couldn't sleep on account of a whistle. My mother told me to forget about it and go to bed.

Instead of going to bed I went over and woke my father up. He asked me what I wanted. I told him all about it and when he heard this he gave such a laugh that I laughed with him. When he was all through laughing he told me that it was some banana boats that were coming in. When I heard this I went to bed and fell fast asleep. When the whistle blows every night it doesn't bother me any more.

### 38. MY FEAR OF THE CLOSET.

In the house I used to live in was a huge, dark, forbidding closet. I was very much afraid of it, and nothing would tempt me to go in it as I thought it was the general assembly hall of the evil spirits, ghosts and other fanciful horrors.

One day, however, I was exceptionally bold and I opened the door of the closet. I saw it was empty and slowly went inside. No evil dragon seized me, neither did a goblin eat me up. From that day on, I stayed in the closet for long intervals, until at last I played with my toy animals and soldiers right inside the closet.

My fear of the dark closet had been entirely overcome.

## SUPERSTITIONS.

### 39. SUPERSTITIONS.

I am not afraid to have a black cat cross my path, but I was afraid to have a black cat with a little white on his

neck cross my path. I was told it was bad luck. Whenever I saw one, I ran so he couldn't cross my path. One day the cat beat me, and I was very much frightened. That night I didn't go to sleep till late, and the next day I was surprised nothing had happened to me. After a few days I was over my fear, as nothing happened to me. That day I let the cat cross my path as an experiment. Of course nothing happened to me. I was not afraid to do it after that.

#### 40. A CHILDISH BELIEF.

It seems so silly to us when we read of the old superstitions, but we also have superstitions and fears. My little brother had his fears also and one was that he would not grow if he was stepped over.

One day my little cousin had a quarrel with him. To get "even" he got up early one morning and stepped over him, for he also had that superstition. My brother was half awake so he cried pitifully for a while. We all tried to break him of this, but could not. That day I called my cousin and brother over as I was going away that day, and said, "You step over me and when I come back I will be grown bigger." They did that and had much fun. Two months later I came back and when my cousin and brother saw I had grown, they never believed it again.

#### 41. A FEAR OF EYE GLASSES.

When I was a child of seven or eight years of age, I had a fear which took me a long time to conquer. This fear was about eye glasses. I used to think that if I'd touch somebody's eye glasses I would become blind myself. One day one of the family left his glasses on the table. As I had to set the table for supper, I was forced to touch these glasses. I did so unwillingly but it did me good, for it conquered my fear.

#### 42. THE RED DEVIL.

When I was but six years old I had a foolish and silly fear. It was if I ever stepped on the line of a sidewalk I



would break the devil's dishes, and a Red Devil would come out after me. The Devil was described to me as big as a giant, with big red horns on its head. One day I stepped on the line by mistake. I was very much frightened when I thought of the Red Devil with the large horns coming to take me away with him. I looked around, but no Devil came, and this was the end of my foolish fear.

#### 43. FEAR.

When I was a very small girl my mother was a nurse and she used to work. I lived with my grandmother because my father was dead.

My mother got a girl to take care of me. She was a nervous girl and when my cousin died she was very much frightened for months afterwards. She would not go into a dark room at night unless all the lights were turned on. I became very much frightened of a *dead person*. Also, I thought they were all going to do me some great harm. I kept on that way for years.

Just a few years ago my chum's brother died and I was there when he died. I kissed him just before he died because he was only eight months old and he was the sweetest little thing, just like a doll. My chum and her parents were kissing him after he was dead so I said to myself I am not going to be afraid of the dead any longer. It is only foolish. From that day till this I was never afraid of a dead person again.

#### 44. A FOOLISH FEAR.

One day my friend and I were going under a bridge and a train was passing over. My friend said, "Hurry up! The train will give you bad luck!"

I said, "Don't be foolish," and I grabbed his coat and held him there.

He said, "Now we will have bad luck." After we walked a little farther, we found a half dollar. My friend said, "Let's go under the bridge again."

Ever since he never ran out from under a bridge.

## 45. MY FOOLISH FEARS.

One day as it was raining, I came in from outdoors with an umbrella. After it had dried, I opened it up and put it over my head. Just then I thought of bad luck and was afraid that something might happen. The next day while I was playing with my friends, I saw a black cat walking in front of me. I did not know what to do. I thought I would surely have bad luck. I have conquered these fears for I never had bad luck from them. It is just a pile of silly ideas which we inherited from a long, long time ago.

## 46. THE UNLUCKY BEADS.

I have a very beautiful string of wooden beads, hand painted and very long. I brought these beads from California. Any time I wear them some one makes fun of me and laughs, and says I look like King Tut. Once I had to wear these in a recital. I knew my piece all right until I was on the stage and I had my beads on. I went to say my piece but I had forgotten it. It seems every time I wear them something dreadful happens. I am afraid to wear them again.

## 47. WAR.

There is a war going on with two parts of my mind. This war is over a fear. One part said, "This fear is terrible, and something terrible is going to happen." The second part said, "Nonsense, this is all foolishness, and I am right." This fear is to walk under a ladder which is said to bring you bad luck. I have not declared peace, for I haven't decided who has won. I will have to let the fight go on till some day one side will win.

## MANIFESTATIONS OF FEAR.

## 48. MANIFESTATIONS OF FEAR.

When I am afraid I experience many feelings. It seems to me as if there were a party of elves creeping in back

of me, ready to jump. To reassure myself I turn around and of course seeing nothing, I think that they have the power to become invisible. I feel that they mock me, my head reels, and my teeth chatter.

My feet falter in their steps. It seems that I have not enough strength to guide them. The sinking of my abdomen does not add to my comfort. I feel as if a snake is going down my spine. The thump, thump of my heart can be plainly heard. If I could cure myself of this affliction I would gladly do so.

#### 49. FEAR.

Fear comes in many forms and guises and has been experienced by everybody at some time or other. It is common in children as they do not reason. The emotions are different in different people. Many expressions have originated from fear such as "My heart was in my mouth," "I jumped out of my boots." These help to show the varied emotions.

When you are afraid perspiration often breaks out in a cold, clammy dampness and the body will not respond to the mind. Often the bottom of the stomach seems to have fallen out and a lump forms in the throat. Some people blink their eyes rapidly. Another means of expressing fear is the teeth chattering and legs weakening underneath you.

#### 50. MY FEELINGS WHEN I AM FRIGHTENED.

When I am frightened my teeth chatter. A chill seems to wrap itself around me like a cloak and my whole body shakes as if with an ague.

My mouth refuses to open and no sound issues from my throat. Icy fingers clutch at my heart. My feet decline to move. All resistance leaves and I give way to fright.

## CHAPTER IV.—PUPILS' REPORTS OF THEIR SUBTLE FEARS.

---

### FEAR DUE TO PHYSICAL DEFECT OR LANGUAGE DIFFICULTY.

#### 1. SHYNESS.

As I had had infantile paralysis, a fear of not being able to do things other girls do was very great when I was small. When a visitor came, I was conscious of my deformities and so I hung back. I could not run and jump and was shy with many people. As I grow older, I think less of my deformities because I have seen that people are thoughtful of me.

#### 2. A PECULIAR FEAR.

When the sun is shining and I am outside, my eyes always water. If I meet friends, I blink my eyes hard, for I am afraid they will think that I am crying. Sometimes they ask, and when I tell them they think it is an excuse, because I do not want to tell them why I am crying. Although I try to overcome this fear, which I know is foolish, I cannot succeed. I fear this because I do not want my friends to think that I am deceiving them, when I tell them that I was not crying.

#### 3. FEAR OF RIDICULE.

The greatest fear in my school life is to be laughed at. When I first started school I knew very little English, because I came from Europe. When I gathered enough courage to say a few words in front of the class, they were badly pronounced and caused laughter.

I was told that if I talked frequently, I would learn to speak well, but after such occurrences I talked very little, unless I practiced what I was going to say at home.

An incident that I shall never forget occurred one day

when I was talking to a group of people and mispronounced a word, and one person in that group whom I most admired, made fun of my pronunciation, a lump rose in my throat, tears came to my eyes, and I felt I would much rather go back to Europe than speak English again.

I am five years in this country, and have not quite overcome that fear yet, but I hope in the years to come to be perfectly at ease in a group of people.

## FEAR EXPERIENCED IN ANTICIPATION OF EXCHANGING MERCHANDISE.

### 4. A FOOLISH FEAR.

One day my mother sent me to the store for some tea. When I got home and took all the articles out of the bag, my mother said, "That is the wrong kind of tea." She wanted me to go back and exchange it. All the way to the store, I had a great fear. I went into the store trembling. I asked the clerk if he would please exchange it. He exchanged it in a very nice way. I said, "Thank you" and went home. I never feared after that.

### 5. A STRANGE FEAR.

Two years ago I went into town to buy a football for my brother. He wanted a special kind and I got the wrong kind. He asked me to take it back and change it. Now I always experienced a strange fear in changing anything I had already bought. It seemed to me that if anybody saw me changing the article, he would think I was cheap. Anyhow my brother induced me to change the football. I went into the store and, to my surprise, I saw one of my friends there. I wished that I had asked my brother to change it himself. I was there and would have to face the music, although there wasn't any to face. I went up to the man and told him what my brother told me to tell him. My friend heard all and when we went out, he said to me, "That was a wise thing to do; the football you had was no good."

After that I completely got over this strange fear.

## LACK OF SELF-CONFIDENCE BEFORE AN EXAMINATION.

### 6. TESTS.

I am very much frightened when there is a test coming. Will I come out all right? Will I know my lesson well? Will I pass it? And all the questions come at once. I overcame this fright by really knowing my lesson and being sure I would pass this test.

## FEAR EXPERIENCED ON ENTERING A NEW GRADE.

### 7. FEAR.

Each year as I was promoted I dreaded entering the next grade. What would happen in this next year? Should I be able to accomplish the work? Each term, however, I passed and nothing serious happened, so now, I am not afraid of entering the next grade.

I am glad that I overcame this fear because if I had not, perhaps I would always be afraid of attacking any new thing.

## FEAR EXPERIENCED ON GIVING A PUBLIC PERFORMANCE.

### 8. ON PLAYING BEFORE AN AUDIENCE.

In truth, I do not fear the public, but somehow or other when I am before an audience, my presentation is not as good as I have hoped. Usually it is but a minute or so before I gain my composure.

One day a few years ago, I was to play at a recital. I had drilled and drilled and knew my piece well — and hoped to make my playing on the piano as fine as possible. Among the audience were several men and women who understood the art of music very well. Accordingly, I seated myself at the piano and commenced the selection. My fingers seemed to be chock-full of lead. I could not

bring out the tone that the piece claimed. Sweat stood out on my body. I gritted my teeth and resolved to forget that it was in front of an assembly that I was playing. Soon I regained my composure and performed my part fairly well. But that little heaviness that set my heart beating left an imprint. As time passes, it fades away slowly. It is not now nearly as pronounced as formerly. By reasoning with myself and endeavoring to forget the presence of people around, I help this failing considerably.

#### 9. FEAR OF AN AUDIENCE.

I have always evaded social gatherings, debating, oral compositions or anything calling for the attention of others. I am afraid of the staring eyes of the audience. My hands shake, I mumble my words, and my weight shifts from one foot to the other. I even feel a chill in my face and hands. I skip important words and sentences. After what seems to me ages I am motioned to my seat to my great relief and my teacher's utter disgust.

### FEAR EXPERIENCED IN APPLYING FOR AND IN BEGINNING NEW WORK.

#### 10. GETTING WORK.

When I first started to look for a job I was frightened because I was afraid they would refuse as I am under age.

I used to read advertisements in the paper about jobs which did not say anything about age, but when I went to ask they refused and said, "You are under age; we can't bother." After a day's looking for some job I went home discouraged. The next day I went to look for a job and said to myself, "I'm not going to be afraid. I'll walk right up and ask for it." I came to the building where I am working now. I went up the stairs until I came to the third floor, opened the door and walked in. The boss came to me and asked what I wanted. I said, "Do you want any girls here?"

"What experience have you had?" he replied.

"On a stitching machine, button and buttonhole

machine." He called the fore-lady. We spoke to the fore-lady. The next day I went to work and ever since then I have changed my mind about being afraid to ask for a job.

#### 11. ASKING FOR WORK.

I used to be afraid that I would never learn how to do any kind of work wherever I was hired.

The first time I inquired for work I was frightened and did not want to go to work the next day, but I gained courage and went. My fear was over by noontime. It was my imagination that gave me that fear. I now could inquire for any kind of work at all. It will not frighten me as it used to.

#### FEAR OF ATTRACTING ATTENTION BECAUSE OF WEARING APPAREL, PERSONAL APPEARANCE, HOME DUTIES, ETC.

##### 12. WHAT I WAS AFRAID TO WEAR.

I used to be afraid to wear a light suit. I thought the boys would call me a Percy. I wore the suit once and nobody called me a Percy. I wore the suit many times after that and never had any fear.

##### 13. WHY I DID NOT WANT TO GO TO THE PARTY.

One day I was going to a party and I did not have a new dress. I had worn my best dress so much that I thought the children would make fun of me. I told my mother I did not want to go when, of course, I really did, but it was fear that made me hesitate. Of course, I went to the party and after I had found out that some of the other girls did not have new dresses I felt better about it.

Instead of trying to overcome their fears, people blame other people. Some people are afraid to play games because of getting hurt or of being defeated. Other people won't play because they are too conceited. If a girl has not a new dress to wear to a party, she must think, "If I behave well, what difference does it make about my dress?"



and if a person does not win in playing a game she must think, "I'll try it again." Whatever the fear is it takes a lot of will power to overcome it.

#### 14. FOOLISH FEARS I HAVE HAD.

When I was about seven years old, I did not like to wear overshoes because I was afraid the boys would laugh at me and call me a baby. My mother would not listen to my entreaties but made me wear them. One morning she gave me those horrible overshoes and made me wear them to school. I went out the door and looked around to see if any boys were there, but I did not see any one. Soon I saw a crowd of boys coming behind me. I thought they would laugh at me so I wanted to go through a side street, but just then I heard the school bell ring and I knew I would be late if I went through a roundabout way, so I kept straight on. I started to run but I was soon tired and stopped to rest. The boys came up and even passed me without saying anything about my overshoes. More boys passed but said nothing, so I did not fear to wear them so much. As no one mocked me, I soon got over that fear and wore the overshoes without my mother's begging.

#### 15. WHAT I FEAR.

Last week my mother bought me a pair of long pants. I did not like the looks of them, but I wore them to school. When I arrived there, all the boys began to make fun of me and I did not wear them any more. My mother says it is because the other boys haven't any, but I don't think so.

#### 16. MY HAIRCOMB.

A little while ago I used to comb my hair on the side. Later I thought I would change my mind and put it back nice and smooth. (In slang they call it the "Ra! Ra!") When I first started to put it back, it would not stay the way I wanted. All day I was saying to myself, "I hope nobody makes fun of my hair, and say it is sticking up in the air".

After a few days training of the hair it stayed back. I very soon overcame that fear.

### 17. MY SPOILED HAIR.

Since I had my hair cut for the first time, I never liked to go to the barber to get my hair cut. Therefore my father used to cut it. One week end my father was away. My hair was unusually long and I insisted that my mother should cut it. She finally tried and, as you can imagine, made a very bad job. Because she cut it when it was wet, there were many uneven places in it. I had to go to the barber then. He had to cut it very short to make it even. I was afraid to go to school Monday morning. I did not want them to see my hair. Wouldn't the children laugh when they saw my almost shorn head? If they asked me how I happened to have it so short, I would have to tell them. Then they would laugh at my mother. All these unpleasant thoughts, and many others just as unpleasant, went through my mind as I got ready for school that morning.

To my surprise no one said anything about it, unless I called their attention to it. Then they would say it was not very short. I thought it was, however, because I was not used to short hair and didn't like it. I was very glad when those few days were over and I became more used to my short hair.

### 18. A FOOLISH FEAR.

My left eye was always bad and I could only see blurry. One day as I entered the schoolroom, the teacher said, "You will have to wear glasses."

I thought how I would hate to wear them. All that was in my mind was, "Will my friends laugh at them?"

The day came when I had to wear them. Nobody laughed. I then thought I was foolish to have such a fear, but I hated them. I hardly ever wore them till I got into the seventh grade. Now I wear them almost all the time. It was a fear I had to overcome.

## 19. HOW TO CONTROL FEAR.

David was a boy who was in the fifth grade. He was a timid boy. He wore glasses and when he came out of school, he would run home. He ran home because he did not want the other boys to see him with glasses on.

One day he had to stay after school. The boy across from him said, "Why do you always run home and never play with the other boys?"

David was tempted to tell a lie, but he told the truth. The other boy, whose name was John, said, "After school you come out and play and the first boy that laughs at you for wearing glasses, I will make him stop quick!"

After school David played with the boys and he happened to make a mistake in the game. He expected to be laughed at, but the others kept on playing.

## 20. HELPING MOTHER.

A boy who had a delicate mother took it upon himself to help her.

On Saturdays and after school he would always help her. He would wash dishes and do many other chores suitable for a girl. He was kept busy from the time he came home from school until he went to bed.

He did not want the boys in the neighborhood to know he was doing this work because he was afraid of being jeered at.

One day one of the boys happened to find it out. He laughed at him and told the other boys about him.

Instead of laughing at him, they were ashamed that they had not helped their mothers more.

This boy has overcome his fear of ridicule now and is not afraid to help his mother and have others see him.

## 21. MY FOOLISH FEAR.

When I was small, my fear was walking with my cousin. She is a very nice girl, especially to me. I was afraid some of my chums would see me and call me a little girl. I can now see how foolish I was, because they didn't

even mention it. Gordon, my best chum, asked me why I didn't speak to him when I was walking with my cousin, I told him my fear and his reply was that he had the same fear.

## 22. THE FEAR TO BE OVERCOME.

Just one day recently, I left home for school at what I thought to be the usual time. As I came from the station I saw no one on his way so I thought that our clock was fast and that I was too early. I strolled leisurely up the street and went in the store on the corner to get some candy. Oh! Can you imagine that feeling of genuine dismay that surged through my being when my eye fell upon a clock? Why, it was nine o'clock! I was late! I could feel my heart beat a wild tattoo upon my ribs, and I vowed over and over again that I would not go in school so late. I tried to turn to go home, but my feet seemed glued to the spot and my eyes glued to the clock. My insides seemed to take a coast down to the floor, and my throat seemed to close — a gasp came to my lips. Of course, this only took a few minutes truthfully, but it seemed as though I was in that position forever and a day, so as to say.

I grabbed my books from the counter and made a dash for the schoolhouse. Where were my resolutions concerning the return home? Scattered to the winds. My one desire was to reach my schoolroom before 9.10 o'clock.

I then put my things in my locker and fairly flew up the stairs. When I was outside of my home room door, the teacher had just finished reading the Scripture so I came into the room and took my seat.

I have yet to overcome that terrible fear. "What is the fear?" you might ask. I cannot explain just what it is, but I suppose it is the fear that every one will turn around to see who the late scholar is.

## FEAR OF FAILURE TO ATTAIN A DESIRED GOAL.

### 23. THE THING THAT I MOST FEAR.

The greatest fear I have is a fear for the future.

There is a famous old saying, "He who would find pearls

must dive below." I fear that maybe I will find stones instead of pearls, and instead of diving, I will just take what I receive.

I sometimes wonder if I will be a "follower," and in the background, or a leader, fine and prosperous. I loathe to depend on anybody and I aim, with all my energy and persistence, to be "somebody."

I want to do something to help humanity and not be useless, worthless, and forgotten when I pass away. I want to progress, and have a useful, helpful, clean, and independent life.

## FEAR CAUSING EVASIONS.

### 24. A FALSE EXCUSE.

Once a friend asked me to go with him to his cousin's house. I didn't want to go because I was afraid there might be a dog there, so I said, "I'll go ask my mother." After what I considered time enough to ask my mother in, and the necessary pleading to be done and also the necessary, "Go ask your father," and "Go ask your mother," I came out and said I couldn't go. It happened that there was no dog at his cousin's house, and that they went to the movies and did several other things. So by giving a false excuse I missed the joy of a trip.

I was trying to evade going to my friend's cousin's house when I made the false excuse.

### 25. FEAR OF CLIMBING TREES.

One day a group of boys was going to try to climb a cherry tree to see who could get the highest. As I am afraid to climb trees because of the height I sent my brother in to ask my mother to call me. I had an electric bell out on the porch for calling my brothers and me.

I had succeeded in evading climbing a tree.



## CHAPTER V.—CASES OF FEAR WITH SUPPLEMENTARY QUESTIONS.

---

### GENERAL QUESTIONS.

(Applicable to each case.)

1. GIVE YOUR OPINION OF THE TRUTH OF THE STORY.
2. DOES IT REMIND YOU OF ANY INCIDENT WHICH YOU HAVE OBSERVED OR EXPERIENCED?
3. WHAT CAN YOU SUGGEST AS A BETTER OR A DIFFERENT METHOD OF CONTROLLING FEAR?

## CASE 1.

## FEAR OF THUNDER.

When I was a very young child, I was very much afraid of thunder storms. The lightning rather amused me, but the sound of thunder frightened me so that I was forced to hide under the table and put something in my ears so that I could not hear the loud noise of thunder. I thought that I would never overcome this fear, for it seems that my fear increased with every storm.

My sister, however, came to my aid and I gradually overcame the fear. She used to try to attract my attention to other things rather than the storm. For example, when I was very young she would give me a picture book and we would look at the pictures together. As I grew older, she found other interests for me, and I gradually forgot the thunder. When my sister could not interest me in other things, she would take me out on the piazza during the thunder storm, and she would interest me in the color of the sky or something else connected with the storm. In this way I soon realized that there is nothing to be afraid of in a storm. Now all fear of thunder has left me and thunder storms have no special meaning for me as they did when I was young.

*Questions.*

1. Why are so many persons afraid of thunder?
2. How would you distract a younger sister or a brother from fear of thunder?



## CASE 2.

## FEAR OF THUNDER.

As a young child I was always greatly afraid of a thunder storm. I was accustomed to shut myself up in the house, and fearfully await the end of the storm. When I was about ten years of age, my elderly uncle came to live with my family and, finding out my fear, he began to remedy it. Being a young child, I was, of course, dominated by the "play instinct." Working on this, my uncle taught me a game to be played on the porch during a thunder storm. The game consisted of awaiting a clap of thunder, and then counting between the clap of thunder and the flash of lightning. If exactly twelve were counted between thunder and lightning, the storm was supposed to be coming to an end. This was a very simple game, but it contrived to take my mind off the fearful elements of the storm, and finally to overcome my fear entirely.

*Question.*

Can you cite other specific ways in which a person may be distracted from fear by play, games, or competitive impulses?

## CASE 3.

## FEAR OF THE DARK.

For many years it seemed to me that children were naturally afraid of the dark, and of many other things. When I was about four years old, I was afraid of the dark. Nothing could persuade me to go into a dark room alone. I had an uncle of whom I was very fond. On one occasion I remember that he and I were sitting on the porch one summer night. He was telling me about a box which he had left on his bureau. This aroused my curiosity and I wanted to know what was in it. He told me that, if I went upstairs, I could find out for myself what was in the box. To do this I had to go through a dark kitchen, dining room, and hall, ascend a dark flight of stairs, go along the upstairs hall, and into his room.

I was terrified by the silence and the darkness, but I decided that the box might be worth the danger. I can remember that I made the trip up and back just as fast as I could. I returned with the prize in my hand. It proved to be a steel mechanical top which my uncle immediately began to demonstrate. My interest in the top soon blotted out the unpleasant experience which I had just undergone. My uncle very wisely said nothing about the dark. For my own part, I learned that nothing terrible was hidden in the dark, but that, on the other hand, there might be something pleasant in it.

At various times after this my uncle would send me on other trips through the house. After I had become accustomed to going about the house in the dark alone, I had lost all fear of the dark.

*Questions.*

1. What was the value of having this boy play immediately after his return to the porch?
2. What method of cure was used here?

## CASE 4.

### FEAR OF THE DARK.

My brother had a very interesting case of fear. He was extremely afraid of the dark. For a long time he was obsessed by this fear, but now it has quite disappeared. He is now fourteen years old and is in the first year of high school. Frank is really a brave lad and a leader among his friends.

When we were little children, my mother and father would go out one evening a week to the theatre or to a friend's house. Not wishing to leave us alone, my mother would ask my cousin Grace to come and stay with us. Grace was sixteen and possessed a remarkable imagination. We would make candy and would sit down all ready for the stories that Grace would tell. She would tell stories about goblins and witches and ghosts, and such things as were bound to stir a child's imagination. As I was four years older than Frank, the stories were bound to have less effect upon me, but on him they had a great effect. When bedtime would arrive, necessitating our remaining in a dark room, the goblins and ghosts danced anew in Frank's imagination. Gradually he became afraid and did not want to sleep in the dark room. My mother became aware of this fear and could not imagine how such a brave little fellow could have been overcome by this fear, and she set about to eliminate it.

We have an attic in our house that is unfinished and is not lighted. Here my mother keeps her preserves. She made a point of sending Frank to the attic just before dusk nearly every evening. He would take ten or fifteen minutes to look for what he wanted so that it was dark before he came down. At first he would come running down, but by degrees he began to realize that darkness was nothing to be afraid of any more.

I feel that the ghost stories told to very young children are often the cause of making them afraid of the dark.

#### *Questions.*

1. Do you agree with the final remark about ghost stories?
2. How are the time and the manner of telling these stories important?

## CASE 5.

## FEAR OF WATER.

Charles is a boy twelve years old. Ever since he was a child he has had a great fear of the water. I believe this fear was due to the fact that, when Charles was a small child, he was nearly drowned. His parents spent the summer at a beach every year, but Charles could not be induced to enter the water. In vain they reasoned with him. His older brother often teased him and tried to force him to go into the water. Of course, this only added to the child's terror and he often became panic-stricken.

One summer one of the boys Charles played with asked him to go to camp with him. As Charles's parents were very much interested in outdoor activities for boys they consented to his going. Here the boys participated in all the outdoor games, and swimming played a very important part. The instructor soon became aware of the child's fear and endeavored to help him. After much kindly advice he persuaded the boys to help Charles overcome his fear, and he found them to be very willing helpers. Day by day he persuaded Charles to stay in the water for a little longer period. He introduced many games to be played in the water, and Charles became less afraid to remain in the water. He never became a very good swimmer, but his fear of the water was entirely overcome.

*Questions.*

1. If an athletic instructor were to ask you confidentially what fears boys in general have in sports, what would you tell him?
2. How would you suggest that he could help the boys overcome their fears?

## CASE 6.

## FEAR OF WATER.

When John was thirteen years of age, he went with a crowd of friends to an indoor swimming tank. They had been in the water and were fooling on the edge of the tank. One fellow, to start a game of tag, gave John a push and shouted, "It." The push threw John, who was unable to swim, into the deepest end of the tank. He sank to the bottom and was so frightened that he made no effort to move, but stayed there. The other boys, realizing he could not swim, dived in after him and brought him out. Until he was twenty he never went near the water. At that time his crowd made so much fun of him that the next time they went in a motor boat, he went with them. The boat was hit by another boat and had to be towed into the harbor. This made him more than ever determined not to venture near the water, and since then he has avoided it.

*Questions.*

1. What was the cause of John's first fear of the water?
2. How could a friend help John now?
3. Is there danger that early fear will last?
4. Have you had any experience like this?

## CASE 7.

## FEAR OF WATER.

I have a little niece about six and one-half years old who is terribly afraid to go swimming. She is in the first grade of the primary school. She has a pleasant, happy disposition, but if any one tried to take her in the water, you would doubt this fact. Various people have coaxed her and tried to take her in, but she would kick and scream and would absolutely refuse to go in. This fear was caused by the fact that she was on board a ship on a stormy night and the ship came near being wrecked. Her mother saw that it would be useless to force or to try to persuade her to go in; accordingly, Ann was left playing with the sand while the other children had a wonderful time in the water. After a while Ann envied the good time these children were having and decided to venture in. At first she would just go to the edge of the water, but gradually she got more courage and went in further. She is now fairly fond of the water, but has not as yet entirely got over her fear.

*Questions.*

1. Note gradual method used here.
2. What other methods are sometimes used?
3. Note how the assurance and self-confidence of other children increased this child's confidence.

## CASE 8.

## FEAR OF FIRE.

This little girl was very much afraid of fire, matches, and especially of the gas heater. Perhaps this was due to the fact that when she was younger, while attempting to light the gas heater, she let too much gas flow in. When she struck the match, all the gas burst into flame, causing a small explosion. This had frightened her very much. Since that time she has been afraid to light the gas.

Recently her mother was quite ill, and some hot water was required in a very short time. Since there was nobody else who could get the water, she was forced to get the water herself. Now she lights the gas whenever necessary without the least bit of fear. This shows how force of circumstances made her lose her unwarranted fear.

*Question.*

Can you tell how you overcame a fear when you had to do so?

## CASE 9.

## FEAR OF FIRE ENGINES.

Joey, a child of seven, was very much afraid of the fire engines, especially when he saw them hastening to a fire. Although he was only in the second grade, he was ashamed of his weakness; hence he did all he could to conceal it. Nothing else seemed to frighten him more than the fire engines. No one at home had any special fear of any particular thing, except Joey's sister who, like the majority of her sex, feared mice. Joey's father, a sturdy policeman, was very brave and could not understand Joey's fear.

His mother, realizing that the boy was so timid, purposely used to send him to a store which was near a fire-house, a few streets away. Joey, although he knew that his mother did this to relieve him of his fear, defeated her purpose by taking a roundabout way in order to avoid passing the fire station.

The young man who lived in the second floor of Joey's house was a fireman. Try as he would, Tom could never induce Joey to come to visit him. Many a time did Tom try to bribe the boy to slide down the pole or sit in the fire chief's car, but all was of no avail.

One day, however, Joey's house caught fire while he was alone in it. In trying to escape he found every exit blocked by clouds of smoke. Finally, hearing the engines coming, the boy got weak and fainted. When he awoke, a burly fireman was holding him tightly. Upon being asked as to his opinion about fire engines, Joey replied, "Well, I guess they're all right. I kinda think it's a good thing for people to know that the fire-engines are there to help us."

*Questions.*

1. Why is it said here that the others at home have no particular fears?
2. What did Joey really learn about fire engines?
3. Have you ever similarly learned that something or some person that you feared was really for your own good?



## CASE 10.

## FEAR DUE TO A TRICK PLAYED UPON BETTY.

Betty was eight years old, and in the third grade. One day the teacher came up to Betty's desk, and placed on it a number of small-sized cards and a box of rubber bands. She asked Betty to place the cards in stacks of ten, and to place a rubber band about each pack. Betty diligently counted the cards, and arranged them in piles all over her desk, but she did not put on the rubber bands. She sat back in her chair. The teacher asked her if she had finished. Betty rather doubtfully answered, "No." The teacher came up to the desk and offered to help. Still Betty sat back in the chair. The teacher became alarmed, and asked if she were ill. The tears began to flow. The little girl insisted that she wasn't ill, but stubbornly refused to explain her actions.

After the rest of the class had been dismissed, the teacher had a long talk with Betty. She discovered the reason Betty had not finished her work was that she was afraid to touch the rubber bands. The cause of the fear the teacher found out after much questioning. When Betty was only four years old, some little boys had frightened her by teasing her with a worm made of rubber. Ever since that time, the sight of elastics caused Betty to have a "funny feeling," as she expressed it. She is now ten years old, and nothing can break her of this fear. It still persists.

*Questions.*

1. Do you believe Betty could have had such a fear?
2. How should she have tried to help herself?

## CASE 11.

## FEAR OF A GROUP OF BOYS.

Whenever I chance to meet this little friend of mine, he is either by himself or in the company of only one other boy. At first this did not seem strange to me, but after a while I began to notice it. He is only six years old and his chum is eight years old.

One day he came to see me and as he was alone, I decided to question him about his association with only one boy instead of numerous chums. I started by asking, "Why do you always go with Jimmie or why is it when Jimmie isn't around that you are alone?"

At first he began to evade my questions by saying that Jimmie lived near him or he met him coming from school. However, this did not discourage me and I continued asking questions. Finally he told me his trouble.

One day a group of boys were teasing a dog, tying a can to his tail and abusing him in every way possible. Walter, being a lover of dogs, although he was younger than the rest, asked them to let the dog alone. Of course, as is always the case, the big boys hated to be told by a younger child that they were doing wrong. They refused his request, but this did not suffice. Walter would not go until they let him alone. One of the boys, then, started to tease the dog and then turned the attention of the dog to Walter so as to anger the dog against him. When they saw that the dog was sufficiently enraged against Walter, they let the dog go and he immediately ran at Walter. Walter ran and the dog followed. He was thoroughly frightened, but somehow managed to escape from the dog. This is not all, however. Now whenever these boys see Walter, they tease him, calling him all sorts of names until he is so afraid of them he refuses even to associate with other boys except his own pal. Although I have tried to tell him that only that crowd of boys was mean, it seems to make no difference to him and he still remains by himself or with his chum.

*Questions.*

1. Is this typical?
2. What actions in this story are especially typical?
3. Is this boy, Walter, getting a settled attitude of an undesirable sort?
4. Would your crowd have acted as these boys did?
5. If you were to tell them this true story, would they believe it?

## CASE 12.

## SURPRISE CAUSING FEAR.

Paul is seven years old and in the second grade. He is a very thoughtful child and usually quiet. However, he is not timid or shy once he knows a person. One day when he was out playing with some boys, he happened to think of something. He stopped playing and soon was lost in his own thought. Suddenly one of the boys pounced upon him and began to punch Paul as hard as he could. Paul is not usually afraid to fight and often quarrels in fun with the other boys. This time, however, he was so dazed that he did nothing but look at the other boy. Suddenly a look of fear came into his face and he ran away as fast as he could. The other boy chased him, but Paul succeeded in getting away. The trouble is this:— Paul was frightened because he was roused so quickly from his deep thoughts. At any other time he would defend himself as any normal boy would. Now he often plays alone in the house rather than go out to play with others. When he feels lively, he enjoys playing; but when he feels thoughtful, he keeps by himself because he is afraid the boys will hurt him. His mother says he used always to be willing to play. How can he overcome his fear?

*Questions.*

1. Do you believe this case? (Bring out the significance of shock here. Emphasize suddenness.)
2. How can his "pals" help him?
3. Have you ever had an experience at all resembling this?

## CASE 13.

## FEAR OF THE SCHICK TEST.

John, five years old, was attending the kindergarten of one of the public schools. He was a happy little boy, who, to his parents' satisfaction, had liked school. He was always ready to go each morning and eager to tell his mother about his experiences when he reached home at noon. His mother was, therefore, greatly surprised when he suddenly acquired a strong dislike for school. She began to have great difficulty in sending him to school each morning. Finally, she had to accompany him to the doors of the school in order to make sure that he went.

One morning, soon after this sudden change, John asked his teacher if he could leave the room. He went and failed to return to the classroom. The teacher became alarmed and went to his home. Here she found the little boy in tears. At first he refused to tell them the reason for his distress, but they finally discovered that John was afraid of the Schick test. An older boy had told him about it in a cruel way and John was living in the fear that the doctor would give him the Schick test. His mother talked to him and the following morning the little boy set out bravely with his mother to visit the doctor. The doctor gave him the Schick test and John's fear was banished. Now John goes to school readily each morning and he is interested and happy in the kindergarten work once more.

*Questions.*

1. What do you think the older boy said to John in regard to the Schick test?
2. Is the right attitude toward the doctor important to each of us?
3. What should be our attitude toward a physician?

## CASE 14.

## SENSITIVENESS DUE TO PHYSICAL WEAKNESS.

My father, who is a physical instructor in a settlement house, told me the following story.

One day the head of the house brought to him a little boy ten years old, who had recently moved into the neighborhood. The boy was thin, round-shouldered, and hollow-chested because of illness and poor air.

Placed in a class of forty boys about his own age, he was not able to play the games. Since he was very sensitive of his physical appearance, he refused to play at all for he feared the boys would ridicule him. This was perhaps due to some outside incident. At first the boys said, "Come on," but when he started they began to jeer at him. He always stood in the corner watching them, a pitiful little figure.

One day the little boy did not come to his classes. Noticing this, the teacher talked to the boys and told them their little classmate had not had a chance up to this time and that more than an ordinary chance should be given him now. The teacher saw to it that the little boy came to class next time.

At first the class played games a little easier than usual, passing the ball, running and the like. Then they played group games in which the child was able to participate. As each day the games grew a little harder, the child found himself succeeding and lost his fear.

Ten years have elapsed since that time and the little boy is now a very popular young man. Being of excellent build, he is now a fine baseball player, a jumping center, and captain of a basket ball team. He achieved all this simply because his fear was not allowed to get the better of him.

*Questions.*

1. Do you believe this story?
2. Was the experience here narrated a critical one for this boy? From the point of view of health? From the point of view of becoming a sociable fellow?
3. Can you give instances of how some people become so unsociable and so inclined to stand off?

## CASE 15.

### SENSITIVENESS DUE TO LAMENESS AND THOUGHTLESSNESS OF COMPANIONS.

George, about six years old, had had infantile paralysis, which had left him so lame that he had to wear a brace on his leg. He was extremely sensitive of this fact.

One day when he was playing with some perfectly normal children, something went wrong in the game, and one of the children made a remark regarding George's lameness. He came to his mother in tears and from that day on avoided all the children in the neighborhood.

Since he had reached the school age, his mother wanted him to attend school. George thoroughly disliked this idea because he felt the boys would make fun of him. Although George desired companionship, he was deprived of it through the fear he had of meeting children. George became listless and seemed to have little tendency to play.

The mother in desperation tried to have him go to school, explaining that among the boys that he would meet there were children who also were suffering from such deformity. But because she had such pity for her child she disliked to force him to do something that might prove distasteful to him.

During the summer the mother took him to the country where he was to stay with his aunt. The aunt had a young son, John, whom George had never met before. When George first saw his cousin, he showed no friendliness for him. But gradually his reserve broke down and the two young boys became the best of friends. When his mother saw this, she was delighted and she tried to point out to him that there were other boys in the world who were just as nice and friendly as John.

When George returned home in September, his mother again introduced the subject of school, because George was now seven years old. This time the suggestion met with George's approval and he began to attend school. Today he is about twelve years old, and he mingles with all the boys. The boys now do not look down upon him because he enters into almost all the games; in many cases his mother says they show due consideration for his deformity, but not in such a manner that George resents it. Thus, through the kindness of one boy, George's life has become happier.

#### *Questions.*

1. What do you think of John's actions toward George in their early acquaintance?
2. Do you think John really understood George?
3. Did this show John to be a bright boy? A manly boy?

## CASE 16.

## AN EXAMPLE OF TACTFULNESS.

James has just passed his twelfth birthday. He is in the seventh grade of grammar school. Unfortunately he is not as fully grown as the other boys of his own age whom he knows. As a result of this, James does not venture into the strenuous games in which his friends take part. He is very conscious of his abnormality and is afraid to be ridiculed by other people. He thinks that if he played with the other boys and made errors in their games, he would be laughed at. Then, too, he is afraid of being hurt. He has seen several of his friends receive cuts or bruises in their play; so he is afraid that he would be worse off than they in a rough game. Yet James will not associate with boys of his own size who are younger. He is always with those of his own age, but when a game is to be started, he retreats to one side to watch. Several times I have heard the boys coaxing him to enter some simple game. Once when he made an error, it was pointed out that a worse one had been made by the biggest of the group. In this way the boys are gradually getting James to enter their games. As he becomes more acquainted with them, he plays more with them, but, not, however, in the schoolyard where so many children are around.

*Questions.*

1. Are these boys acting in the right way toward James?
2. Can you imagine how James feels?
3. What would you suggest to these boys regarding helping James to overcome his timidity?
4. Can you tell of any similar case in your own experience?

## CASE 17.

## FEAR OVERCOME BY GROUP-APPRECIATION.

Joseph was fourteen years of age and in the eighth grade. He was not a very strong boy and so was not very popular with the boys.

One night after school, when talking to Joseph, the teacher discovered that he was very much interested in writing. He showed the teacher a few little stories he had written. In reading these the teacher saw that Joseph had talent along this line. The next day she had him read one of these stories to the class. The story was interesting and amusing, so the class was delighted with it. Joseph, however, not knowing what they were thinking, was flustered and nervous since he thought the boys would consider him a "sissy." When he saw how they liked the story, his composure returned. The other boys now were very much interested in him and his writing. Whenever there was time, the teacher allowed Joseph to read one of his stories and finally Joseph became very natural and not a bit self-conscious in his manner. He was now a great favorite with the boys, who overlooked his weakness, so interested were they in Joseph himself and in his writing.

*Questions.*

1. Was it a good thing for Joseph that he was so gifted?
2. Was the attitude of the class important in his progress?
3. Do you believe that writing stories or poems is unmanly? How about drawing, painting or playing a musical instrument?
4. Do men look upon these accomplishments as being unmanly?



## CASE 18.

## INTEREST IN STUDY OVERCOMES FEAR.

Edna was very much afraid of ghosts when she was ten years old. Every time she was in a room by herself, she imagined that she heard ghosts knocking at the doors and peeking in through the windows. Finally she became so overcome by this fear that she never would remain in a room unless some one else was with her. Edna continued to have this fear for two years.

When Edna was thirteen years old, she became a freshman at high school. She took an academic course and consequently had many home lessons each night. It thus became necessary for Edna to study in a room by herself every night, for it was impossible for her to study in the living room on account of the noise caused by the younger members of the family.

Being a good student, Edna was very much interested in her work and concentrated deeply when she studied. This concentration was a very good thing for Edna, for by concentrating on her work when she studied alone every night she gradually forgot about her fear of ghosts.

*Questions.*

Give examples of fear overcome by wholesome change of attention and by concentration?

## CASE 19.

## FEAR ENGENDERED BY UNWHOLESOME READING.

I know a boy, about thirteen years old, who until very recently had a very odd fear. He is in the seventh grade, and he always enjoyed reading. In the evening, he would sit for hours reading adventure and detective stories while his mother and father read or listened to the radio. He was all right while there was some one in the room with him, but the minute he found himself alone he would become very much frightened. This happened only at night. In the daytime he was all right. The following is an account of his actions when he found himself alone.

The child would be reading or, perhaps, studying. His parents would suddenly for some reason go into the kitchen, upstairs or to the store. The boy would not notice for a while that he was alone. Suddenly he would stop and look around. Immediately he would stop reading or studying and sit perfectly still in his chair. He would be so frightened that he would be afraid to turn his head. If a board suddenly creaked, the child trembled with fright. He would sit motionless, not turning his head until someone came into the room and sat near him.

His parents were unaware of this feeling of the child. They noticed, of course, his peculiar actions, but sometimes attributed these to the fact that perhaps he was tired.

One evening, however, the mother left the room and went upstairs. Suddenly she called the boy and received no answer. Knowing that he was downstairs, she called again and again. Finally, she went down, and found the child intensely frightened. She tried to make him tell her what the matter was, but he only said that he was afraid to go to her. She tried to reason with him, but it was of no use. She watched him carefully, however, every night and she tried to think of a way to cure him of his fright.

One day as she was fixing his room, she looked over the books he had. Most of them were detective stories, telling of terrible murders. Immediately she thought that perhaps the books were the cause of the fear. She took them all away and packed them in a box. That evening the boy went to his room and, not finding his books, asked for them. His mother told him that he had better not read any more for a while because his eyes were getting bad on account of strain. This was very true.

Every evening she left the room for a while and watched him from the next room. She came back immediately if she saw the boy becoming frightened. Sometimes she went upstairs directly overhead of the room where he was, and called him until he came upstairs to her. Gradually, with the absence of the books and his mother's talking to him about how foolish he was to be frightened, the child began to act naturally. He is not yet thoroughly cured, but he is fast improving. His mother keeps all reading of murders and the like away from him because this is perhaps the real reason for his fright as he is naturally a very timid and sensitive child.

*Questions.*

1. What advice would you have given this boy regarding his reading, if you were his chum?
2. If you knew the efforts his mother was making, how would you have tried to help him?

## CASE 20.

## FEAR OF RECITING AT THE BLACKBOARD.

Mary is nine years old and is a student in the fourth grade. She has a fear of being called to the blackboard. Although she does well in her school work, she always stammers and does very poorly at the board. She trembles all over and seems to lose her head entirely. However, Mary doesn't mind answering from her seat. Sometimes the teacher has Mary come in before school and put her work on the blackboard. When alone, Mary seems to do much better. This seems to have lessened Mary's fear, but the same self-consciousness and timidity arise when she is before the class. Evidently Mary has been subjected to ridicule at a previous time. What can be done for Mary?

*Questions.*

1. Have you ever experienced a like fear?
2. Who helped you overcome your fear?

## CASE 21.

## FEAR OF CRITICISM.

Anna is about eight years old and is a pupil in the third grade. The little girl is of a very sensitive nature and has a fear of making a mistake. As a result of this she does not speak out in class because she is afraid of ridicule and of not answering correctly. Evidently at some time she had been criticized so harshly that it has impressed her. In all her written work she does very well. The same thing occurs with her study of music. If she makes a mistake, she will immediately burst into tears and will not stop. Her mother, her school teacher, and her music teacher all are doing their best to cure her of this habit. It is rather difficult, for they want to secure her best work at the same time.

In the schoolroom the teacher sometimes carries on class discussions and allows the children to criticize each other in a friendly way. However, all the criticism must be constructive rather than destructive. The teacher sometimes reads stories of great people who have subjected themselves to much criticism, but who have been successful. The teacher reads stories, also, of people who have profited by their mistakes. When the child fails in music, the teacher immediately points out the construction, and the parts, and emphasizes the subject rather than the fact that the child has made an error. Whenever there is an opportunity, the child is encouraged to take part in musicales, school plays, and other activities in which criticism is involved. The child is beginning to improve in her timidity and fear of making a mistake because of ridicule.

*Questions.*

1. How will this child be handicapped in later life unless she overcomes her timidity?
2. Do you think her teacher is kindly and skillful? Explain.

## CASE 22.

## SHYNESS CONFINED TO THE CLASSROOM.

John is a boy of twelve years in the sixth grade at school. He is one in a family of eight. Because he is the oldest of the family, he has been accustomed to rule the other children. One would think that this fact would keep him from being shy before the children of his class, but, on the contrary, he is afraid to recite although he does not mind taking part in the athletic activities or games.

One day I talked with him for a while, and tried to draw out the reason for his fear, but without success. His mother said that he seemed to do his homework rather well and that the teacher did not think him a disobedient boy. Still, after the teacher and his mother had talked with him, they could not seem to make him less afraid, but they thought they had found the reason. During the conversation he had betrayed the fact that he was made uncomfortable by making a mistake in public. His papers which had mistakes on them did not hurt him, but to stand up and give a wrong answer made him turn scarlet and feel humiliated.

The teacher asked the mother to cooperate to rid the boy of that overwhelming sense of humiliation. She asked her to explain to the boy how one makes mistakes to be corrected and to learn.

With the mother's aid the teacher started gradually to give John more confidence in himself by having him answer questions in subjects he liked. Then she showed him by comparison how the other children made mistakes without getting so upset. Finally she managed to rid him of that fear of making a mistake, for now he recites as best he can without becoming upset upon making a slight mistake.

*Questions.*

1. Are children often afraid just in one particular situation?
2. If we find a person afraid in one situation, have we any right to speak of him as a fearful or a timid person?
3. How did John have the wrong attitude regarding making a mistake?
4. Do you think the teacher did right?

## CASE 23.

## A CASE OF SELF-CONSCIOUSNESS.

A friend of mine is now in her first year of college. She is termed shy and withdrawing by her friends, yet the basis of her self-consciousness seems to be composed of subtle fears. She fears to meet new friends or to speak to strange people whom she must meet in her college life. For example, if this girl is asked to order theatre tickets over the telephone, she passes through a state of fear and nervous anxiety. It would appear that she lacks confidence in her ability to express herself clearly. Many times she has written messages and then has delivered them over the phone by reading them. This lack of confidence characterizes all the girl's social activities and is the cause of much unhappiness in her life. How can this girl be helped?

*Questions.*

1. Is it usual for a college student to lack confidence to such a degree?
2. What elements in her training and school experience may account for this lack of confidence?

## CASE 24.

## A PROBLEM.

John X., aged seven, would never play baseball. He had a profound fear of getting hit with the ball. Although his father provided him with a mask, he could not seem to overcome his fear. Like the other boys, he became very much interested in the adventures of "Babe" Ruth and other prominent players. His father took him to see many of the big games. Still he could not cure his son's fear. What would you have done in such a situation?



## CHAPTER VI.—REPORTS OF EXPERIMENTS IN THE CLASSROOM DISCUSSION OF FEAR.

### REPORT ONE.

This is a report of discussion with fifth and sixth grade classes. The cases discussed were the following four themes written by ninth grade pupils in another district.

#### A.

My brother used to be afraid in the dark. One night my mother knew my father would be late in getting home, so she said she would go out shopping.

Laddie, my brother, had been to a party and insisted on playing with the things he got there. Mother told me to put the light out and come with her, which I did. All of a sudden we heard a scream. It was my brother. He ran out of the dining room.

Mother asked him what was the matter. Laddie answered, "Oh, I heard a noise. I think some one is hiding under the table."

Mother knew that there was no one there, so she made Laddie go and put the light on himself and see.

He kicked and screamed for a long time, but finally he went and put the light on.

Since that Saturday night he has never been afraid in the dark.

#### B.

I have always been afraid of doing a certain dive since the day that I struck my head on a rock and split it. I can do other dives harder than this one, yet when I come to do it the fear of the result of the last one comes over me and I decide not to. When I am out of the water, I always say that I'll do it next time, but when next time comes it's the same thing. It's not the dive, but the result that I am afraid of.

## C.

When my sister was about five years old she came from the hospital after having been very ill with diphtheria. She was afraid of her doctor who wore glasses. After that every man who came to my house and who wore glasses would frighten her as she thought they were doctors and were going to take her to the hospital. It took a very long time to make her believe that not all men who wore glasses were doctors coming to take her away to the hospital.

## D.

I know a little boy who was very much afraid of dogs. It was caused by his parents. They used to tell him when he was younger not to go near or touch a dog, because the dog would bite him very hard. I still see this little lad, and he is just as much afraid of dogs now as he was when he was smaller. We are trying to get him away from that fear now, because he is getting older. We are now encouraging him to pat dogs that come to his house, and not to run from them, and to play with friendly dogs, if they are playful.

## APPROACH.

I had already had discussions with the class of girls on the subject of fear this year which made it easy to introduce this new piece of work. When I told them I had a few papers upon which I wanted them to give their opinions, they greeted my plan with great pleasure and interest. Before I started to read the cases to be discussed, I tried to refresh their memories of their childish fears which had been related to me by them and of how they in many instances had overcome their fears.

“Now,” I said, “I shall read about a boy who was afraid of the dark, and I would like you to listen attentively as I shall ask you those questions which you see written on the board.”

The following questions I wrote on the board in front so all might see and follow while I read the case.

1. Do you think that a boy or girl could be so afraid of the dark as that?
2. Do you believe this particular story?
3. How would you help your little brother or sister to overcome the fear of the dark, for instance?
4. Can you believe a child can help himself to overcome his fears?
5. Were you ever afraid of the dark as this boy was?

#### DISCUSSION.

The case was read. The class unanimously agreed that a boy or girl could be so scared and that the story could be true.

The different methods of aiding a brother or sister to overcome fear were much alike. They would do just as the mother did, or they would take the child into the dark room and turn on the light to show him there was nothing in the room to hurt him; another way mentioned was to ask the child to get some article from the dark room.

The fourth question, "How can a child help himself?" was answered in various ways by the children. One girl said, "He should learn to face his fear because, if he doesn't, he will always be afraid."

Another pupil answered, "When his parents ask him to go to the store when it is dark, or into a dark room, he should go. Then he'll forget his fear."

When the question was asked about having similar fears, many said they had them. This was followed by interesting cases told by the individuals who had overcome their fears of the dark. The cases of childish fears were practically the same as has been quoted.

The case of Fred and his fear of a certain dive was read. As they are young children, this subject of diving was too difficult for them to discuss as a few of them are just beginning to swim.

They could, however, relate stories that they had heard about boys and girls taking dives and having had serious mishaps. Also they could repeat a case they had wit-

nessed — a girl diving which resulted in death to her. This case made an impression on some so that they are reluctant to learn how to dive.

The case of the little girl afraid of the doctor was more familiar. On this one, conversation was not lacking as to the truth of the story nor how they could help such a girl. There were similar cases related.

One grade five girl gave this method of curing a little girl in such a position. I shall write as she told it.

“I am referring to the case where the child became afraid of all men who wore glasses, after she came out of the hospital where a doctor attended her who wore them.

“I would help her by putting a pair of glasses on her father. She would know that he was not a doctor and in that manner she would overcome her fear.”

Another girl related a story similar to the previous case, saying she had been afraid of men who wore glasses since she had been to the hospital. Later an uncle was obliged to wear glasses for defective eyesight. As she knew he was not a doctor, she reasoned that perhaps others were not either. Later she was forced to wear them herself, which, of course, has destroyed that fear.

The case of the little boy afraid of a dog was also familiar to the class.

The story was not doubted as to its truth.

Under the discussion of how to help another child so situated I had many suggestions.

One suggested that the parents get a little dog for the boy to have as a pet. He would then learn to overcome his fear by playing with this pet. Also he would learn to understand a dog and his ways.

Another girl said she would explain in this manner to the boy: “If we are kind to dogs, they will be so to us. When a dog wags his tail, he means to be friends. We should talk kindly to them. Then they know we are friends of theirs and so will not hurt us. When we are cross and ugly, then they bite because they think we aim to hurt them. Dogs are our friends. If you run, they

think you mean to play. So you must pat them and be gentle. Then you will see how good they are to you.”

This case, which I shall give, was given by a pupil as a means of overcoming in her sister, fear of a kitten which had scratched her.

“One day I put a kitten in her lap and took her hand and patted the kitten. The little thing began to purr and curl up to go to sleep. When my sister saw this, she was happy. She forgot her fear and soon laughed at herself for being afraid of such a helpless little creature.

“Now she will handle any cat she sees because she has learned to love them.”

#### CONCLUSION.

In the short time I have taken up this subject, fear, with the small children — grades five and six, whose ages run from nine to eleven, mostly, I find that they enjoy discussing their fears and how to overcome them.

At first they were a little timid in expressing their fears before the class because they feared ridicule. This, of course, was not allowed for one instant. To set them at ease I related my own little fears. They soon learned we all had fears which we are not ashamed of having overcome, either by facing them squarely, or associating something pleasant with them and thus gradually forgetting the original fear; or by talking the matter over with some older, sympathetic person — thus finding the nothingness of that particular fear.

Grades five and six children have not much experience in helping others to overcome childish fears unless it is a case within their comprehension. Those who have younger brothers and sisters are able to understand and see reasons for these fears when they have experienced just such fears.

Many agreed on this: that whistling or singing when entering a dark cellar or room was good to keep up one's courage and to forget fear.

We also agreed that there are things which we should rightfully fear, such as fire, careless crossing of the street,

shifting about in a boat or canoe while on the water, going in bathing too soon after eating, or diving in shallow water.

If the subject is kept within their experience and comprehension, much good can be done in training the children for good citizenship. Also, good material may be had by those who have their eyes and ears open.

## REPORT TWO.

An eighth grade teacher has submitted the two following reports (A and B).

## A.

I opened the discussion with the following:

“This morning we are going to consider our topic of fear from the viewpoint of two real stories of children’s fears.

“Let us first listen to this story: ‘Paul is seven years old and in the second grade, etc.’ (See Case 12, Chapter V.)

“Do you believe this story a true one?”

The pupils of grade eight disagreed. Some believed it would happen once in a while. Others felt the case was not an average everyday case.

“How many pupils know children of seven years of age?”

Practically all knew many.

“How do these children act compared with Paul’s actions?”

The pupils replied in this way:

“My little brother is seven years old, but is almost never thoughtful. He climbs fences, climbs trees, plays continually. He only seems to ponder a little when he is absolutely alone with none of his playmates or brothers or sisters near him.”

“I know a little boy of Paul’s age who runs, jumps, plays. My mother is always afraid he’ll get run over. He doesn’t remain still long enough to ever be thoughtful.”

“I have a little brother of Paul’s age who never stops playing long enough to be very thoughtful. He is very active, jumps on other boys’ backs, wants us to wrestle, plays cowboy and Indian and knows much about the world. He knows about horses, aeroplanes, racing autos, by just playing and observing.”

“My little cousin is seven. His mother keeps him in most of the time. He takes private lessons in French. He knows no boys of his age. He is quiet and thoughtful.”

Many cases were cited. From them the pupils decided that Paul's case was the exception rather than the rule.

However, he could get over this fear which was the result of shock.

The pupils agreed that it was all well and good for a boy to get lost in his thoughts, but not when playing actively with a group of boys.

One pupil said, “Most little boys of seven only think when they are alone, and generally when they are in the house, not when playing with companions. Yet, if he must stop playing to think, he could let the other boys in on his thoughts, and let them think of the thing together.”

Another said, “His pals will have to help get him out of this feeling of fear which they got him into. One way would be to pay no attention to him when he acts afraid or runs.”

Another objected saying, “Yes, but the other boys will make his life miserable if they think he is a coward. His mother will have to explain to him that there is nothing for him to fear and that he should play with his companions. He'll gradually forget this fear as he gets playing again.”

Another said, “His mother or a friend or a sister or brother could get a neighbor's child of seven to play with Paul and entice him to play with the group again. He would have such a good time he would be his old self again.”

Another said, “Paul could share his deep thoughts with his playmates.”

I asked at this point, “How could he share his thoughts?”

The pupil said, “By telling the others what he is thinking of. By showing the others how he happened to be thinking.”

Another pupil: “Tell Paul when he should think and when not. When playing, if he is strong and healthy, he should put his whole self in his play.”



One boy of grade eight suggested a rather harsh way in which his pals could help Paul. He said, "Paul was afraid due largely to the shock he received. If the boys pounce on him often enough, it will knock the fear out of him."

Another boy suggested, "In the war, many soldiers received shell shock. Some have recovered since the war by receiving a severe shock. Perhaps Paul may have an experience like this. He may be frightened and shocked so many times, as the boys will pick on him now, knowing his weakness, that it will serve to deaden this unnecessary fear."

A girl of grade eight then suggested the following:

"Why not shame or tease Paul out of the feeling? His mother or playmates could do this."

At this point various responses were given: "Paul's playmates are not going to cater to him. He is just one of the group. Now that they know he is afraid, they may try to bully him. Or else they may just let him alone and ignore him. Or, some one may take his side and be his real pal and help him overcome his fear by fighting it. This one pal might show Paul that it is no harm to be afraid, that he was often afraid of other boys, but that he must face the fear, must play with the boys and that he can think when not playing with the gang."

"Paul could be shown by his mother or by a pal that there is nothing for him to run away from, that he can have a good time with the boys and that he can go with boys that he trusts and has confidence in. He could be shown that there is no ground for fear. He could see, thus, that all people feel afraid at times. He was not afraid once, and he doesn't need to be now. They could remind Paul how he used to fight in fun with other boys, wasn't afraid then, and therefore shouldn't be afraid now."

"Paul is just at the age where he has reached the age of reason. He was frightened badly, but his pals or mother could put a feeling of confidence in him and show him how he can gain success and happiness if he loses this feeling."

"Boys of seven forget quarrels. Paul's pals pounced

on him and punched him in a spirit of fun, just to rouse him and get him in action with the group. Now that he shuns the group they will want him back. Gradually, perhaps one by one, they will win Paul back."

"The gang will laugh Paul out of his fear."

"My mother had an experience similar to this one of Paul's. My little brother used to run in crying every little while and tell Mother how another little boy hit him, or took his toys. My mother sent him out every time and told him he was a boy and must take care of himself. She watched him to see that the other boys were not really hurting him. Gradually he fought for his rights. This might help Paul, after he has been encouraged."

"Let Paul alone. He'll work this out for himself."

I then asked the class if they ever had an experience similar to Paul's. One bright boy of grade eight said that he did: "I've often been playing base-ball. In a crucial moment I have seen an aeroplane, have forgotten the game and watched the machine, and gotten so wrapped up in my thoughts, thoughts of the air, of flying, of the thrill of sailing way above the earth, that it was a real shock when I found the whole team yelling at me."

Another pupil: "I had a feeling of real fear come over me one day. I was watching men clear away the wrecks of two automobiles that had collided. One by one the other children left so as not to be late for school. I was in deep thought puzzling out how the parts of the engines could be repaired when a boy yelled 'Come on to school.' I jumped a foot. It startled me so for a moment that I could feel my heart beat faster."

Another girl of grade eight said, "I was deeply immersed in a most interesting story. I forgot everything and was living in the story, when my mother tapped me on the shoulder. The shock of coming out of the part I was living in the book and coming back 'to earth' gave me a real fright."

Another replied: "I can understand how Paul felt. I had a feeling similar to his once. I was to meet my father. He was to walk from the car towards our home.

I was to walk from home towards the car. He came, however, by a different route. He came up in back of me. I expected that he would be walking toward me. When he tapped me on the shoulder, I screamed and turned around suddenly. I never realized one could be so frightened. It was the unexpected sudden shock."

Many other pupils gave interesting accounts of such experiences.

The classes agreed that Paul had a really significant sudden shock which caused him fear. They agreed that such a case could happen, though it was not common. They agreed that it was serious enough to discuss and that it would help them to help other children of Paul's age.

#### B.

We next considered another case. I opened the discussion by reading the following story:

"I have a little niece about six and one half years old who is terribly afraid to go swimming, etc." (See Case 7, Chapter V.)

I then said, "What method did Ann's mother use to try to overcome Ann's fear of the water?"

One pupil said, "I think that Ann's mother used good sense. The mother understood why the child was afraid of swimming. The mother realized that Ann had been scared frightfully when Ann was on board a ship on a stormy night and that the ship had been nearly wrecked. Ann had a real fear, not a foolish one. Almost any one of us would have been well frightened if it had happened to us. No one wants to go down with a ship at sea. Ann's mother realized that to overcome this fear she would have to work slowly and gradually."

Another responded, "Ann was solving the problem for herself. I think the best thing to do was just to leave her alone. She played in the sand while others went into the water. She was slowly getting used to the water. If she was left alone, she would follow the other children into the water."

I then said, "What else could be done to help Ann forget her experience and thus to make her love the water?"

A pupil said, "Show her how the other little girls and boys learn to swim."

Others gave these suggestions:

"Never remind her or let any one suggest any fear or dread of a ship or of the water."

"Get her some toys that float and let her play with these in the water."

"Get her some water-wings."

"Take her for a boat ride on a good day. This will take away some of the fear she received on the boat on the stormy day at sea, and, as she gets older, she will understand that her experience was not one likely to happen as a rule."

"Tell her that she needn't be afraid unless she goes out too far."

"Have other children play games with her in the water, as ball, tag, etc."

"Show her how children smaller than she are not afraid."

"Do not remind her of any fear. Say there is nothing to be afraid about."

"Let her gradually forget to be afraid."

"Never force her to go in the water. You often see parents forcing little children to get wet all over in the water. This often frightens children so that they never lose a fear for the water as long as they live."

This last remark led to a discussion of fear of the water caused by trying to force children to like it. These remarks were made:

"I was carried out to a raft when I was very young. Then I was thrown off. I struggled, but could not swim. The other boys yelled, 'Sink or swim.' My lungs filled up with water. At last a man grabbed me. I am still afraid to swim out very far, but I am old enough now to see that I must get over this feeling."

"My father fell off a dock when a little boy and was nearly drowned. We go to the beach every summer, but he has never gone into the water since he had that experi-

ence. Last summer my mother told him that the salt water might help his health. We almost got him to buy a bathing suit. We hope he will this summer."

All agreed that the method of using force to make Ann like the water would only aggravate the case and make matters worse. We agreed that she was on the right track. She was gradually overcoming her fear. She was gaining confidence by having others assure her that she need not fear the water. She was gaining confidence gradually. Other methods could be used, but, instead of hastening the overcoming of her fear, would probably delay it. She is now fairly fond of the water. This is sufficient for the present.

The class agreed that the right methods were being used. Ann was beginning to associate pleasantness with the water, which she had feared. She was gaining confidence by getting into group action, by play with children in whom she had confidence and who had no fear of the water, except a good cautionary fear. She was being taught that her fear was groundless. As she gets older, she will understand that her first fear of the water was very natural, a fear any one might have under such conditions. As the pupils said, Ann was gradually becoming successful in facing and overcoming her fear, and in the future would by all means be more successful.

## REPORT THREE.

A ninth grade teacher reports discussion of fear with classes by submitting reports written by class secretaries. Printed below are first (marked 1, 2, and 3) the cases used in the discussion. Following these cases are printed (marked A, B, and C) reports by the class secretaries.

## 1.

Edward, although only four years old, has always been terrified when any dog has come near him. He used to scream and tremble all over. He is a very affectionate child and has a genial disposition. He is rather shy when in the presence of older people. He does not go to school yet.

The cause of his fear lies in an incident which took place when he was about a year and a half old. His older brother was teasing a dog one day. The dog snapped at him and then snapped at the baby who was sitting on the grass nearby.

To conquer this child's fear, his father bought a very tiny puppy which was hardly able to walk. The other children in the family played with it and fed it. Edward would not touch it at first, but after seeing how helpless and quiet it was, he patted it. He was encouraged to feed it and pick it up gently, being told all the time to be careful not to hurt the little dog. This warning was uppermost in his mind and led to his forgetting himself.

Now Edward loves the dog, although it has grown considerably. He is now very much less afraid of all dogs.

## 2.

There was a little boy who lived in the cottage next to ours at the beach last summer. Charlie was a fine little chap of six years. He loved the outdoors, and would spend his entire day playing in the sand, building tunnels, houses and castles. Charlie, however, possessed a great

fear of the ocean. No one could get him even to walk up to his knees in the water, and he would scream helplessly if any one made an attempt to force him into the water. Now Charlie liked to play ball very much. His older brother, anxious that Charlie overcome this dread, took advantage of this fact. He would play ball on the sand with his little brother and once in a while would purposely throw the ball near the water so that Charlie would have to go into the water. At first Charlie would draw back and hesitate before going after the ball. The older brother would say nothing, but get the ball himself, and the youngster would feel ashamed.

One very hot day, the two brothers were playing ball on the burning sand. James, the older, threw the ball in such a way that it bounced into the water. Charlie ran for the ball, and when his feet touched the cool water, he liked the feeling. The ball was at such a distance that the child had to go up to his waist to get it. From that time on, Charlie gradually became accustomed to the ocean and finally grew to like it.

### 3.

Eleanor, who is ten years old, is in the sixth grade in school. Her parents are well educated and refined, and the home atmosphere is very wholesome. She is a very shy and sensitive child. Her parents have tried for some time to rid her of this bashfulness by having young folks of her own age invited to the house, and attempting to have her mingle with them. The reason for her extreme sensitiveness was discovered by her teacher.

Eleanor's history and English compositions and tests which she wrote in school were remarkable for a child of her age. However, when asked to read one before the class or to tell about something she had seen or read, she would become greatly embarrassed and if pressed at all, would burst into tears. The teacher tried to find out what the trouble was.

One day, she asked her to remain after school a moment. Having gained the child's confidence, she asked her why

she disliked reciting before the class. Eleanor told her that, if she hurried at all when speaking, she was apt to lisp a little. An acquaintance of her mother's, who had been visiting the family two years before, had carelessly remarked that she liked to hear her speak fast, as it sounded so odd. It had impressed the child, and ever since then her fear of being ridiculed by her classmates and acquaintances had caused her to withdraw from them.

#### A.

Miss —— opened the lesson with a talk on "Fear." She said that fear is acquired and imposed and not inherited.

The teacher read us a true story about a boy who had a seemingly inherited fear of dogs. Other than that he was a normal healthy child. When the child was a baby, a dog had snapped at him in his carriage. His father, by having him fondle and caress a wee puppy, more helpless than the baby, gradually rid him of his acquired fear.

Through this and other stories, Miss —— showed us the different methods of conquering acquired and imposed fears. They are through kindness, silent contempt, proving that what one has been afraid of is really pleasure, by showing foolishness of the fear, and by co-operation of friends and listeners. Some people try to overcome their children's fears by force. This method is unsuccessful because it only makes the fearful one more afraid. Sometimes a fear may be overcome by the courage of the victim.

Fear is caused by accidents when young, by a natural dislike which is allowed to increase until it becomes a fear, by ridicule, and by fancy and the workings of the imagination.

#### B.

Miss —— opened the lesson by reading three stories based on psychology.

The first story was about a girl, ten years old, who was in the sixth grade. Bashfulness was her greatest impediment, and her parents, who were both highly educated,



tried in every possible way to overcome it, without satisfactory results. Her composition work at school was so good that the teacher wanted her to read it aloud, but strangely, she couldn't seem to, and usually ended with an outburst of tears. The teacher, by talking with her confidentially, found the reason why. A visitor had once said that she liked to hear Elinor talk fast because she lisped. The teacher helped the girl to overcome her sensitive ways. How? The class answered in the following way:

When Elinor left the room, the teacher could tell the pupils to help by not making fun of her outbreaks, and by listening attentively. In other words, she could be helped by the cooperation of teacher and class because her shyness was caused by fear of ridicule.

The next story was about a boy named Charlie who was six years old. He lived near the beach and could enjoy himself immensely while building tunnels in the sand, but the water terrified him, and nobody could induce him to go into it.

His older brother, James, tried to overcome this by playing ball with the child on the sand. Sometimes, purposely, he would throw the ball near the water, and if Charlie didn't get it, he would bring it back himself. One day, it landed in the water. Charlie ran up to his ankles, but soon he was up to his waist, for the ball was out that far. Much to his brother's surprise, he brought the ball in. Soon he really enjoyed the water.

Why was this possible? The class volunteered the following ideas:

1. Perhaps he forgot.
2. Accidentally.
3. The sand may have been hot.
4. Confidence in James.
5. Confidence in himself.

The class offered no response concerning a similar case.

The third story we considered was about Edward, a four-year old boy, very affectionate and shy, but whenever a dog came near him, he would scream hysterically. His

father bought a tiny puppy, allowed the children to play with it, and cautioning them, especially Edward, not to hurt the wee dog. The boy soon learned to love it, and learned not to fear any dogs, though they might be strange. How did he overcome this fault? By forgetting himself.

The different ways by which each child was helped are listed as follows:

No. 1. By self-confidence.

No. 2. By intelligent handling.

No. 3. Kindness — forgetfulness of self.

The lesson closed at 10.20.

### C.

The main topic of the lesson was "Fear."

A question was asked by the teacher which was: "Name several ways of helping a person to overcome any fear that he might have which you derived from any of the stories read Tuesday." The following replies were given. 1. Kindness on the part of the person trying to assist another. 2. Intelligence on his part, also.

An illustration of "intelligence" was given concerning a woman who had a child who was afraid of cats. She devised a plan of stuffing some fur with rags and make it resemble a cat. She introduced it into his play and he became accustomed to the feeling of the fur. Eventually she gave him a real cat and he did not notice the difference very readily.

A story was then read to us about a boy, named Fred, who was afraid to go to the dentist. His class was making a drive for a 100% record for clean teeth and Fred's sole aim was to avoid the trip to the "Forsyth." Every Friday he was absent. Finally he was the only member in his class who had not visited the dentist.

The teacher tried several methods in an effort to make him go. First she coaxed. It didn't do any good. Fred had an "iron will." Next she asked his mother to cooperate with her, but she received no assistance.

Finally she showed him the list of pupils in the class, and he, alone, lacked a check mark. He realized, then, that he was failing in his loyalty to his class. He mumbled, "I'll go Friday."

These questions were asked, "How was his fear continued?"

Answers given were: 1. Evasion by pseudo sickness on each Friday. 2. Aided by his mother.

How was he helped? Answer: Intelligence of his teacher.

## REPORT FOUR.

A twelfth grade teacher read Cases 11 and 17 (see chapter V) to his home room pupils. The teacher writes:

“The short stories were read to the home-room boys, and the questions were asked. They wrote their answers, and handed in the papers with no names signed. They were very much interested in the experiment.”

The following is a summary of the written answers made by these pupils to the supplementary questions appended to each of the cases read. (See supplementary questions in Cases 11 and 17 in Chapter V).

The responses of the high school seniors to the questions regarding Case 11:

*Question I.*— Nine boys answered in the negative, ten boys in the affirmative.

*Question II.*— The boys referred to teasing dogs and cats; resenting suggestions from a younger boy; “making a goat of one boy in the gang;” “the setting of the dog on the boy who was trying to save the dog.”

*Question III.*— Most boys believed that Walter was developing a settled attitude. “I think that Walter is getting a bad idea. He may keep away from people when he grows up.”

*Question IV.*— The boys believed that their companions would stop teasing the dog if the boy asking them to do so were a boy generally respected by the gang, a boy of prestige. “In my bunch they would apologize after they had done the wrong thing.”

*Question V.*— Most boys doubted that their companions would be sympathetically impressed by the story.

In general the answers revealed an unsentimental and wholesome attitude of sympathy.

The responses of the high school seniors regarding Case 17:

*Question I.*— The boys answered “yes” unanimously, many adding that by his gift he made friends. “If he didn’t care about sports and could do nothing, he would soon be a quitter in the crowd. He had to have some ability. Every fellow in a crowd likes to excel in something.”

*Question II.*— Answering affirmatively, the boys added such remarks as these:

“Yes, it is important because it gave him some courage.”

“Very important as it was the pivot of his popularity.”

“The attitude of the class toward his progress proved to be the turning point in his career.”

“Their attitude helped to make Joe.”

*Question III.*— Unanimously negative. Typical replies were:

“These are accomplishments.”

“I think that if one wishes to write or draw and then likes it, it is just as good as playing ball or swimming.”

“No, we are gradually getting away from those ideas.”

*Question IV.*— Certain boys declared that grown men often do consider such talent unmanly. Practically all the boys, however, asserted these accomplishments to be admirable and manly.

“No, they would like to be able to do these things themselves.”

“No, if the men are really intelligent, not gross-minded.”

“No, men who have a fair knowledge always welcome a person so gifted.”



## SUPPLEMENT

---

INSTANCES OF HOW TEACHERS HAVE  
AIDED FEARFUL OR TIMID PUPILS





## CASES OF OBJECTIVE FEAR.

### 1.

Fear of darkness made George, a third grade youngster, so miserable that his mother told me he had to have the light in his room all night, for if he awoke in the dark he would scream and become hysterical. My piano is in a slanting position in one corner of the room. I tried a speech game in which one boy would go behind the piano while another member of the class would say his name. Then the boy behind would guess who the speaker was.

George hesitated about going into the dark corner, so I went to the piano with him, and he stepped behind.

The next lesson we varied the game, using the dressing room. Then we finally used my closet, with the door closed. George has been "It" several times and not once has he been timid about entering. He told me he "wasn't scared" and I feel he is losing a little of his fear.

### 2.

Some years ago my little nephew, a boy of three, would hesitate about going upstairs to his room on account of seeing no light in the hall or room.

He used to ask, "Why is it dark?" and many times would add, "I am afraid of the dark."

In his case John Martin's poem, "The dark will pat my pillow. He's good to children, etc.," proved most helpful.

One starry night, wrapping the little fellow in a blanket, I took him out on the piazza, and showed him the beautiful stars. Told him they were "God's Lights." If the dark did not come, we would never see them, for they were always there, and it was only because of the dark that we could look at the wonderful stars.

For nearly two years after that the little fellow often would say, "I am never afraid to go upstairs when it's dark." Upon being asked why, and the question was

often put to him, he would always answer, "When I get up there, I see God's Lights."

Today he is a boy seventeen years old, and a youth of unusual daring. Rides, swims, handles a car, volunteers services in many emergencies.

Fear is an unknown quantity in his make-up. This year he has been specially commended by the President of his college for courage in tackling with success a most difficult Latin theme. Other boys of his class hesitated for fear of failure.

We strongly feel his very first lesson in overcoming fear and gaining courage dates from the days when, a boy of three, he was "afraid" of the dark.

### 3.

Edith, aged four, was a particularly mature, bright, sensible child. Being an only child, she had associated largely with her mother and was consequently more appreciative of the adult point of view. She was interested and pleased with her work, giving absolutely no disciplinary trouble.

Yet one day Edith flew into a rage, a serious rage, so to speak, for it was very vehement and to all appearances fraught with nervous tension and fear. The circumstances were these: a small boy had been repeatedly and deliberately troublesome. Warnings and pleadings were in vain; he would push, he would pinch, he would trip and annoy his neighbors. Finally, in sheer desperation, the teacher said, "Jacob, if you cannot care for yourself in school, you must stay after school and learn to do so."

Immediately upon hearing the words, "stay after school," Edith flew into a rage, in turn threatening and imploring the teacher not to keep Jacob after school. The child was so evidently distressed that the matter was disposed of by granting Jacob "another chance."

Puzzled, the teacher determined to try an experiment. The next day, when for the purposes of experimentation, a child was told that he might be obliged to "stay after," Edith's reaction was the same as that of the previous day.

The problem faced the teacher squarely. What was the cause of the child's terror; how was it to be overcome?

Patient questioning elicited the information that there were "things" in the cellar of the school. Invitations to investigate, reiterations that there was nothing to cause alarm, were fruitless. Finally, a general invitation to investigate the lower regions of the school was issued. Fortunately for the teacher one or two brave souls accepted and the ranks were finally swelled to four, Edith making the hesitant fifth.

The custodian very kindly took a hand in the project, acting as guide and host. Edith clung to the teacher, but went bravely forth to the boiler room, the fan room, etc., the custodian very kindly opening all doors to demonstrate the fact that no enemies of mankind were secreted behind them.

The results were most gratifying. A free and full discussion of the "Janica's" premises followed the next day. Edith, strangely enough, became a heroine in the eyes of the children, accepted the honor "thrust" upon her, and seemed very happy.

Subsequent experiments proved that Edith had conquered her fear, and the experiment proved one of the most valuable bits of the year's work.

#### 4.

George was seven years old and in the second grade. Every time the school nurse came to the room to look at the children's teeth, George became very unruly and would not allow the nurse to examine his teeth. Several methods were tried to see if he would submit to the examination, but he refused and, in fact, caused so much trouble that the teacher and nurse finally decided to let the matter rest for awhile to see how the affair would turn out.

The other pupils in the class, at the suggestion of the teacher, formed a dental club. All members of this club promised to brush their teeth at least three times a day and to accompany the nurse to the clinic nearby when-

ever it was necessary. A great deal of enthusiasm was aroused by this club and George began to feel that he was left out. He asked the teacher if he might join, but hesitated about complying with the rules. A few days after his request, he approached the teacher and told her that he was quite ready to conform to the rules. He went to the clinic and took such an interest in the club that he was made president.

Through communication with his mother, the teacher learned that previous to his entering school, George had gone to a dentist who had hurt him. After that he would not allow anyone to touch his teeth, and he thought the school nurse meant to do so. However, his interest in the club overcame his timidity in this matter.

##### 5.

The supervisor of art arrived as the kindergarten children were pouring into school, many of them filled with terror because of the stories older children told them about what the Chinamen might do to them at the laundry at the corner.

To quiet their fears the supervisor began quickly to draw on the blackboard, then on paper. First he drew and painted Chinese lanterns in gay colors, then Chinese costumes, then the peculiar Chinese face. Fear in the children was turned into amusement. He then suggested to the teacher that she should take the children on an excursion across the great sea to the land where these strange people lived.

One day the kindergartners built from their blocks, boards, and available material in the room, a great ship into which they climbed and played going to China.

Another day they drew, cut and painted Chinese costumes, after having seen exhibits loaned from personal sources and the museums. They even costumed themselves in some of these creations.

Another day they painted the gay lanterns, fans, and other articles used by the Chinese people.

Other days they spent in drawing the Chinese faces

and comparing the location and attitude of the features with the English features so familiar to most of them.

These are the high points in the story stated briefly, but the result was confidence in, rather than fear of, the Chinese laundry man at the corner.

## 6.

Upon calling at the home of a child one day a teacher was surprised and interested to see her small pupil advance cordially and surely down the stairs to greet her, and then, for no apparent reason, scream with terror and retreat up the stairs.

“Oh, that’s nothing,” said the mother, “Come, dear, it’s only a bad feather; mother will throw it away.” And she did, the child accepting the situation and advancing the full length of the stairs.

“She’s awfully afraid of feathers,” said the mother, “any time I don’t want her to go into a room, I just put a feather duster in the middle of the floor, and she wouldn’t go in for any money.”

The teacher remonstrated with the mother, in an attempt to show her the inadvisability of her course of action, but in vain. “There’s no harm in it, and it saves me bother,” was her answer.

So the solution was attempted in the school room. First a single feather was left on the sand table. Sadie was quick to see it and retreat. The teacher intervened, calling the children together and allowing them to comment on the incident.

Various children held the feather in their hands. Finally Sadie plucked up courage and did likewise.

Feathers were present in that kindergarten for several days, and although our small friend Sadie never failed to remark on one, she lost her fear of them.

## 7.

It is only natural to expect some little trouble when the large southern grasshopper is presented for dissection for

the first time. However, the matter was very carefully planned and the class as a whole kept its feelings very much in check.

One girl was so frightened that after ten minutes it seemed best to allow her to leave the class for that period. She returned after school and explained that the thought of a grasshopper made her almost ill with terror. We traced this back to an incident in early childhood when she was playing with one and it jumped to her neck. She was unable to brush it off and became panic-stricken. Since that time she had hated and feared grasshoppers.

We told her that the only way to conquer that was to face it. She understood the unreasonableness of the thing and really wished to overcome it, but found the emotional strain most trying.

We first persuaded her to carry a bottle in which a grasshopper was preserved. Next she carried one on a dissecting pan. On the next day she was surprised to find that she did not feel such strong emotions against it. Therefore, she touched it with forceps and scalpel until that action inspired no fear. Finally, she began drawing a lateral view of the animal and before long was actually enjoying the work.

In fact, it resulted in a real enthusiasm for biology in general.

At the last lesson, she said, "How silly I was to let a little thing like that bother me, but it seemed awful then."

## FEARS CAUSED BY PHYSICAL HANDICAPS OR DIFFERENCES.

### 8.

About five months before the close of school last year, I received a pupil into an industrial class (all boys). He was defective in speech and deformed in body.

When he talked, his eyes seemed fixed upon something just above your head. His hands were not developed beyond those of a two year old child. Unable to grasp

any object (even a pencil) without using both hands, he was the center of curiosity of others. Whenever he met the gaze of another, his head would lower as if in shame of something beyond his control. He did not like to talk in class or to associate with other boys, probably through fear of being the subject of an unkind remark. His backwardness was greatly increased by a report card bearing only "D" and "E" ratings from a teacher in another district who probably did not understand him.

After talking with him privately, I learned that he had knowledge beyond that of other pupils in the theory of automobile mechanics. I utilized this in science lessons and made him feel that he alone could tell us some things which we needed to know. He was given charge of the tool room in the machine shop, and assisted from time to time there by answering questions.

## 9.

Dominic was sensitive of his height. He was nearly sixteen and the smallest boy in the class. His brothers were all large. One was on the high school football team. He was tired of being teased and felt inferior to all associates.

I had been reading a new biography of Napoleon and was thrilled anew at the power of the "little corporal." I told part of the story each day, stressing the fact of his small stature.

The class loved the story and when we decided to play the story, Dominic was chosen Napoleon. From that time he seemed to gain confidence in himself that was observed at home and in school.

## 10.

P—— is a bow-legged and unattractive child. It is said that a physical infirmity makes one either sweeter tempered than most of one's fellows or very much more bitter. P—— had the misfortune to allow the latter to happen to her. She was very grouchy and cross in school and refused to go to the blackboard or to answer questions

orally. She was, as her written papers proved, not a bright child either. On the rare occasions when she did answer orally, she mumbled her answer so that the teacher was obliged to have her repeat the answer more than once, a fact which called P—— to the attention of her classmates and irritated her so much that she became very disagreeable. It was a case of sensitiveness because of a physical defect, of lack of ability, and of laziness in which she had probably indulged because of her infirmity.

The teacher obviously did not make a class problem of her, but continued to treat her as she did the other pupils. In an unobtrusive way she moved P—— to the row of seats which was near the wall and the blackboard so that P—— was very near the teacher's desk and only a step from the board, and so was not in the public eye in reaching it. She allowed P—— to sit while answering, but, without comment, she insisted that every other pupil stand while reciting. P—— discovered that she was making herself conspicuous by being the only one to keep her seat when reciting and corrected this herself. The teacher chose questions which she thought suited P——'s intelligence and found that she answered these without the mumbling with which she had covered up her mistakes before.

P—— is losing her grouchy and uncooperative manner in class and seems to be becoming a little sweeter and more content.

#### 11.

A girl, a member of the third-year class, had, some time in her childhood, infantile paralysis. Her left hand and arm are undersized and, probably because of lack of proper exercise, the rest of her body is decidedly large, so that her appearance is not the best. Of course, she is conscious of it. In the English class each pupil is expected to talk for about five minutes every two weeks, being introduced by the chairman and standing in the front of the room.

At first this girl could not be persuaded to take any more active part in the class than to listen. Then she



agreed to act as the secretary of the day. This necessitated her going to the front of the room to read the report. The teacher had a talk with her, and discovered that what she had suspected was true; the girl was too conscious of her appearance to do as her classmates did. She agreed to give a talk the next time standing at her desk. The talk was interesting, the class appreciative, and the girl gained a little self-confidence. The teacher asked her if she would try to stand at the front of the room the next time. She consented, and ever since has taken her turn with the rest of the class, comfortable, at ease.

## 12.

Boy was surly and would not talk — found it was because he was ashamed of his changing voice. Told him all boys' voices changed — perfectly natural occurrence — nothing strange or unusual about it. Had him sit in the room when I had a higher grade with older boys. He seemed quite happy and content when he found that most of the boys had the same difficulty he had in trying to keep their voices from cracking. They did not mind in the least — so he decided he would not and changed his whole attitude.

### FEAR OF RIDICULE BECAUSE OF DIFFERENCE IN LANGUAGE OR NATIONALITY.

## 13.

John comes from an Italian family. They don't speak English at home; therefore John is not as yet very familiar with the language.

His parents are honest, hard working people, trying to the best of their means to educate their children. His mother is very sympathetic and helpful. At first I thought John had no reading ability, but when I started to keep him after school to help him, he showed a wide knowledge of phonics and a profound understanding of the subject matter. He has wonderful power of correlation.

The reason why he reads so poorly when reading out loud before the entire class is because of his sensitiveness, and timidity. He is afraid of not reading correctly. When I once asked him why he didn't read out loud, he answered very sweetly and shyly, "I am afraid I will not talk nice and then the boys will laugh."

In order to overcome this fear of not reading correctly, I had to promote in him the knowledge of his own power in reading. In this project I also employed the help and cooperation of the boys in the class. Besides praising his reading myself, very often one of the boys will raise his hand and say, "Hasn't John read nicely?" Of course, that makes the situation of reading out loud very pleasant to John, and naturally he is beginning to show marked improvement in oral reading.

#### 14.

#### CASE.

A large boy in this country only a short time, and sensitive because of his speech and size as compared with others in the class. Although he needed practice in reciting more than the others, he hesitated about trying to make a full recitation, and was willing to be overlooked.

#### TREATMENT.

*First*, a talk to the class, when he was not present, about helping the new arrivals in this country and calling attention to our predicament should we be transplanted to a foreign land.

*Second*, the study in geography of the country from which he came, stressing the point that all of us were fortunate in having some one who could give us first-hand information about the country. This, as I hoped, seemed to please him. Here was something he knew more of than the rest of us, even myself.

Standing at the map and using a pointer, he showed us where he came from and traced his journey here. I allowed the children to ask him questions. These he

answered. Gradually he lost his self-consciousness when he found that he could make himself understood. Each day he told us something more about his former home.

At recess the children crowded about him, being impressed with his unusual experiences. No longer was he the sensitive, diffident boy who came to us.

## 15.

I— was a fifth grade pupil, fifteen years of age. Besides being over-age, he was very much over-size. He had been in this country only two years and, due to his lack of knowledge of English, he was among a group much younger and smaller than himself.

This boy disliked taking part in any of the oral work or in anything where his size was prominent. I had made it clear to the members of the class in his absence that they must never do anything to embarrass this boy as he was very sensitive about his age and size. I explained that he had a very good reason for being in the grade, and that after he had learned more English he would travel much faster. I gave him duties of such a nature that he could be apart as much as possible from the regular formation of the smaller ones. I managed to have something for him to do before school, after school, and at recess. He sat where he would be the least conspicuous. By these little considerations he seemed very much happier and seemed to forget after a while that he was over-age and over-size.

## 16.

Individual cases of fear need careful thought and care on the part of teachers. The following is an interesting case.

A girl was admitted to my home-room, grade eight class from Canada. She was almost seventeen years old. The average age in my class was thirteen years.

She had missed much schooling in Canada. She looked much older than the pupils in this class and acted as if she knew much less. I said nothing to her for a few weeks, giving her time to adjust herself. She was excel-

lent in conduct, but acted in her lessons as if she were completely frightened.

I spoke with her after school. She had an admirable character. She told me frankly that she wanted more education, but that she guessed she had better leave school as she was too old. She said she was afraid to recite, afraid of making a fool of herself, afraid she would fail, afraid others were laughing to themselves at her. She was afraid in the mathematics class, as different methods were used in Canada. She had had no American history. Her English was poor as she spoke French in Canada. This last fact gave me a cue.

I have a great love of French. I talked French with her a little, but she soon surpassed me in fluency and facility. She had a fine accent of real French, not of Canadian French. My home-room class was studying French.

I told this girl to forget all her fears and to give up all idea of leaving school. I went over each fear she mentioned and showed her how both of us could meet and conquer them. I showed her how she might not be as capable in certain subjects as were other pupils, but that she was superior to them in other subjects.

She began to take courage and quoted a poem which she said she often said over to herself when frightened:

“La vie est brève  
Un peu d' amour,  
Un peu de rêve,  
Et puis bonjour.  
La vie est vaine,  
Un peu d' espoir,  
Un peu de peur,  
Un peu d' haine  
Et puis bonsoir.

*La vie est belle  
Elle nous sourit  
Et telle qu'elle  
Elle nous suffit.”*

She said she often said a little prayer to herself.

I explained that she should be able to conquer the world with such thoughts.

Then I did my part. Much rests in the hands of a teacher. I spoke to her mornings in French. How the children began to admire her ability! She began to feel her own power.

She graduated after a happy year with commendable marks in all subjects.

### FEAR BASED ON UNFORTUNATE HOME CONDITIONS.

#### 17.

Home conditions in which children are brow-beaten by their elders sometimes develop an inferiority complex which completely undermines initiative.

I remember the pathetic case of a first year girl who never recited without an interrogative inflection at the end, and would steadfastly say, "I don't know," if an opinion were required. In writing, however, she showed independence of thought and real capability. When questioned on this subject, she said, "It is different when I am writing; no one is going to tell me I am wrong." I then found out that three older brothers and sisters always discarded her opinion as worthless, and frequently made fun of her ideas. I tried to convince her that, if her ideas were worth writing, they were worth speaking, and I assigned her a topic to look up and report to the class. It was a new topic for the class, so she spoke firmly and confidently, conscious of her superior information. This one assignment really gave her back her self-respect as far as that class was concerned, and she improved greatly and later showed initiative and self-confidence.

#### 18.

A—— was a well-mannered, quiet pupil. Her written work was splendid, yet she never volunteered in class, never asked a question. When called upon she would

become so embarrassed as to sway, twist her dress, make several beginnings, choke, and then a quick breathless, "I don't know."

Her written work was so fine and her oral work so poor that I could not understand why there should be such a difference. I never scolded her; the class never gave her any reason for this show of timidity. It wasn't that she didn't pay attention. Her eye test proved that the trouble could not be her vision. There was no question of her copying her written work. It was honestly hers. She had no speech impediment. I could not place her difficulty.

Then, one day I walked to school with her. I asked A—— if she would like to come in and help with an Honor Roll Poster I was making. I said I hoped her name would be on it. Her reply was, "If I were my cousin, I would be on without a doubt. He is just as smart as I am dumb."

I wondered at that answer, and decided to put her name on for her lovely papers. She was so surprised and pleased that she seemed to take new heart. She looked at the poster with such wonder that I decided to pin up her good papers.

She told me that no one had ever thought her "smart" before. I gathered that her cousin was the pride of the family, as boastful as she was shy. She was fairly starved for praise. Since then I have just showered her with compliments. They are building up her self-confidence and she has begun to show sparks of initiative. She has overcome that feeling of inferiority.

## 19.

This boy had never given an oral composition in class. Frequently said "Don't know" to avoid pain of making a recitation. Written work revealed mentality of high average. Had been "given up" by teachers of previous grade as hopeless in English classes. After several months of rather unsuccessful study, boy's mother called upon me — casual visit — had been sent for by brother's

teacher. Result of visit — discovery that cause was home treatment. Mother told of violent punishments for small boyish misdemeanors. This gave clue as to boy's trouble. Began process of giving boy an idea of the kindness in hearts of others. Class club was used (without knowledge of members) to get boy into friendly attitude. Boy given small duties, carefully encouraged, and appreciation of each act stimulated. Finally the test came. P—— was called upon in his regular turn for oral composition. (Previously, boy had refused to come forward.) Amazed all by coming to front of room promptly; with flaming face and rather indistinct voice, a title came, followed by a single (opening) sentence — then breakdown. It was impossible for him to go on. The most generous girl in class was purposely called upon to offer criticism. She rose to the occasion in superb fashion.

To quote her, "I think P—— deserves more praise than any of us because it is so hard for him to recite. Can we not give him excellent for his effort?" Class agreed heartily (teacher too). This was the opening wedge.

For the rest of the year P—— took his turn in all recitations, occasionally having a hard fight with the old attitude (due to difficulty at home at the time) but actually winning. He will never be a brilliant public speaker, but he will recite in class.

## 20.

J—— lived with grand parent and relatives. The rigid, Puritanical form of discipline used in the preceding generation was enforced by the grandmother. "To be seen but not heard" was enforced to the letter. A silent gloom and little laughter pervaded the atmosphere.

Seeming indifference during the music periods necessitated giving the boy a low mark. A relative complained and argued the fact, stating that the boy loved music and possessed a fine soprano voice, but was timid due to his training at home; also that it was the custom for him to lead a Sunday home concert.

Therefore, using the information as a basis, I asked for groups of girls to volunteer in singing songs for review.

The boys were asked to compete with them. Our good soprano offered with the third group of boys. Later he sang solos and gradually became a leader in the musical activities of the school.

He became interested in orchestral music and is now an excellent clarinetist in high school.

## 21.

G—— is a dear little fellow who was born in Scotland. His mother is an elderly Scotch woman with a very broad accent. She seems to have a very timid, retiring nature herself.

G—— is an only child, and mother loves him so much, I think she just keeps him all to herself and does not encourage him to go out to play with the other children.

The first day of school, he clung to his mother, screamed when she tried to leave him and actually fought when I tried to take him away from her. He is afraid to do anything unless mother is with him. He would not go to the Forsyth with the nurse to have his teeth fixed, unless mother went also.

He is so timid and nervous in school that even though he is a bright boy, it was impossible at times to get him to read. I have seen him turn white when I have called upon him. Then he would bury his head in his book, and read so low I could scarcely hear him.

I call him as often as I can in a reading lesson, and urge him to make his voice as big as possible. I stand as far away from him as I can and ask him to make me hear him. Gradually he is getting accustomed to the sound of his own voice and praise is helping him to gain more confidence. He plays more with the children, which is helping him greatly.

## 22.

When little Rose was asked to come forward in school to recite or take part in any activity, she would always hang back, and when pressed, would respond in a rather



sullen manner. For a time, the teacher wondered at this attitude; the child seemed to be actually afraid to appear in front of the class.

The teacher knew that ignorance or laziness was not the cause, for Rose's written work was always satisfactory. Finally, the teacher questioned the girl's chum, who revealed the fact that Rose was afraid of being laughed at by the children because of her shabby and old-fashioned-clothes. (She was of a poor family of immigrants who had not been in this country very long). In the first school she attended, she had been ridiculed for her funny "get up" as the other children had called it. Now, on coming to this school, Rose developed a fear that if she were called upon to stand in the front of the room, the same thing would happen. She feigned sullenness when in reality she was genuinely afraid.

The teacher devised a plan to overcome the child's fear. She chose Germany for her next topic in social study. Now Rose was German, and the pupils unanimously elected Rose to head the activities in this line of their work. They now looked up to her in a new light; she could tell them things that they didn't know anything about. Rose responded beautifully; she told them many interesting stories of her early life in Germany; she brought in dresses that had been brought from there, and forgot herself completely. Reading and dramatization followed, Rose taking a prominent part in both. Her popularity gave her confidence in herself; she now felt the children were her friends and not her enemies.

## MISCELLANEOUS.

### 23.

I have a specific example in the case of a little girl who entered the eighth grade in September. Her previous teacher warned me that she was subject to attacks of violent weeping, if criticised or corrected for any reason.

When she appeared, I found a highly nervous child of thirteen years, with a brusque, rather unpleasant manner when addressed, and pitifully embarrassed attitude in recitations.

As the work in English progressed, she objected to standing before the class to give her oral compositions, but was willing to recite from her seat in the rear of the room. This concession could not be made for her, as the power and poise gained by this exercise would be lost.

I waited a few days and then asked all the pupils in the class to write me a letter, telling me their school troubles, at the same time assuring them that their confidence would be respected.

In Mary's letter I found what I had already deduced from the behavior; self-consciousness and sensitiveness to such a degree that it was an obsession. She could hardly express herself on paper.

When we were a little better acquainted, I had a talk with her, assuring her of my sympathy and understanding, but also stating that it was my duty to help her overcome this abnormal condition and that she must do her part.

Much to my surprise, she said she loved her school, but was afraid of all the experiences that are a part of the routine, and she always had been.

I then talked with her mother and we planned to help her.

Throughout the year she has been given little tasks, such as passing books and material which brought her before the class, also little commissions to other rooms when a verbal message was required.

Gradually she has gained confidence in herself, has done the work of the grade without weeping and without objecting to any phase of it.

She is still sensitive and always will be, but she is delightfully responsive, and she is no longer "afraid."

#### 24.

Children are sensitive of the judgments of their peers, and most of them do not want to be considered different.

American boys are especially sensitive about being considered lovers of the beautiful or poetic. They fear that it might detract from their manliness.

I knew a boy who had a notebook full of fairly good verses mostly on abstract and introspective subjects. Some one in the class told of the book and the boy at first denied that he had written the verses and, of course, refused to read or to have them read. In private, however, he finally acknowledged their authorship and admitted that he liked to write poetry and poetic themes. I went over these poems with him and picked out some especially good sentiments and expressions. Then we talked of poets and artists who had been the manliest of men and finally he came to see that a man is the more complete for having a love of beauty, of literature and art, and most fortunate in having the power and the desire to express himself in them. Then this would-be football captain selected some of his verses and read them to the class, and was pleased and surprised to find that the boys felt admiration instead of derision for his poetic effusions.

He wrote songs for them and verses to celebrate victories and events, and lost all sensitiveness over his poetic capabilities.

#### 25.

I recall the case of a timid boy. He came to me for third year history. He seemed incapable of reciting or passing a test. Before the end of the first month I grew to expect his failure and to observe him carefully. He used to steal furtive glances at me when he expected to be called and showed signs of nervousness and of fear of the result.

Sometimes when he tried to talk, he stammered. When he failed he showed no resentment but seemed crushed and hopeless; occasionally there were traces of tears.

I invited him to speak with me after school early in October and asked him if he found any difficulty in the subject. He said he did not; he could understand the work easily, but when the time came to recite, he remembered none of it. I suggested that I should not call on

him for two weeks, but that once every day he recite to himself, as he chose, as he would recite to me if I had called him. When the time had expired, I spoke to him again to tell him when called to get up slowly and deliberately, take all the time he needed, make his recitation as brief as he pleased, and, at the first feeling of confusion to sit down.

I advised him further to make his test answers brief and clear as he could. For three months it was impossible to regard his work as in any fair way satisfactory; for the next three months it was worth C; for the last three months of the year the boy earned a full honest C. He had conquered his fear of failure.

## 26.

A great many children are subject to conditions which breed in them timidity, and consequently undermine their initiative.

I had a child in my room who had a fear of grown-ups. When any other teacher or I spoke to her, she was shy and answered in monosyllables. On observing her in the yard, I found that when there was no teacher in the yard she was one of the ring leaders. When a teacher approached, she would break from the group and stay by herself in the corner of the yard. I found on questioning her mother, that N—— was never near when older people visited. If asked to come into the room, she would almost have to be dragged in.

To develop in her initiative and ease of manner with her elders, I began to send her on errands to different teachers' rooms. She was asked to repeat a question and return with the answer. At first she dreaded this and often came back with incorrect answers, hoping she would not be sent out again.

Later she was anxious to go and has overcome her fear of grown-ups, especially teachers.

## 27.

Edward, the only boy in a large family of girls, was often given his sister's out-grown shoes. The children

often remarked that he wore girls shoes and, although the subject was always changed as quickly as possible, he showed that he was sensitive, and was always delighted when he could wear overshoes.

One morning he came in crying, hugging a cast-off rain cape. Boys had laughed at him on the way to kindergarten and he had taken it off. At the time, the game of traffic cop was very popular and, when someone asked to play it this stormy morning, we talked about the kind of coat the traffic officer wore on stormy days. Several of the children knew that the officer's coat had a cape, but none of the boys had that kind of coat. The desired coat was made by using Edward's cape and another boy's rain coat.

Every stormy day that followed Edward arrived gaily announcing that he had brought "the traffic cop's cape."



SCHOOL DOCUMENT NO. 3—1928  
BOSTON PUBLIC SCHOOLS

SUPPLEMENT TO

A GUIDE TO THE CHOICE  
OF A SECONDARY SCHOOL



MARCH, 1928

CITY OF BOSTON  
PRINTING DEPARTMENT

1928

IN SCHOOL COMMITTEE, March 12, 1928.

*Ordered,* That the accompanying pamphlet "A Supplement to a Guide to the Choice of a Secondary School" is hereby authorized as a school document, and that ten thousand (10,000) copies be printed.

Attest:

ELLEN M. CRONIN,  
*Secretary.*



## LIST OF LATIN, HIGH AND VOCATIONAL SCHOOLS.

	PAGE.
PUBLIC LATIN SCHOOL . . . . . Avenue Louis Pasteur	PATRICK T. CAMPBELL, <i>Head Master</i> 5
GIRLS LATIN SCHOOL . . . . . Huntington avenue, near Longwood	ERNEST G. HAPGOOD, <i>Head Master</i> 6
BRIGHTON HIGH SCHOOL . . . . . Cambridge and Warren streets	FREDERIC A. TUPPER, <i>Head Master</i> 7
CHARLESTOWN HIGH SCHOOL . . . . . Monument square	CHESTER M. GROVER, <i>Head Master</i> 8
DORCHESTER HIGH SCHOOL FOR BOYS, Dunbar avenue	JOHN W. REGAN, <i>Head Master</i> 9
DORCHESTER HIGH SCHOOL FOR GIRLS, Talbot avenue and Washington street	JAMES E. THOMAS, <i>Head Master</i> 9
EAST BOSTON HIGH SCHOOL . . . . . White street, between Brooks and Putnam	BERTRAM C. RICHARDSON, <i>Head Master</i> 10
ENGLISH HIGH SCHOOL . . . . . Montgomery street	WALTER F. DOWNEY, <i>Head Master</i> 11
GIRLS HIGH SCHOOL . . . . . West Newton street, between Tremont street and Shawmut avenue	JOHN E. DENHAM, <i>Head Master</i> 13
HIGH SCHOOL OF COMMERCE . . . . . Avenue Louis Pasteur	JAMES E. DOWNEY, <i>Head Master</i> 14
HIGH SCHOOL OF PRACTICAL ARTS . . . . . Greenville and Winthrop streets	HERBERT S. WEAVER, <i>Head Master</i> 16
HYDE PARK HIGH SCHOOL . . . . . Central and Metropolitan avenues	GEORGE W. EARLE, <i>Head Master</i> 17
JAMAICA PLAIN HIGH SCHOOL . . . . . Elm street, opposite Greenough avenue	MAURICE J. LACEY, <i>Head Master</i> 18
MECHANIC ARTS HIGH SCHOOL . . . . . Belvidere and Dalton streets	ADELBERT H. MORRISON, <i>Head Master</i> 18
MEMORIAL HIGH SCHOOL (Boys) . . . . . Townsend, Warren, and Deckard streets	ROBERT B. MASTERTON, <i>Head Master</i> 19
MEMORIAL HIGH SCHOOL (GIRLS) . . . . . Townsend and Deckard streets	MYRTLE C. DICKSON, <i>Head Master</i> 20
SOUTH BOSTON HIGH SCHOOL . . . . . Thomas park and G street	SAMUEL F. TOWER, <i>Head Master</i> 21
CLERICAL SCHOOL . . . . . Warren and Montrose streets	RAYMOND G. LAIRD, <i>Head Master</i> 22
BOSTON TRADE SCHOOL . . . . . Parker street, near Ruggles	WILLIAM C. CRAWFORD, <i>Master</i> 23
TRADE SCHOOL FOR GIRLS . . . . . 56 The Fenway	FLORENCE E. LEADBETTER, <i>Master</i> 24

## ACTIVITIES COMMON TO ALL HIGH SCHOOLS OF BOSTON

---

Courses of Study of the various high schools differ one from the other because of the varying purposes of these schools, but the high schools have in common the following activities, intended to contribute to the all-round development of the pupils and to make school life more interesting.

All high schools attended by boys have work intended to build up physical stamina. Of this work military drill is required. Athletics and play of a physical nature, under careful supervision of coaches and teachers, are elective activities taking place after the school session has closed for the day.

High schools attended by girls offer gymnasium drills in place of military drill; interclass athletics instead of competitive athletics and similar play hours under the same sort of careful guidance as exists in schools attended by boys.

Music is taught in all the schools. Musical activities include opportunities to gain experience in choral practice, orchestra, band, fife and drum corps, as well as class instruction on various musical instruments. Not all of these activities are represented in every school, but some of them are to be found in each school.

Many of the schools publish their own monthly magazine and give opportunities for the forming and conducting of literary, science, dramatic, athletic, social and musical clubs under the management of the pupils themselves. These various clubs contribute much to the educational and social life of the pupils.

All schools furnish lunches in convenient and sanitary lunch rooms, at cost prices.

## PUBLIC LATIN SCHOOL (Boys)

This school, the first and for nearly half a century the only public school in the town of Boston, was established April 23, 1635.

Its purpose is to prepare boys for college through the medium of the Greek and Latin classics and it is, therefore, open only to boys whose parents or guardians present a written statement of their intention to give such pupils a college education.

The course of study, which is arranged with the requirements of the best colleges distinctly in view, includes English; Greek or German, Latin, French, History, Mathematics, and Physics. The boy who is expecting to enter one of the learned professions, such as law, education, medicine, theology, or any other occupation in which the literary note is dominant, will find his needs well served in this school. The aim of the school is to give real mastery of a very few fundamentals, and the power to think and to work. The boy who completes his course knows how to study.

The school has two distinct courses, one four years in length for boys who have completed the eighth grade, and the other six years in length for boys who have completed the sixth grade. Boys who have completed the ninth grade are expected to undertake the work of Grade X.

Boys are admitted to the six-year course without examination, if their record for Grade VI shows an average not lower than B in English, Arithmetic, History and Geography. Examinations for admission to the six-year course are held in the school building on the first Friday in June and on the day preceding the opening of school in September.

Boys are admitted to the four-year course without examinations, if they have a yearly mark of A or B in each of the four subjects, English, Mathematics, History and Geography. Examinations for admission to this course are held in the building of the Teachers College on the day preceding the opening of school in September.

The school is in session from 9 to 2.30 o'clock.

## THE GIRLS LATIN SCHOOL

According to the regulations of the School Board, candidates for admission to the Girls Latin School must present a written statement from their parents or guardians of their intention to give their daughters a college education. This makes it clear that the Girls Latin School is maintained for the express purpose of fitting girls for admission to college.

There are two regular courses of study; one covering a four-year-period open to pupils who have completed the eighth grade of the elementary school; the other covering a six-year period open to pupils who have been promoted to the seventh or a higher grade. These courses consist of Latin, Greek, French, German, History, Mathematics and Science. There are no commercial or practical arts courses. The emphasis as the name of the school implies is placed on Latin. The work of both courses has been so planned as to be within the grasp of pupils of average ability who enter fully prepared and fully resolved to subordinate other interests to their school duties.

Examinations for admission to the six-year course are held in the Girls Latin School building on the first Friday in June and on the day preceding the opening of school in September, but girls promoted to the seventh or higher grade who present evidence of satisfactory scholarship in the school *last attended* will be admitted without examination. The scholarship requirement is met by a general average during the year preceding admission of at least B in the following essential subjects: Reading and Literature, English, Spelling, Arithmetic, Geography and History.

Examinations for admission to the four-year course are held in Teachers College building on the day preceding the opening of school in September, but graduates of an elementary or intermediate school and girls promoted to the ninth grade of an intermediate school who present evidence of satisfactory scholarship in the school last attended will be admitted without examination. The scholarship require-

ment is met by an average of at least B in the following essential subjects of the eighth grade: English, History and Civics, Foreign Language, Mathematics, Science, Physiology and Hygiene, and Geography.

If a girl wishes to enter college or an institute of technology the Girls Latin School is a natural and proper school for her to choose. Only those girls who have some reason to believe that they will be successful in the study of Languages, Mathematics, Science and History should attempt the work of the Girls Latin School. Their ability in the study of English Literature, Grammar and Composition; of American History and of Arithmetic, should be at least average, for the demands made upon the pupil by the Latin School Course are considerable.

The school is in session from 9 to 2.30 o'clock.

#### BRIGHTON HIGH SCHOOL (BOYS AND GIRLS)

The Brighton High School was founded in 1841 and is one of the oldest public high schools in the United States. Its purposes are to fit pupils for college, normal school, or scientific school, to give a thorough secondary education, to prepare for business, and to train boys to enter the automobile industry.

The courses offered are:

College Preparatory	General
Technology Preparatory	Commercial
Normal School Preparatory	Auto Mechanics (Co-operative)

An opportunity is given in most of these courses for girls to elect Cooking and Sewing.

The Co-operative Industrial Course in Auto Mechanics affords students an opportunity of taking a very carefully planned course of training. The proximity of many of the most important service stations in the city affords unusual opportunities for part-time employment. The course is open to qualified pupils from all parts of the city.

Graduates of the school have attended Harvard College, Harvard Engineering School, Boston University, Tufts, Brown, Dartmouth, Massachusetts Institute of Technology,

Massachusetts Agricultural College, New Hampshire State College, Wellesley, Jackson, Simmons, Smith, Mount Holyoke, Vassar, Wheaton, and several other colleges.

The school is in session from 8.45 to 2.19 o'clock.

### CHARLESTOWN HIGH SCHOOL (BOYS AND GIRLS)

The school prepares girls to enter the Teachers College of the City of Boston, and both boys and girls to enter other institutions of college grade.

The courses offered are the:

College Preparatory  
Commercial  
Electrical (Co-operative)

The Co-operative Industrial Course receives into its ninth grade only boys who reside in Charlestown. It receives into the tenth grade boys who have completed their ninth grade instruction in electricity in some intermediate school which conducts an electrical course approved by the Board of Superintendents for entrance to the tenth grade of the Charlestown High School. This is a five-year course which aims to give trade training in electrical work by a combination of school instruction and actual training on the job. According to the demands of industry, as many boys as possible are placed out to work with co-operative employers during the tenth, eleventh, and twelfth grades. During these grades each boy attends one week of straight academic instruction and spends the alternate week with a co-operative employer or in the school shop. The fifth year is spent at work with an outside employer, or in case of dullness in outside employment a boy reports to the school shop steadily until outside employment is found for him.

The Spencer Memorial Annex is a building set apart for advanced academic and shop instruction in electrical work for the tenth, eleventh, twelfth and thirteenth grades.

The Commercial Course gives a thorough preparation for those business pursuits which demand a preliminary school training. Typewriting is offered in the tenth grade.

The school is in session from 8.58 to 2.30 o'clock.

## DORCHESTER HIGH SCHOOL FOR BOYS

The purpose of the school is to prepare pupils for entrance to colleges, technical schools, or other institutions of higher learning. It also prepares for business life in the various forms of accounting, secretarial work, and merchandising; and those whose tastes are manual rather than academic, for industry.

The following courses are offered:

College Preparatory	General
Technology Preparatory	Woodworking (Co-operative)
Commercial	

Boys preparing for college or technical schools are offered the usual courses in preparation for institutions which admit by certificate and also for those which admit by College Entrance Board Examinations.

The Commercial Course prepares boys for the various phases of commercial life. In this connection many of the pupils are offered opportunities for practical experience in salesmanship in the large retail stores of the city and for inspection of production in mills. This course also prepares pupils for admission to colleges of business administration.

The Co-operative Industrial Course offers instruction in wood-working, the particular feature being cabinet-making and furniture construction. This course prepares boys in drafting, designing, machine operating, bench work, and finishing in connection with cabinet-making and furniture construction.

The school is in session on each school day from 9 to 2.30 o'clock.

## DORCHESTER HIGH SCHOOL FOR GIRLS

This school was established to meet the needs of Dorchester girls of high school ability and is open to all girls of the district, properly prepared, and to girls in adjacent

districts when there is room. It is a general or comprehensive high school and offers a variety of courses suited to different types of girl.

It affords the people throughout the district an opportunity to give their daughters a high school education to meet their needs without sending them outside the district or into the City.

The College Preparatory Course prepares for all colleges throughout the country, including the Teachers College of the City of Boston; the Normal Course prepares for the normal schools of the City and the State; the General Course offers a liberal academic foundation for pupils who are undecided whether or not they will continue their education. The school has a very efficient and well developed Commercial Course which prepares girls for secretarial, accounting, or salesmanship positions. It has a highly organized Art Department which offers a course in Art and Design. It has a practical arts course in sewing, dressmaking, costuming, and millinery, and a course in domestic science.

The school is in session from 8.40 until 4.30 o'clock.

#### EAST BOSTON HIGH SCHOOL (BOYS AND GIRLS)

The East Boston High School is a general high school which aims to serve the community in which it is placed by giving its pupils adequate training for entrance to higher institutions of learning or for vocations, according to their needs, interests, and aptitudes; its program of character education cultivates the spirit of co-operation expressed in its slogan, "Every-Body Helps," and in its motto, "This school a better school because I am here." The fine situation of the school and its unsurpassed arrangement and equipment are such as to appeal to parents in offering exceptional and up-to-date advantages for physical, mental, and moral training.

The courses offered are:

College, Technology and Normal School Preparatory	
Commercial	Metal-working (Co-operative)
Household Science and Arts	General



The College, Technical and Normal School Preparatory Courses are so planned as to fit pupils successfully for such institutions as Harvard, Radcliffe, Boston University, Massachusetts Institute of Technology, Teachers College and the State normal schools.

The Commercial Courses fit for business and furnish adequate preparation for those who wish to become book-keepers, stenographers, and clerks. A course in Office Practice offers special training for office occupations other than stenography; while a course in Salesmanship offers exceptional opportunities to pupils who are interested in department-store work, advertising, or other fields of selling.

The Course in Household Science and Arts is intended for girls interested in home-making and includes cooking, household accounts, menus, sewing, care of the home.

The Co-operative Industrial Course prepares boys for the metal-working trades and includes machine-shop practice, pattern making and foundry practice, and drafting.

The General Course is a combination of studies intended for those whose needs are not met by the courses indicated above.

The highest value of the school is the healthy moral atmosphere the *home* and the *school* have always united to maintain, and under the influence of which the "art of living" is placed above the "art of gaining a living."

The school is in session from 8.45 to 2.25 o'clock.

### THE ENGLISH HIGH SCHOOL (Boys)

The English High School is a general high school for boys, and receives pupils from all parts of the city. It was established by the School Committee in 1821.

The following courses are now offered:

College Preparatory	Commercial
Technology Preparatory	General

Approximately fifty per cent of the student body take either the College Preparatory, or the Technology Course.

These courses meet college entrance requirements, so that on the completion of the four years, a pupil by doing work of proper standard should be able to enter any college or school of technology.

Approximately fifty per cent of the graduates of the school enter the business world immediately, and the commercial courses give adequate preparation for secretarial, accounting and salesmanship positions. In all courses, promotion is by subject, so that a pupil passing in a portion of the year's work and failing in the other portion, is promoted in those subjects which he passes and ordinarily repeats the work in which there is a failure.

#### COLLEGE PREPARATORY COURSE

*First Year.*— Hygiene, English, Ancient History, French, Mathematics.

*Second Year.*— English, Latin, French, Mathematics.

*Third Year.*— English, Latin, French, Mathematics, Physics.

*Fourth Year.*— English, American History, Latin, French, Mathematics, and Chemistry.

#### TECHNOLOGY PREPARATORY COURSE

*First Year.*— Hygiene, English, Ancient History, French, Mathematics.

*Second Year.*— English, French, German, Mathematics.

*Third Year.*— English, French, German, Mathematics, Physics.

*Fourth Year.*— English, American History, Mathematics, Chemistry, French or German.

#### COMMERCIAL COURSES

*First Year.*— Hygiene, English, Community Civics, Mathematics, and any two of the following: French, Spanish, General Science, Clerical Practice.

*Second Year.*— English, and a choice of four of the following subjects: History of Commerce, French, German, Spanish, Bookkeeping, Commercial Geography.

*Third Year.*

*Accountancy.*— English, and a choice of four of the following: Chemistry, Bookkeeping, French, Spanish, Commercial Law.

*Merchandising.*— English, and a choice of four of the following: Chemistry, Bookkeeping, Drawing, French, Spanish, Commercial Law.

*Secretarial.*— English, and a choice of four of the following: Phonography and Typewriting, Drawing, French, Spanish, Commercial Law.

*Fourth Year.*

*Accountancy.*— English, American History, Economics, Bookkeeping, and a choice of French, Spanish, or Commercial Law.

*Merchandising.*— English, American History, Economics, Salesmanship, French or Spanish, and Commercial Law.

*Secretarial.*— English, American History, Economics, Shorthand and Typewriting, French or Spanish, and Commercial Law.

The school is in session from 9 to 2.34 o'clock.

## GIRLS HIGH SCHOOL

The Girls High School is a general high school furnishing instruction in all regular high school subjects. It offers preparation for college, for the Teachers College of the City of Boston and for the Normal Schools. It lays an excellent foundation for success in commercial and secretarial activities and in home economics.

The courses offered are:

College Preparatory

Teachers College and Normal School Preparatory

Secretarial

Merchandising

Accounting

General

Office Practice

The College Preparatory and Teachers College Preparatory Courses are laid out to meet the needs of girls who intend to pursue their education beyond high school and to enter some profession.

The Secretarial Course equips a girl to become a stenographer or secretary in business and professional offices. Accounting opens the way to positions of bookkeeping, cost accounting and like clerical activities. Office Practice broadens the equipment of girls taking the Secretarial or Accounting Courses and teaches the pupils to manipulate the various machines in use in modern offices.

The course in Merchandising teaches retail selling and through the co-operation of certain business houses, offers a limited amount of actual selling experience at a nominal wage. This experience often leads to permanent positions after graduation.

In Grades IX and X an opportunity is offered to elect Sewing and Cooking.

Election of work and promotion are by subjects and not by course, thus greatly increasing

The flexibility of the pupil's program

Opportunities of success

Accommodation to the needs of the individual.

The school is in session from 9 to 2.30 o'clock.

### HIGH SCHOOL OF COMMERCE (Boys)

The distinctive aim of the High School of Commerce is to train boys for business life. To accomplish this end, the school works in two ways. First, it provides instruction in the history, conditions and principles of business; second, it provides opportunity for practical experience through aiding the boy to secure work at the Christmas season, during the summer vacations and at various other periods of the year.

During the first year a boy studies the following subjects: English, modern language (German, Spanish, or French) elementary bookkeeping, general science, mathematics (commercial arithmetic and algebra). During the second year he continues all these studies with the exception of general science. In its place he takes economic history and geography. He also begins typewriting.

In order that each individual may be specially fitted to take a definite place in the world of commerce, the pupil is asked to choose, at the end of the second year, one of three courses. These courses are

Merchandising (Buying and Selling)  
Clerical (emphasizing Stenography)  
Accounting

Separate programs of study have been provided for these different courses, so that a boy will be well fitted to take up the particular department of business activity for which he chooses to prepare. Throughout the four years, regular class work is supplemented by talks given weekly by business men. Thus at the end of four years a boy knows a great deal about the essentials of business; he knows enough about some side of business activity to be of immediate use to his employer; and he has had sufficient practical experience to enable him to make an intelligent choice of the type of career for which he is best fitted, thus guarding against the mistakes so likely to attend complete inexperience.

The school is not narrowly vocational. Here, as in the general high school, the pupil is taught to appreciate the higher ideals and developments of modern civilization; he is trained to be not only a business man but an educated and useful citizen.

The opportunities in business are many and varied. There is always a great demand for boys with good school records who have specific business training. The constant aim of the school is to make it of as much value as possible to its pupils and to the business men of the city.

Any elementary or intermediate school graduate who desires either to enter business life directly from high school or to continue his study of business in higher institutions, should consider the aim, resources, and advantages of the High School of Commerce.

The session is from 9 to 2.32 o'clock.

## HIGH SCHOOL OF PRACTICAL ARTS (GIRLS)

The High School of Practical Arts offers a course in general academic studies together with highly specialized vocational training. During the first year the course is the same for all the pupils. At the end of this year the pupils are required to choose one of the following courses:

Domestic Science	Art
Dressmaking	Retail Selling
Millinery	

In Domestic Science instruction is given in selecting, purchasing and preparing foods; food values; invalid cookery; the planning and furnishing of a house; the care of a home, and laundry work. This course gives excellent preparation for employment immediately after graduation in supervisory work in lunch rooms and food shops.

In Dressmaking the students are taught cutting, fitting and finishing clothing. In Millinery they are taught the processes of making and trimming hats. These courses give excellent preparation for work immediately after graduation in dressmaking and millinery shops.

The course in Art is closely related to all of the other courses. It offers very complete preparation for higher schools of art. Many of the graduates of this course, however, find employment directly after graduation in designing and decorating.

A course in co-operative Retail Selling is also offered. This course aims to give thorough training to girls who expect to seek employment in the large stores. During the last two years in this course the girls spend one week in school and one week in the store, alternating throughout the year. They are paid a regular wage for their work in the store.

Graduates of the High School of Practical Arts are admitted to all of the Massachusetts State Normal Schools, Physical Training Schools, Kindergarten Training Schools, Boston University College of Practical Arts and Letters and Training Schools for Nurses.

The school is also directly related to the home by a plan of home project work; that is, all pupils are expected to

perform at home regular and useful tasks, the selection of which is left to them, with the limitation that they must be of practical value. These tasks receive credit points for graduation.

The school is in session from 8.45 to 2.15 o'clock.

### HYDE PARK HIGH SCHOOL (BOYS AND GIRLS)

The new high school building to be opened in September 1928 is located on Central and Metropolitan avenues, near Greenwood square.

In addition to the usual classrooms for academic subjects, there are shops for sheet metal working, pattern-making and moulding, and for machine shop practice. There are two rooms for machine and architectural drawing, a printing shop, a model suite for household arts, a millinery and dressmaking shop, a gymnasium for boys and one for girls.

Eight courses are offered as follows:

College Preparatory (for boys)

College Preparatory (for girls)

Technology Preparatory

Normal School and Teachers College Preparatory

Commercial (for boys)

Commercial (for girls)

Machine Shop } Co-operative

Drafting }

General (for girls)

The Commercial Course for boys, in addition to commercial studies may include some work with tools, pattern-making, drafting and printing. The Commercial Course for girls prepares for shorthand, typewriting and other office work. If desired, it may include printing, cooking, dress-making, millinery and work in the art department. The Part-Time Industrial Course is intended for boys who wish to learn the trade of machinist or draftsman. After the first year, boys work at their chosen trade on alternate weeks. The General Course for girls includes studies and work in practical arts and vocational art.

The school is in session from 8.20 to 2.20 o'clock.

## JAMAICA PLAIN HIGH SCHOOL (BOYS AND GIRLS)

The school offers the following courses:

- College Preparatory
- Teachers College and Normal School Preparatory
- Technology Preparatory
- Commercial
- Agricultural (Co-operative)

The subjects taught in the first four courses are those laid down by the Boston School Committee for all general high schools.

The Agricultural Course given in Jamaica Plain High School is the only such course given in a Boston high school. The pupils in this course are trained in the fundamentals of Agriculture. The subjects studied during the three-year course are Vegetable Gardening, Poultry, Horticulture, and Landscape Gardening. Opportunities are given for practice on nearby estates, Franklin Park, Arnold Arboretum and the farm of the Boston State Hospital. Vacations are spent working under progressive agriculturalists gaining experience. An opportunity is given for preparation to enter the Massachusetts Agricultural College and other similar colleges.

The school is in session from 9 to 2.45 o'clock.

## MECHANIC ARTS HIGH SCHOOL (BOYS)

The Mechanic Arts High School is a technical high school and is intended to prepare boys to enter those vocations which require some mechanical experience. It *does not fit pupils for any particular trade*, but it does give a training in shop work and drawing that forms a good preparation for many mechanical pursuits. *Only boys with considerable mechanical ability should select this school.*

The courses offered are:

- Course A (Shop or Mechanical Course)
- Course B (Technology Preparatory)

It should be noted that boys may enter Northeastern University or Wentworth Institute from either course.



The same subjects are taken by all pupils during the first year, after which a choice is offered between Course A and Course B.

Course A includes in the first three years Applied Mathematics, English, Science, Civics, Industrial History, Woodworking, Pattern Making, Forging, Sheet Metal Work, Machine Shop Practice, and Mechanical Drawing. In the fourth year, in addition to Surveying, Economics, Chemistry, and English, a boy may specialize in one kind of shop work, or in advanced electrical laboratory work, and in machine design, architectural drawing, or industrial design.

Course B includes Mathematics, English, History, French, German, Physics, Chemistry, and the same kinds of shop work and drawing as in Course A. Less time, however, is spent on shop work and drawing and both are omitted in the senior year.

Military Drill is now required in both courses as in other boys' high schools of the city.

Pupils are admitted to Grade IX from Boston Public Elementary Schools and from other approved schools. Graduates of intermediate schools may enter Grade X provided they have had Mathematics, including Algebra, in Grade IX.

The school is in session from 9 to 3.20 o'clock, but some boys are dismissed at 2.40 o'clock on certain days.

### MEMORIAL HIGH SCHOOL FOR BOYS

Offers the following courses:

College Preparatory	Merchandising
Technology Preparatory	Salesmanship
Accounting	General
Secretarial	Printing (Co-operative)

The Co-operative Industrial Course in Printing, which is open to boys from all parts of the city, includes instruction in hand composition, linotype and monotype operation, and in platen and cylinder presswork. After the first year each boy in the printing course will be given an opportunity to work every other week in commercial printing establishments.

A branch of the Boston Public Library, situated in the same building, co-operates with pupils and teachers in reference helps to classroom study and in choosing suitable books for leisure reading.

A 75-foot swimming pool and a rifle range are included in the equipment of the school.

School is in session from 9 to 2.30 o'clock.

### MEMORIAL HIGH SCHOOL FOR GIRLS

Memorial High School prepares pupils for college, for teacher training institutions, and for the business world.

The courses offered are:

College Preparatory

Teachers College

General

Preparatory Course for Art Schools and State Normal Schools

Commercial

Bookkeeping

Secretarial

Office Practice

Merchandising

Co-operative Salesmanship

Household Science and Arts

Domestic Science

Millinery

Dressmaking

Both Merchandising and Salesmanship include a course in art that adapts the study of color and appreciation of design to the student's line of work.

Household Science and Arts are not confined to any one course, but are meant to give all girls instruction in home-making.

The Co-operative Salesmanship Course represents a new departure in vocational education in this school. Girls are selected from the Salesmanship Course and organized into a special group to do part-time work in the retail stores of the city. These pupils attend school daily from 8.15 to 11.30 o'clock and work in the stores from 12 to 3 o'clock.

A unique feature of the school is the access to a branch of the Boston Public Library housed in the school building.

The school is in session from 8.45 to 2.15 o'clock.

#### SOUTH BOSTON HIGH SCHOOL (BOYS AND GIRLS)

The South Boston High School offers preparation for life work in all lines approved for secondary schools.

The courses offered are:

Sheet Metal (Co-operative)  
Commercial  
General  
Teachers College Preparatory  
College Preparatory

The latest additions have been the four year Industrial Course for boys and a corresponding Domestic Science Course for girls.

The Industrial Course, now in its second year, is in sheet metal work. It is of the part-time variety — the boys in their third and fourth years working one week and going to school the next. In an industrial district of the character of South Boston this course should prove a decided success. The choice of a line of trade where there is still a lively demand for men is especially fortunate.

Domestic science subjects may be elected in connection with the regular courses. This work has the advantage of being housed in the new wing of the building built for this purpose, and will undoubtedly appeal to those girls who do not care to follow the courses leading to business, teaching, or college.

The Commercial Course proceeds along solid lines leading to ability to take places in the business world in the three customary groups,— bookkeeping, stenography and typewriting, and salesmanship. As a supplement to the second group, an adequate equipment in office machines aids those who show talent to perfect themselves in this line also.

The General Course for those wishing simply a high school education still holds a place in our school.

Normal school preparation for those planning to enter Teachers College is offered to a large number of girls, and college preparatory work has again been given a place in the curriculum.

The school is in session from 9 to 2.45 o'clock.

### BOSTON CLERICAL SCHOOL (GIRLS)

The Boston Clerical School offers to girls of Boston without expense to them, courses preparatory to the higher types of office positions, where the responsibilities and requirements demand unusual character, capability, and training.

To a considerable extent, the pupil's progress is individual, and graduation is attained when the work of a particular course is completed, regardless of the time of the year.

The courses offered are:

Business	Secretarial
Shorthand	Accountancy

Pupils who have secured forty diploma points above the eighth grade are accepted in the Business Course to prepare to become bookkeepers and general clerical workers. Those who have secured sixty points above the eighth grade are accepted for the Shorthand Course, while the Secretarial and Accountancy Courses are offered to graduates of four year high schools. Over 90 per cent of the pupils are in the last two courses.

Enrollment may be made on any school day in September or on any Monday thereafter when the school is in session.

Pupils desiring to pursue the Business or the Shorthand Course should consult the Head Master of this school before severing their connections with their high schools. A pamphlet describing the school can be obtained by application.

The school is in session from 8.45 to 2.15 o'clock.

## BOSTON TRADE SCHOOL (Boys)

The purpose of the school is to train boys who are to enter industrial life in the essentials of the trade; to instruct them in those subjects closely related to the trade and to give them such general instruction as shall make for efficiency, self-improvement, and good citizenship.

The school offers courses of two, three and four years in any one of the following trades:

Auto Mechanics	Masonry
Cabinet-Making	Painting
Carpentry	Plumbing
Electricity	Printing
Machine Practice	Sheet Metal Work

Besides acquiring trade knowledge, the student gets a broad, well balanced education of secondary school grade in subjects shown in the following schedule:

FIRST AND SECOND YEARS		THIRD AND FOURTH YEARS	
	Periods Per Week		Periods Per Week
English . . . . .	3 or 5	English . . . . .	3
Mathematics . . . . .	2 or 3	Mathematics . . . . .	4
Science . . . . .	2 or 3	Science . . . . .	4
Commercial Geography <i>or</i> In- dustrial History . . . . .	2	Civics . . . . .	2
Citizenship . . . . .	1	Hygiene . . . . .	1
Hygiene . . . . .	1	Business Forms <i>or</i> Economics . . . . .	2
Shop Processes . . . . .	2	Drawing . . . . .	4
Drawing . . . . .	6	Total . . . . .	20
Total . . . . .	20	Shop . . . . .	20
Shop . . . . .	20		

The academic instruction is applied, specific, and strongly for vocational efficiency. It is true that the Boston Trade School does not fit for college, but graduates of the four-year courses may enter Wentworth Institute, Lowell Institute for Industrial Foremen, Co-operative Engineering Schools, such

as are conducted by Northeastern University and Tufts College, and other institutions of like purpose and character. There is really no restriction to the boy's advancement if he has ability and ambition.

To be admitted to Boston Trade School a boy must be at least fourteen years of age, should have an elementary school education, should be mechanically inclined, and should have no mental or physical handicap.

The Federal Board for Vocational Education gives the following in its "Statement of Policies": "The Federal Board desires to emphasize the fact that vocational schools and classes are not fostered for the purpose of giving instruction to the backward, deficient, incorrigible, or otherwise subnormal individuals; but that such schools and classes are to be established and maintained for the clearly avowed purpose of giving thorough vocational instruction to healthy, normal individuals, to the end that they may be prepared for profitable and efficient employment. Such education should command the best efforts of normal boys and girls."

There is a large demand for men who know the trades and who in addition possess an adequate knowledge of applied mathematics and science and a skill in drawing that enable them to read and make plans and direct others in their work. Such men are much sought after as foremen, inspectors, and superintendents, and the opportunity for success and promotion are increasing in the ever-widening industrial field of this country.

The session is from 8.30 to 4 o'clock.

### TRADE SCHOOL FOR GIRLS

This school welcomes any girl who wishes to become sufficiently skilled in some handicraft to assure her a position in industry at a reasonable wage, provided she has completed the sixth grade and is fourteen years of age or over.

Each girl may select the trade in which she feels best fitted to succeed, the instruction being so specialized that she may advance from project to project as rapidly as her ability

permits without being held back by her classmates, some students being able to accomplish in a month what others will require three months to complete.

The many different skills taught may be grouped under the major headings of

Dressmaking	Millinery
Power operating	Catering
Commercial Art	Design
Embroidery	Management

While two-thirds of the school day is given to trade training, the remainder is given to related work of academic type: English language and literature, elementary accounting, historical and geographical studies and home-making arts.

Particular attention is given to the physical welfare and habits of these girls, who must be regular in attendance and in prime condition for work every day and all day before they can be recommended to an employer.

Students may remain in the school for two years, but the average length of time required to prepare for a position in the business world is one year. Longer training and increased skill bring higher pay, especially in the machine trades.

As soon as a student is fitted for a position she is placed by the school and followed up until her advancement in responsibility and compensation is assured. Large numbers of Trade School girls are placed each year in the industries of Boston and surrounding cities and towns.

The school is in session from 8.30 to 4 o'clock, five days in the week, twelve months in the year.









SCHOOL DOCUMENT NO. 4—1928  
BOSTON PUBLIC SCHOOLS

A SUPPLEMENT TO  
**ORGANIZATION AND ADMINISTRATION OF  
INTERMEDIATE SCHOOLS IN BOSTON**

[SCHOOL DOCUMENT No. 3, 1925.]



CITY OF BOSTON  
PRINTING DEPARTMENT  
1928

IN SCHOOL COMMITTEE, March 19, 1928.

*Ordered*, That the accompanying pamphlet, "A Supplement to School Document No. 3, 1925 — Organization and Administration of Intermediate Schools in Boston," is hereby authorized as a school document, and that twenty-five hundred (2,500) copies be printed.

ELLEN M. CRONIN,  
*Secretary.*

## FOREWORD.

Appointed to consider the revision of School Document No. 3, 1925, the members of the committee unanimously believe any extensive revision unnecessary. They feel, however, that a rearrangement, with certain needed changes and additions, of the tables of subjects, time allotments, and diploma points will be of value.

JAMES A. CROWLEY, <i>Chairman</i>	.	Robert Gould Shaw School.
ARCHER M. NICKERSON	.	Frank V. Thompson School.
ROSE A. CARRIGAN	.	Shurtleff School.

## EXPLANATORY NOTES.

To avoid duplication of statement for each curriculum and to give opportunity for more complete explanation than is possible in footnotes, these notes are placed at the beginning.

BOARD OF SUPERINTENDENTS' CIRCULAR, No. 45, 1922-23.

This circular was concerned with the method of arranging the No. 400 card when "D" as a rating received half-credit. With the action of the Board of Superintendents, which abolished half-credit for "D" as a rating, the effect of this circular ceased.

With promotion by subject — which may be arranged for any organization, no matter how small, by having at least two teachers of each major subject — any case of pupil failure in a major subject can be cared for. Where conditions impel a principal to promote a pupil on probation in a subject, credit for the work of the preceding year should be given to that pupil at the close of December, the end of the probationary period, if he is to be continued in the new year's work beyond that time. The No. 400 card should not be sent to the office of the Superintendent showing a passing mark in one year of a continuous subject and failing marks in any preceding year of the same subject.

### *Notes.*

(A figure at the right of the name of a subject refers to the following notes as numbered.)

1. "No foreign language" and "modern foreign language" curricula of seventh and eighth grades. The ten minutes in parenthesis opposite "manual training" are taken from the time for recess or physical education, making a total of 90 minutes.
2. All curricula — all grades.

The fifty minutes in parenthesis opposite "opening exercises," etc., are taken ten minutes per day, as seems best in the judgment of each principal for his district, making a total of seventy-five minutes.

*Suggestive Methods:*

- a. Five minutes from each of first two periods.  
(Applicable to all schools.)
  - b. Two minutes from each of first four periods and recess. (Particularly applicable to two-session schools.)
  - c. One minute from each of seven periods, two minutes from recess, and one minute from physical education time. (Particularly applicable to one-session schools.)
3. "Mechanic arts" and "practical arts" curricula — all grades.  
One-half the recess time shall be added to the class period immediately preceding or immediately following recess.  
The afternoon physical training time shall be added to the sixth or seventh periods.
4. In Grades IX, X, XI, and XII an additional point may be earned each year for satisfactory improvement in physical education or for approved participation in athletics under the direction of the coach, play teacher, or physical education teacher.  
At any time during the four years above Grade VIII one point may be credited for swimming.  
The total number of points in physical education obtainable from Grade VII to Grade XII, inclusive, is ten.
5. Foreign language — ninth grade.
- a. Pupils who have passed in the work of the seventh and eighth years must elect the second year of the same language in the ninth grade.
  - b. No pupil may begin more than one foreign language in any one year.
6. Commercial curriculum — ninth grade.  
Boys planning to enter the High School of Commerce are advised to elect mathematics.

7. From the minutes of the Board of Superintendents May 12, 1927:  
“At the discretion of the principal, a period of forty minutes per week may be devoted to extra curricula activities. The teacher in charge may count this period as the equivalent of a regular teaching period.”
8. All curricula — ninth grade.  
Assembly and club activities are placed under “Required Subjects” because both become a part of the organization of the school at the option of the principal.
9. In addition to the requirement of the minimum of points (seven for the seventh grade, fifteen for the eighth grade, and thirty-one for the ninth grade) necessary for promotion to the next grade, no pupil shall be promoted who has not passed in two major subjects, at least one of which must carry a value of two and one-half points in Grade VII or VIII and five points in Grade IX.
10. The point values of this supplement shall apply to the seventh grade records of pupils who begin their eighth grade work in September, 1928.



## SEVENTH AND EIGHTH GRADES.

(Each table following is identical for each grade.)

## NO FOREIGN LANGUAGE.

SUBJECTS.	Minutes.	Periods.	Points.	Prepared Periods.	Unprepared Periods.
English.....	280	7	2½	4	3
Mathematics.....	200	5	2½	3	2
History.....	120	3	1	2	1
Geography.....	160	4	1½	2	2
Science.....	80	2	½	.....	2
Art Education.....	80	2	½	.....	2
Hygiene.....	40	1	½	.....	1
Music.....	80	2	½	.....	2
Penmanship.....	40	1	½	.....	1
Manual Training <sup>1</sup> .....	80 (10)	2½	½	.....	2½
Physical Education.....	75	1½	½	.....	.....
Study.....	120	3	.....	.....	.....
Guidance (Educational and Vocational),	40	1	.....	.....	.....
Assembly.....	40	1	.....	.....	.....
Club Activities <sup>7</sup> .....	40	1	.....	.....	.....
Recess.....	100	2½	.....	.....	.....
Opening Exercises and Character Educa- tion. <sup>2</sup>	25 (50)	1½	.....	.....	.....
	1,600	.....	10½	.....	.....

## MODERN FOREIGN LANGUAGE.

SUBJECTS.	Minutes.	Periods.	Points.	Prepared Periods.	Unprepared Periods.
English.....	280	7	2½	4	3
Mathematics.....	200	5	2½	3	2
Modern foreign language.....	200	5	2½		5
History.....	120	3	1	2	1
Geography.....	160	4	1½	2	2
Science.....	40	1	¼		2
Art Education.....	40	1	¼		1
Hygiene.....	40	1	½		1
Music.....	80	2	¼		2
Penmanship.....	40	1	¼		1
Manual Training <sup>1</sup> .....	80 (10)	2½	½		2½
Physical Education.....	75	1⅝	½		
Assembly.....	40	1			
Club Activities <sup>7</sup> .....	40	1			
Guidance (Educational and Vocational),	40	1			
Recess.....	100	2½			
Opening Exercises and Character Educa- tion. <sup>2</sup>	25 (50)	1⅞			
	1,600	.....	12½		

## MECHANIC ARTS (FOR BOYS).

SUBJECTS.	Minutes.	Periods.	Points.	Prepared Periods.	Unprepared Periods.
English.....	280	7	2½	4	3
Mathematics.....	200	5	2½	3	2
Geography.....	120	3	1	2	1
History.....	120	3	1	2	1
Art Education.....	40	1	¼		1
Science.....	40	1	¼		1
Hygiene.....	40	1	½		1
Music.....	80	2	¼		2
Penmanship.....	40	1	¼		1
Mechanic Arts <sup>3</sup> .....	320	8	1¾		8
Physical Education.....	75	1½	½		
Assembly.....	40	1			
Club Activities <sup>7</sup> .....	40	1			
Guidance (Educational and Vocational),	40	1			
Recess.....	100	2½			
Opening Exercises and Character Education. <sup>2</sup>	25 (50)	1½			
	1,600		10½		

## PRACTICAL ARTS (FOR GIRLS).

SUBJECTS.	Minutes.	Periods.	Points.	Prepared Periods.	Unprepared Periods.
English.....	280	7	2½	4	3
Mathematics.....	200	5	2½	3	2
Geography.....	120	3	1	2	1
History.....	120	3	1	2	1
Art Education.....	40	1	¼		1
Science.....	40	1	¼		1
Hygiene.....	40	1	½		1
Music.....	80	2	¼		2
Penmanship.....	40	1	¼		1
Practical Arts <sup>3</sup> .....	320	8	1½		8
Physical Education.....	75	1½	½		
Assembly.....	40	1			
Club Activities <sup>7</sup> .....	40	1			
Guidance (Educational and Vocational),	40	1			
Recess.....	100	2½			
Opening Exercises and Character Education <sup>2</sup> .	25 (50)	1½			
	1,600	.....	10½		

## TIME ALLOTMENT AND POINT ALLOWANCE FOR ADMISSION OF PUPILS FROM PAROCHIAL SCHOOLS.

SUBJECTS.	Grade VII.	Grade VIII.	Total Time Allotment for Grades VII and VIII Combined.	Diploma Points.
English.....	400	390	790	6
Arithmetic.....	220	220	440	6
Geography.....	150	140	290	3
History, Civics.....	120	140	260	2
Physical Education.....	75	75	150	1
Penmanship.....	90	90	180	½
Drawing.....	60	60	120	1
Music.....	60	60	120	½
Hygiene.....	30	30	60	1
Total.....				21

**NINTH GRADE.  
COLLEGE CURRICULUM.**

REQUIRED SUBJECTS.	Minutes.	Periods.	Points.
Physical Education <sup>4</sup> .....	80	2	1
Choral Practice.....	40	1	½
Hygiene.....	40	1	1
English.....	200	5	5
Latin I.....	200	5	5
French, German, Spanish, or Italian II *.....	200	5	5
Guidance (Educational and Vocational).....	40	1	
Assembly.....	40	1	
Club Activities <sup>7</sup> .....	40	1	
Opening Exercises and Character Education <sup>2</sup> .....	25 (50)	1½	
ELECTIVE SUBJECTS (at least one).			
Mathematics.....	200	5	5
Ancient History.....	200	5	5
Art Education (Appreciation).....	40	1	½

\* Only for pupils who have passed in foreign language of seventh and eighth grades.

**CURRICULUM PREPARATORY TO TEACHERS COLLEGE.**

REQUIRED SUBJECTS.	Minutes.	Periods.	Points.
Physical Education <sup>4</sup> .....	80	2	1
Choral Practice.....	40	1	½
Hygiene.....	40	1	1
English.....	200	5	5
Latin I.....	200	5	5
French, German, Spanish, or Italian I.....			
French, German, Spanish, or Italian II.....			
Mathematics.....	200	5	5
Ancient History.....	200	5	5
Guidance (Educational and Vocational).....	40	1	
Assembly.....	40	1	
Club Activities <sup>7</sup> .....	40	1	
Opening Exercises and Character Education <sup>2</sup> .....	25 (50)	1½	
ELECTIVE SUBJECT.			
Art Education (Appreciation).....	40	1	½

## TECHNICAL PREPARATORY CURRICULUM.

REQUIRED SUBJECTS.	Minutes.	Periods.	Points.
Physical Education <sup>4</sup> .....	80	2	1
Choral Practice.....	40	1	$\frac{1}{2}$
Hygiene.....	40	1	1
English.....	200	5	5
French or German I } <sup>5</sup> .....	200	5	5
French or German II }			
Mathematics.....	200	5	5
Guidance (Educational and Vocational).....	40	1	
Assembly.....	40	1	
Club Activities <sup>7</sup> .....	40	1	
Opening Exercises and Character Education <sup>2</sup> .....	25 (50)	1 $\frac{1}{2}$	
ELECTIVE SUBJECTS (at least one).			
General Science.....	160	4	3
Ancient History.....	200	5	5
Latin I.....	200	5	5
Mechanical Drawing.....	160	4	2
Art Education (Appreciation).....	40	1	$\frac{1}{2}$

## GENERAL CURRICULUM.

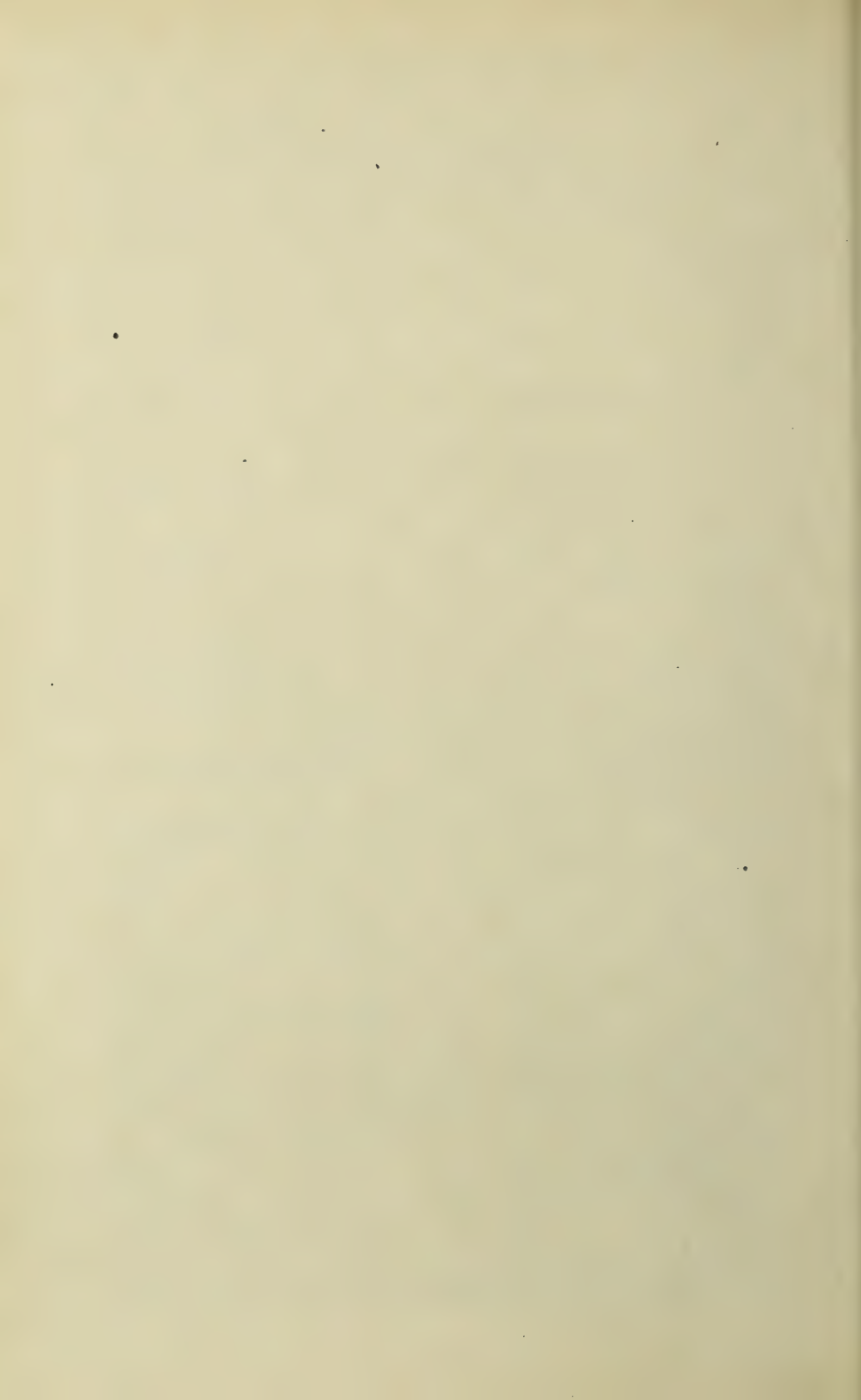
REQUIRED SUBJECTS.	Minutes.	Periods.	Points.
Physical Educations <sup>4</sup> .....	80	2	1
Choral Practice.....	40	1	$\frac{1}{2}$
Hygiene.....	40	1	1
English.....	200	5	5
French, German, Spanish, or Italian I } <sup>5</sup> .....	200	5	5
French, German, Spanish, or Italian II }			
Ancient History.....	200	5	5
Guidance (Educational and Vocational).....	40	1	
Assembly.....	40	1	
Club Activities <sup>7</sup> .....	40	1	
Opening Exercises and Character Education <sup>2</sup> .....	25 (50)	1 $\frac{1}{2}$	
ELECTIVE SUBJECTS (at least one).			
Mathematics.....	200	5	5
General Science.....	160	4	3
Art Education (Special Art).....	160	4	3
Household Science and Art.....	160	4	2
Art Education (Appreciation).....	40	1	$\frac{1}{2}$

COMMERCIAL CURRICULUM.

REQUIRED SUBJECTS.	Minutes.	Periods.	Points.
Physical Education <sup>4</sup> .....	80	2	1
Choral Practice.....	40	1	$\frac{1}{2}$
Hygiene.....	40	1	1
English.....	200	5	5
Clerical Practice.....	200	5	5
Guidance (Educational and Vocational).....	40	1	
Assembly.....	40	1	
Club Activities <sup>7</sup> .....	40	1	
Opening Exercises and Character Education <sup>2</sup> .....	25 (50)	1 $\frac{1}{2}$	
ELECTIVE SUBJECTS (at least one).			
French, German, Spanish, or Italian I } <sup>5</sup>	200	5	5
French, German, Spanish, or Italian II }			
Mathematics <sup>6</sup> .....	200	5	5
General Science.....	160	4	3
Community Civics.....	120	3	3
Art Education (Special Art).....	160	4	3
Household Science and Art.....	160	4	2
Art Education (Appreciation).....	40	1	$\frac{1}{2}$

MECHANIC AND PRACTICAL ARTS CURRICULUM.

REQUIRED SUBJECTS.	Minutes.	Periods.	Points.
Physical Education <sup>4</sup> .....	80	2	1
Choral Practice.....	40	1	1
Hygiene.....	40	1	1
English.....	240	6	5
Mathematics.....	240	6	5
General Science.....	160	4	3
Shop or Household Science and Arts <sup>3</sup> .....	320	8	4
Art Education (Special Art), Girls.....	80	2	1
Drafting, Boys.....			
Art Education (Appreciation).....	40	1	$\frac{1}{2}$
Guidance (Educational and Vocational).....	40	1	
Assembly.....	40	1	
Club Activities <sup>7</sup> .....	40	1	
Opening Exercises and Character Education <sup>2</sup> .....	25 (50)	1 $\frac{1}{2}$	









SCHOOL DOCUMENT NO. 5—1928  
BOSTON PUBLIC SCHOOLS  
REAPPOINTMENTS OF TEACHERS AND  
MEMBERS OF SUPERVISING STAFF



CITY OF BOSTON  
PRINTING DEPARTMENT  
1928



## REAPPOINTMENTS OF TEACHERS AND MEMBERS OF SUPERVISING STAFF.

---

IN SCHOOL COMMITTEE, July 9, 1928.

*To the School Committee:*

In accordance with Section 272 of the Regulations, I herewith submit a list of reappointments for the school year 1928-29, 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. All reappointments are made subject to the provisions of the Regulations governing promotional examinations.

All reappointments of high school teachers are based upon the provisions contained in Section 302 of the Regulations. The computation is based upon a report received from each head master as of October 1, 1927. The quota of teachers appointed to day high and Latin schools is based upon the standard number of teaching units of instruction, *i. e.*, 704 pupil hours for women and 768 pupil hours for men.

All reappointments of elementary and intermediate school teachers are made on the basis of one teacher for every thirty-five pupils in Grades VII, VIII, and IX, and one teacher for every forty pupils in all other grades. The appointment of new teachers during the current school year has been made on the basis of forty pupils in the first grade, thirty-five pupils in the seventh, eighth, and ninth grades, and forty-two pupils in grades from the second to the sixth. In consequence of this difference in the basis of appointment of new teachers and the reappointments of teachers for the ensuing school year, the reports which follow indicate a considerable number of elementary school vacancies, but these are technical rather than actual vacancies, that is, they are vacancies on the basis of forty pupils for Grades I to VI,

inclusive, and thirty-five pupils for Grades VII, VIII, and IX. Except as hereinafter explained, there are no teachers in excess of the Regulations.

#### EXCESS TEACHERS.

In the High School of Commerce there are three teachers in excess of the number allowed under the Regulations. I recommend that these teachers be allowed to remain in the school until the fall, at which time the membership may warrant their retention; if not, their transfer may be effected.

In the Dearborn District there is one teacher in excess of the number allowed under the Regulations. I recommend that this teacher be allowed to remain in the school until the fall, at which time the membership may warrant her retention; if not, her transfer may be effected.

In the Gilbert Stuart District there is one teacher in excess of the number allowed under the Regulations. I recommend that this teacher be allowed to remain in the school until the fall, at which time the membership may warrant her retention; if not, her transfer may be effected.

In the Hancock District there is one elementary teacher in excess of the number allowed under the Regulations. I recommend that this teacher be allowed to remain in the school until the fall, at which time the membership may warrant her retention; if not, her transfer may be effected.

In the Prescott District there is one teacher in excess of the number allowed under the Regulations. I recommend that this teacher be allowed to remain in the school until the fall, at which time the membership may warrant her retention; if not, her transfer may be effected.

In the Quincy District there is one teacher in excess of the number allowed under the Regulations. I recommend that this teacher be allowed to remain in the

school until the fall, at which time the membership may warrant her retention; if not, her transfer may be effected.

In the Wendell Phillips District there are three teachers in excess of the number allowed under the Regulations. I recommend that these teachers be allowed to remain in the school until the fall, at which time the membership may warrant their retention; if not, their transfer may be effected.

#### SUBMASTERS.

In the following-named district a submaster is employed in excess of the Regulations:

*Elihu Greenwood.*— One. This submaster has been allowed in previous years for assignment to the Fairmount School, in which are several upper grades. I recommend that a teacher of said rank be continued in the foregoing district during the school year ending August 31, 1929.

In each of the following-named districts there is one additional submaster in charge of the pupils above the third grade as authorized by the School Committee:

*Abraham Lincoln.*

*Christopher Gibson.*

*Dearborn.*

*Donald McKay Intermediate.*

*Frederic W. Lincoln.*

*Joseph H. Barnes Intermediate.*

*Lewis Intermediate.*

*Mary Hemenway.*

*Oliver Wendell Holmes Intermediate.*

*Phillips Brooks.*

*Sherwin.*

*Thomas Gardner.*

*Thomas N. Hart.*

*Warren-Bunker Hill.*

*Washington Intermediate.*

*Washington Allston.*

*Washington Irving Intermediate.*

## MASTER'S ASSISTANTS.

In each of the following-named districts there is one master's assistant in excess of the number authorized by the Regulations:

*Bennett.*

*Dearborn.*

*Donald McKay Intermediate.*

*Harvard-Frothingham.*

*Henry L. Pierce.*

*Jefferson-Comins.*

*Joseph H. Barnes Intermediate.*

*Lawrence.*

*Mather.*

*Michelangelo Intermediate.— Two.*

*Oliver Wendell Holmes Intermediate.*

*Quincy.— Two.*

*Sherwin.*

*Warren-Bunker Hill.— Two.*

*Washington Intermediate.*

*Wendell Phillips.*

## TEACHERS TAKEN FROM TENURE.

There are two teachers in the service who were once appointed to serve during the pleasure of the School Committee but who have since been taken from tenure. These teachers have been reappointed for the school year ending August 31, 1929.

*Boston Trade School.— One.*

*Department of Manual Arts.— One.*

## CONSERVATION OF EYESIGHT CLASSES.

I hereby re-establish conservation of eyesight classes in the following-named districts for the year 1928-29:

*Blackinton-John Cheverus.— One.*

*Dudley.— One.*

*Eliot.— One.*

*Franklin.— Two.*

*Harvard-Frothingham.— One.*



*Martin*.— One.  
*Norcross*.— One.  
*Theodore Lyman*.— One.  
*Wells*.— One.

## LIP-READING CENTERS.

I hereby re-establish lip-reading centers in the following-named districts for the year 1928-29:

*Emerson*.— One.  
*Horace Mann*.— One.  
*Hyde*.— One.  
*Martin*.— One.  
*Prince*.— One.  
*Wells*.— One.

## SPECIAL CLASSES.

I hereby re-establish special classes in the following-named districts for the year 1928-29:

*Abraham Lincoln*.— Two.  
*Agassiz*.— One.  
*Bennett*.— Two.  
*Bigelow*.— One.  
*Blackinton*.— One.  
*Bowdoin*.— Three.  
*Chapman*.— One.  
*Dearborn*.— One.  
*Dillaway*.— Two.  
*Dudley*.— Two.  
*Dwight*.— Six.  
*Edmund P. Tileston*.— One.  
*Edward Everett*.— Two.  
*Elihu Greenwood*.— One.  
*Eliot*.— Four.  
*Emerson*.— Two.  
*Emily A. Field*.— One.  
*Everett*.— Two.  
*Franklin*.— One.  
*Hancock*.— Seven.  
*Harvard-Frothingham*.— Three.

- Hugh O'Brien.*— One.  
*Hyde.*— One.  
*Jefferson-Comins.*— One.  
*John Cheverus.*— One.  
*John Marshall.*— Eight.  
*John Winthrop.*— One.  
*Julia Ward Howe.*— One.  
*Lawrence.*— One.  
*Longfellow.*— One.  
*Lowell.*— Two.  
*Mary Hemenway.*— One.  
*Mather.*— Two.  
*Norcross.*— One.  
*Oliver Hazard Perry.*— One.  
*Prescott.*— One.  
*Quincy.*— Three.  
*Rice.*— One.  
*Robert Gould Shaw.*— One.  
*Robert Treat Paine.*— One.  
*Roger Wolcott.*— Two.  
*Samuel Adams.*— Three.  
*Sherwin.*— Twelve.  
*Shurtleff.*— One.  
*Theodore Lyman.*— Eight.  
*Theodore Roosevelt Intermediate.*— Two.  
*Thomas Gardner.*— Two.  
*Thomas N. Hart.*— One.  
*Ulysses S. Grant.*— Three.  
*Warren-Bunker Hill.*— Two.  
*Wells.*— Six.  
*Wendell Phillips.*— Six.  
*William E. Endicott.*— One.  
*William E. Russell.*— One.

#### SPEECH IMPROVEMENT CENTERS.

I hereby re-establish speech improvement centers in the following-named districts for the year 1928-29:

- Abraham Lincoln.*— One.  
*Charles Sumner.*— One.

*Dudley.*— One.  
*Dwight.*— One.  
*Franklin.*— One.  
*Hancock.*— One.  
*Harvard-Frothingham.*— One.  
*John A. Andrew.*— One.  
*Longfellow.*— One.  
*Lowell.*— One.  
*Mary Hemenway.*— One.  
*Quincy.*— One.  
*Roger Wolcott.*— One.  
*Ulysses S. Grant.*— One.  
*Washington Allston.*— One.  
*Wells.*— Two.

#### OPEN-AIR, UNGRADED AND SPECIAL ENGLISH CLASSES.

I recommend that the same policy be pursued regarding the establishment of open-air, ungraded and special English classes as in 1927-28 and that no action concerning the re-establishment of these classes for the year 1928-29 be taken at the present time. Action should be postponed until after the opening of schools in September, when orders will be presented to the School Committee regarding the establishment of all such classes on the basis of registration at that time. I recommend that all open-air, ungraded and special English classes at present authorized be discontinued at the close of the current school year and that such classes be re-established only by special order of the School Committee.

#### DISCIPLINARY DAY CLASSES.

I hereby re-establish disciplinary day classes in the following-named district for the year 1928-29:

*Henry L. Higginson.*— Four.

## PART I.

---

### REAPPOINTMENT OF PRINCIPALS AND MEMBERS OF THE SUPERVISING STAFF.

---

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

*Charlestown High School.*— Head Master, Chester M. Grover.

*Girls' High School.*— Head Master, John E. Denham.

*Memorial High School (Girls).*— Head Master, Myrtle C. Dickson.

*Chapman District.*— Master, Leroy K. Houghton.

*Dwight District.*— Master, Vincent A. Keenan.

*Eliot District.*— Master, James E. Lynch.

*Henry L. Higginson District.*— Master, Elizabeth V. Cloney.

*Phillips Brooks District.*— Master, Francis M. Morrissey.

*Samuel Adams District.*— Master, Raymond H. Young.

*Ulysses S. Grant District.*— Master, Anna M. Niland.

Director, Speech Improvement Classes, Theresa A. Dacey.

Assistant Director, Educational Investigation and Measurement,  
Olivia C. Penell.

Assistant Director, Department of Household Science and Arts, Mary  
W. Cauley.

Assistant Directors, Music, H. Dana Strother, Joseph F. Wagner.

Associate Director, Physical Education, Frederick J. O'Brien.

Assistant Director, Physical Education, James H. Crowley.

Assistant Directors, Practice and Training, Eunice C. Hearn, Anne R.  
Mohan.

Assistant Director, Special Classes, Katherine C. Coveney.

Educational Statistician, Louis J. Fish.

Commercial Co-ordinator, Edward J. Rowse.

Assistant, Music, Agnes F. McCarthy.

Vocational Assistants, Department of Vocational Guidance, Viola M. I.  
Clark, Bertha Shepard.

Vocational Instructor, Department of Vocational Guidance, Curtis  
Peckham.

Assistant Supervising Nurse, Mary Callaghan, Sadie G. Reynolds,  
Marion C. Sullivan.

School Nurses, Anna E. Donovan, Della V. Egan, Madeline A. Mahoney,  
Rose A. Meade, Anna M. Phalan.

Appointed: *To serve for the term ending August 31, 1929.*

*Memorial High School (Boys).*— Head Master, Robert B. Masterson.

*Blackinton District.*— Master, Edward J. Carroll.

*Charles Sumner District.*— Master, John A. O'Keefe, Jr.

*Everett District.*— Master, Bertha L. Mulloney.

*Gaston District.*— Master, Elizabeth W. O'Connor.

*Henry Grew District.*— Master, Joseph E. Lynch.

*Jefferson-Comins District.*— Master, James T. Donovan.

*Longfellow District.*— Master, Emma B. Harvey.

*Wells District.*— Master, Anna A. Maguire.

Examiner, Philip J. Bond.

Director, Manual Arts, C. Edward Newell.

Director, School Hygiene, John A. Ceconi, M. D.

Assistant Director, Practice and Training, Clarissa E. Prouty.

Assistant Director, Music, Fortunato Sordillo.

Assistants, Music, Elsie M. Eckman, Helen J. Lynch, Alice G. Mason.

Supervisor, Drum and Bugle Corps, Harry B. Roche.

Supervisors of Bands and Orchestras, Carleton E. Gardner, Frederick R. Whitehouse, Mary M. McLaughlin.

Vocational Assistant, Department of Vocational Guidance, Ella L. Bresnehen.

Vocational Instructors, Department of Vocational Guidance, Harold B. Foye, Francis J. Murphy, Archibald Taylor.

School Nurses, Louise H. Best, Marguerite L. Carney, Ivy B. Chase, Mary A. Clifford, Madaline K. Dolan, Sally Givner, Helena V. Maloney, Gladys H. Miller, Mary C. Mullaney, Anna A. Ramsey, Helen M. Riley, Mabel C. Sheridan, Agnes J. Trainor.

## PART II.

## REAPPOINTMENT OF SUBORDINATE TEACHERS.

NOTE.—Physical education teachers in The Teachers College of the City of Boston, day High and Latin Schools are given under Part III.

## THE TEACHERS COLLEGE OF THE CITY OF BOSTON.

Largest number of pupils belonging at any one time between September 1, 1927, and April 1, 1928 . . . . .	798
TEACHERS.— Entitled to 45 regular teachers . . . . .	45
<i>Now serving on tenure</i> . . . . .	32
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Master, Henry L. Gerry; Junior Masters, Joseph A. Hennessey, Francis P. O'Meara; Assistants, Frances W. Given, Marion A. Guilford, Grace S. Mansfield, Mary J. Quigley . . . . .	7
Appointed: <i>To serve for the term ending August 31, 1929.</i> — First Assistants, Katharine E. Barr, Edith M. Gartland; Assistants, Alice M. Kerrigan, Eleanore E. Hubbard, Teresa A. Regan . . . . .	5
	— 44

In addition to the above-named staff of permanent teachers there were during the school year 1927-28: Two temporary teachers.

## PUBLIC LATIN SCHOOL.

TEACHERS.— Entitled to 57 regular teachers . . . . .	57
<i>Now serving on tenure</i> . . . . .	29
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Masters, Heads of Departments, John J. Cadigan, Henry R. Gardner; Junior Masters, Gerard B. Cleary, Robert B. Drummey, Charles S. FitzGerald . . . . .	5
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Junior Masters, Edward F. Brickley, James A. S. Callanan, Thomas Campbell, Francis P. Carroll, Francis C. Cleary, John E. Collins, John F. Cray, John F. Dobbyn, Thomas E. Fitzpatrick, Frank A. Gilbert, William F. Goodale, Henry Lucey, Thomas F. Mahan, Philip Marson, Cornelius J. Murphy, William J. Reycroft, Mark F. Russo, Benjamin C. Scully, Richard H. Tuson . . . . .	19
	— 53

In addition to the above-named staff of permanent teachers there were during the school year 1927-28: Two temporary teachers.

## GIRLS' LATIN SCHOOL.

TEACHERS.— Entitled to 34 regular teachers . . . . .	34
<i>Now serving on tenure</i> . . . . .	19
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Head of Department, Adeline G. Simmons . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Master, Head of Department, Raymond S. Tobey; Assistants, Helen A. Austin, Ida A. Cohen, Janet Crawford, Elinor J. Fowle, Blanche W. Harding, Helen G. Holland, Dorothea R. Jones, Marion L. Lithgow, Katharyn E. MacNamara, Helen S. Miller, Zabelle D. Tahmizian . . . . .	12
	— 32

In addition to the above-named staff of permanent teachers there were during the school year 1927-28: Two junior assistants serving in accordance with the plan adopted by the Board of Superintendents.

## BRIGHTON HIGH SCHOOL.

TEACHERS.— Entitled to 38 regular teachers . . . . .	38
<i>Now serving on tenure</i> . . . . .	17
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Winifred A. Dowd; Co-operative Instructor, Percy A. Brigham . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1929.</i> — First Assistant, Head of Department, Elvira B. Smith; Junior Masters, John T. Gibbons, Martin H. McInerney, William J. Murphy; Assistants, Mildred P. Cummings, Ethel C. Lomasney, Margaret W. Lynch, Marjory F. Marshall, Jane R. Woods; Co-operative Instructors, Edward A. Burns, Thomas M. Dowell, William M. Rogers, Samuel R. Romano; Industrial Instructor, Jean McKissock . . . . .	14
	— 33

In addition to the above-named staff of permanent teachers there were during the school year 1927-28: One temporary teacher and one junior assistant serving in accordance with the plan adopted by the Board of Superintendents.

## CHARLESTOWN HIGH SCHOOL.

TEACHERS.— Entitled to 35 regular teachers . . . . .	35
<i>Now serving on tenure</i> . . . . .	20
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Co-operative Instructors, Matthew F. Durgin, Harrie S. Goodwin . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1929.</i> — First Assistant, Head of Department, Margaret C. Cotter; Junior Master, Bryan L. Carpenter; Assistants, Marion C. Gilman, Gladys E. Heyl, Madelon A. Kelley, Katherine C. Kelly, Alma M. Wolf; Co-operative Instructors, John	

Knight, John D. McLaughlin, Walter F. Perry; Assistant Instructors, Commercial Branches, Constance Tenney, Gertrude P. Twombly . . . . .	12 — 34
--	------------

In addition to the above-named staff of permanent teachers there were during the school year 1927-28: Two temporary teachers.

DORCHESTER HIGH SCHOOL FOR BOYS.

TEACHERS.— Entitled to 63 regular teachers . . . . .	63
<i>Now serving on tenure</i> . . . . .	23
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> — Master, Head of Department, Ambrose B. Warren; Junior Master, Joseph M. Sullivan; Co-operative In- structors, Harold P. Johnson, Frederick E. Rau . . . . .	4
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Junior Masters, Peter A. Alemi, Gerard J. Deeley, Robert F. Denvir, Edward C. Donahue, Walter T. Durnan, Joseph T. Evans, Edward F. Fogarty, Francis L. Ford, Abram E. Freeman, Julian Goulston, William L. Hughes, Walter J. Kelliher, William A. Mahaney, John J. McGrath, George L. McKim, Charles L. Milward, James H. Mullins, Cornelius A. O'Keefe, William F. Phelan, Francis C. Ramisch, George A. Reardon, Allan A. Sandberg, Robert C. Schimmel, Walter J. Shea, Francis J. Sullivan, Thomas L. Sullivan, William F. Walsh, Robert W. Watts, Ralph E. Wellings, Louis R. Welsh; Instructor, Commercial Branches, Edward M. Balfe; Co-operative Instructors, Carl G. E. Engborg, Stewart J. Shaw . . . . .	33 — 60

In addition to the above-named staff of permanent teachers there were during the school year 1927-28: Two temporary teachers.

DORCHESTER HIGH SCHOOL FOR GIRLS.

TEACHERS.— Entitled to 78 regular teachers . . . . .	78
<i>Now serving on tenure</i> . . . . .	42
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> — Assistant, Mary L. Barlow . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Master, Head of Department, Charles T. Wentworth; Junior Master, Edward E. Hunkins; Assistants, Charlotte L. Adams, Helen L. Barry, Margaret E. Burke, Elizabeth M. Carty, Margaret A. Callaghan, Katherine A. Connell, Alice W. Dinegan, Elizabeth M. Douglas, Grace A. Evans, Catherine L. Haight, Alice J. Healy, Rose F. Hickey, Ruth E. Lane, Christina B. Locke, Mary E. Lynch, Hazel W. Macdonald, Marion L. McCarthy, Catherine M. McElroy, Hope Hearn Moulton, Alice Reynolds, Eleanor M. Ryan, Grace E. Ryan, Bertha M. Swift, Florette E. A. Tremblay,	



Virginia E. Turnbull, Mary M. P. Twomey, Irene P. Zahn; Assistant Instructor, Commercial Branches, Mary M. Gainard; Industrial Instructor, Margaret K. Templeton . . . 31

74

In addition to the above-named staff of permanent teachers there were during the school year 1927-28: Four temporary teachers and four junior assistants serving in accordance with the plan adopted by the Board of Superintendents. However, one of the regular teachers was absent on leave and her program was divided among the other teachers.

EAST BOSTON HIGH SCHOOL.

TEACHERS.— Entitled to 47 regular teachers . . . . . 47  
*Now serving on tenure* . . . . . 27

Appointed: *To serve during the pleasure of the School Committee.*— Assistants, Miriam W. Crowley, Theresa A. Fitzpatrick, Anna E. Scott; Co-operative Instructors, John A. Lane, Arthur R. Nelson . . . . . 5

Appointed: *To serve for the term ending August 31, 1929.*— Junior Masters, William J. Dee, Paul A. Saunders; Assistants, Elizabeth C. Ferguson, Regina D. Madden, Mary F. Sullivan, Mary M. Sullivan, Katherine F. McAndrew; Co-operative Instructors, Abraham S. Burnes, Francis J. Lee; Industrial Instructor, Margaret F. Lane . . . . . 10  
 — 42

In addition to the above-named staff of permanent teachers there were during the school year 1927-28: Two temporary teachers and two junior assistants serving in accordance with the plan adopted by the Board of Superintendents.

ENGLISH HIGH SCHOOL.

Teachers.— Entitled to 85 regular teachers . . . . . 85  
*Now serving on tenure* . . . . . 59

Appointed: *To serve during the pleasure of the School Committee.*— Junior Masters, Lawrence R. Atwood, Ralph G. Gilbert, Francis P. Glavin, Nathaniel J. Hasenfus, Albert I. Maguire, Thomas J. McCabe, Charles E. McCool, Robert G. Simmons, John H. Ward . . . . . 9

Appointed: *To serve for the term ending August 31, 1929.*— Junior Masters, Edward F. Bell, William J. Carey, Charles F. Coveney, Charles J. Hamlin, William J. Hayes, Arthur F. Leary, Fridolf H. Peterson, Francis X. Rencan, John D. Shore . . . . . 9  
 — 77

In addition to the above-named staff of permanent teachers there was during the school year 1927-28: One temporary teacher.

GIRLS' HIGH SCHOOL.

TEACHERS.— Entitled to 73 regular teachers . . . . . 73  
*Now serving on tenure* . . . . . 64

Appointed: *To serve during the pleasure of the School Committee.*— Assistants, Eveline B. Cook, Mary M. Mallard . . . 2

Appointed: *To serve for the term ending August 31, 1929.*—  
 Assistants, Agnes G. Doggett, Florence M. Fischer, Mary M.  
 Lee, Mildred B. Mitton, Charlotte L. Rogers; Assistant  
 Instructor, Salesmanship, Dore M. Gentz; Industrial Instruc-  
 tor, Julia M. H. Fanning . . . . . 7  
 — 73

In addition to the above-named staff of permanent teachers  
 there were during the school year 1927-28: One temporary  
 teacher and one junior assistant serving in accordance with  
 the plan adopted by the Board of Superintendents.

HIGH SCHOOL OF COMMERCE.

TEACHERS.— Entitled to 46 regular teachers . . . . . 46  
*Now serving on tenure* . . . . . 47  
 Appointed: *To serve during the pleasure of the School Commit-  
 tee.*— Master, Head of Department, John V. Barrett; Junior  
 Master, Joseph F. Kelley . . . . . 2  
 — 49

HIGH SCHOOL OF PRACTICAL ARTS.

TEACHERS.— Entitled to 38 regular teachers . . . . . 38  
*Now serving on tenure* . . . . . 30  
 Appointed: *To serve during the pleasure of the School Commit-  
 tee.*— Assistant, Helen L. P. Pollycutt; Industrial Instructor,  
 Jessie M. Howard . . . . . 2  
 Appointed: *To serve for the term ending August 31, 1929.*—  
 First Assistant, Head of Department, Mary M. Giblin;  
 Assistants, Frances R. Bacharach, Olive C. Hill, Catherine  
 M. Keegan; Industrial Instructor, Jessie Guttentag; Home  
 Nursing Assistant, Blanche Wildes . . . . . 6  
 — 38

In addition to the above-named staff of permanent teachers  
 there were during the school year 1927-28: Two junior  
 assistants serving in accordance with the plan adopted by the  
 Board of Superintendents.

HYDE PARK HIGH SCHOOL.

TEACHERS.— Entitled to 34 regular teachers. . . . . 34  
*Now serving on tenure* . . . . . 23  
 Appointed: *To serve during the pleasure of the School Commit-  
 tee.*— Masters, Heads of Departments, Henry W. B. Arnold,  
 George A. Cushman . . . . . 2  
 Appointed: *To serve for the term ending August 31, 1929.*—  
 First Assistant, Head of Department, Mary K. Tibbits,  
 Junior Master, Clarence W. Lombard; Assistants, Constance  
 R. Dowd, Agnes A. Hurley, Marion H. Kidder, Blanche  
 R. Levy, Sylvia M. Murray; Senior Instructor, Manual  
 Arts, William P. Grady; Industrial Instructor, Agnes H.  
 Benander . . . . . 9  
 — 34

In addition to the above-named staff of permanent teachers  
 there were during the school year 1927-28: One temporary  
 teacher and one junior assistant serving in accordance with  
 the plan adopted by the Board of Superintendents.

JAMAICA PLAIN HIGH SCHOOL.

TEACHERS.— Entitled to 48 regular teachers . . . . .	48
<i>Now serving on tenure</i> . . . . .	26
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Katharine M. Schubarth . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Junior Master, Thomas F. Gately; Co-operative Instructor, Henry G. Wendler; Assistants, Margaret G. Connelly, Mary B. Dee, Anne C. Donlan, Rosanna N. Dowd, Sara B. Dreney, Marion A. Driscoll, Anna M. Flaherty, Marie C. Flannelly, Grace M. Fogarty, Emma L. Grandfield, Esther Hennessey, Nora E. Lyons, Margaret M. Maguire, Louise P. O'Malley, Mary J. Sloan . . . . .	17
	— 44

In addition to the above-named staff of permanent teachers there were during the school year 1927-28: Three temporary teachers and one junior assistant serving in accordance with the plan adopted by the Board of Superintendent.

MECHANIC ARTS HIGH SCHOOL.

TEACHERS.— Entitled to 63 regular teachers . . . . .	63
<i>Now serving on tenure</i> . . . . .	45
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Master, Head of Department, James W. Dyson; Junior Masters, John J. Brennan, Eugene J. O'Neil; Instructor, Mechanic Arts, Joseph Hackett . . . . .	4
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Junior Masters, Samuel Avin, Gerald F. Coughlin, James J. Daley, George J. Kearns, Albert A. LaPlante, Joseph A. Moran, Fred W. Nichols, James E. O'Dowd, Emmett J. Reardon, David N. Rubin, Harry M. Webster; Senior Instructors, Mechanic Arts, William J. Doherty, Frank L. Ogilvie, Louis A. VanHam . . . . .	14
	— 63

MEMORIAL HIGH SCHOOL (BOYS).

Appointed: <i>To serve for the term ending August 31, 1929.</i> — Masters, Heads of Departments, Frederick H. Dole, Andrew R. McCormick, Louis A. McCoy . . . . .	3
---	---

MEMORIAL HIGH SCHOOL (GIRLS).

TEACHERS.— Entitled to 76 regular teachers . . . . .	76
<i>Now serving on tenure</i> . . . . .	39
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Head of Department, Mabel E. Bowker; Junior Masters, Ralph B. DeLano, William E. O'Connor; Assistants, Louise A. Forrest, Monica L. Hall, Gertrude L. Ward . . . . .	6
Appointed: <i>To serve for the term ending August 31, 1929.</i> — First Assistant, Head of Department, Lena G. Perrigo; Junior Masters, Joseph P. Casey, Edward C. Dullea; Assist-	

ants, Marion E. Anthony, Wanda H. Blinstrub, Margaret T. Crowley, Margaret L. Cunningham, Mary A. Grandfield, Alice M. Hicks, Eva M. Little, Lillian D. McCarthy, Mary A. McInnis, Julia V. Morrissey, Margaret L. O'Connor, Alice V. Rice, Henrietta T. Scott, Margaret F. Shea, Josephine J. Sullivan, Mary R. Torpey, Marion S. Williams; Industrial Instructors, Mary C. Gaudrault, Helen R. Smith; Assistant Instructor, Manual Arts, Mary L. Eaton . . . 23  


---

 68

In addition to the above-named staff of permanent teachers there were during the school year 1927-28: Two temporary teachers and four junior assistants serving in accordance with the plan adopted by the Board of Superintendents.

SOUTH BOSTON HIGH SCHOOL.

TEACHERS.— Entitled to 32 regular teachers . . . . . 32  
*Now serving on tenure* . . . . . 23  
 Appointed: *To serve for the term ending August 31, 1929.*—  
 Assistants, Alice P. Hennessey, Florence J. Hughes, Leonora C. Murray, Dorothea M. Rice, Helen I. Whitlock, Helen A. Wilson, Helen H. Wollahan; Co-operative Instructor, Hugh J. Cox . . . . . 8  


---

 31

In addition to the above-named staff of permanent teachers there were during the school year 1927-28: One temporary teacher and one junior assistant serving in accordance with the plan adopted by the Board of Superintendents.

BOSTON CLERICAL SCHOOL.

TEACHERS.— Entitled to 18 regular teachers . . . . . 18  
*Now serving on tenure* . . . . . 6  
 Appointed: *To serve for the term ending August 31, 1929.*—  
 Head Instructor, Rufus Stickney; Senior Instructor, Ernest L. Sullivan; Senior Assistants, Hannah R. Bayard, Grace L. Eyrick, Helen R. O'Brien, Marie G. O'Brien; Assistants, Alice L. Beatty, Gertrude B. Byrne, Anna R. Moylan, Vera A. Sexton . . . . . 10  


---

 16

CONTINUATION SCHOOL.

*Now serving on tenure* . . . . . 33  
 Appointed: *To serve during the pleasure of the School Committee.*— Division Foreman, George E. Shepherd; Senior Instructor, Phillip F. Mackey; Instructors, Walter J. Byrnes, Edward C. Keller; Senior Assistants, Jeannette Ascolillo, Julia A. Barrett, Beatrice C. Blanchard, Clara H. Franke, Mary Kelly, Alice D. Murley . . . . . 10  
 Appointed: *To serve for the term ending August 31, 1929.*—  
 Shop Foreman, Charles A. Bossi; Shop Instructor, Charles W. Stahl; Senior Instructors, George H. Carey, Charles P. York; Instructor, Frederick J. Murray; Assistant, Beatrice E. Drake . . . . . 6  


---

 49

BOSTON TRADE SCHOOL.

<i>Now serving on tenure</i> . . . . .	14	
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Shop Foremen, Alanson O. Dawes, John A. England . . . . .	2	
Appointed: <i>To serve for the term ending August 31, 1929.</i> —Shop Superintendent, Henry D. Fallona; Division Head, Charles M. McKenzie; Senior Instructors, Robert E. Baker, Julius G. Finn, Andrew L. Gemmel, Arthur Green, John J. May, Cecil D. McIlroy, Leonard O. Merrill; Trade Instructors, Charles F. L'Hommedieu, Reinhold L. Swan; Shop Foremen, Edwin L. Carpenter, Edward J. Fickett, Garrett J. P. Flanagan, Daniel J. Galvin, George H. Hey, Ralph F. Morrison; Shop Instructors, Harold E. Atkinson, Arthur A. Capitell, William T. Hanigan, Anthony F. Mayr, James M. Macintyre, Joseph Morello . . . . .	23	— 39

TRADE SCHOOL FOR GIRLS.

<i>Now serving on tenure</i> . . . . .	27	
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Head of Department, Bertha D. Tucker; Trade Assistant, Magdalena C. Columbus . . . . .	2	
Appointed: <i>To serve for the term ending August 31, 1929.</i> —Trade Assistants, Jennie M. Carlson, Anna C. Craft, Mary T. Doyle, Ulla G. Karlsson, Catherine Kelliher, Rose Mirabile, Elizabeth M. Upton . . . . .	7	— 36

ABRAHAM LINCOLN DISTRICT.

ELEMENTARY GRADES.—Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 36 in special classes; 62 in open-air classes; 822 in Grades I to VI; 512 in Grades VII to IX.		
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,388	
TEACHERS.—Entitled to 36 grade teachers; 2 teachers of special classes; 2 teachers of open-air classes . . . . .	40	
<i>Now serving on tenure</i> . . . . .	33	
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Elementary, Maude A. Nelson . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1929.</i> —Submaster, Irvin D. Reade . . . . .	1	— 35
KINDERGARTENS.—Teachers.—Number entitled to . . . . .	2	
<i>Now serving on tenure</i> . . . . .	2	

AGASSIZ DISTRICT.

ELEMENTARY GRADES.—Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 15 in special classes; 522 in Grades I to VI; 215 in Grades VII to VIII.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	743
TEACHERS.— Entitled to 19 grade teachers; 1 teacher of a special class . . . . .	20
<i>Now serving on tenure</i> . . . . .	15
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Special Classes, Doris Ragolsky; Assistant, Elementary, Ellen J. McGowen; Re-entrant temporary assistant, Lillian G. Holland . . . . .	3
	— 18
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Dorothy M. Tracy. . . . .	1
	— 2

## BENNETT DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 29 in special classes; 1,721 in Grades I to VI; 676 in Grades VII to IX.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	2,409
TEACHERS.— Entitled to 62 grade teachers; 2 teachers of special classes . . . . .	64
<i>Now serving on tenure</i> . . . . .	51
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Intermediate, Mildred V. Lavelle; Assistants, Elementary, Mary G. English, Marion G. MacKay, Mary G. O'Doherty . . . . .	4
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Intermediate, Mae P. Burns, Mildred M. Fitzgerald, Gertrude F. Hughes, Helen M. MacFarland; Assistants, Elementary, Anna T. Barry, Ethel C. Collier, Julia I. Mulledy, Gertrude M. Sullivan, Anna J. Toomey . . . . .	9
	— 64
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	15
<i>Now serving on tenure</i> . . . . .	7
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Adelaide C. Maginnis, Gladys F. Michelman, Mary M. Rourke . . . . .	3
	— 10
NOTE.— Five of the kindergarten teachers served two sessions, so that the kindergartens were operated with the equivalent of fifteen teachers.	

## BIGELOW DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 17 in special classes; 796 in Grades I to VI; 284 in Grades VII to IX.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,078

TEACHERS.— Entitled to 28 grade teachers; 1 teacher of a special class . . . . .	29
<i>Now serving on tenure</i> . . . . .	18
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Intermediate, Sarah M. Everett; Assistants, Elementary, Helen G. Buckley, Mary A. O'Connell, Margaret A. Thompson . . . . .	4
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Intermediate, Angela M. Perron; Assistants, Elementary, Elizabeth Holm, Mary E. McGovern, Harriet A. Mitchell, Mary F. O'Connell, Grace Sullivan . . . . .	6
	— 28
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Ruth E. Minton . . . . .	1
	— 2

NOTE.— The two kindergarten teachers served two sessions so that the kindergarten was operated with the equivalent of four teachers.

BLACKINTON DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 16 in special classes; 617 in Grades I to VI; 238 in Grades VII to VIII.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	841
TEACHERS.— Entitled to 21 grade teachers; 1 teacher of a special class . . . . .	22
<i>Now serving on tenure</i> . . . . .	13
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elementary, Ellen C. Rooney . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Master's Assistant, Mary T. Gallagher; Assistants, Intermediate, Lucy H. Hearne, John P. Maloney, Alice E. Mullen; Assistants, Elementary, Florence A. Agnew, Gertrude Slater . . . . .	6
	— 20
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Dorothy J. Page . . . . .	1
	— 2

NOTE.— The two kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of four teachers.

BOWDITCH DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 27 in open-air classes; 812 in Grades I to VI; 195 in Grades VII to VIII.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,029
TEACHERS.— Entitled to 25 grade teachers; 1 teacher of an open-air class . . . . .	26
<i>Now serving on tenure</i> . . . . .	25
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Elementary, Margaret E. Cleary . . . . .	1
	— 26
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	8
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Edna A. Weierich . . . . .	1
	— 4

NOTE.— The four kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eight teachers.

## BOWDOIN DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,—17 in ungraded classes; 49 in special classes; 151 in open-air classes; 610 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	801
TEACHERS.— Entitled to 16 grade teachers; 3 teachers of special classes; 5 teachers of open-air classes . . . . .	24
<i>Now serving on tenure</i> . . . . .	18
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Master's Assistant, Harriet E. Ells . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Special Classes, Susan W. MacDonald, Sarah V. Regan; Assistants, Elementary, Mary G. Farley, Mabel E. Leonard, Katherine I. McKenna . . . . .	5
	— 24
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	5
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Agnes C. Brine . . . . .	1
	— 4

NOTE.— One of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of five teachers.

## CHAPMAN DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 18 in special classes; 1,084 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,083
TEACHERS.— Entitled to 27 grade teachers; 1 teacher of a special class . . . . .	28



<i>Now serving on tenure</i> . . . . .	14	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Master's assistant, Mary F. Roome; Assistants, Elementary, Alice K. Cummings, Ida Feldman . . . . .	3	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Elementary, Mary P. A. Deely, Mary E. Forrest, Florence E. Murphy, Mary R. Plunkett, Abigail H. Riordan, Roberta Selig, Elvira L. Vecchione . . . . .	7	
	—	24
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		8
<i>Now serving on tenure</i> . . . . .	5	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Muriel Rossman . . . . .	1	
	—	6

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eight teachers.

CHARLES SUMNER DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 1,087 in Grades I to VI.		
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .		1,077
TEACHERS.— Entitled to 27 grade teachers . . . . .		27
<i>Now serving on tenure</i> . . . . .	17	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elementary, Margaret M. Hughes . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, Robert G. O'Connell; Master's Assistant, Mary C. Rogers; Assistants, Elementary, Mary J. Browne, Helen L. Doyle, Eleanor V. Fallon, Monica Murphy, Mildred C. Phillips, Isabel A. Phillips . . . . .	8	
	—	26
KINDERGARTEN.— Teachers.— Number entitled to . . . . .		8
<i>Now serving on tenure</i> . . . . .	4	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Frances A. McManus . . . . .	1	
	—	5

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of seven teachers.

CHRISTOPHER GIBSON DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 819 in Grades I to VI; 372 in Grades VII to VIII.		
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .		1,179
TEACHERS.— Entitled to 31 grade teachers . . . . .		31

<i>Now serving on tenure</i> . . . . .	18
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Submaster, John W. Corcoran; Assistant, Elementary, Alice L. Kenney . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Elementary, Pauline V. Byrne, Eleanor F. Clancy, Claire V. Daley, Mary E. Daley, Catherine G. Donahue, Marie A. Dwyer, Beatrice P. Eaton, Mary M. Hale, Catherine M. Hartnett, Elizabeth V. Hinds, Helen M. Moriarty . . . . .	11
	— 31
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Mildred L. Manning . . . . .	1
	— 2

NOTE.— The two kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of four teachers.

DEARBORN DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 43 in ungraded classes; 10 in special classes; 1,220 in Grades I to VI; 388 in Grades VII to VIII.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,646
TEACHERS.— Entitled to 42 grade teachers; 1 teacher of an ungraded class; 1 teacher of a special class . . . . .	44
<i>Now serving on tenure</i> . . . . .	40
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elementary, Marion R. Boland, Helen C. MacLean . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, Edward J. Gill; Assistant, Intermediate, Katherine H. Collins; Assistant, Elementary, Theresa L. Monahan . . . . .	3
	— 45
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	6
<i>Now serving on tenure</i> . . . . .	4

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of six teachers.

DILLAWAY DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 33 in special classes; 847 in Grades I to VI; 227 in Grades VII to VIII.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,098
TEACHERS.— Entitled to 27 grade teachers; 2 teachers of special classes . . . . .	29

<i>Now serving on tenure</i> . . . . .	25	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elementary, Mary M. O'Gara . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Elementary, Margaret E. Hannon, Ellen G. White . . . . .	2	
	—	28
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		8
<i>Now serving on tenure</i> . . . . .	2	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Marguerite V. Archibald, Mary L. O'Neil . . . . .	2	
	—	4

NOTE.— The four kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eight teachers.

DONALD MCKAY INTERMEDIATE DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,—1,031 in Grades VII to IX.		
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .		1,000
TEACHERS.— Entitled to 29 grade teachers . . . . .		29
<i>Now serving on tenure</i> . . . . .	19	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Master's Assistant, Florence M. Murphy . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, Francis P. Frazier; Assistants, Intermediate, Francis T. Carron, Esther M. Crook, Katherine A. Foley, Sadie N. Ginsberg, Anna M. Killion, Edward S. Murphy, Catherine G. Murray . . . . .	8	
	—	28

DUDLEY DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 33 in special classes; 13 in classes for conservation of eyesight; 861 in Grades I to VI; 235 in Grades VII to VIII.		
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .		1,048
TEACHERS.— Entitled to 28 grade teachers; 2 teachers of special classes; 1 teacher of a class for conservation of eyesight . . . . .		31
<i>Now serving on tenure</i> . . . . .	20	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Submaster, Francis E. Winch; Assistant, Elementary, Mildred T. Barron . . . . .	2	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Elementary, Kathryn Acton, Mary A. Colleran, Doris A. Knight, Thelma Knight, Olive C. Taylor . . . . .	5	
	—	27

KINDERGARTENS.— Teachers.— Number entitled to . . . . .	6
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1929.</i> —	
Assistant, Doris E. Dillingham . . . . .	1
	— 4

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of six teachers.

#### DWIGHT DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 92 in special classes; 61 in hospital classes; 580 in Grades I to VI; 161 in Grades VII to VIII.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	868
TEACHERS.— Entitled to 19 grade teachers; 6 teachers of special classes; 1 teacher of a hospital class . . . . .	26
<i>Now serving on tenure</i> . . . . .	22
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elementary, Margaret V. O'Connor . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Elementary, Josephine E. Allen . . . . .	1
	— 24
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	2

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of four teachers.

#### EDMUND P. TILESTON DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 17 in special classes; 31 in hospital classes; 1,219 in Grades I to VI; 265 in Grades VII to VIII.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,452
TEACHERS.— Entitled to 38 grade teachers; 1 teacher of a special class; 2 teachers of hospital classes . . . . .	41
<i>Now serving on tenure</i> . . . . .	24
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Special Class, Catherine L. Dugan; Assistant, Intermediate, Mary E. Vaughan; Assistants, Elementary, Kathryn A. Holland, Esther E. Kusmo . . . . .	4
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Intermediate, Edna Starnfield; Assistants, Elementary, Esther G. Baker, Esther R. Bass, Rose M. Connelly, Margaret C. Crimmins, Sarah Gorovitz, Anna C. McNair, Sara I. Silverman, Miriam Wilson . . . . .	9
	— 37

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, Marguerita V. Pierce . . . . .	1
	— 4

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of six teachers.

EDWARD EVERETT DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 31 in special classes; 1,174 in Grades I to VI; 300 in Grades VII to VIII.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,492
TEACHERS.— Entitled to 38 grade teachers; 2 teachers of special classes . . . . .	40
<i>Now serving on tenure</i> . . . . .	30
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Master's Assistant, Leona J. Sheehan; Assistant, Intermediate, Mary G. Bellamy . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Special Class, Olive E. Robinson; Assistant, Intermediate, Alice Rosenthal; Assistants, Elementary, Katherine P. Crowley, Vera Leaf, Julia E. Matthes, Alice S. Vincent . . . . .	6
	— 38

KINDERGARTENS.— Teachers.— Number entitled to . . . . .	6
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Catherine B. Day, Francis L. Quinn . . . . .	2
	— 4

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of six teachers.

ELIHU GREENWOOD DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 16 in special classes; 1,190 in Grades I to VI; 380 in Grades VII to VIII.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,548
TEACHERS.— Entitled to 40 grade teachers; 1 teacher of a special class . . . . .	41
<i>Now serving on tenure</i> . . . . .	23
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elementary, Jessie A. M. Smith, Mildred R. Smith . . . . .	2

Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Elementary, Dorothy M. Buck, Lucy M. Chittick, Edith E. Corchemny, Sarah A. Demask, Madeleine C. Dwyer, Blanche E. Fitzpatrick, Helen Judge, Lucy R. MacDonald, Mary I. MacGibbon, Gertrude A. O'Toole, Josephine A. Ryan, Thomas J. F. Teehan . . . . .	12	—	37
KINDERGARTENS.— Teachers.— Number entitled to . . . . .			9
<i>Now serving on tenure</i> . . . . .	4		
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Pauline F. Smith . . . . .	1		
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Alice M. Dias, Helen W. Maiers . . . . .	2	—	7

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of nine teachers.

#### ELIOT DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 57 in ungraded classes; 66 in special classes; 31 in hospital classes; 12 in classes for conservation of eyesight; 1,811 in Grades I to VI.			
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .			1,932
TEACHERS.— Entitled to 45 grade teachers; 2 teachers of ungraded classes; 4 teachers of special classes; 1 teacher of a hospital class; 1 teacher of a class for conservation of eyesight . . . . .			53
<i>Now serving on tenure</i> . . . . .	44		
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Special Class, Esther M. Sheehan; Assistants, Elementary, Anna E. McFarland, Margaret E. Power, Mary C. Redican . . . . .	4		
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Special Class, Frances G. Kershlis; Assistants, Elementary, Anna J. Copell, Grace F. Jeffrey . . . . .	3	—	51
KINDERGARTENS.— Teachers.— Number entitled to . . . . .			10
<i>Now serving on tenure</i> . . . . .	2		
Appointed: <i>To serve for the term ending August 31, 1929.</i> — First Assistant, Elizabeth A. Millerick; Assistants, Hattie E. Fisher, Grace A. E. McGowan, Mary D. Sullivan . . . . .	4	—	6

NOTE.— Four of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of ten teachers.

#### EMERSON DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 37 in special classes; 1,225 in Grades I to VI.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,220
TEACHERS.— Entitled to 30 grade teachers; 2 teachers of special classes . . . . .	32
<i>Now serving on tenure</i> . . . . .	16
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elementary, Margaret M. Shea, Agnes M. Sullivan . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, John F. Gorman; Master's Assistant, Gertrude V. Nugent; Assistants, Special Classes, Abbie I. Kilroy, Helen Z. Kimball; Assistants, Elementary, Dorothea E. Coleman, Helen F. Dardis, Mary C. Draper, Mary G. Keliher, Madeline J. Park, Helen F. Murphy, Anne P. Roe . . . . .	11
	— 29
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, Laura M. Lewis . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, M. Dorothy Dallas, Miriam M. Maloney . . . . .	2
	— 5

EMILY A. FIFIELD DISTRICT.

ELEMENTARY GRADES.— Largest number, of pupils belonging between September 1, 1927, and April 1, 1928,— 13 in special classes; 1,044 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,030
TEACHERS.— Entitled to 26 grade teachers; 1 teacher of a special class . . . . .	27
<i>Now serving on tenure</i> . . . . .	12
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, William F. Barrett; Master's Assistant, Florence M. Miller; Assistants, Elementary, Etta Bell, Mary F. Canning, Marion L. Carnegie, Catherine A. Coffey, Mary T. Lynch, Marion V. Mahan, Laura E. Preble, Alice G. Roulston, Grace M. Sweeney, Louise M. Stalker, Genevieve Wakeling; Assistant, Special Class, Marjorie C. Bailey . . . . .	14
	— 26
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Geraldine P. Hennessey . . . . .	1
	— 2

NOTE.— The two kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of four teachers.

EVERETT DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 34 in special classes; 761 in Grades I to VI; 161 in Grades VII to VIII.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	887
TEACHERS.—Entitled to 23 grade teachers; 2 teachers of special classes . . . . .	25
<i>Now serving on tenure</i> . . . . .	14
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elementary, Helen M. Leonard, Dorothy E. Newton . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Special Class, Alice L. Burke; Assistant, Intermediate, Gladys E. Shevlin; Assistants, Elementary, Evelyn M. Brattin, Gertrude C. Cadogan, Gertrude V. Hadley, Alice M. Nolan, Margaret M. Rafferty. . . . .	7
	— 23
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	2

## FRANCIS PARKMAN DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 634 in Grades I to VI; 182 in Grades VII to VIII.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	809
TEACHERS.—Entitled to 21 grade teachers . . . . .	21
<i>Now serving on tenure</i> . . . . .	11
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elementary, Esther E. Goodway . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Master's Assistant, Margaret M. Sullivan; Assistants, Elementary, Catherine G. Crane, Katherine C. Hanley, Helen R. Hines, Louise M. Keenan, Dorothy H. Norris, Anna A. Rush . . . . .	7
	— 19
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Helen Gorodetsky . . . . .	1
	— 4

## FRANKLIN DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 17 in special classes; 23 in classes for conservation of eyesight 758 in Grades I to VI; 138 in Grades VII to VIII.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	904
TEACHERS.—Entitled to 23 grade teachers; 1 teacher of a special class; 2 teachers of classes for conservation of eyesight . . . . .	26
<i>Now serving on tenure</i> . . . . .	16
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elementary, Anna Shultz . . . . .	1



Appointed: <i>To serve for the term ending August 31, 1929.</i> —		
Assistant, Intermediate, Mabel R. Nathanson; Assistants,		
Elementary, Dorothy F. Burke, Mary R. Carroll, Alice N.		
O'Leary, Margaret M. Regan, Claire E. Sullivan . . . . .	6	
	—	23
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		4
<i>Now serving on tenure</i> . . . . .	2	
Appointed: <i>To serve during the pleasure of the School Com-</i>		
<i>mittee.</i> — Assistants, Julia F. McInerney, Marion M. Scarr,	2	
	—	4

FRANK V. THOMPSON INTERMEDIATE DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging		
between September 1, 1927, and April 1, 1928,— 1,601 in		
Grades VII to IX.		
Average number of pupils belonging for the period September		
1, 1927, to April 1, 1928 . . . . .		1,380
TEACHERS.— Entitled to 45 grade teachers . . . . .		45
<i>Now serving on tenure</i> . . . . .	30	
Appointed: <i>To serve during the pleasure of the School Com-</i>		
<i>mittee.</i> — Assistant, Intermediate, Elizabeth Beatty . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1929.</i> —		
Submaster, Walter A. Cremen; Assistants, Intermediate,		
Augusta Cantor, Mary A. Curran, Louise A. Glavin. Marg-		
aret M. Hinchey, Emily E. Kendregan, Dorothy L. Leonard,		
Robert E. Pyne . . . . .	8	
	—	39

FREDERIC W. LINCOLN DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging		
between September 1, 1927, and April 1, 1928,— 471 in		
Grades I to VI; 153 in Grades VII to VIII.		
Average number of pupils belonging for the period September		
1 1927, to April 1, 1928 . . . . .		612
TEACHERS.— Entitled to 16 grade teachers . . . . .		16
<i>Now serving on tenure</i> . . . . .	13	
Appointed: <i>To serve for the term ending August 31, 1929.</i> —		
Assistants, Elementary, Lillian C. Crowley, Marjorie F.		
McMahon, Mary M. Powers . . . . .	3	
	—	16
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		4
<i>Now serving on tenure</i> . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1929.</i> —		
Assistant, Eleanor J. McNally . . . . .	1	
	—	

NOTE.— The two kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of four teachers.

GASTON DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 681 in grades I to VI; 297 in Grades VII and IX.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,043
TEACHERS.— Entitled to 25 grade teachers . . . . .	25
<i>Now serving on tenure</i> . . . . .	20
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Master's Assistant, Marion L. Owen; Assistants, Elementary, Regina M. C. Cronin, Katherine R. Goode . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Elementary, Mollie E. Collins, Frances R. Sullivan . . . . .	2
	— 25
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	2

NOTE.— The two kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of four teachers.

## GILBERT STUART DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,—621 in Grades I to VI; 131 in Grades VII to VIII.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	732
TEACHERS.— Entitled to 19 grade teachers . . . . .	19
<i>Now serving on tenure</i> . . . . .	15
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elementary, Frances H. Bird . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Elementary, Mary E. Duffy, Frances M. Griffin, Alice K. Merrick, Muriel H. Murray . . . . .	4
	— 20
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	5
<i>Now serving on tenure</i> . . . . .	4

NOTE.— One of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of five teachers.

## GROVER CLEVELAND INTERMEDIATE DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,—684 in Grades VII to IX; 57 in rapid advancement classes.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	737
TEACHERS.— Entitled to 19 grade teachers; 2 teachers of rapid advancement classes . . . . .	21
<i>Now serving on tenure</i> . . . . .	15
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Intermediate, Margaret M. Hosman . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Intermediate, Richard J. Crowley, Marie T. Harrington, Francis A. Kelly, Joyce H. Young . . . . .	4
	— 20

## HANCOCK DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 95 in special classes; 16 in special English classes; 60 in open-air classes; 1,373 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,514
TEACHERS.— Entitled to 34 grade teachers; 6 teachers of special classes: 1 teacher of a special English class; 2 teachers of open-air classes . . . . . 43	
<i>Now serving on tenure</i> . . . . .	38
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Master's Assistant, Margaret Mulligan; Assistants, Elementary, Emeline V. Holohan, Marie M. Raftery . . . . . 3	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Special Classes, Dorothy G. Litchfield, Rachel T. Riley, Assistant, Elementary, Catherine F. Malone . . . . . 3	
	— 44
KINDERGARTENS.— Teachers.— Number entitled to . . . . . 18	
<i>Now serving on tenure</i> . . . . .	9
NOTE.— The nine kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eighteen teachers.	

## HARVARD-FROTHINGHAM DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 49 in special classes; 11 in classes for conservation of eyesight; 820 in Grades I to VI; 230 in Grades VII to VIII.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,074
TEACHERS.— Entitled to 27 grade teachers; 3 teachers of special classes; 1 teacher of a class for conservation of eyesight . . . . . 31	
<i>Now serving on tenure</i> . . . . .	21
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Submaster, Paul Cloues; Assistants, Elementary, Sarah E. Bunyon, Frances J. Carroll, Mary B. Clifford, Gertrude A. Coffey, Ruth L. Darville . . . . . 6	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Intermediate, Katherine D. Sullivan; Assistant, Special Class, Catherine I. Hagerty . . . . . 2	
	— 29
KINDERGARTENS.— Teachers.— Number entitled to . . . . . 7	
<i>Now serving on tenure</i> . . . . .	5
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elizabeth K. Weaver . . . . . 1	
	— 6
NOTE.— One of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of seven teachers.	

## HENRY GREW DISTRICT.

ELEMENTARY GRADES.—Largest number of pupils belonging between September 1, 1927, and April 1, 1928,—937 in Grades I to VI; 262 in Grades VII to VIII.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,171
TEACHERS.—Entitled to 31 grade teachers . . . . .	31
<i>Now serving on tenure</i> . . . . .	14
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elementary, Lucy E. Barrett, Anna I. Danahy, Kathleen V. Martin, Anna A. Moriarty . . . . .	4
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Master's Assistant, Lavinia S. Powers; Assistants, Elementary, Irma L. Battis, Helen K. Corrigan, Madeline C. Cunningham, Grace E. Flanagan, Ida G. Finn, Esther L. Glovsky, Margaret M. Glennon, Louis Osterman, Margaret P. Sheehan . . . . .	10
	— 28
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	7
<i>Now serving on tenure</i> . . . . .	5
Appointed. <i>To serve for the term ending August 31, 1929.</i> — Assistants, Mary J. McCarthy, Ruth R. Pengilly. . . . .	2
	— 7

## HENRY L. HIGGINSON DISTRICT.

ELEMENTARY GRADES.—Largest number of pupils belonging between September 1, 1927, and April 1, 1928,—1,035 in Grades I to VI.

Average number of pupils belonging for the period September 1, 1927, and April 1, 1928 . . . . .	1,020
TEACHERS.—Entitled to 26 grade teachers . . . . .	26
<i>Now serving on tenure</i> . . . . .	15
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elementary, Margaret F. Fitzgerald . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, John P. Shea; Assistants, Elementary, Mary C. Flynn, Catherine M. Hanley, Pauline Hoffman, Hannah D. Levy, Mary A. McClellan, Beatrice A. McCuspie, Marguerite E. Qilty . . . . .	8
	— 24
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	10
<i>Now serving on tenure</i> . . . . .	5
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Catherine M. McCance . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Florence G. Bogrette, Anna V. Doyle . . . . .	2
	— 8

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of ten teachers.

## HENRY L. PIERCE DISTRICT.

ELEMENTARY GRADES.—Largest number of pupils belonging between September 1, 1927, and April 1, 1928,—546 in Grades I to VI; 804 in Grades VII to IX.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . . 1,150

TEACHERS.—Entitled so 36 grade teachers . . . . . 36

*Now serving on tenure* . . . . . 28

Appointed: *To serve for the term ending August 31, 1929.*—

Assistants, Elementary, Marjorie F. Keating, Sibyl U. Murphy, Margaret M. Steptoe . . . . . 3

— 31

KINDERGARTENS.—Teachers.—Number entitled to . . . . . 7

*Now serving on tenure* . . . . . 2

Appointed: *To serve for the term ending August 31, 1929.*—

Assistants, Elinor Glynn, Isabel C. Scott . . . . . 2

— 4

NOTE.—Three of the kindergarten teachers served two sessions, so that the kindergartens were operated with the equivalent of seven teachers.

## HORACE MANN SCHOOL.

ELEMENTARY GRADES.—Largest number of pupils belonging between September 1, 1927, and April 1, 1928 . . . . . 155

Average number of pupils belonging for the period September 1, 1927, and April 1, 1928 . . . . . 152

TEACHERS.—Entitled to 16 grade teachers . . . . . 16

*Now serving on tenure* . . . . . 11

Appointed: *To serve for the term ending August 31, 1929.*—

Assistants, Varsenig Boyajian, Anna I. Hines, Dorothy H. Lane, Edith Richards, Katherine H. Shields . . . . . 5

— 16

## HUGH O'BRIEN DISTRICT.

ELEMENTARY GRADES.—Largest number of pupils belonging between September 1, 1927, and April 1, 1928,—17 in special classes; 13 in classes for conservation of eyesight; 1,343 in Grades I to VI; 448 in Grades VII to VIII.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . . 1,807

TEACHERS.—Entitled to 46 grade teachers; 1 teacher of a special class; 1 teacher of a class for conservation of eyesight, 48

*Now serving on tenure* . . . . . 31

Appointed: *To serve during the pleasure of the School Committee.*—

Assistants, Elementary, Mary Jordan, Ruth E. Kelly, Agnes L. McQueeney . . . . . 3

Appointed: *To serve for the term ending August 31, 1929.*—

Assistants, Elementary, Mary Beatty, Laretta H. Burns, Catherine J. Connolly, Ida M. Durkee, Esther M. FitzGerald, Alice E. Haggerty, Lorna A. Hermes, Margaret M. Kennedy, Mabel A. T. McCloskey, Florence R. Sullivan, Mary C. Toomey . . . . . 11

— 45

KINDERGARTENS.— Teachers.— Number entitled to . . . . .	8
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Margaret E. Fields, Loretta M. Monahan . . . . .	2
	— 4

NOTE.— The four kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eight teachers.

#### HYDE DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 15 in special classes; 565 in Grades I to VI; 136 in Grades VII to VIII.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . . 690

TEACHERS.— Entitled to 18 grade teachers; 1 teacher of a special class . . . . .	19
<i>Now serving on tenure</i> . . . . .	14

Appointed: *To serve during the pleasure of the School Committee.*— Assistant, Elementary, Sadie M. Mitchell . . . . . 1

Appointed: *To serve for the term ending August 31, 1929.*— Master's Assistant, Clara S. Ziersch; Assistants, Elementary, Alice L. Morse, Miriam K. O'Shea; Re-entrant Temporary Assistant, Ellen G. Phillimore . . . . . 4

— 19

KINDERGARTENS.— Teachers.— Number entitled to . . . . .	6
<i>Now serving on tenure</i> . . . . .	4

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of six teachers.

#### JEFFERSON-COMINS DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 12 in special classes; 1,045 in Grades I to VI; 312 in Grades VII to VIII.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . . 1,357

TEACHERS.— Entitled to 35 grade teachers; 1 teacher of a special class . . . . .	36
<i>Now serving on tenure</i> . . . . .	24

Appointed: *To serve during the pleasure of the School Committee.*— Assistants, Elementary, Frances B. McCarron, Ruth E. Tilt . . . . . 2

Appointed: *To serve for the term ending August 31, 1929.*— Assistants, Elementary, Agnes T. Barry, Mary J. Burke, Mary V. Davin, Esther M. Hanney, Elizabeth M. Kelleher, Mary D. McCormick, Dora F. Rosengard; Re-entrant Temporary Assistant, Mary E. Sullivan . . . . . 8

— 34

KINDERGARTENS.— Teachers.— Number entitled to . . . . .	7
<i>Now serving on tenure</i> . . . . .	4
Appointed: <i>To serve for the term ending August 31, 1929.</i> —	
Assistant, Christine M. Murphy . . . . .	1
	— 5

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of seven teachers.

JOHN A. ANDREW DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 13 in special classes; 869 in Grades I to VI; 248 in Grades VII to VIII.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,119
TEACHERS.— Entitled to 28 grade teachers; 1 teacher of a special class . . . . .	29
<i>Now serving on tenure</i> . . . . .	15
Appointed: <i>To serve for the term ending August 31, 1929.</i> —	
Assistants, Intermediate, Thelma M. Anderson, Marjorie I. A. Lynch; Assistants, Elementary, Marie F. Broder, Anna J. Chapman, Mary J. Conners, Anna C. Geoghegan, Louise E. Hurley, Miles G. Lee, Mary D. McCusker, Anna E. Murray, A. Patricia Small; Re-entrant Temporary Assistant, Helen A. Ryerson . . . . .	12
	— 27

KINDERGARTENS.— Teachers.— Number entitled to . . . . .	4
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Anastasia C. McCarthy . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> —	
Assistant, Genevieve V. McCarrick . . . . .	1
	— 2

NOTE.— The two kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of four teachers.

JOHN CHEVERUS DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 15 in special classes; 14 in classes for conservation of eyesight; 612 in Grades I to VI; 187 in Grades VII to VIII.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	785
TEACHERS.— Entitled to 20 grade teachers; 1 teacher of a special class; 1 teacher of a class for conservation of eyesight, . . . . .	22
<i>Now serving on tenure</i> . . . . .	16
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Intermediate, Theresa A. Larkin . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> —	
Assistant, Elementary, Lillian M. Connelly, Florence J. Matthews . . . . .	2
	— 19

KINDERGARTENS.— Teachers.— Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1929.</i> —	
Assistant, Anna L. Curley . . . . .	1
	— 4

## JOHN MARSHALL DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 131 in special classes; 1,396 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,510
TEACHERS.— Entitled to 35 grade teachers; 9 teachers of special classes . . . . .	44
<i>Now serving on tenure</i> . . . . .	28
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elementary, Mary G. Cussen, Ethel C. Lane, Ruth C. Ryan . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, Forrest Levis; Assistants, Elementary, Kathleen D. Cox, Edith L. Greenberg, Julia R. Hennessey, Catherine E. Hurley Esther Sampson; Assistants, Special Classes, Margaret R. Black, Josephine C. Coffin, Lois M. Oliver, Anna M. Rogers . . . . .	10
	— 41
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	9
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Katherine I. Carrigan, Hazel S. Harris . . . . .	2
	— 5

NOTE.— Four of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of nine teachers.

## JOHN WINTHROP DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 18 in special classes; 1,274 in Grades I to VI; 443 in Grades VII to IX.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,860
TEACHERS.— Entitled to 44 grade teachers; 1 teacher of a special class . . . . .	45
<i>Now serving on tenure</i> . . . . .	30
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elementary, Johanna C. Eagan . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Special Class, Helen L. Flynn; Assistants, Intermediate, Mary A. Gleason, Katharine L. Mannix; Assistants, Elementary, Elizabeth M. Donohue, Alice R. Duffy, Mary	



T. P. Eagan, Katharine E. Holland, Loretta T. Mulligan,  
 Marjorie M. Murphy, Elizabeth B. Perlmutter, Mary R.  
 Sullivan, Annie F. Weiner . . . . . 12 — 43

KINDERGARTENS.— Teachers.— Number entitled to . . . . . 6

*Now serving on tenure* . . . . . 3

Appointed: *To serve during the pleasure of the School Com-*  
*mittee.*— First Assistant, Muriel E. Lowell . . . . . 1 — 4

NOTE.— Two of the kindergarten teachers served two sessions  
 so that the kindergartens were operated with the equivalent  
 of six teachers.

JOSEPH H. BARNES INTERMEDIATE DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging  
 between September 1, 1927, and April 1, 1928,— 1,133 in  
 Grades VII to IX.

Average number of pupils belonging for the period September  
 1, 1927, to April 1, 1928 . . . . . 1,112

TEACHERS.— Entitled to 32 grade teachers . . . . . 32

*Now serving on tenure* . . . . . 26

Appointed: *To serve for the term ending August 31, 1929.*—  
 Assistants, Intermediate, Paul M. Burke, Marjorie Daven-  
 port, Catherine M. Doherty, Helen B. Peterson, William G.  
 Tobin . . . . . 5 — 31

JULIA WARD HOWE DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging  
 between September 1, 1927, and April 1, 1928 — 16 in special  
 classes; 1,221 in Grades I to VI; 32 in rapid advancement  
 classes.

Average number of pupils belonging for the period September  
 1, 1927, to April 1, 1928 . . . . . 1,245

TEACHERS.— Entitled to 30 grade teachers; 1 teacher of a  
 special class; 1 teacher of a rapid advancement class . . . . . 32

*Now serving on tenure* . . . . . 19

Appointed: *To serve during the pleasure of the School Commit-*  
*tee.*— Assistants, Elementary, Katherine E. L. Creagh, Helen  
 F. Klocker, M. Winnifred Reilly . . . . . 3

Appointed: *To serve for the term ending August 31, 1929.*—  
 Submaster, John H. Treanor; Assistants, Elementary, Eliza-  
 beth F. Byrne, Mary T. Carew, Catharine G. Coleman, Mary  
 I. Colwell, Mary L. Conroy, Vera E. Gallagher, E. Madeline  
 Toner . . . . . 8 — 30

*Kindergartens.*— Teachers.— Number entitled to . . . . . 4

*Now serving on tenure* . . . . . 2

NOTE.— The two kindergarten teachers served two sessions so  
 that the kindergartens were operated with the equivalent of  
 four teachers.

## LAWRENCE DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 17 in special classes; 615 in Grades I to VI; 161 in Grades VII to VIII.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928	760
TEACHERS.— Entitled to 20 grade teachers; 1 teacher of a special class	
Now serving on tenure	11
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Special Classes; Eileen R. Marshall	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, William J. Barry; Master's Assistant, Joanna Z. Connell; Assistants, Elementary, Bessie Cohen, Mary Mahoney, Josephine F. O'Connell, Helen L. Whalen	
	6
	— 18
KINDERGARTENS.— Teachers.— Number entitled to	
Now serving on tenure	2

## LEWIS INTERMEDIATE DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 169 in Grades I to VI; 856 in Grades VII to IX.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928	1,018
TEACHERS.— Entitled to 28 grade teachers	
Now serving on tenure	15
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Intermediate, Catharine L. Heagney, Florence A. McCarthy, Anne L. Thompson	3
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, John F. Barnicle; Assistants, Intermediate, Frank J. Flynn, Elizabeth A. Marsano, Isabel V. Michelman, John A. Murphy, John R. O'Brien, William A. O'Shea, Mildred K. Sullivan, Dora Zimon; Assistant, Elementary, Mary J. Barry	
	10
	— 28

## LONGFELLOW DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 13 in special classes; 1,465 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928	1,453
TEACHERS.— Entitled to 36 grade teachers; 1 teacher of a special class	
Now serving on tenure	23
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elementary, Gladys K. Barron, Anna L. Kelly, Madaline Small	
	3

Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Elementary, Myrna F. Bryant, Mary C. Campbell, Helen V. Crowley, Esther K. A. Johnson, Edith C. Little, Mary L. McDevitt, Agnes M. McNulty, Martha J. E. Volk	8	34
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		12
<i>Now serving on tenure</i> . . . . .	3	
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> — First Assistants, Helen E. Freeman, Marion E. Godfrey; Assistant, Evangeline E. Conza . . . . .	3	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — First Assistant, Marguerita R. Foley; Assistants, Catherine E. Beahan, Katherine A. Eldridge . . . . .	3	9
NOTE.— Three of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of twelve teachers.		

LOWELL DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 35 in special classes; 840 in Grades I to VI; 258 in Grades VII to VIII.		
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928.		1,222
TEACHERS.— Entitled to 28 grade teachers; 2 teachers of special classes . . . . .		30
<i>Now serving on tenure</i> . . . . .	22	
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> — Submaster, William R. Silva; Assistant, Inter- mediate, Mary C. Welch . . . . .	2	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Master's Assistant, Anne A. F. Mellish; Assistants, Element- ary, Dorothy A. Brennan, Josephine T. Donohue, Agnes L. MacLachlan Smith . . . . .	4	28
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		8
<i>Now serving on tenure</i> . . . . .	2	
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> — First Assistant, Lillian Cherry . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Grace C. Newell . . . . .	1	4
NOTE.— Three of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of seven teachers.		

MARTIN DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging  
between September 1, 1927, and April 1, 1928,— 40 in  
hospital classes; 13 in classes for conservation of eyesight;  
504 in Grades I to VI; 169 in Grades VII to VIII.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928. . . . .	690
TEACHERS.— Entitled to 19 grade teachers; 1 teacher of a hospital class; 1 teacher of a class for conservation of eyesight, . . . . .	21
<i>Now serving on tenure</i> . . . . .	11
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elementary, Grace R. Corrigan, Edith M. Holway, Mary E. McLean, Cora L. Mulrey . . . . .	4
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Elementary, Edith E. Anderson, Blanche M. Hurley, Pauline R. Powers, Agnes V. Tobin . . . . .	4
	— 19
KINDERGARTENS.— Teachers,— Number entitled to . . . . .	6
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Eleanor M. Jennings, Alda I. McNally . . . . .	2
	— 4
NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of six teachers.	

## MARY HEMENWAY DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 12 in special classes; 1,287 in Grades I to VI; 482 in Grades VII to IX.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,750
TEACHERS.— Entitled to 46 grade teachers; 1 teacher of a special class . . . . .	47
<i>Now serving on tenure</i> . . . . .	34
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Special Class, A. Viveca Mattox; Assistant, Intermediate, Dorothea L. O'Shea; Assistant, Elementary, Mary A. Sullivan . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Intermediate, Marion L. Bartlett, Esther M. Germaine; Assistants, Elementary, M. Winifred Lynch, Anna E. Quinn, Alice L. Treacy, Gertrude M. F. Treanor, Rita M. Sherry, Irene M. Sullivan, Katherine M. Urich . . . . .	9
	— 46
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	5
<i>Now serving on tenure</i> . . . . .	4
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Helen M. Greene . . . . .	1
	— 5

## MATHER DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 34 in special classes; 1,818 in Grades I to VI; 368 in Grades VII to VIII.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	2,204
TEACHERS.— Entitled to 56 grade teachers; 2 teachers of special classes . . . . .	58
<i>Now serving on tenure</i> . . . . .	43
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Special Class, Ruth Murphy . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Master's Assistant, Mary A. Starkey; Assistants, Elementary, Linnea V. Bamberg, Irene J. DeMeulenaer, Elizabeth M. Good, Gladys L. Harrington, Frances K. Higgins, Jean P. Howell, Hazel L. Jameson, Mildred A. Kresser, Rebecca D. Kittredge, Margaret O. Lien . . . . .	11
	— 55
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	12
<i>Now serving on tenure</i> . . . . .	4
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Dorothea A. Schiel, Marian A. Warren . . . . .	2
	— 6

NOTE.— The six kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of twelve teachers.

MICHELANGELO INTERMEDIATE DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 925 in Grades VII to IX.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	925
TEACHERS.— Entitled to 26 grade teachers . . . . .	26
<i>Now serving on tenure</i> . . . . .	20
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Submaster, Francis J. Lyons . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Intermediate, William F. Barry, Charles O. Ruddy, Agatha M. Scarnici . . . . .	3
	— 24

MINOT DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 611 in Grades I to VI; 181 in Grades VII to VIII.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	771
TEACHERS.— Entitled to 20 grade teachers . . . . .	20
<i>Now serving on tenure</i> . . . . .	13
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, Hugh H. O'Regan; Assistants, Elementary, Mary G. McCarthy, Gertrude R. O'Doherty, Dorothy H. Terry, Lauretta M. Walsh . . . . .	5
	— 18

KINDERGARTENS.— Teachers.— Number entitled to . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1929.</i> — First Assistant, Bertha K. Rice; Assistant, Marian H. Parker . . . . .	2
NOTE.— One of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of three teachers.	

## NORCROSS DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 22 in un- graded classes; 16 in special classes; 13 in classes for con- servation of eyesight; 757 in Grades I to VI; 281 in Grades VII to IX.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,010
TEACHERS.— Entitled to 27 grade teachers; 1 teacher of an ungraded class; 1 teacher of a special class; 1 teacher of a class for conservation of eyesight . . . . .	30
<i>Now serving on tenure</i> . . . . .	19
Appointed: <i>To serve during the pleasure of the School Commit- tee.</i> — Assistant, Elementary, Helen T. Curtis . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Elementary, Blanche E. Briggs, Mildred A. Dolliver, Eleanor S. Foster, Frances H. Gunning, Mary L. MacDonald, Lillian Schaub, Marie D. Sullivan, Mary M. Walsh . . . . .	8
	— 28
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	4

## OLIVER HAZARD PERRY DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 14 in special classes; 533 in Grades I to VI; 189 in Grades VII to VIII.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	717
TEACHERS.— Entitled to 18 grade teachers; 1 teacher of a special class . . . . .	19
<i>Now serving on tenure</i> . . . . .	15
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, Francis J. Dillon; Assistants, Elementary, Lillian T. Kearney, Mary A. Reilly . . . . .	3
	— 18
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	3
<i>Now serving on tenure</i> . . . . .	2
NOTE.— One of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of three teachers.	

OLIVER WENDELL HOLMES INTERMEDIATE DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 1,058 in Grades VII to IX.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . . 1,053

TEACHERS.— Entitled to 30 grade teachers . . . . . 30

*Now serving on tenure* . . . . . 24

Appointed: *To serve for the term ending August 31, 1929.*— Assistants, Intermediate, E. Ella Beach, Irene M. Bragan, John J. Connelly, William F. Dowling, Katherine F. McArdle, Katherine M. Ray . . . . . 6

— 30

PHILLIPS BROOKS DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 1,220 in Grades I to VI; 398 in Grades VII to VIII.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . . 1,605

TEACHERS.— Entitled to 41 grade teachers . . . . . 41

*Now serving on tenure* . . . . . 27

Appointed: *To serve during the pleasure of the School Committee.*— Submaster, LeRoy T. Martin; Assistant, Elementary, Bertha M. Wright . . . . . 2

Appointed: *To serve for the term ending August 31, 1929.*— Submaster, Frank J. Herlihy; Assistant, Intermediate, Mary S. Ireland; Assistants, Elementary, Rose R. Braxton, Margaret M. Burns, Anna G. Byrne, Marie J. Donovan, Blanche Feldman, Frances B. McMorro, Sarra N. Rosenbaum, Marie J. Walsh . . . . . 10

— 39

KINDERGARTENS.— Teachers.— Number entitled to . . . . . 8

*Now serving on tenure* . . . . . 3

Appointed: *To serve during the pleasure of the School Committee.*— Assistant, Celia L. Hurwitch . . . . . 1

— 4

NOTE.— The four kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eight teachers.

PRESCOTT DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 14 in special classes; 587 in Grades I to VI; 136 in Grades VII to VIII.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . . 715

TEACHERS.— Entitled to 18 grade teachers; 1 teacher of a special class . . . . . 19

*Now serving on tenure* . . . . . 11

Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elementary, Mary A. Donahue, Catherine T. O'Connor . . . . .	2	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Elementary, Alice P. Bransfield, Louise F. Hill, Laura M. Holland, Catherine C. Roche, Margaret E. Scanlan, Helen F. Hegarty; Assistant, Special Class, Helen B. Berrigan . . . . .	7	20
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, Mary E. Freeman . . . . .	1	2

## PRINCE DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 860 in Grades I to VI; 282 in Grades VII to VIII.		
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .		1,109
TEACHERS.— Entitled to 29 grade teachers . . . . .		29
<i>Now serving on tenure</i> . . . . .	24	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elementary, Mary C. McLaughlin, Viola C. Soelle . . . . .	2	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Intermediate, A. Ruberta Nelson; Assistant, Elementary, Teresa M. Doherty . . . . .	2	28
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		3
<i>Now serving on tenure</i> . . . . .		3

## QUINCY DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 45 in special classes; 744 in Grades I to VI; 130 in Grades VII to VIII.		
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .		901
TEACHERS.— Entitled to 22 grade teachers; 3 teachers of special classes . . . . .		25
<i>Now serving on tenure</i> . . . . .	23	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, George L. McKinnon; Assistant, Special Class, Mary A. Gilligan; Assistant, Elementary, Marion C. Kiernan, . . . . .	3	26
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		8
<i>Now serving on tenure</i> . . . . .	4	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Ruth N. Kenney . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Frances H. Garrett . . . . .	1	6



NOTE.—Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eight teachers.

RICE DISTRICT.

ELEMENTARY GRADES.—Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 19 in special classes; 676 in Grades I to VI; 296 in Grades VII to VIII.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	972
TEACHERS.— Entitled to 25 grade teachers; 1 teacher of a special class . . . . . 26	
<i>Now serving on tenure</i> . . . . .	17
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elementary, Dorothy L. Winchenbach . . . . . 1	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, Thomas D. Craven; Assistant, Intermediate, Honora G. Lynch; Assistants, Elementary, Anastasia M. Kelly, Clara C. Mee, Margaret M. O'Reilly, Helen D. Tuttle, . . . . . 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, 1929.</i> — Assistant, Helen Goldstein . . . . . 1	
	— 2

ROBERT GOULD SHAW DISTRICT.

ELEMENTARY GRADES.—Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 13 in special classes; 1,377 in Grades I to VI; 519 in Grades VII to IX.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,899
TEACHERS.— Entitled to 49 grade teachers; 1 teacher of a special class . . . . . 50	
<i>Now serving on tenure</i> . . . . .	34
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elementary, Margaret L. Donahue . . . . . 1	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Special Class, Louisa M. Phippard; Assistants, Intermediate, Sarah H. Christie, Helen J. Highley, Julia A. O'Connell; Assistants, Elementary, Alice M. Bushnell, Catherine F. Carr, Marion T. Foley, Mary P. Keane, Mary P. O'Brien, Eileen T. Raftery, Eleanor A. Riley, Mary M. Riordan, Olive E. Whittier . . . . . 13	
	— 48
KINDERGARTENS.— Teachers.— Number entitled to . . . . . 9	
<i>Now serving on tenure</i> . . . . .	4
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Florence E. Smith . . . . . 1	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Martha M. Holland, Eleanor B. Keane, Evelyn M. McCluskey . . . . . 3	
	— 8

NOTE.— One of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of nine teachers.

#### ROBERT TREAT PAINE DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 12 in special classes; 855 in Grades I to VI; 37 in rapid advancement classes.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . . 891

TEACHERS.— Entitled to 21 grade teachers; 1 teacher of a special class; 1 teacher of a rapid advancement class . . . . . 23

*Now serving on tenure* . . . . . 13

Appointed: *To serve during the pleasure of the School Committee.*— Master's Assistant, Rachel Rosnosky . . . . . 1

Appointed: *To serve for the term ending August 31, 1929.*— Submaster, John B. Kelley; Assistant, Special Class, Margaret A. Gately; Assistants, Elementary, Marie L. Boylan, Lillian L. Burke, Eva G. Cohen, Mary C. Hawkins, Catherine L. Keefe . . . . . 7

— 21

KINDERGARTENS.— Teachers.— Number entitled to . . . . . 5

*Now serving on tenure* . . . . . 3

Appointed: *To serve for the term ending August 31, 1929.*— Assistant, Eileen M. McCarthy . . . . . 1

— 4

NOTE.— One of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of five teachers.

#### ROGER WOLCOTT DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 34 in special classes; 1,999 in Grades I to VI; 31 in rapid advancement classes.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . . 2,064

TEACHERS.— Entitled to 50 grade teachers; 2 teachers of special classes; 1 teacher of a rapid advancement class . . . . . 53

*Now serving on tenure* . . . . . 31

Appointed: *To serve during the pleasure of the School Committee.*— Master's Assistant, Josephine Crockett, Katherine G. Garrity; Assistants, Elementary, Mary C. Cadigan, Florence E. Hurley, May Kapples, Grace K. Lonergan, Frances E. Wilkie, Dorothy R. Wilson . . . . . 8

Appointed: *To serve for the term ending August 31, 1929.*— Assistants, Special Classes, Helen G. Murphy, Cora G. Roberts; Assistants, Elementary, Beatrice C. Bamberg,

Barbara A. Clancy, Dora Cohen, Marjorie O. Ellis, Anna Glickstein, Mary L. Maguire, Mary C. McKay, Helena M. Nolan, Marian Poole, Hannah E. Tobin . . . . . 12

KINDERGARTENS.— Teachers.— Number entitled to . . . . . — 51

*Now serving on tenure* . . . . . 4 14

Appointed: *To serve for the term ending August 31, 1929.*—  
First Assistant, Ellen P. Colleran; Assistants, Hannah R. Aronson, Isabel W. Davison, Annabelle E. Moise . . . . . 4

— 8

NOTE.— Six of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of fourteen teachers.

SAMUEL ADAMS DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 53 in special classes; 2,362 in Grades I to VI.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . . 2,369

TEACHERS.— Entitled to 59 grade teachers; 3 teachers of special classes. . . . . 62

*Now serving on tenure* . . . . . 27

Appointed: *To serve during the pleasure of the School Committee.*— Master's Assistant, Sarah M. Logue; Assistants, Eleanor V. Abely, Elizabeth B. Fahey, Alice C. Leahy, Margaret C. Lyons, Helen M. MacDonald. . . . . 6

Appointed: *To serve for the term ending August 31, 1929.*— Master's Assistant, Annie A. Doran; Assistants, special classes, Alice L. Galvin, Agnes M. Newcomb; Assistants, Elementary, Mary F. Casey, Florence E. Caspole, Ellen E. Collins, Marion T. Donely, Madeline R. Dunphy, Elinor G. Feeley, Mary J. Foley, Agnes G. Fox, Genevieve J. Farley, Eleanor F. Gartland, Anna M. Genter, Veronica M. Gillis, Helen J. Griffin, Lena Hecht, Margaret A. Hickey, Marion Levine, Mary F. McCourt, Edytha M. McNamee, Mary W. O'Maley, Theresa O'Neil, Sally A. Quinn, Antoinette Runci, Freda F. Weinberger . . . . . 26

— 59

KINDERGARTENS.— Teachers.— Number entitled to . . . . . — 18

*Now serving on tenure* . . . . . 7

Appointed: *To serve for the term ending August 31, 1929.*— First Assistant, Mary A. Galligan; Assistants, Helen L. Barron, J. Lillian Bloomberg, Mary F. Lowney, Edith E. Robinson . . . . . 5

— 12

NOTE.— Six of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eighteen teachers.

## SHERWIN DISTRICT.

ELEMENTARY GRADES.—Largest number of pupils belonging between September 1, 1927, and April 1, 1928,—31 in ungraded classes; 188 in special classes; 620 in Grades I to VI; 112 in Grades VII to VIII.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . . 927

TEACHERS.—Entitled to 18 grade teachers; 1 teacher of an ungraded class; 12 teachers of special classes . . . . . 31

*Now serving on tenure* . . . . . 19

Appointed: *To serve during the pleasure of the School Committee.*—Assistant, Special Class, Violet M. Harnden; Assistant, Elementary, Ellen M. Mantle . . . . . 2

Appointed: *To serve for the term ending August 31, 1929.*—Submaster, John B. Dacey; Master's Assistant, Mary A. I. O'Brien; Assistants, Special Classes, Marjorie L. Bean, Rose C. Carven, Harold E. Keay, Marjorie E. Luxton, Marie M. Murphy; Assistants, Elementary, Hattie G. Fletcher, Ruth A. O'Melia . . . . . 9

— 30

KINDERGARTENS.—Teachers.—Number entitled to . . . . . 5

*Now serving on tenure* . . . . . 2

Appointed: *To serve during the pleasure of the School Committee.*—Assistant, Sara L. Meyers . . . . . 1

Appointed: *To serve for the term ending August 31, 1929.*—Assistant, Margaret G. Kilday . . . . . 1

— 4

NOTE.—One of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of five teachers.

## SHURTLEFF DISTRICT.

ELEMENTARY GRADES.—Largest number of pupils belonging between September 1, 1927, and April 1, 1928,—19 in special classes; 847 in Grades I to VI; 265 in Grades VII to IX.

Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . . 1,130

TEACHERS.—Entitled to 28 grade teachers; 1 teacher of a special class . . . . . 29

*Now serving on tenure* . . . . . 15

Appointed: *To serve during the pleasure of the School Committee.*—Master's Assistant, Mary R. McNamara; Assistant, Elementary, Katherine B. Feeley . . . . . 2

Appointed: *To serve for the term ending August 31, 1929.*—Assistant, Special Class, Eleanor Magoun; Assistants, Intermediate, Eleanor E. O'Brien, Amelia C. Malley; Assistants, Elementary, Esther L. Cuneen, Catherine A. Daunt, Winifred M. Heffernan, Alice H. Kelley, Mary C. O'Brien, Cecilia A. O'Shea . . . . . 9

— 26

KINDERGARTENS.— Teachers.— Number entitled to . . . . .	7
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Arline O. Krey . . . . .	1
	— 4

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of six teachers.

THEODORE LYMAN DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 134 in special classes; 13 in classes for conservation of eyesight; 1,198 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,167
TEACHERS.— Entitled to 30 grade teachers; 9 teachers of special classes; 1 teacher of a class for conservation of eyesight . . . . .	40
<i>Now serving on tenure</i> . . . . .	20
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Master's assistant, Special Classes, Anna G. Cauley; Assistants, Elementary, Mary V. Benson, Livia DeSimone, Marguerite R. Riley . . . . .	4
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, Thomas F. Luby; Assistants, Special Classes, Elizabeth K. Ladrigan, Anna A. Norton, Catherine J. Thompson; Assistants, Elementary, Julia M. Clifford, Josephine A. Finocchiaro, Jessie G. Littlefield, Marion C. Mercurio, Elinor R. Sheridan . . . . .	9
	— 33
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	8
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Gladys M. MacFaden . . . . .	1
	— 4

NOTE.— The four kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eight teachers.

THEODORE ROOSEVELT INTERMEDIATE DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 30 in special classes; 732 in Grades I to VI; 750 in Grades VII to IX.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,532
TEACHERS.— Entitled to 39 grade teachers; 2 teachers of special classes . . . . .	41
<i>Now serving on tenure</i> . . . . .	33

Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Special Classes, Doris L. Carroll, Hazle E. Crane . . . . .	2	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Intermediate, Blanche Buxbaum, Edward J. Markham, Helen L. Mulloney, Francis P. O'Brien, Aida E. Troiano . . . . .	5	— 40
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		3
<i>Now serving on tenure</i> . . . . .	1	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Margaret M. McLaney . . . . .	1	— 2
NOTE.— One of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of three teachers.		

## THOMAS GARDNER DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 35 in special classes; 1,227 in Grades I to VI; 291 in Grades VII to VIII.		
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,505	
TEACHERS.— Entitled to 39 grade teachers; 2 teachers of special classes . . . . .	41	
<i>Now serving on tenure</i> . . . . .	25	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Submaster, John J. O'Brien . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, Joseph F. Burch; Assistant, Special Class, Elsie Larkin; Assistants, Elementary, Madeline M. Bevelander, Emma Crosby, Sylvia M. DeSimone, Alma A. Doyle, Rose M. Falbo, Anne F. Gibbons, Helen C. Halloran, Ruth E. Pineo, Anna C. Quinn, Edna M. J. Snow, Mary H. Russell . . . . .	13	— 39
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		6
<i>Now serving on tenure</i> . . . . .		6

## THOMAS N. HART DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 15 in special classes; 620 in Grades I to VI; 212 in Grades VII to VIII.		
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	840	
TEACHERS.— Entitled to 21 grade teachers; 1 teacher of a special class . . . . .	22	

<i>Now serving on tenure</i> . . . . .	21	
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Elementary, Margaret E. Morgan . . . . .	1	— 22
KINDERGARTENS.—Teachers.—Number entitled to . . . . .		4
<i>Now serving on tenure</i> . . . . .		4

ULYSSES S. GRANT DISTRICT.

ELEMENTARY GRADES.—Largest number of pupils belonging between September 1, 1927, and April 1, 1928,—45 in special classes; 1,119 in Grades I to VI.		
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .		1,315
TEACHERS.—Entitled to 28 grade teachers; 3 teachers of special classes. . . . .		31
<i>Now serving on tenure</i> . . . . .	13	
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistants, Elementary, Alice E. Connelly, Mary W. Dunlevy . . . . .	2	
Appointed: <i>To serve for the term ending August 31, 1929.</i> —Submaster, Maurice T. Ford; Assistants, Special Classes, Lillian M. Haggerty, Aileen P. MacDonald; Assistants, Elementary, Emily F. Doherty, Ethel C. Downey, Ida A. De Santis, Miriam C. Galvin, Anna I. Horne, Alice M. MacLeod, Marie Manna, Grace E. McKinnon, Martha V. O'Neil . . . . .	12	— 27
KINDERGARTENS.—Teachers.—Number entitled to . . . . .		8
<i>Now serving on tenure</i> . . . . .	3	
Appointed: <i>To serve for the term ending August 31, 1929.</i> —Assistant, Mollie Sirkin . . . . .	1	— 4

NOTE.—The four kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eight teachers.

WARREN-BUNKER HILL DISTRICT.

ELEMENTARY GRADES.—Largest number of pupils belonging between September 1, 1927, and April 1, 1928,—32 in special classes; 1,279 in Grades I to VI; 331 in Grades VII to VIII.		
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .		1,631
TEACHERS.—Entitled to 41 grade teachers; 2 teachers of special classes . . . . .		43
<i>Now serving on tenure</i> . . . . .	33	
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistants, Elementary, Julia L. Corcoran, Helen I. Guinee . . . . .	2	

Appointed: <i>To serve for the term ending August 31, 1929.</i> —	
Submaster, Edmund H. Barry; Assistant, Special Class, Alice M. Robinson; Assistants, Elementary, Eleanor M. Cunningham, Isabelle H. Ehrlich, Alice R. MacIsaac, Gertrude V. Malone . . . . .	6
	— 41
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	7
<i>Now serving on tenure</i> . . . . .	5
NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of seven teachers.	

## WASHINGTON INTERMEDIATE DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 1,060 in Grades VII to IX.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,031
TEACHERS.— Entitled to 30 grade teachers . . . . .	30
<i>Now serving on tenure</i> . . . . .	23
Appointed: <i>To serve for the term ending August 31, 1929.</i> —	
Submaster, William J. Cunningham; Assistants, Inter- mediate, Dorothy M. Ellis, Rufina M. McCarthy, Ruth L. Quinn, J. Arthur Robertie, Marion I. Whalen . . . . .	6
	— 29

## WASHINGTON ALLSTON DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 924 in Grades I to VI; 415 in Grades VII to IX.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,293
TEACHERS.— Entitled to 35 grade teachers . . . . .	35
<i>Now serving on tenure</i> . . . . .	28
Appointed: <i>To serve during the pleasure of the School Commit- tee.</i> — Assistant, Elementary, Gladys M. Sullivan . . . . .	
	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> —	
Submaster, Francis J. Cahill; Assistants, Elementary, E. Claire Doherty, Grace M. Dolan, Anna M. Mahoney . . . . .	4
	— 33
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	5
<i>Now serving on tenure</i> . . . . .	4
NOTE.— One of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of five teachers.	

## WASHINGTON IRVING INTERMEDIATE DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 1,025 in Grades VII to IX.	
--	--



Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,015
TEACHERS.— Entitled to 29 grade teachers . . . . .	29
<i>Now serving on tenure</i> . . . . .	21
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, John W. Gorman; Assistants, Intermediate, Timothy H. Cronin, Beatrice G. Hantz, Frank E. McCarthy, John P. Sullivan, Frederick S. Whelton, George E. Wilkie,	7
	— 28

WELLS DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 85 in special classes; 54 in open-air classes; 12 in classes for conservation of eyesight; 1,311 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,442
TEACHERS.— Entitled to 33 grade teachers; 6 teachers of special classes; two teachers of open-air classes and one teacher of a class for conservation of eyesight . . . . .	42
<i>Now serving on tenure</i> . . . . .	31
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Master's Assistants, S. Janet Jameson, Aloyse B. Tierney; Master's Assistant, Special Classes, Katherine A. Kenney; Assistants, Elementary, Helen J. Hirson Vivian Milmore . . . . .	5
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Elementary, Ruth M. Crowley, Adelaide M. McGovern . . . . .	2
	— 38
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	11
<i>Now serving on tenure</i> . . . . .	5
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Isabelle N. Wall . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Christine Hamburger, Mary I. McKenna . . . . .	2
	— 8

NOTE.— Three of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eleven teachers.

WENDELL PHILLIPS DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 92 in special classes; 24 in special English classes; 32 in open-air classes; 849 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	929
TEACHERS.— Entitled to 21 grade teachers; 6 teachers of special classes; 1 teacher of a special English class; 1 teacher of an open-air class . . . . .	29

<i>Now serving on tenure</i> . . . . .	29	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elementary, Amelda M. Holthaus . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, George C. O'Brien; Assistant, Special Class, Annie O'Connor . . . . .	2	
	—	32
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, Midred C. Haskell . . . . .	1	
	—	2

WILLIAM E. ENDICOTT DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 18 in special classes; 1,513 in Grades I to VI.		
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .		1,507
TEACHERS.— Entitled to 38 grade teachers; 1 teacher of a special class . . . . .		39
<i>Now serving on tenure</i> . . . . .	27	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Submaster, Walter M. Burke; Assistants, Elementary, Madeline R. Forrester, Ruth H. Kelley . . . . .	3	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Elementary, Antoinette C. Craffey, Mildred J. Hannon, Mary E. Murphy, Ruth M. Schobel, Mary C. Turnbull, Emily J. Wall . . . . .	6	
	—	36
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		14
<i>Now serving on tenure</i> . . . . .		9
NOTE.— Five of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of fourteen teachers.		

WILLIAM E. RUSSELL DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 15 in special classes; 627 in Grades I to VI; 271 in Grades VII to VIII.		
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .		877
TEACHERS.— Entitled to 23 grade teachers; 1 teacher of a special class . . . . .		24
<i>Now serving on tenure</i> . . . . .	16	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elementary, Gertrude A. Flynn . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, Howard Wilbur; Master's Assistant, Margaret L. Higgins; Assistants, Elementary, Edna B. Dowling, Mary J. O'Leary, Mollie Segel . . . . .	5	
	—	22

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, Ruth A. Carter . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Gertrude V. Crandall . . . . .	1
	— 4

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of six teachers.

WILLIAM LLOYD GARRISON DISTRICT.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 1,052 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1927, to April 1, 1928 . . . . .	1,040
TEACHERS.— Entitled to 26 grade teachers. . . . .	26
<i>Now serving on tenure</i> . . . . .	11
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Submaster, Henry C. Clark; Assistants, Elementary, Margaret M. Corkery, Marion P. Dooley, Katherine M. Elston, Julia Cluck, Mabel E. Fletcher, Mary B. Gleason, Florence Hubert, Margaret L. Pratt, B. Ethel MacKay, June M. Raymond, Margaret R. Scully, Anna C. Whelan . . . . .	13
	— 24
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	6
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — First Assistant, M. Isabel Sullivan; Assistants, Lucille M. Hayes, Mary C. O'Donnell . . . . .	3
	— 4

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of six teachers.

CONSERVATION OF EYESIGHT CLASSES.

<i>Now serving on tenure</i> . . . . .	8
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Edna B. Condon . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistant, Alice J. Barry . . . . .	1
	— 10

SPEECH IMPROVEMENT CLASSES.

<i>Now serving on tenure</i> . . . . .	9
Appointed: <i>To serve for the term ending August 31, 1929.</i> — Assistants, Alice V. Campbell, Olive G. Mahoney, Frances E. McColgan . . . . .	3
	— 12

## LIP READING CLASSES.

Appointed: *To serve during the pleasure of the School Committee.*— Assistant in Charge, Mabel F. Dunn . . . . . 1

## DAY SCHOOL FOR IMMIGRANTS.

*Now serving on tenure* . . . . . 2

## DISCIPLINARY DAY SCHOOL.

ELEMENTARY GRADES.— Largest number of pupils belonging between September 1, 1927, and April 1, 1928,— 104 in all classes.

*Now serving on tenure* . . . . . 3

Appointed: *To serve during the pleasure of the School Committee.*— Assistants, Helen C. Godvin, Agnes C. Lavery . . . . . 2

## HOUSEHOLD SCIENCE AND ARTS.

*Now serving on tenure* . . . . . 1

Appointed: *To serve for the term ending August 31, 1929.*— Trade Assistants, Frances B. Haskell, Louise M. McGovern, Mary T. Naphen . . . . . 3

## COOKERY.

*Now serving on tenure* . . . . . 35

Appointed: *To serve during the pleasure of the School Committee.*— Teachers, Intermediate, Helen S. Hyde, Elizabeth M. O'Connor . . . . . 2

Appointed: *To serve for the term ending August 31, 1929.*— Teachers, Intermediate, Evelyn Bliss, Helen N. Cohen, Margaret M. Comiskey, Grace A. McDermott, Helen Minsky, Mary F. Murphy, Helen Nutt, Mary A. Scanlan, Martha S. Walker, Mary C. Walsh . . . . . 10

## SEWING.

*Now serving on tenure* . . . . . 53

Appointed: *To serve during the pleasure of the School Committee.*— Teachers, Intermediate, Mary R. O'Malley, Violet L. Russell; Teacher, Elementary, Mary V. Connors . . . . . 3

Appointed: *To serve for the term ending August 31, 1929.*— Teachers, Intermediate, Alice C. Gerard, Elizabeth F. Regan; Teachers, Elementary, Alice F. Boyden, Kathleen J. Carney, Alice Cody, Anne V. Cronin, Florence E. Daly, Helen P. Derby, Louise M. Duffy, Beatrice V. Fickett, Ruth M. Heidenreich, Helen C. Hogan, Louise Hurley, Bertha W. Johnson, Lillian G. McGee, Mary M. Moriarty, Margaret P. Morrissey, Emily L. F. Nelles, Mary G. Payne, Margaret A. Reilly . . . . . 20

## MANUAL ARTS.

*Now serving on tenure* . . . . . 71

Appointed: *To serve during the pleasure of the School Committee.*— Foremen, Shop Work, Walter E. Shaughnessy,

Percy R. Stewart; Shop Instructors, William J. I. Brown, Daniel J. Jameson, George C. McKeen, John J. McSweeney, John T. Mendenhall, Charles R. O'Malley; Instructors, Shop Work, Edwin C. Anderson, Herbert G. N. Forsell, William H. Powers; Instructor, Manual Training, Special Class, Mabel F. Alden . . . . .

12

Appointed: *To serve for the term ending August 31, 1929.*—

Shop Foremen, James B. Cummings, Michael J. A. English, Henry S. Needham, Charles F. Rothera, Chester S. Sevens, Cyril W. Shovelier; Foremen, Shop Work, Willis C. Brown, Emerson Staebner; Shop Instructors, John O. Baker, Joseph Beaton, George N. Bergh, James E. Carter, George E. Crabtree, John E. Denehy, William F. Gill, Albert F. Hanrahan, Harry A. Harris, P. Francis Hogan, Francis J. Hynes, Stanley F. Janik, Horatio N. Lamont, Joseph D. Mahoney, Philip V. McBride, Walter F. McCarthy, John J. Peers, Percy C. Peters, Albert Pokat, Raymond J. Powers, Joseph J. Reynolds, John F. Sullivan, John F. Sullivan, Francis Tobin, Harry J. Tobin, George B. VanDalinda, Harry T. Wall, William C. Walsh, Robert E. West; Instructors, Shop Work, John F. Ambrose, Joseph J. Assmus, Warren E. Bumpus, William A. Colleran, Harold A. Conant, John J. Coughlin, Leonard L. Curado, John B. Dunne, Edward B. Flaherty, Rudolph P. Hague, Nathan P. Harris, Frank A. Hurley, Louis Karshick, Gustaf G. Larsson, Harold J. Lawlor, Joseph N. Mannino, Edward J. Oakes, Thomas A. O'Loughlin, Thomas J. Schofield, Freeman D. Shepherd, John J. H. Shepherd, John P. Sweeney . . . . .

59

— 142

## PART III.

REAPPOINTMENTS OF TEACHERS OF PHYSICAL  
EDUCATION AND MILITARY DRILL.

## PHYSICAL EDUCATION:

*Now serving on tenure:*

The Teachers College of the City of Boston . . . . .	2
Girls' Latin School . . . . .	2
Brighton High School . . . . .	1
Charlestown High School . . . . .	1
Dorchester High School for Girls . . . . .	1
East Boston High School . . . . .	2
Girls' High School . . . . .	2
High School of Practical Arts . . . . .	1
Hyde Park High School . . . . .	1
Jamaica Plain High School . . . . .	2
Memorial High School (Girls) . . . . .	1
South Boston High School . . . . .	1
Department of Physical Education . . . . .	1

— 18

*Appointed: To serve during the pleasure of the School Committee.—*

Dorchester High School for Girls — Assistant, Miriam R. Driscoll . . . . .	1
Girls' High School, Assistant Instructor, Margaret G. O'Brien, High School of Practical Arts, Assistant Instructor, Grace F. Johnson . . . . .	1
Boston Clerical School, Assistant, Alice M. Gorman . . . . .	1

— 4

*Appointed: To serve for the term ending August 31, 1929.—*

Dorchester High School for Girls, Assistant Instructors, Mary T. Gibbons, Alice P. McClare . . . . .	2
Girls' High School, Assistant Instructor, Dorothy L. Jones . . . . .	1
Memorial High School (Girls), Assistant, Rosamond W. Estabrook; Assistant Instructor, Matilda E. Cogan . . . . .	2
Trade School for Girls, Assistant Instructor, Barbara B. Johnson . . . . .	1
Department of Physical Education, Assistant Instructor, Clare L. Ennice . . . . .	1

— 7

MILITARY DRILL.

*Now serving on tenure:*

Public Latin School . . . . .	1
English High School . . . . .	1
High School of Commerce . . . . .	1
Department of Physical Education . . . . .	3

— 6

*Appointed: To serve during the pleasure of the School Committee.—*

English High School, Junior Masters, Albert J. Kelley, William H. Meanix; Armorer, Michael J. Lannon . . . . .	3
---	---

*Appointed: To serve for the term ending August 31, 1929.—*

Instructors, Leo W. Banks, Peter V. Breen, Robert V. Dallahan, William J. McCluskey . . . . .	4
--	---

— 7

Respectfully yours,

JEREMIAH E. BURKE,  
*Superintendent of Public Schools.*









SCHOOL DOCUMENT NO. 6—1928  
BOSTON PUBLIC SCHOOLS

**A MANUAL FOR INSTRUCTION  
OF IMMIGRANTS**



CITY OF BOSTON  
PRINTING DEPARTMENT  
1928

IN SCHOOL COMMITTEE, June 4, 1928.

*Ordered*, That the accompanying Manual for Instruction of Immigrants is hereby adopted; and that 2,500 copies be printed as a school document.

Attest:

ELLEN M. CRONIN,  
*Secretary.*

## TABLE OF CONTENTS.

	PAGE
Introduction . . . . .	8
General aim . . . . .	10
Needs of the individual, the state . . . . .	10
General content . . . . .	10
B. I. . . . .	11
Time allotment . . . . .	11
Suggestive programs . . . . .	12
Three group . . . . .	12
Two group . . . . .	12
Oral English . . . . .	13
Aim . . . . .	13
Minimum requirements . . . . .	13
Content — general . . . . .	13
Methods . . . . .	14
General suggestions . . . . .	14
Content — detailed . . . . .	14
Suggestive lessons . . . . .	15
Type lessons . . . . .	17
Table lesson . . . . .	18
Color lesson . . . . .	18
Telephone lesson . . . . .	18
Public signs . . . . .	19
Fables . . . . .	19
Famous men . . . . .	20
Written English . . . . .	21
Aim . . . . .	21
Minimum requirements . . . . .	21
Content — general . . . . .	21
Methods . . . . .	21
Phonics . . . . .	25
Aim . . . . .	25
Minimum requirements . . . . .	25
Content — detailed . . . . .	25
Independent recognition of words . . . . .	26
Enunciation . . . . .	30, 41
Blends . . . . .	31
Suggestive proverbs . . . . .	37

	PAGE
Methods . . . . .	38
General . . . . .	38
Detailed . . . . .	39
Reading . . . . .	42
Aim . . . . .	42
Minimum requirements . . . . .	42
Content . . . . .	42
Material . . . . .	42
Poems . . . . .	43
Methods . . . . .	43
Dramatic type lesson . . . . .	43
Objective type lesson . . . . .	44
Spelling . . . . .	46
Aim . . . . .	46
Minimum requirements . . . . .	46
Content . . . . .	46
Suggestive lists . . . . .	46
Supplementary phonetic list for illiterates, . . . . .	47
Supplementary list for literates . . . . .	48
Methods . . . . .	50
Type lessons . . . . .	50
Dictation . . . . .	54
Aim . . . . .	54
Minimum requirements . . . . .	54
Content . . . . .	54
Methods . . . . .	54
Hygiene . . . . .	54
Citizenship . . . . .	55
General aims . . . . .	55
Special aims . . . . .	55
Minimum requirements . . . . .	55
The citizen . . . . .	55
The citizen's work . . . . .	56
The city . . . . .	56
History . . . . .	56
Citizenship . . . . .	57
Methods . . . . .	57
B.-II. . . . .	58
Time allotment . . . . .	58
Suggestive programs . . . . .	59

	PAGE
Oral English . . . . .	60
Aim . . . . .	60
Minimum requirements . . . . .	60
Content . . . . .	60
Suggestive lessons . . . . .	60
Methods . . . . .	71
Type lessons . . . . .	71
Written English . . . . .	73
Aim . . . . .	73
Minimum requirements . . . . .	73
Content — general . . . . .	73
Methods . . . . .	73
Sentence sense . . . . .	73
Sentence structure and parts of speech . . . . .	74
Paragraph . . . . .	75
Letter forms . . . . .	75
Phonics . . . . .	78
Aim . . . . .	78
Minimum requirements . . . . .	78
Content — detailed . . . . .	78
Methods . . . . .	82
Spelling . . . . .	84
Aim . . . . .	84
Minimum requirements . . . . .	84
Content and suggestive lists . . . . .	84
Methods . . . . .	85
Dictation . . . . .	87
Aim . . . . .	87
Minimum requirements . . . . .	87
Content . . . . .	87
Methods . . . . .	87
Hygiene . . . . .	87
Reading . . . . .	88
Aim . . . . .	88
Minimum requirements . . . . .	88
Phonics . . . . .	88
Word study . . . . .	88
Content . . . . .	88
Methods . . . . .	89

	PAGE
Citizenship . . . . .	90
Special aim . . . . .	90
Minimum requirements . . . . .	90
I. American citizenship . . . . .	90
Content . . . . .	90
I. Naturalization — general . . . . .	90
II. Government . . . . .	91
III. City government . . . . .	91
IV. History . . . . .	92
V. Naturalization (2d papers) . . . . .	92
Methods . . . . .	92
 B.-III. . . . .	 93
Time allotment . . . . .	93
Suggestive program . . . . .	94
Oral English . . . . .	95
Aim . . . . .	95
Minimum requirements . . . . .	95
Content — general — detailed . . . . .	95
Suggestive lessons . . . . .	95
Methods . . . . .	104
Type lessons . . . . .	104
Written English . . . . .	108
Aim . . . . .	108
Minimum requirements . . . . .	108
Content — general . . . . .	108
Methods . . . . .	108
Phonics . . . . .	111
Aim . . . . .	111
Minimum requirements . . . . .	111
Content — detailed . . . . .	111
Methods . . . . .	115
Reading . . . . .	116
Aim . . . . .	116
Minimum requirements . . . . .	116
Content . . . . .	116
Methods . . . . .	117



	PAGE
Spelling . . . . .	118
Aim . . . . .	118
Minimum requirements . . . . .	118
Content . . . . .	118
Suggestive lists . . . . .	118
Methods . . . . .	119
Dictation . . . . .	120
Aim . . . . .	120
Minimum requirements . . . . .	120
Content . . . . .	120
Methods . . . . .	120
Citizenship . . . . .	121
General aims . . . . .	121
Special aims . . . . .	123
Minimum requirements . . . . .	123
Methods . . . . .	125
Geography (see Oral English) . . . . .	95-104
History (see Oral English) . . . . .	95-104
Reference book for teachers . . . . .	126

## INTRODUCTION.

---

Realizing that courses of study for Grades I, II and III of the regular day schools were made for teaching children the various subjects of the primary curriculum and so were not adapted for teaching English and citizenship to adult aliens, the following course of study was arranged for the B-I, B-II and B-III classes of the evening elementary schools and the Day School for Immigrants to meet a long-felt need.

This manual has been made with the express purpose of providing practical guidance and assistance to those teachers whose work in evening schools is with aliens desirous of receiving instruction in English or citizenship.

The general aim, content, methods, and type lessons have been offered for guidance and, in addition, much suggestive material has been included to enable the teacher to carry on her work in a purposive way towards definite accomplishment in order to facilitate systematic pupil progress.

It is intended that this manual will be supplemented by available material taken from the regular day school courses of study for similar grades provided the material and methods used may be adapted readily to adult instruction. This combined use of the respective courses of study for day and evening schools should produce a wealth of material, sufficient, with the available texts, to encourage and stimulate efficient instruction by the teachers and more definite supervision by the principal.

Credit is given to members of past committees who provided material that has been revised and brought up to date and particularly to the members of the present committee who have actually produced the complete course as a result of much painstaking effort, and careful deliberations in several meetings during the past year.

The thanks and appreciation of the committee is extended to all who have assisted by advice or suggestion to the completion of this work.

Following are the names of the members of the committee:

JOSEPH F. GOULD, Director of Evening Schools.

CAROLINE A. SHAY, Assistant in Charge of Day School for Immigrants — *Chairman*.

FLORENCE O. BEAN, Principal Theodore Roosevelt Evening Elementary School.

FRANCIS A. O'BRIEN, Principal Franklin Evening Elementary School.

WALTER C. WINSTON, Ex-principal Comins Evening Elementary School.

## GENERAL AIM.

---

The general aim of teaching English to adult illiterates may be considered as meeting the needs of the individual and of the State as follows:

### 1. The needs of the individual.

- a.* Those he perceives for himself.
- b.* Those that leaders have discovered are necessary for him to know.

### 2. The needs of the State.

- a.* That the immigrant shall understand customs and ideals of the United States.
  - b.* That the immigrant shall be assimilated into American life.
  - c.* That the immigrant shall appreciate the privileges, duties, and responsibilities of American citizenship.
  - d.* That naturalized citizens shall intelligently participate in civic duties.
- 

## GENERAL CONTENT.

---

The content of the course in English shall include the material necessary to satisfy the needs of the individual and of the State mentioned under "General Aims."

#### ENGLISH.

Oral English.

Written English.

#### PHONICS.

Corrective phonics.

For independent recognition of words.

#### READING.

SPELLING.

DICTATION.

#### CITIZENSHIP.

HYGIENE.

**SUGGESTIVE TIME ALLOTMENT.— B.=I.**

	Two hours an evening. Six hours a week.	120 minutes an evening. 360 minutes a week.	
Reading.....	90 minutes a week.	30 minutes an evening.	
Writing.....	90 minutes a week.	30 minutes an evening.	
Conversation and Oral English....	180 minutes a week.	60 minutes an evening.	
Reading.....	90 minutes a week.	30 minutes an evening.	
Word study.....	15 minutes a week.	5 minutes an evening.	
Phonics.....	30 minutes a week.	10 minutes an evening.	
Reading.....	45 minutes a week.	15 minutes an evening.	
Writing.....	90 minutes a week.	30 minutes an evening.	
Alphabet.....	30 minutes a week.	10 minutes an evening.	
Copying.....	30 minutes a week.	10 minutes an evening.	
Spelling.....	15 minutes a week.	5 minutes an evening.	
Dictation.....	15 minutes a week.	5 minutes an evening.	
Conversation.....	180 minutes a week.	60 minutes an evening.	
Verb drill.....	30 minutes a week.	10 minutes an evening.	
Enunciation drill.....	15 minutes a week.	5 minutes an evening.	
Grammar.....	30 minutes a week.	10 minutes an evening.	
Informal grammar			
Conversation.....	90 minutes a week.	30 minutes an evening.	
Relaxation.....	15 minutes a week.	5 minutes an evening.	

## SUGGESTIVE PROGRAM FOR A THREE=GROUP CLASS.

B. I.	* THREE GROUPS.
7.15....7.30	Assignment for study.
7.30....7.40	Explanation of board work.
7.40....7.50	Phonics for independent recognition of words. Groups 1, 2, 3.
7.50....8.05	Reading. Group 3. Writing — copying. Group 2.
	Writing. Group 1.
8.05....8.20	Reading. Group 2. Writing. Group 3.
	Writing. Group 1.
8.20....8.35	Reading. Group 1. Writing. Group 2. Writing. Group 3.
8.35....8.45	Verb Drill.
8.45....8.55	Spelling and Dictation.
8.55....9.00	Supervision of written work.
9.00....9.10	Technicalities. Informal Grammar.
9.10....9.25	Conversation.
9.25....9.30	Inspirational literature, songs, poems.

---

\* Individuals of Group 3 should be merged with Group 2 and those of Group 2 with Group 1 as rapidly as they show sufficient ability.

## SUGGESTIVE PROGRAM FOR A TWO=GROUP CLASS.

B. I.	TWO GROUPS.
7.15....7.30	Assignment for study.
7.30....7.40	Explanation of board work.
7.40....7.50	Phonics for independent recognition of words.
7.50....8.10	Reading Class 1. Five-minute conversation on lesson. Writing Class 2.
8.10....8.30	Reading Class 2. Five-minute conversation on lesson. Writing Class 1.
8.30....8.40	Verb Drill.
8.40....8.45	Enunciation Drill.
8.45....8.55	Spelling — Dictation.
8.55....9.05	Technicalities. Informal Grammar.
9.05....9.20	Conversation.
9.20....9.30	a. Correction of written work. b. Inspirational literature, songs, poems.

## ORAL ENGLISH.— B.=I.

---

### AIM.

To teach pupils to express their thoughts orally in correct, clear, and simple English.

### MINIMUM REQUIREMENTS.

To understand and to answer brief questions concerning: residence, family, occupation, matters of personal and everyday interest.

To ask for articles or information needed.

To converse in simple English on topics of everyday experience.

To pronounce intelligibly the words used.

### CONTENT.

Subjects for conversation to develop a useful vocabulary rapidly.

#### 1. Relations and contacts with others.

Name, address, occupation.

Forms of greeting, salutation, farewell.

Matters of personal interest and conditions of everyday life.

#### 2. School room objects and activities.

Doors, windows, ventilators, walls, blackboards, pictures.

Books, pencils, papers, erasers.

Temperature, heat, cold, fresh air, thermometer.

Positions and actions of body, such as standing, sitting, walking, running, etc.

Reading, writing, speaking.

Opening, closing, coming, going.

#### 3. Outside needs.

Looking for work, working.

Buying, selling, repairing.

Cooking, eating.

Riding by train, trolley, automobile.

Directions, signs, fares, prices.

Weighing, counting, measuring.

Holidays, use of leisure.

#### 4. House and family.

Renting, buying, furnishing, cleaning, beautifying.

Members of family.

Schooling of children.

#### 5. Community.

School, church, special social and civic organizations.

Newspaper, moving pictures, postoffice, library, hospitals, dispensaries, city buildings, etc.

Regulative agencies:

Police, sanitation, licenses, fire department, etc.

## METHODS.

**General suggestions for methods.**

Motivation should be the keynote of every lesson.

Establish a definite goal for each lesson.

Arrange a situation to which the student can respond.

The response should develop a specific ability.

Let the student feel responsible for his own part of the lesson.

Use the "direct method" which requires that all teaching be done in English.

Be sure that words used are intelligible to class.

The use of language is the result of habit, therefore, in teaching a language the laws of habit formation should be observed carefully.

**Proceed slowly and drill thoroughly.**

Each lesson should be a natural progression from the previous lesson and a preparation for the lesson of the following session.

**Detailed Content and Suggestive Lessons.**

The beginner grasps readily the meaning of the ordinary salutations of everyday speech and puts them into use, hence, these should be taught first:

Good evening.

Good afternoon.

Good night.

How do you do?

Good morning.

How are you this evening?

Also, "What is your name?" and the answer, "My name is ——." These may be written on the board, the pupil's approach to learning being through sound and sight.

Next in order come words such as the following to build a small vocabulary:

PARTS OF THE BODY.		OBJECTS WITHIN VISION.	
head	legs	desk	chalk
face	neck	chair	floor
hair	shoulders	seat	window
eyes	arms	room	book
ears	hips	wall	paper
nose	feet	door	pencil
		ceiling	pen

VERBS.		PRONOUNS.		ADJECTIVES.	
is	read	I		large	
are	write	my		small	
place	talk	your		tall	
put	speak	we		short	
raise	walk	he		white	
lower		she		black	
sit		it		red	
stand		they		brown	
open		his		yellow	
close		her		green	
		who		blue	
		that			
		what			
		this			

The above list is merely suggestive and other words should be added as occasion demands.



## SUGGESTIVE LESSONS.

- Lesson 1. Greeting.  
 Good afternoon, etc.  
 Good-bye.
2. Identification lesson.
3. Simple statement.  
 Affirmative.  
 This is a book.  
 pen.  
 pencil.
4. This is  
 That is  
 parts of room.
5. Review lesson.  
 Introduce parts of body.
6. These are } articles of clothing.  
 Those are }
- Contrast with this — that.
7. Review.
8. My and your.
9. "I have" with nouns already taught.  
 You — we — they — have.
10. He — she — has.
11. Verb — see.
12. Table — lesson with nouns.
13. Table — lesson with verb "put."  
 Prepositions, on — in — with.
14. Lesson with third person singular.  
 see — put — give.
15. Color lesson — nouns.
16. Color lesson — verbs.  
 have — has                      put — puts  
 give — gives                    see — sees  
 Prepositions.
17. Is — was — today — yesterday.
18. Concrete verb work.  
 write — wash — sew — sit  
 stand — open — wipe — make
19. Concrete verb work negatively.
20. Past tense of verbs taught.
21. Review with introductory words.  
 when — where — what — how many?
22. Review all verbs taught in present and past tense using new prepositions —  
 into  
 to  
 with  
 on  
 from
23. Occupation lesson for teaching new nouns.  
 baker — carpenter — etc.

- Lesson 24. Negative forms of verbs taught using present tense only.
25. Fruit lesson.
26. Negative form of verbs.  
Irregular forms of verbs.
27. Review Lesson 26.
28. Adjectives.  
high — low — long — short — etc.
29. Review Lesson 28.  
Teach "longer than", "shorter than"
30. Review fruit lesson.  
Teach "sweet" "sour" "ripe" "green."
31. Pattern lesson.  
Nouns — Verbs  
lay  
pin  
cut  
baste, etc.
32. Sewing lesson.
33. Dress lesson.
34. Knitting lesson.
35. Biscuit lesson.
36. Cleaning lesson.  
broom — sweep  
carpet sweeper — dust, etc.
37. Compound personal pronouns.  
I wash myself.  
I dress myself.
38. Telephone lesson.  
Nouns.  
Questions.
39. Telephone lesson.  
Exchanges and numbers.
40. Car signs.
41. Car lesson.  
Stop.  
Signal, etc.
42. Public signs.
43. Asking one's way.
44. Fables.
45. Buying and selling.  
Grocery.
46. Shoe lesson.
47. Occupation lessons for teaching new words, such as carpentering, etc.  
Nouns                      Verbs  
hammer                      build

Optional, depending on nature  
and interests of class.

## Lesson 48. The Plumber.

Nouns		Verbs
wrench	pipe	use
saw	sinks	repair
torch	trap	thaw
washer		etc.

49. The Milkman.

50. The Baker.

51. The Dressmaker.

52. The Teacher.

53. The Dentist.

54. Verbs ending in "t" or "d," of which the "ed" form is pronounced as extra syllable.  
counted — rested.

55. Verbs as in 54 with nouns.  
pupil — count  
man — lift  
woman — rest

56. Verbs ending in "k," of which the "ed" form is pronounced as "t," combined with prepositions.  
look at — pick up — work for

57. Verbs ending in "p," of which the "ed" form is pronounced as "t."  
help — mop — stop

58. Verbs ending in "ch," of which the "ed" form is pronounced as "t."  
latch — match — snatch

59. Verbs ending in "sh," of which the "ed" form is pronounced as "t."  
Mother — push — baby carriage  
Jeweler — polish — silver

60. Fable — Fox and Grapes — Past tense.

61. Fable — Fox and Grapes — Present tense.

62. George Washington.

63. Fable — The Crow and the Pitcher.

64. Abraham Lincoln.

Other lessons emphasizing public works or buildings, etc., should be added or substituted according to needs and interest of class.

## TYPE LESSONS.

In the use of the following type lessons this principle must be kept always in mind, namely,—that in the beginning pupils learn thoroughly only by slow procedure and frequent repetition with close association of the object with the word. It is not essential at the start to refer to parts of speech as such but simply to establish a foundation on which later work will depend.

In teaching the first conversation lesson according to the objective method, the teacher holds a book before the class and says, "This is a book." She repeats

several times. Then she holds up a pen and says, "This is a pen." She does the same with several objects. Then she holds up the book and asks, "What is this?" Pupils know by the facial expression and intonation of her voice that she is asking a question. Without waiting for an answer, she answers her own question. Several objects are distributed and teacher moves among pupils and asks, "What is this?" Different pupils answer. After the names of several objects have been taught, the objects may be exchanged and the same method followed.

### 1. Table Lesson.

In the table lesson the teacher gives the names of the objects and as the names are taught, she gives one object to each pupil. Then she asks, "What have you?" Pupil answers, "I have a knife" or "I have a fork," as the case may be. After objects have been named and distributed, the teacher says, "I have a knife. I put the knife on the table." Pupils are asked, "What have you?" Each pupil replies, "I have a fork. I put the fork on the table." When all the articles have been named and put on the table, then teacher may select an object, name it, and say, "This is a fork. I take the fork from the table." Or, "This is a spoon. I take the spoon from the table. I put the spoon into the box." Continue until all the objects have been named, and put away. The pupils gradually learn by rote expressions and words that form the basis for a later vocabulary.

### 2. Color Lesson.—Red.

**Materials.**—A red apple, a piece of red ribbon, a piece of red cloth, a red box, a red pencil, a red book, a red paper. All the articles are placed on the table.

**Method.**—Teacher shows the apple to class and says, "This is a red apple." Then, "This is a red ribbon." "This is red box." "This is a red pencil," etc. Then she points to all of the articles and says, "These are RED." She points to the book and says, "This is a—" and hesitates. Some pupil is sure to supply the word "red." Other colors may be taught in the same way.

Many verbs may be reviewed in this way:

"Do you take the red book from the desk?"

"Do you cut the white cloth?"

"Does she eat the blue grapes?"

"Do you write with black ink?"

### 3. Telephone Lesson.

A toy telephone may be used, and the words taught:

receiver — wire — cord — bells — ring

mouthpiece

operator — station — number — call — toll

Then the correct form of questions:

To whom do you wish to speak?

Who is speaking, please?

May I take a message?

She is not at home.

Then reading of telephone numbers:

1375-W  
3640  
1500  
7000  
3040-M  
0280  
30

Different exchanges.

After the names of exchanges and numbers have been taught, slips of paper upon which have been written numbers are given to pupils. Each pupil may be given an opportunity to call the number on her slip.

#### 4. Public Signs — Car Signs.

Teacher should have printed signs. Car signs may be taught. Teacher prints sign or uses card and tells name. After pupils have learned a sign it may be pinned on board so that pupil may look at it over and over again. When several have been taught, they may be reviewed in the following manner: Place several chairs in a semicircle. Pin a sign on each chair.

Teacher says, "This is Dudley Street Station. Many cars come into Dudley Street."

"Mrs. White wants to go to Geneva Avenue. Mrs. White, will you sit in the car marked Geneva Avenue?" If Mrs. White fails to recognize the correct sign, another pupil may show her the correct sign, by saying, "I beg your pardon, this is not the Geneva Avenue car." She may then show Mrs. White the correct chair.

One pupil may be designated as the starter. Small strips of paper may be distributed. Mrs. Brown is instructed to ask the starter, "Will you please tell me where I can get this car?" Starter shows her the chair marked Norfolk Street. If Mrs. Brown hesitates, another pupil may ask, "May I assist you?" Mrs. Brown replies, "Thank you very much. I want the Norfolk Street car."

In this way pupils are learning the names of the various signs, and also every day expressions of politeness.

#### 5. Fables.

In teaching fables, the teacher tells the story very simply. Then she asks one question for every sentence. Every pupil in the group should be allowed to participate in this lesson. In a literate beginners' class, the same method may be used, and the story reviewed by use of cards. Each card is numbered. A question is printed upon each card. Pupil who has card number one is called upon to read her question. Another pupil is called upon to answer that question. When the story is being reviewed, the cards may be distributed. One pupil may be called upon to read her question and answer it, or one pupil may be chosen to stand in front of the class to answer the questions which are read by other members of the class.

Finally, one pupil may be called upon to tell the story without questions being read.

Other variations of the above methods will suggest themselves to the teacher according to the size, age or type of class. It is important that all lessons carry an interest appeal in order to hold the attention of the class.

## THE CROW AND THE PITCHER.

- |   |                                       |  |  |
|---|---------------------------------------|--|--|
| 1. Mrs. Crow<br>was<br>thirsty                    | 4. could<br>not<br>reach              | 7. water<br>rose<br>little<br>higher     | 10. dropped<br>many<br>pebbles                 |
| 2. looked<br>everywhere<br>water                  | 5. thought<br>plan                    | 8. dropped<br>pebble<br>another<br>water | 11. water<br>rose<br>top<br>pitcher            |
| 3. at last<br>found<br>pitcher<br>little<br>water | 6. dropped<br>pebble<br>into<br>water | 9. water<br>rose<br>still<br>higher      | 12. Mrs. Crow<br>took<br>drink<br>then<br>said |

"Where there's a will, there's a way."

Give in past tense.

Give in present tense.

## 6. Famous Men of History.

## GEORGE WASHINGTON.

- |  |  |   |
|--|--|---|
| 1. was born<br>Virginia, 1732                        | 9. grew<br>large<br>strong   | 14. had<br>Revolutionary War                          |
| 2. parents<br>sent<br>to school                      | 10. when<br>twenty-one years<br>went<br>Canada<br>traveled on foot | 15. George Washington<br>became<br>commander-in-chief |
| 3. father died<br>when<br>George<br>was 12 years old | 11. took a message<br>to the French<br>for the King                | 16. served<br>American Army<br>six years              |
| 4. George<br>continued to go<br>to school            | 12. was<br>hard<br>journey   | 17. helped with<br>new government                     |
| 5. studied<br>surveying                              | 13. later<br>Americans<br>became<br>independent of<br>England      | 18. was elected<br>first president                    |
| 6. became<br>a surveyor                              |  | 19. served for<br>eight years                         |
| 7. measured<br>forest lands                          |  | 20. is called<br>The Father of His<br>Country         |
| 8. had to live<br>outdoors                           |  |   |

## WRITTEN ENGLISH.

---

### AIM.

To teach pupils to write simple English legibly and correctly.

To understand and use correctly in simple dictation exercises the capital, period, comma, and question mark.

### MINIMUM REQUIREMENTS.

To acquire the mechanics of writing.

To fill blanks in easy sentences with known words.

To write a few brief sentences from dictation.

To write at least a paragraph of related sentences about a given subject, conforming to the correct usage of grammar and punctuation.

### CONTENT.

Group letters according to form (for illiterate group).

Alphabet, small and capital letters.

In filling blanks use different parts of speech but grammatical definitions of same are not to be taught at this time.

Dictation, using the capital, period and question mark.

Use simple declarative and interrogative sentences.

### METHODS.

Use as many of the day school methods and as much material as can be readily adapted to the type of adults that attends B-I evening school classes.

Make all writing as practical as possible.

Never give copying for the sake of copying, but through the copying lesson teach some valuable facts.

In teaching writing to a beginners' class, a copy of the alphabet is given to each pupil to enable the teacher to discover the needs of the individual pupil.

If a pupil copies the alphabet correctly, he may be given his name to copy. If a pupil copies only fairly, note the errors and work upon those errors.

Some make a very good attempt at copying, others achieve fair results, while a third class seems almost hopeless.

These may be taken to one side and given special attention.

Those finding the writing of the forms of the letters extremely difficult may be assisted by tracing over the so-called "mica letters" or "blackboard copies" of letters which may be used collectively or separately. After sufficient tracing of the complete letter form has been done to fix the association of the picture of the letter and its construction attempts should be made to write without tracing and then to write the letter forms from memory.

For those who show evidence of being able to carry out a progressive system of lessons the following outline of drill work in the textbook (Palmer Method) is suggested for use in entirety or in part, according to ability of pupil.

DRILLS: 6, 8, 10, 11, 14, 15, 17, 18, 19, 20 and 21 (NOTE.— Do not use cross-section work of Drill 21).

When these drills are completed the following words containing letters already studied may be practiced:

on, mine, nine, one, Ann, ten, tune, minute, time, nut, no, unite

DRILLS: 22, 23, 26, 27, 28, 29, 30, 31, 32, 33 and 35.

When these drills are completed the following words containing letters already studied may be practiced:

go, get, going, gone, line, all, loan, done, tone, did, do, name, at, mill, ate, let, ill, quill, quite

DRILLS: 36, 37, 39 (NOTE.— Do not use cross-section work of 39), 40, 41, 42, 43, 44 (not cross-section), 45, 47 (not cross-section), 48, 49, 50, 51, 52 and 53.

When these drills are completed the following words containing letters already studied may be practiced:

yes, letter, dress, hand, year, date, warm, month, weather, head, write, note, sell, drive, address, year, license, learn, car, motor, wheel, raining, calendar, coat, tie, driving, school, city, town, cold, dressing.

DRILLS: 55, 56, 58, 59, 60. Lessons 52 and 53.

DRILLS: 62, 63, 64, 66, 68 (teach these as separate letters, not in groups), 69, 70, 71, 72, 73, 74 and 76.

When these drills are completed the following words containing letters already studied may be practiced:

house, home, street, pipe, garden, apple, tide, ocean, ship, beach, gasoline, matches, tool, machine, read, telephone, table, occupation

DRILLS: 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 100, 101, 102, 104, 106, 107, 108, 109, 111, 112.

When these drills are completed the following words containing letters already studied may be practiced:

John, Charles, Mary, Brown, Jones, Mullen, Jack, Michael, Karl, Peter, Patrick, Alfred, Ned, Swift, Green, build, work, smoke, baseball, truck, mistake, like, merchant, buy, store, newspaper, fire alarm, hotel, manufacture, enjoy, built, theater, church

DRILLS: 113 through 172.

For pupils incapable of doing drill or exercise work given in the textbook, the work may proceed as follows:

The teacher may group letters according to difficulty.

1. i u t w  
2. m n  
3. o c  
4. e l  
5. a d g q  
6. v x r

7. h k b  
8. p j  
9. f  
10. s  
11. y z



After the mastery of the alphabet comes the writing of the pupil's name.

The writing lesson may go hand in hand with the reading lesson.

Pupil may be given a sheet of paper upon which are typewritten or printed sentences which he can read.

This is a book.  
 ..... written by teacher.  
 ..... copied by pupil.

This is a paper.  
 .....  
 .....

In this way the pupil associates the written with the printed form. Generally, the reading lesson of one day forms the material for the writing lesson of that day or of the following day.

On the reverse side of the paper the alphabet may be written. If a pupil finishes the writing lesson, he may turn the paper and practice the alphabet or any letter with which he may have difficulty.

The difficulties of the individual pupils should be known by the teacher when she is preparing the lesson.

Gradually, the pupil should be led to read the writing lesson without the aid of the printed copy.

Prepare the copy, but omit a printed sentence or two on one day, the next day omit three sentences, and so on, so that the transition will be gradual.

These are my hands.  
 .....  
 .....

I have two hands.  
 .....  
 .....

How many hands have you?  
 .....  
 .....

In an illiterate beginners' class nothing but copying should be given, but in a literate beginners' class filling in blanks, answering questions and letter writing may be attempted.

Those who show evidence of being able to carry out a progressive system of lessons and those who have spent some time in the elementary schools, may continue and develop advanced skill in the writing process in which they have

received some training already. Such students should begin with Drill 1 in the textbook and continue from drill to drill throughout the book. A suggested outline of procedure in instructing such students is as follows:

- (a) Develop posture and management of materials as outlined in pages 17 to 22 of the textbook.
- (b) Presentation of Instruction:
  - (1) Teacher's demonstration at blackboard of full working knowledge of letter, word or figure to be considered.
  - (2) Attempt of the work by class, without ink until a knowledge of the rhythm and salient features are mastered.
  - (3) Attempt of the work by class, with ink, each student comparing his own work frequently with that of textbook and criticizing his work in detail.
  - (4) Teacher's frequent return to blackboard to point out errors common to many members of class and demonstration of how these may be corrected.
  - (5) Attempt, by class, of some applied work, for example, a dictated paragraph including letters and words studied, or of examples in addition or subtraction including figures already studied, to show power to carry over good writing ability into applied written work.

#### FILLING IN BLANKS.

At first, the words may be placed at the top of the paper in the order in which they are to be used:

pen	walls
pencil	ceiling
paper	windows
chair	clock

I write with \_\_\_\_\_ and ink.

John writes with a \_\_\_\_\_.

I write on \_\_\_\_\_.

Mary sits in a \_\_\_\_\_.

There are four \_\_\_\_\_ in this room.

The next day these words may be placed in any order at the top of the page and pupil asked to select the correct word:

pen	pencil
walls	clock
ceiling	chair
paper	windows

The \_\_\_\_\_ are yellow.

The \_\_\_\_\_ is high.

The \_\_\_\_\_ tells time.

Work on informal grammar may be introduced here.

I write. Mary writes.

John \_\_\_\_\_.

The boy \_\_\_\_\_.

The girl \_\_\_\_\_.

The man \_\_\_\_\_.

The teacher \_\_\_\_\_.

The woman \_\_\_\_\_.

Miss Brown \_\_\_\_\_.

## PHONICS.

---

### AIM.

- To teach pupils independent recognition of words.
- To direct pupils towards correct enunciation of words.
- To correct the particular phonetic errors of certain races.

### MINIMUM REQUIREMENTS.

- To recognize independently the words set in the reading lesson.
- The accompanying list is suggestive and a help to the end.

### NOTE.

Phonics should be taught only as the need appears. Only the sounds that will correct the phonetic errors of speech and that will assist the illiterates to gain power in using the spoken word should be taught.

### CONTENT.

#### Consonant Sounds.

c	cab	k	king	qu	quarter
f	fan	l	leg	r	run
g	gun	m	man	s	sit
h	hat	n	nest	t	tag
j	jump			p	pin
v	vest	y	yellow	sh	ship
b	box	z	axe	ch	chin
w	window	th	thin	wh	wheel
d	dog	th	this		
z	zebra				

1. It is not important that these should be taught in the order given.
2. Teach "x" as final sound.
3. Word following sound suggests name of object to be pictured on illustrative card used by the teacher.

#### Vowel Sounds. Short.

a	apple	o	orange
e	egg	u	umbrella
i	ink		

Sentences following families may be used to test pupil's ability to give family.

Select words from the following lists that the pupil should make a part of his vocabulary:

**Families.**

<b>at</b>	<b>an</b>	<b>and</b>	<b>ad</b>
cat	can	band	bad
fat	man	hand	had
hat	ran	land	mad
mat	pan	sand	sad
rat	than	stand	lad
sat		grand	fad
pat			pad
that			
chat			

That fat man ran.

The bad lad is sad.

<b>ed</b>	<b>et</b>	<b>ent</b>	<b>en</b>
bed	bet	bent	Ben
red	get	sent	den
fed	let	dent	hen
wed	met	lent	men
shed	set	went	ten
	yet	tent	pen
	wet		when

The red hat is on the bed.

Let me set the table.

He went into the tent.

Ten men went into the den.

<b>in</b>	<b>it</b>	<b>ill</b>	<b>ip</b>	<b>ish</b>
bin	bit	bill	dip	dish
pin	fit	fill	hip	fish
fin	hit	hill	lip	wish
sin	sit	kill	tip	
win	quit	mill	rip	
thin		pill	ship	
chin		sill	chip	
shin		still	whip	
		will		
		chill		

The bent pin fell into the bin.

Ten men hit it.

That ship will win.

I wish I had a dish for the fish.

<b>op</b>	<b>ot</b>	<b>og</b>	<b>od</b>
top	not	bog	hod
hop	hot	dog	cod
chop	got	fog	rod
shop	lot	log	sod
	shot		nod
	pot		pod
	rot		

I went to the shop for a fish and a chop.  
The dog is in the fog.

<b>un</b>	<b>ub</b>	<b>ut</b>	<b>ug</b>
sun	cub	but	hug
fun	hub	cut	bug
gun	rub	hut	dug
run	tub	nut	mug
shun		rut	tug
bun		shut	rug
			chug

The man will run with the gun.  
The man did not shut the door of the hut.  
"Snug as a bug in a rug."

Teach soft sound of c **cent**, and g **general**.

**Vowel Sounds. Long.**

a	ape	o	overalls
e	ear	u	United States
i	ice		

<b>ay</b>	<b>ame</b>	<b>ade</b>	<b>ate</b>	<b>ake</b>	<b>ace</b>
gay	game	made	ate	cake	face
hay	name	fade	late	make	race
say	tame	wade	fate	sake	lace
lay	fame	blade	grate	take	grace
may	lame	grade	plate	lake	place
nay	blame	trade	slate	rake	trace
clay	flame	shade		wake	
play	frame			bake	
dray	shame			brake	
stay				shake	
spray				flake	
stray					

May I pay my way?  
May we say it the same way?  
He made hay in the sun.  
He ate late today.  
Make a cake and bake it.  
Take the lace away.

ail	ail	ain
jail	nail	rain
sail	bail	pain
pail	tail	gain
mail	trail	main
fail	rail	train
hail		grain

The pail and the nail were sent in the mail.

The nail is in the rail.

ee	ea	ea	east
seed	seat	speak	east
weed	meat	leak	feast
need	neat	beak	beast
feed	beat	bleak	least
sheet	heat		
meet	peat	meal	
sleet	cheat	steal	
bleed	teach	steam	
greed	reach		
greet	each	ear	
	peach	fear	
	beach	dear	
	bleach	near	
		gear	
		rear	
		clean	
		lean	

Reach for the peach for the teacher.

The beast had a feast of lean meat.

Have no fear for I am near.

ice	ide	igh
mice	hide	night
nice	side	right
rice	tide	fight
dice	wide	might
slice	ride	sight
price	bride	tight
	pride	light
	slide	bright
	glide	fright
		slight
		knight

The mice ate the rice.

I ride on one side of the wide street.

<b>oa</b>	<b>one</b>	<b>old</b>	<b>oke</b>	<b>ose</b>	<b>ole</b>	<b>ote</b>	<b>ome</b>
coat	bone	bold	woke	rose	pole	note	home
boat	tone	sold	joke	nose	sole	vote	dome
goat	lone	hold	coke	hose	whole	wrote	Rome
throat	zone	gold	yoke	those	stole		
roar	shone	told	choke	close			
soar	stone	mold	broke				
soak	alone	scold	smoke				
soap			spoke				
load							
loaf							

Button your coat at the throat.  
 The dog ate the bone.  
 He told me he sold the gold band.  
 A load of coal is on board.  
 I smell the rose with my nose.  
 I made a note to vote.  
 He takes the pole home.  
 I made a lace yoke.

---

**ow**

bow	blow
mow	glow
low	grow
show	own
row	blown
tow	flown
flow	mown
	shown

Show me the bow.  
 The wind has blown away the new-mown hay.

---

<b>u</b>	<b>ew</b>
blue	dew
due	few
June	pew
tune	new
sue	flew
glue	stew
flue	grew
hue	drew
	threw

The note was due.  
 He gave the news to few.

**Phonics for Enunciation.**

In these lists select words covered by long and short vowels.

**ch (initial)**

chair	cheese	chimney
chain	cherry	chin
cheap	child	Chinese
checkers	chilly	chop

**ch (final)**

beach	porch	switch
latch	rich	touch
match	sandwich	itch
patch	stitch	torch

**ch (within word)**

kitchen	mischief
---------	----------

**sh**

shop	show	flesh
shaker	shudder	flash
shade	shut	fresh
shall	shy	Irish
shed		plush
shelf	ash	Polish
shift	cash	polish
ship	crush	punish
shin	fish	radish
shine	dish	rush
shop	finish	Spanish
shore		

**th (hard)**

these	bother	feather
those	brother	weather
this	other	lather
that	father	cloth
there	mother	either
thus	leather	neither

**th (soft)**

think	thimble	bath
three	thunder	cloth
thick	thread	tenth
thin	blacksmith	moth
thigh	beneath	froth
Thursday	death	health
thing	tooth	thorough
thumb	teeth	thermometer
thump		

My brother bothers my mother and father.  
I think he threw my thimble under the cloth.



v

vine	veil	varnish	victory
vest	vanilla	vegetable	vinegar
vote	velour	vestibule	visit
valve	velvet	vestment	voice
vacant	variety	victim	vowel
vein	vase	view	vulgar

w

wine	want	Wednesday	wish
wagon	well	weak	wick
wash	warm	wait	wide
water	warrant	welcome	wind
wage	watch	wet	woman
weight	wave	wood	world
waiter	wink	wives	we
walk	wealth	wire	weave
wall			

wh (white)

which	where	what	whistle
white	while	wheat	why
when			

When did he eat the wheat?

qu (quarter)

quaint	quart	question	quilt
qualify	quiet	quotation	quill
Quaker	quite	quote	quire
quantity	quaver	quiz	queue
quarantine	quench	quit	request
queer	query	quiver	acquaint
quarrel	quest	quibble	

The Quaker wore a quaint quilted skirt.

The queen quoted a queer quotation.

There was a question about the quantity and quality of the quilts.

After the quiz they quickly became quiet.

He requested a quire of paper, several quills and a quart of ink.

Blends.

Blends may be taught with illustrated cards.

bl	black	br	brown	tr	train	sn	snow
cl	clock	cr	cry	scr	scratch	sp	spool
fl	flag	dr	dress	str	string	st	stool
gl	glue	fr	fruit	sc	scales	sw	swing
pl	plate	gr	green	sk	skates		
sl	sled	pr	pray	sm	smoke		

1. Words following blends suggest name of objects to be used in teaching blends.
2. Not all of words in blend list are to be used in beginners' grade.
3. Select only appropriate words.
4. Sentences following blends may be used to test pupil's ability to give blend words.

<b>bl</b>	<b>fl</b>	<b>pl</b>	slide
black	fly	please	slippery
blue	flake	plant	slim
blacksmith	flag	place	slap
blood	flame	plaid	slab
bleed	flannel	plain	sleep
blade	flat	plane	sledge
blame	flavor	plait	sleeve
blank	flax	plate	slight
blanket	flash	plank	sliver
blaze	flaw	plaster	slot
blacken	flood	platter	slow
blow	floor	platform	slouch
blew	flight	play	slush
bleach	fleece	pleasure	
bles	flesh	pleasant	<b>br</b>
blot	fleet	pledge	brace
blotter	flounce	plenty	bracelet
blossom	flock	pleurisy	bracket
blisters	float	pliers	braid
blizzard	flour	plot	brain
blush	flower	plucky	break
		plow	bran
<b>cl</b>		plumber	brand
clean		plum	branch
clear		plump	brass
class	<b>gl</b>	plural	brave
claps	glad	plush	bread
clan	glass	plus	breakfast
clamp	gland		breast
clerk	glazier	<b>sl</b>	break
clever	glare	slogan	breathe
climb	glee	slave	breeze
climate	globe	slender	brick
close	glide	sleep	bride
clock	gloom	sloyd	bridge
clothes	glossy	sleigh	bright
cloud	glove	slur	bristle
clumsy	glue	sled	broad
clown	glycerine	slacker	broken
clutter	glorious	slipper	brook
cling	glory	slip	broom
clinker	glance	slipped	brown

brother  
brow  
brush  
bruise  
brute  
brutal

**cr**

crab  
crack  
cracker  
cradle  
crank  
crate  
crawl  
crayon  
crazy  
crease  
creature  
cream  
credit  
creep  
cretonne  
crevice  
crinkle  
criticise  
crochet  
crooked  
crocodile  
crop  
cross  
cruel  
crowd  
croup  
crush  
crust  
cry  
cruet  
crumb  
crumble

**dr**

draft  
dray  
drain  
drag  
dredge  
dread

dream  
dress  
drift  
drill  
drown  
drink  
drip  
drive  
drizzle  
drop  
drudge  
dry  
drug  
druggist  
drunk  
drum

**fr**

frame  
frail  
fragile  
fragrant  
fracture  
frank  
fraud  
freak  
free  
freedom  
freeze  
frequent  
fresh  
fret  
freight  
Friday  
fry  
fried  
friend  
frighten  
frigid  
fringe  
frock  
frog  
front  
frost  
frowsy  
froth  
frugal  
fruit  
fray

**gr**

grab  
graceful  
grade  
grammar  
grow  
grand  
grandmother  
grandfather  
grant  
grape  
grass  
grate  
grateful  
great  
gratify  
grave  
gravel  
grieve  
grind  
grist  
green  
gray  
greed  
Greek  
grocer  
ground  
growl  
grit  
grizzle  
grown  
grizzly  
grip

**pr**

prairie  
practical  
praise  
prank  
prayer  
preach  
preamble  
premium  
prepay  
present  
preserve  
president  
press  
pretty

principal  
principle  
print  
prison  
private  
prize  
produce  
production  
professor  
progress  
prohibit  
promise  
pronoun  
proof  
proper  
property  
prospect  
prosper  
prosperity  
protect  
protest  
proud  
provide  
provision  
prudent  
prune

**tr**

trade  
traffic  
trailer  
train  
tram  
tramp  
trample  
transient  
transom  
transparent  
transport  
travel  
tray  
treasure  
treat  
treaty  
tremble  
trench  
trespass  
trial  
triangle

tribe	strangle	skill	snob
trick	strap	skim	snicker
trickle	strong	skimp	snuggle
trigger	stray	skin	
trim	streaky	skirt	<b>sp</b>
trinket	stream	sky	spa
trip	strength	sky scraper	space
triple	strict	sky light	spade
triumph	strike	sky rocket	span
trivial	string		spend
trod	strip		speech
trolley	stroke	<b>sm</b>	speed
trot	stroll	small	spider
trouble	struck	smart	spicy
trough	street	smell	spendthrift
trousers	stripling	smoke	spill
trout		smile	spinach
truant	<b>sc</b>	smear	spinster
truce	scab	smallpox	spine
truck	scaffold	smolder	spin
trudge	scald	smother	spit
true	scalp	smudge	spire
truly	scallop	smuggle	spite
trump	scamp	smelt	spoon
trumpet	scandal	smash	splash
trunk	scan	smith	splendid
trust	scapegoat	smut	spout
trusty	scanty		spoke
truth	scarce	<b>sn</b>	sponge
try	scar	snake	splint
	scarecrow	snatch	splinter
<b>scr</b>	scarf	snail	spool
scream	scarlet	snare	sprain
scramble	scatter	snap	spread
scrap	scheme	snug	spring
scrape	schedule	sneak	sprinkle
scratch	scholar	sniff	spud
scrawl	school	snub	spunk
sereach	schooner	snuffle	spur
screen	scoop	snuffle	spurn
screw	scorch	snow	spy
scribble	score	snowplow	spaghetti
scrimp	scout	snowstorm	Spaniard
scrub		snowshoe	Spanish
	<b>sk</b>	snowdrift	Spain
<b>str</b>	skate	snowdrop	spare
straight	ski	snowball	spark
strain	skein	snow-bound	sparkle
strait	skewer	snarl	sparrow
strange	skid	sneeze	spat

speak	stagger	steel	swamp
spear	stain	steep	swan
special	stare	steal	swarm
spectacle	stupid	steerage	swam
spatter	store	stem	swear
specimen	stale	stern	sweater
speck	stall	stick	Swede
speculate	stamp	still	Swedish
spell	stand	stingy	Sweden
	stanza	sting	sweep
<b>st</b>	starch	stir	swept
step	start	stomach	sweet
sting	starve	stitch	sweetheart
steak	state	stone	sweetmeat
stake	State House	stood	swell
star	stately	steed	swill
startle	stateroom	stoop	swift
stay	statesman	stool	swing
staid	station	stop	swindle
steam	stationary	stopper	Swiss
stiff	statue		Switzerland
stable	stationery	<b>sw</b>	swoop
staff	study	swab	
stage	steady	swallow	

**Blend Sentences for Drill.**

Not all to be used in beginners' grade.

Choose appropriate sentences.

**bl.**

The blue blanket was bleached by the sun.  
The bleak wind blew.

**cl.**

The clever clerk wears clean clothes.  
The class closed at three o'clock.

**fl.**

The flagship of the fleet sailed first.  
The flood killed the flax flowers.

**gl.**

The Glee Club sang "In the Gloaming."  
I glanced at the gloves in the window.

**pl.**

He plowed and planted the plot of land.  
Put plenty of plants on the platform.

**sl.**

The slogan of Lincoln was "Free the slaves."  
The slender lad needs more sleep.

**br.**

He ate bran bread for breakfast.  
Bring me the broken bracelet.

**cr.**

The baby crept from the crib to the cradle.  
The child cried for crackers and cream.

**dr.**

The dress did not dry in the drizzle.  
The flax flower drooped in the dry air.

**fr.**

The fragile frame came by freight Friday.  
The violets were fresh but frail.

**gr.**

The grizzly bear grunted and growled.  
Green grass does not grow on gravel.

**pr.**

The preacher prayed in the prison.  
The President promises prosperity under prohibition.

**tr.**

The traffic officer traced the truck and the trailer.  
The traitor trembled at his trial for treason.

**scr.**

The woman scrubbed the screen.  
The cat scratched and the child screamed.

**str.**

The straight stripling grew by the stream.  
He strained and stretched the strong strap.

**sc.**

A score of scholars from that school won scholarships.  
The boy scout scaled the scaffolding.

**sk.**

Canadians skillfully skate and ski.  
The skyrocket skimmed the skylight of the skyscraper.

**sm.**

The small scholar smelled the smoke.  
Smelts and scallops are small fish.

**sn.**

The snowplow went through the snowdrifts.  
The snowshoers were snowbound by the snowstorm.

**sp.**

The Spaniard spoke of the splendors of Spain.  
The spider spun and spread a silken web.

**st.**

The steed stamped in the stall of the stable.  
Are there staterooms in the steerage?

**sw.**

A swarm of bees flew swiftly over the swamp.  
Swiss watches come from Switzerland.

**Suggested Proverbs for Review.**

A stitch in time saves nine.  
A rolling stone gathers no moss.  
A pound of pluck is worth a ton of luck.  
A small leak will sink a big ship.  
A willing mind makes a light foot.  
A new broom sweeps clean.  
Barking dogs seldom bite.  
Better late than never, but better never late.  
Let your head save your heels.  
Forgive and forget.  
An empty barrel makes the loudest noise.  
Have a place for everything and everything in its place.  
Health is better than wealth.  
Early to bed and early to rise, makes a man healthy, wealthy and wise.  
If at first you don't succeed, try, try again.  
It is never too late to mend.  
Little strokes fell great oaks.  
Men apt to promise are apt to forget.  
One error breeds twenty more.  
People who live in glass houses shouldn't throw stones.  
Time and tide wait for no man.  
The coat does not make the man.  
There's many a slip between the cup and the lip.  
Well begun is half done.  
Easy come, easy go.  
From saving comes having.  
Haste makes waste and waste makes want.  
He that goes a borrowing goes a sorrowing.

Birds of a feather flock together.

Do your best and leave the rest.

If it is not right, do not do it, if it is not true, do not say it.

A man of words and not of deeds

Is like a garden full of weeds.

Do a little and do it well.

A friend in need is a friend indeed.

Honesty is the best policy.

East or west, home is best.

Make hay while the sun shines.

Think twice before you speak.

Any time means no time.

It is no use waiting for your ship to come in unless you have sent one out.

No one is useless in the world who lightens the burden of it for any one else.

The advice you don't like is often the best.

## METHODS.

### Suggestions.

The sounds of the language alone and in combination are the basis of all language work, and practice in producing the sounds and drill on the difficult ones are indispensable to progress. In this sense phonics hold an important position in the curriculum from the very start. Technical phonics, namely,—the separation of words into their constituent elements and the blending of elements to make new words, should never precede the work in conversation. Phonics, in this sense, should proceed naturally from the vocabulary acquired by the pupils. Individual or concert drill on syllables or on words that have no meaning to the class has absolutely no place in evening school work.

In the beginning words should be taught as wholes, and only those words should be selected that have a content basis in objects or actions and words that will be needed for sentence building. The pupils, hearing the spoken word, should repeat it over and over, individually and occasionally in concert, until a lasting auditory and vocal impression is made. Great care must be taken to have the pupils hear the sound correctly. To have the correct sound reproduced by the pupils, clear articulation, correct enunciation, and proper voice control and placement are necessary on the part of the teacher. In certain cases an entirely new auditory apperceptive basis must be established, and in all cases one of the chief objectives is proper ear training, the development of a keener sensitiveness to correct sound. Systematic ear training should precede and accompany vocal training.

Speech is a matter of habit and most of our sounds can be learned by imitation. Only in the case of pupils who after repeated attempts to imitate the clearly enunciated speech of the teacher fail to reproduce the sound correctly, should recourse be had to the organic phase of speech. The teacher, however, must be familiar with the proper placing of the organs of speech, and must be able to guide the pupils to a conscious control of these organs in producing difficult sounds. Various devices are familiar to the experienced teacher and many valuable suggestions may be gained from a study of the work with defectives and from standard books on sound formation. Some knowledge of sound formation is absolutely essential. The pupils should be led to understand the value of phonic work and the benefits derived from faithful practice.



Diacritical marks should not be used until the Intermediate Grade and then only the simplest. They are of comparatively little assistance in early reading and are sometimes the cause of much unnecessary delay and confusion. In the Advanced Grade, however, as a preparation for the intelligent use of the dictionary, they are of much service.

In the technical phonic work, the order in which the elements are taught is not so important as is the thorough teaching of all the elements. Some authorities begin with the short vowel sounds because most words in our vocabulary contain short vowels. Other authorities begin with the long vowels because some of our short vowels are extremely difficult for the foreigners to pronounce. Many of our consonants have practically the same sound in the foreign tongue and thus afford a natural beginning. On the other hand, many of the consonant sounds which are difficult for the pupil occur in so many of our commonest words that they must be taught early and drilled frequently.

Whatever order is adopted in teaching the elements, the sounds should be studied by an analysis of common words which are already known. The pupils learn that a word is made up of elementary sounds and that each sound is made by a particular shaping of the mouth parts. Later the elements are combined or blended to make new words, and care must be exercised that the results of the blending in every case shall be real words, words that mean something to the pupil. In the blending the burden should be placed as much as possible upon the pupil for the real test of progress in this work is the ability to pronounce new words.

The pupil should be led gradually to recognize and to sound the longest combination of letters representing part of a word.

Many words, of course, must be taught as sight words and constant attention must be given to drill on the clear enunciation of difficult sounds, *e. g.*, t, d, th, w, wh, v, ch, j, ng, er.

Marching sounds, rhyming words, and keeping progressive sound cards, charts and lists, for drill purposes are recommended as very helpful.

### Method.

The study of phonics should not be attempted until the last part of the second month or until the pupils have acquired a small vocabulary for the reading lesson.

The lesson may be divided into two parts:

Phonics for enunciation.

Phonics for independent recognition of common words.

The consonants and short vowels may be taught first.

Illustrated cards may be used. Every day pupils are shown cards upon which are printed the pictures of familiar objects and their word symbols of which the initial sounds are the sounds to be taught.

Teacher holds up a card and asks, "Of what is this a picture?" Pupil replies, "That is a picture of an apple." Teacher prints the word "apple" on the board and pronounces it.

She then says, "I'll say the first sound 'a'" and points to the letter on the card. Then a pupil is asked to sound the letter. In order to be certain that pupils make sound correctly, it is suggested that no concert work be used at this stage.

The teacher pins card on board where all may see, and leaves it there for several days. As new sounds are taught, the cards may be placed on board or wall.

Consonant sounds are taught as initial sounds (with the exception of "x").

After the consonant and short vowel sounds are taught they may be combined and families taught. At first, it is advisable to teach only one family a day. Teach only those words whose meanings are known, or can be readily explained to the class.

The letters are printed on the board.

a t

A pupil gives the sounds of both letters. Then the letters are printed a little nearer together.

a t

a t

a t

a t

at

at

at

at

at

Several pupils say the combination of the two sounds.

Teacher makes sound "m" and places letter in front of "at" — mat. She says, "I'll make the sounds and see if you can tell what word I am saying."

mat

sat

fat

pat

that

Each pupil in group should be given an opportunity to say at least one word.

Once a week, slips on which are printed words containing families taught that week may be distributed and pupils allowed to study them and later to recite them.

Papers containing sentences based on the families taught may be distributed occasionally for review.

If, during the previous week or two the class has been taught the "at," "an," and "ad" families, sentences may be given.

The cat sat on the mat.

The man is sad.

After the simple families have been taught, the blends may be taken. Illustrated cards are used as with the consonants and short vowels. Illustrations on cards should be made to suit the needs of the particular class.

The long vowels may be taught by the use of illustrated cards. All sounds, families, and blends taught may be reviewed by blend sentences.

The blunt blade was broken.  
He made a blot in the blank book.

Each pupil is given a slip containing a review sentence and asked to study it before reading.

Purely phonetic sentences containing proverbs may be used to review.

Time and tide wait for no man.  
The best is the cheapest.  
East or west, home is best.

### Phonics for Enunciation.

Lists containing words particularly difficult for the nationalities in a class should be prepared by the teacher. She should have one list for the pupils who have difficulty with the sound of "w," another list for the members of her class who have difficulty with final syllable. At least five minutes of every lesson should be given to the lists.

The teacher pronounces each word, and has a pupil pronounce it after her. This drill should be quick and lively. If a pupil has difficulty and does not seem to get the sound, it is not advisable for the teacher to spend too much time on it. She may come back to that pupil again and work with him. The teacher should have the list ready and should give the lesson without referring to it.

## READING.

---

### B-I.

#### AIM.

To teach pupils to read and understand simple English on practical subjects.

#### MINIMUM REQUIREMENTS.

(a) **Phonics.**

1. In this grade the teacher should furnish the model for imitation.
2. Drill upon phonograms which pupils find most difficult in the reading lessons.
3. Careful pronunciation should be the aim from the very outset.

(b) **Word Study.**

1. The new and difficult words of the lesson should be printed upon the board. Words thus selected are to be explained and illustrated by use in sentences.
2. Frequent drill upon words that are commonly miscalled.

(c) **Oral Reading — Content.**

Early lessons should be closely correlated with the conversational work. No textbook work should be attempted until the students understand a few words in English.

At the end of B-I pupils should be able:

1. To read with a fair degree of fluency, accuracy, and good expression from any of the suggested readers for this grade.
2. To read with understanding.
3. To reproduce orally the important ideas of a paragraph when read silently or orally.

#### SOURCE MATERIAL.

1. Signs, posters, directions, instructions intimately touching the lives of the pupils and assisting them in their adjustments to environment, *e. g.*:

(a) Public signs.

Theater	Railroad	Real Estate
Bank	Depot	
Entrance	Women	No Smoking
Exit	Ladies	Keep off the grass
Danger	Stop	Safety first
Silence	Go	Wait until car stops

and many others.

(b) Directions and instructions for work in factory, office, etc.

2. Lessons selected from one or more of the available texts and simplified to place story within range of pupils' understanding and vocabulary.

### 3. Inspirational Literature.

The teacher has a valuable opportunity to acquaint the pupils with the "real American" by the correct use of inspirational literature.

#### (a) Poems.

Poems should be selected from the regular day school course of study in Literature according to the needs and capacities of the students. Those selected should include poems of patriotism, romance, character, heroism, nature, etc.

#### Methods.

NOTE: Teacher may use either of the following methods illustrated by the type lessons.

#### TYPE LESSON I.—DRAMATIC METHOD.

##### Reading Lesson.

I see the desk.

I see the pen.

I see the paper.

I see the paper and the pen.

I see the paper on the desk.

I see the paper and the pen on the desk.

#### 1. Materials.

A desk, a pen, a paper.

#### 2. Aim.

To teach the pupils to read the six sentences.

#### 3. Presentation.

An illustration of primary development without the book.

- (1) Teacher takes hold of a desk and says, "**The desk.**"
- (2) Each pupil takes hold of his desk and says, "**The desk.**"
- (3) Class repeats **the desk** four or five times after the teacher each time pointing to the desk while saying the word **desk**.
- (4) Teacher prints upon the blackboard **the desk**.
- (5) Class repeats **the desk** after the teacher.
- (6) Teacher develops **the pen** and **the paper** in the same way that she did **the desk**. She repeats each word, printing it upon the board for the class to read, until the class is able to give each object its name.
- (7) Teacher points to herself, saying, "**I.**" Soon the pupil recognizes the meaning of the word. Each pupil repeats **I** pointing to himself as he says it.
- (8) Teacher then takes the word **see**. She points to her eye and then she looks at the desk, saying the word **see** as she performs the action. The teacher repeats this until the pupil is able to apply the word to action.
- (9) Teacher dramatizes the sentence. **I see the desk**, suiting the word to the action.
- (10) The teacher then proceeds as in 2, 3, 4, 5, above.

## TYPE LESSON II.— OBJECTIVE METHOD.

Develop new words objectively.

New words:

book	pencil	table	ink	paper
pen	chair	desk	box	ruler

Distribute objects and ask pupil:

**What is this?**

Have pupil answer:

**This is a book.**

Insist upon complete answer to question.

Print on board as pupil answers,

**This is a book.**

Have pupils exchange objects.

Use board exclusively for two or three days.

Then when pupil can read from board,

**This is a book; this is a chair, etc.,**

distribute slips. Cut on dotted line and distribute one to each pupil. Exchange slips.

Review words taught in Lesson I.

book	pencil	chair	desk	box
pen	paper	table	ink	ruler

New words to be taught:

wall	floor	picture	curtain
ceiling	door	window	clock

After pupil has read several of the slips, let her exchange with her neighbor. Allow bright pupil to progress as rapidly as possible.

Give new slips out at every lesson so that sensitive pupil will not realize her backwardness.

In order to test pupils show cards on which are printed the isolated words,

such as:

book
------

I see the book.

I see the chair.

I see the pen.

I see the paper.

I see the table.

I see the box.

I see the pencil.

I see the pencil and the paper.

I see the paper and the book.

I see the window and the door.

I see the floor and the ceiling.

I see the pen and the ink.

I see the picture and the clock.

I see the window and the curtain.

Common phrases such as, there is, the book on the table, etc., should be taught as word groups and then the pupils should be required to read simple selections containing familiar words, phrases, and short sentences from the selected texts. Proceed slowly, illustrate objectively, pronounce clearly, as the work progresses.

The first parts of several books should be read and later in the year the more difficult parts of the same books. This is frequently preferable to the common practice of reading one book completely through before attempting a second.

## SPELLING.

---

### AIM.

To teach pupils to spell correctly the words that they will need for use in written work in their every day lives.

### MINIMUM REQUIREMENTS.

To spell name and address.

To spell words on the suggestive list.

To spell selected words from the Boston Word List for similar grade.

In general, pupils should be able to spell the common words used in the oral and written work.

### CONTENT.

#### Suggestive List for Illiterate Pupils.

To be increased as pupils acquire greater vocabulary. Also words commonly used with words of list, *e. g.*, 1, 2, 3:

1. book, large, small	31. desk	61. milk
2. pencil, long, short	32. clock	62. meat
3. paper, white clean	33. hat	63. butter
4. table	34. coat	64. salt
5. pen	35. tie	65. water
6. ink	36. collar	66. fish
7. have	37. dress	67. food
8. you	38. waist	68. meals
9. and	39. handkerchief	69. there
10. wall	40. read	70. bread
11. see	41. eat	71. one
12. take	42. drink	72. two
13. we	43. sleep	73. three
14. they	44. was	74. four
15. my	45. were	75. five
16. this	46. are	76. six
17. is	47. these	77. seven
18. that	48. those	78. eight
19. your	49. morning	79. nine
20. floor	50. evening	80. ten
21. door	51. knife	81. market
22. window	52. fork	82. store
23. shoe	53. spoon	83. John
24. stocking	54. plate	84. Mary
25. shut	55. dish	85. child
26. open	56. box	86. man
27. put	57. saucer	87. woman
28. yes	58. coffee	88. boy
29. no	59. tea	89. girl
30. chair	60. cocoa	90. baby



Supplementary Phonetic List for Illiterate Pupils.

1. book	9. dish	17. read	25. nine
look	wish	bead	mine
took	fish	knead	fine
cook			wine
shook	10. pen		vine
	hen	18. speak	shine
2. ink	ten	beak	pine
sink	men	leak	26. mark
drink	den	peak	park
pink	when		dark
think		19. spell	hark
wink		fell	bark
	11. tent	tell	market
3. take	rent	yell	27. store
make	sent	sell	shore
bake	went	shell	more
cake	dent	well	fore
wake			pore
shake	12. shut		wore
	cut	20. day	
4. that	but	play	28. child
cat	nut	stay	mild
mat	hut	way	
hat		may	29. man
sat	13. chair	gray	pan
fat	hair		fan
	fair	21. sleep	tan
5. wall	stair	sweep	ran
tall	pair	creep	can
fall		deep	30. and
ball	14. coat	weep	hand
hall	float		land
small	boat	22. those	band
	goat	nose	stand
6. knife		hose	candy
life	15. meat	close	
wife	seat		31. boy
	eat		toy
7. spoon	eat		joy
moon	heat	23. three	enjoy
soon	beat	tree	employ
noon	treat	free	
			32. my
8. plate	16. meal		by
mate	heal	24. six	try
late	steal	fix	cry
gate	squeal	mix	fry
rate	veal		dry
slate			shy
state			

## Suggestive List for Literate B-I Pupils.

finger	silver	while	yesterday
eye	March	where	next
thumb	copper	when	last
wrist	April	which	their
arm		what	
elbow	kitchen	why	street
shoulder	dining room	whose	city
head	bath	white	state
healthy	stairs	whom	town
nurse	down	whole	church
purse			America
	clean	mother	park
ear	born	father	country
nose	birthday	sister	house
mouth	closet	brother	president
cheek	present	other	
chin		another	Monday
hurt	borrow	parents	Tuesday
knees	lend	wife	Wednesday
foot	June	husband	Thursday
ankle	July	never	Friday
body	August		Saturday
	wear	month	Sunday
uncle	tear	year	visit
aunt	walk	afternoon	daily
cousin	talk	night	invite
friend	use	early	
family		late	
relative	September	come	about
blue	October	went	against
violet	November	leave	between
brown	December	because	among
gray	should		around
	could	eleven	without
before	would	twelve	through
after	towel	thirteen	under
now	wash	fourteen	over
January		fifteen	above
February		twenty	
money	hard	thirty	yellow
cent	soft	forty	green
nickel	large	fifty	horse
dime	small	hundred	animal
quarter	high		bird
	first	twenty-one	flowers
half	second	thirty-five	pretty
dollar	third	forty-eight	young
spend	fourth	thousand	work
change	twelfth	to-day	better
coin	company	to-morrow	worse

rubbers	quick	pint	taught
umbrella	quiet	pound	daughter
weather	quite	ounce	different
rain	piece	clothes	any
snow	people	careful	many
warm	order	busy	
cloudy	often	business	
short	seldom	telephone	sign
stormy	office	receive	address
	dentist	excuse	Mr. Mrs.
each			envelope
buy	minute		stamp
cotton	hour	ticket	special
wool	little	transfer	delivery
silk	right	needle	postal
linen	bright	thread	postoffice
velvet	grocer	thimble	package
beautiful	holiday	please	
yard	fruit	thank	doctor
quart	question	north	tailor
	answer	south	sailor
breakfast		east	janitor
dinner	English	west	color
potatoes	wood		learn
sugar	coal		heard
supper	hungry	bought	earth
lunch	thirsty	brought	match
cabbage	summer	thought	been
vegetables	winter	fought	remember
apple	autumn	caught	memory
orange	wind		

**Supplementary List for Literate B-I Pupils.**

dumb	nurse	dime	dining
numb	purse	chime	shining
plumber	curse	time	lining
	blue		mining
arm	cue	mend	refining
harm	due	lend	
farm	flue	tend	binding
charm	glue	bend	finding
alarm	hue	blend	grinding
	sue	fender	blinding
		tender	mindng
head	town		winding
dead	gown		
lead	down	change	clean
bread	crown	range	mean
thread	clown	strange	bean
tread	drown	march	dean
dread	frown	starch	lean

born	use	high	ear
corn	abuse	nigh	year
horn	accuse	sigh	dear
shorn	amuse	thigh	near
morning	refuse	night	fear
torn	enthuse	fight	hear
worn	excuse	right	clear
thorn		sight	tear
scorn		bright	drear
sworn	hard	flight	smear
	lard	plight	speare
	yard	tight	
	card	might	come
borrow	tardy		some
to-morrow			
sorrow			last
	large	first	cast
	charge	thirsty	past
wear	barge		fast
tear			mast
swear		third	blast
pear	small	bird	master
bear	call		plaster
	ball		street
	tall	while	beet
walk	fall	smile	feet
alk	hall	mile	meet
chalk	mall	pile	sweet
balk	wall	tile	sheet
stalk	stall	file	sleet

#### METHODS.

Make spelling assignment purposeful and definite.

Pronunciation should precede the written lesson.

Place emphasis on difficult part of word.

Drill on words in the list.

Drill on words most commonly misspelled.

Make the drill as interesting as possible by the use of interesting devices: spelling tests, colored chalk, colored cards, spelling matches, elliptical sentences, etc.

Use paper for spelling lesson rather than blank books.

Blank books should be used to copy words correctly from the board and kept for home study and as a reference list for a growing vocabulary.

Use the Boston Word List for finding quickly words suitable for the grades.

Make frequent use of list of phonetic words.

#### TYPE LESSONS.

In teaching the alphabet to a class of beginners only a few letters are placed on the board.

Teacher pronounces letter as she writes it, and then has each member of class repeat it after her.

In the first lesson teach only a b c d e f g. After this group is taught, then take the next group of seven letters, and so on, until the entire alphabet is learned.

After the alphabet has been learned, the teacher may test in the following manner: Send a group to the board and ask them to write letters a b c d e f g from dictation. Then ask pupils to erase the letter after "a" or the letter before "f," and then ask the pupil to give the name of the letter erased.

Show the pupils that it is the application of the alphabet that counts.

Write a b c d e f g h i j k l m n o p q r s t u v w x y z, then point to "b," ask its name and write it, then point to "o," write it, then to "o" again, write it and then to "k," and write that.

b o o k

Then write the word connecting the letters,  
 b o o k book

also print the word so that pupils may associate the written word which they already know with the printed word

b o o k

In this way the pupils learn to spell the easy words.

After the class has had work in phonics, the spelling lesson may be developed phonetically.

Teacher asks, "What letter says 'a'?" A pupil gives the name. Teacher says, "Write it."

"What letter says 't'?" Name is given by pupil. Teacher says, "Write it." Write those two letters again, joining them or putting them together.

"What letter says 'm'? Write it. What letter says 'a'? What letter says 't'? What word have we written? 'Mat.'"

This method may be followed in writing cat, sat, fat, that. Care should be taken to use only the phonetic combinations that will make sense, and only words that the pupil can understand, or whose meanings may be explained.

By this phonetic method, the pupil does not become discouraged in his attempt to learn the spelling lesson.

In order to teach the pupils to be neat and orderly, it is a good plan for the teacher to have some definite arrangement for spelling papers.

My name is .....

SPELLING.

- |         |          |
|---------|----------|
| 1. .... | 6. ....  |
| 2. .... | 7. ....  |
| 3. .... | 8. ....  |
| 4. .... | 9. ....  |
| 5. .... | 10. .... |

After the pupil has learned to spell "book," the teacher gives the word "book," pupils write it. The teacher asks, "What letter says 'l'?" Then she says, "Write 'look.'" "What letter says 't'?" Write 'took,' and so on, spelling several words in the same family — book, took, look, cook, shook.

This method may be followed using the different combination of sounds taught in the phonics lesson.

In order to have pupil do some independent work, the spelling lesson may be conducted in this way: Teacher asks, "Who can give a word with sound of 'at'?" One pupil gives cat, another mat, another sat. Then teacher distributes papers arranged in the following manner:

Write five words that have the sound of at

.....

.....

.....

Each pupil writes five words in any order and writes any word with that sound. His paper may look like this:

sat

flat

that

cat

pat

.....

.....

.....

Another day, a teacher may wish to review spelling words. She can arrange her paper in the following way:

Write the names of five things you do in school

.....

.....

.....

Pupils will name different activities, and after papers have been distributed, write the words in any order.

read

write

speak

study

spell

.....

.....

.....

When the pupils have learned to spell a number of words later in the year, the lesson may take this form:

Name five things that you use in school.

Name five vegetables.

Name five things you do at home.

In order to help pupils to do independent work, the following device has been found helpful:

I read in a ———.  
 I write on ———.  
 Mary sits at the ———.  
 John writes with pen and ———.  
 I cut meat with a ———.

In some classes the pupils are very eager to learn to spell and if they know that there is a spelling lesson awaiting them, they make a great effort to get to school early, provided individual papers similar to illustrations below have been prepared for their use before school.

---

**Before School Card**

**Spelling**

knife	fork
fork	knife
spoon	glass
plate	spoon
glass	plate

---

**Before School Card**

**Dictation**

I eat with a fork.  
 I cut with a knife.  
 I drink with a glass.  
 I have a spoon.  
 Have you a plate?

---

Spelling may be on one side, and dictation lesson on the reverse side of the card.

Simple pictures may be distributed, and pupil asked to write names of all known articles in the picture. This may be done later in the year.

## DICTATION.

---

### AIM.

To teach pupils correct spelling, punctuation, and capitalization, technicalities of grammar and to test their ability to use same by written exercises.

To drill on comprehension and choice of words.

### MINIMUM REQUIREMENTS.

To be able to write from dictation simple declarative and interrogative sentences with correct capitalization, punctuation and use of common abbreviations.

To spell correctly the words used.

### CONTENT.

Sentences and later a short paragraph to fulfill the minimum requirements. Selections to be taken from textbooks and from every-day experiences of pupils.

### METHODS.

Teach and copy dictation lesson one evening and dictate it on the next evening to test what has been taught.

Teach one thing at a time.

Drill on correction of errors.

---

## HYGIENE.

---

Instruction in hygiene, particularly personal cleanliness and sanitation, and development of health habits, should be included in the English and reading for this grade. While no time is set apart for formal instruction, it should be included in the work, and the teacher should plan her lessons according to the needs of the class.

Abundant material for such teaching may be taken from experiences of every-day life and supplementary reading may be selected bearing on the particular point to be taught.

All work in teaching hygiene should be carefully developed from an adult standpoint.



## COURSE OF STUDY.—CITIZENSHIP.

### GENERAL AIMS.

1. To teach the importance and the significance of the elements of community welfare.
2. To enumerate the social agencies, governmental and voluntary, that exist to secure these elements, emphasizing the immediate reciprocal relation between the welfare of the individual and the welfare of home, of society, and of state.
3. To place the pupil as a responsible and helpful member of several social groups.
4. To awaken and stimulate motives leading to the establishment of habits conducive to worthy membership in these groups.
5. To develop political intelligence, so that the pupil may recognize his civic obligation and prepare for its proper exercise, realizing that citizenship carries duties and responsibilities as well as privileges.

### SPECIAL AIMS.

To increase the immigrant's vocabulary, to show the interdependence of all citizens in the community, resulting in a social membership with strict obligations and distinct advantages, to emphasize the greatness of our country and its high ideals, to explain the process of obtaining first papers.

### MINIMUM REQUIREMENT.

- I. General.
  1. Acquire a knowledge of the important steps in the development of the nation, but not in great detail.
  2. Know the qualities of a good citizen.
  3. Possess the requisite information for securing first papers.
  4. Know the advantages of good citizenship and also its duties and responsibilities, so that acceptance of citizenship shall be desired by pupil, not forced upon him.
- II. Specific.
  1. The Citizen.
    - A. His wants—food, clothes, money, liberty, pleasure, protection and a home.
    - B. His home—order, cleanliness, helpfulness or service, care of furnishings, mutual sharing of pleasures and responsibilities, and obedience to law of general good.
    - C. Reciprocal relations of home and community:
      - (a) Home to community—conduct, cleanliness, beauty and protection of property, treatment of strangers, value of co-operation.
      - (b) Community to home—service of grocer, butcher, milkman, ashes and garbage collectors, health inspectors, firemen, and policemen, streets, libraries, courts, etc.

2. The Citizen's Work.
  - A. How to secure it:
    - (a) Advertisements, public agencies, and personal application.
    - (b) Civil Service.
  - B. How to better his position:
    - (a) Good health, good habits, willingness, and knowledge of English.
    - (b) Stories of successful immigrants.
  - C. Expenditure of wages:
    - (a) Waste — with individual and in home.
    - (b) Economy — co-operative bank, savings bank, postal savings bank, insurance, and home ownership, careful buying, budgeting.
3. The City.
  - A. Protection.
    - (a) Health — food laws, sanitation, inspection, hospitals, clinics, and safety-first measures.
    - (b) Fire — duties and dangers of firemen, fire drill, fire inspection, building laws, warnings of fire prevention pamphlets, expense of department, and nearest box.
    - (c) Police — duties of policemen, reporting crimes, acting as a witness, concealed weapons, peddling without a license, and regulations for traffic.
    - (d) Other agencies — postoffice, etc.
  - B. Education.
    - (a) Schools — elementary, secondary, evening, continuation, and advantages of each.
    - (b) Libraries — how to obtain a card, books, papers, magazines, exhibitions, nearest reading room, advantages of its use.
  - C. Recreation — parks, playgrounds, bathing places, and free excursions.
4. History.
  - A. Our Country — its general geography, comparison with European countries, growth, population, products, industries, and its advantages.
  - B. Great men — Columbus, Washington, Lincoln, our living ex-presidents, and the President.
  - C. Our Flag — description, explanation of its meaning, history, conduct at its display, and Pledge of Allegiance for citizens.
  - D. Our Holidays — number, explanation of each, and how celebrated.

**5. Citizenship.****A. The American People.**

Variety of races, variety of opinions, yet composite ideals.

**B. Need of Good Citizens.**

Community welfare, selection of representative rulers, national welfare.

**C. First Papers.**

Advantages of citizenship, its responsibilities, method of procedure, explanation of care in getting accurate information.

**METHODS.**

Citizenship should be taught through conversation, reading and special citizenship lessons both oral and written.

Selections from civic texts should be read to the class by the teacher and the simpler ones read by the class to form historic background for developing the important phases of the progress of the United States.

## B=II.

## TIME ALLOTMENT.— B=II.

Two hours an evening.	120 minutes an evening.
Six hours a week.	360 minutes a week.

Reading.....	120 minutes a week.	40 minutes an evening.
Written work.....	120 minutes a week.	40 minutes an evening.
Conversation.....	120 minutes a week.	40 minutes an evening.
Reading.....	120 minutes a week.	40 minutes an evening.
Word study.....	15 minutes a week.	5 minutes an evening.
Phonics.....	30 minutes a week.	10 minutes an evening.
Reading.....	75 minutes a week.	25 minutes an evening.
Written work.....	120 minutes a week.	40 minutes an evening.
Spelling.....	30 minutes a week.	10 minutes an evening.
Dictation.....	30 minutes a week.	10 minutes an evening.
Composition.....	60 minutes a week.	20 minutes an evening.
Conversation.....	120 minutes a week.	40 minutes an evening.
Verb drill.....	30 minutes a week.	10 minutes an evening.
Enunciation drill.....	15 minutes a week.	5 minutes an evening.
Vocabulary.....	45 minutes a week.	15 minutes an evening.
Construction.....	30 minutes a week.	10 minutes an evening.

## PROGRAM.— B=II.

### ONE GROUP.

7.30....7.40	Explanation of board work.
7.40....7.50	Phonics for independent recognition of words.
7.50....8.00	Word study for reading lesson.
8.00....8.20	Spelling and dictation.
8.20....8.30	Conversation. Verb drill.
8.30....8.50	Letter writing.
8.50....9.00	Conversation. Story.
9.00....9.05	Supervision of written work.
9.05....9.30	Reading.

### TWO GROUPS.

7.30....7.40	Explanation of board work.
7.40....7.50	Phonics for independent recognition of words.

### B-II — B-I.

7.50....8.05	Reading. B-I. Written work. B-II.
8.05....8.30	Reading. B-II. Written work. B-I.
8.30....8.40	Verb drill.
8.40....8.45	Enunciation drill.
8.45....8.55	Spelling and dictation.
8.55....9.00	Supervision of written work.
9.00....9.10	Technicalities.
9.10....9.20	Conversation. B-I. Written work. B-II.
9.20....9.30	Conversation. B-II. Written work. B-I.

## ORAL ENGLISH.

---

### AIM.

To develop greater fluency in the use of clear, correct and simple English.

### MINIMUM REQUIREMENTS.

To converse on simple subjects that touch the pupils' every-day lives.

To reproduce simple stories.

To use sentences grammatically correct, clearly enunciated, and properly pronounced.

### CONVERSATION (Content).

Lessons 1 to 10.

Review of B-I, if necessary.

11. Teach

catch — teach — bring — think — buy

12. Teach

catch — teach — bring — think — buy

learn — take sell

Nouns — penholder crayon

envelope chalk

blotter inkwell

eraser filler

fountain pen spindle

13. Teach

catch — learn — take — think — sell — play — find

teach — bring buy — fight — seek

Review nouns of previous lessons.

Nouns — thumb tack map

clip carbon paper

pad cabinet

bulletin board waste basket

textbook pencil sharpener

14. Fable — The Hare and the Tortoise. (Any good picture illustrating fable.)

Given back in past and present.

(1) One day (2) hare (3) said, etc.

hare laughed let us

met tortoise run

tortoise for being race

so slow

“Slow and steady wins the race.”

15. Errors of speech — Teach **correct form** as follows:

- |                        |                               |
|------------------------|-------------------------------|
| (1) Between you and me | (4) I shall be glad           |
| (2) It is I.           | (5) He doesn't — she doesn't. |
| (3) It is he — she.    | (6) My pencil is broken.      |
|                        | (7) I have no paper.          |
|                        | (8) Different from.           |
|                        | (9) The teacher taught.       |

16. Elias Howe — Story of.

- (1) Born in Boston.
- (2) Worked in a cotton mill.
- (3) Family poor, wife sewed to earn money.
- (4) Howe saw wife sewing at night.
- (5) He dreamt of a machine to save labor.
- (6) Invented first sewing machine, 1845.
- (7) Patent obtained 1846.
- (8) Sold one half of patent to Fisher for \$400.
- (9) Public did not purchase machine.
- (10) Fear of great unemployment of hand sewers.
- (11) Went to England — unsuccessful.
- (12) Returned to United States to find patent stolen.
- (13) Litigation over patent — many years.
- (14) Case won by Howe.
- (15) 1863 — Royalties \$4,000 daily.
- (16) Called Father of Sewing Machine.

17. Teach

ring	sing	begin
a bell	a popular song	a meeting
a gong	The Star Spangled Banner	session
fire alarm	America	exercise
in a fare	opera	treatment
swim	drink	
in the pool	milk shake	
across the lake	egg nog	
to the island	buttermilk	
from the raft	soda	

18. Review — ring — sing — begin — swim — drink

Teach

sink	spring	shrink
metal	dog	woolen cloth
stone	wild beast	serge
coin	lad	linen
fishhook	seed	cotton
		broadcloth

19. The Lion and The Mouse.

Present and past tense.

20. Review errors of speech: Always teach the correct form.

Teach.— I bought it of him.  
 I was not in school last year.  
 I saw him.  
 I was at home.  
 I came to school.  
 May I lie down?  
 I lay abed yesterday.  
 May I take this book home?  
 I shall bring it to school tomorrow.  
 Take the book to the other room.

21. Teach regular verbs ending in "t" or "d," "ed" having the sound of "ed."

instruct	mend	print
professor	tailor	publisher
teacher	cobbler	printer
tutor	laborer	typewriter
master	tinker	machine
judge	bookbinder	
fit	attend	
shoe salesmen	pupil	
dressmaker	scholar	
oculist	children	
glove fitter	business men	
tailor	employees	

22. Teach

automobile	motor cycle	traffic
touring car	side car	rules
roadster	license	regulations
limousine	chauffeur	right of way
sedan	highway commissioner	fine
		truck

Teach regular verbs ending in "t" or "d" of which the "ed" form is an extra syllable.

need — load — seat — expect — wait

23. Teach — Dr. Morton

physician	operated	unconscious
Massachusetts	discover	
General Hospital	ether 1859	
patients	relieved	
suffer	statue	
conscious	Public Garden	

24. Errors of speech:

She is lying down.	Aren't you glad?
We stayed at the hotel.	Where were you?
I won't.	She taught me.
I must go.	I said.
I ought to go.	
She doesn't know.	



25. Teach verbs ending in "t" or "d" of which the "ed" form is pronounced as an extra syllable.

headlight	tail light	innertube	disc wheel
horn	hood	fender	wire wheel
brake	tire	spokes	spare
windshield	"gas"	shoe	engine
	oil		

26. The Olive Tree and Fig Tree.  
Present and past tense.

27. Shoe store — Conversation between salesman and customer.

size	low shoe	price	wrap
last	boot	bargain	bundle
style	rubber	fit	send
measure	overshoe	width	
buttoned	black	length	
laced	tan	A to D	4 — 5 — 6 — 5½

28. Teach verbs ending in "t" (one syllable) in which present, past and past participle are the same.

cut	shut	put
bread	gate	on your overcoat
meat	screen door	out the light
cloth	storm door	away the material
cardboard	folding door	in the coin
set	hit	let
the table	the baseball	go
the clock	the window pane	alone
the lamp on the table	the target	down
the glass		in
	knit	
	the stocking	
	the sweater	
	the muffler	
	the mittens	

29. Teach

burst	wet	quit	cost	hurt
seed	rain	laborer	food	bandage
bag	hail	foreman	fruit	shoes
blood vessel	snow	"hands"	vegetables	sore finger
water pipe	fog	employee	fuel	sprained ankle
balloon			clothing	

30. Clara Barton.

nurse	Switzerland	returned
Civil War	Swiss flag	United States
Europe	red field, white cross	organized
rest	Red Cross flag	American Red Cross
Red Cross Society	white field, red cross	first president of that
nations of Europe		society
originated		

## 31. Errors of speech.

He looks as if.	Let each bring her book.
My pencil writes well.	She sits behind me.
He feels well.	Where shall I find her?
I went to town.	Do as I do.
	She ate her luncheon.

## 32. Fable — The Fox and The Hounds.

Given in present, past and progressive forms.

## 33. Teach regular verbs ending in "k," the "ed" form of which is pronounced as "t."

walk	unpack	hook	cook
to the door	trunk	dress	dinner
up the hill	suitcase	coat	meals
down town	traveling bag	sleeve	luncheon
	barrel	shirt	vegetables
	goods	door	dessert
lock	overlook	pick	
door	faults	up pencil	
window	work	out mistakes	
safe	dust	flowers	
chest	payment of bills		
trunk	visit		

## 34. Teach regular verbs ending in "k," the "ed" form of which is pronounced as 't.

kick	bark	squeak	mock	tick	leak	lick
baby	dog	door	parrot	clock	pipe	cat
	quack		balk		croak	
	duck		mule		frog	

## 35. Thomas Edison.

born	train boy
studied	
telegraph	

## 36. Compound personal pronouns.

## Reflexive.

I wash myself. You wash,  
etc.  
You hurt yourself.  
He teaches himself.  
She cuts herself.  
It cleans itself.  
We help ourselves.  
You overwork yourselves.  
They tire themselves.

## Emphasis.

I myself did it.  
You yourself saw it.  
He himself picked the flowers.  
She herself cooked the dinner.  
The tailor himself fitted the garment.  
The teacher herself corrected the lesson.  
The men themselves caused the trouble.

Lesson to be used as a verb drill also.

37. Teach verbs ending in sound of "k" and "p," of which "ed" form is pronounced as "t."

ache	rake	bake	wipe	hope
teeth	garden	bread	feet	for good weather
head	leaves	cake	hands	to see you
ear	rubbish	pie	dishes	that you
face	soil	bricks	windows	
back		pottery		
help		pump		limp
yourself		an engine		lame
your neighbor		the firemen		wounded soldier
the poor		the sewer men		patient
lesson				
the aged				

38. Errors of speech:

I saw it.	I can't find it anywhere.
I did it.	I rather like it.
I have done it.	I like that kind of shoe.
I lay abed.	To whom shall I give it?
I have it at home.	She must have gone.

39. Review verbs ending in sound of "k" and "p."

Teach verbs ending in sound of "f," the "ed" form of which is pronounced as "t."

sniff	laugh	cough
dog	babies	consumptive
hound	children	patient
bear	people	the sick
	audience	
	spectator	

40. The Rooster and the Pearl.

farmyard	thought	don't want
scratching	piece of corn	would rather
found	disappointed	hundred
pearl	who lost	

41. Teach verbs ending in the sound of "s," "ch," "sh," of which the "ed" form is pronounced as "t."

produce — purchase — pound — wash — touch			
pound	quart	gallon	peek — bushel
a half pound	pint	oil	potatoes
a quarter pound	milk	gasoline	spinach
steak	beans	vinegar	apples
butter	ice cream	cider	onions
sugar	molasses	wine	oats
coffee			
tea			
rice			
bunch	head		bag
radishes	lettuce		flour
grapes	cabbage		meal
carrots	cauliflower		salt

## 42. Teach

buy — take — eat — shake — break — sell — cost — bring — keep —  
smell

dozen	can	can
eggs	corn	beans
rolls	tomatoes	soup
oranges	peaches	condensed milk
bananas	pineapples	
bottle	box	crate
bluing	strawberries	oranges
ammonia	blueberries	lemons
grapejuice	raspberries	berries
ginger ale	blackberries	eggs
catsup	currants	
mustard	gooseberries	
perfume		

## 43. Teach

package	tin	cake
soap chips	baking powder	soap
washing powder	mustard	chocolate
starch	cocoa	
pepper	crackers	
ginger		
crackers		
tube	roll	
tooth paste	gauze	
cold cream	absorbent cotton	
shoe polish	adhesive tape	
salve	bandages	

Verbs ending in "t" or "d," the "ed" form of which is pronounced  
as "ed."

need	count
hand	fold
load	lift

## 44. Eli Whitney

born	employer	cleaned
Boston, 1777	owner	cotton from seed
Yale	plantation	tedious
Georgia as tutor	negroes	invented
	picked	engine
cotton gin		1783 — 3,000 pounds a year.
increased		1803 — 40,000,000 pounds a year.
cotton		
raising		\$1.50 a yard
		12 c. a yard
Increased slavery in the south.		

45. Antonyms

small — large	right — wrong	old — new
rich — poor	busy — lazy	difficult — easy
glad — sorry	soft — hard	better — worse
high — low	wet — dry	thick — thin
pretty — ugly	tall — short	
dark — light	straight — crooked	long — short
sick — well	smooth — rough	
fast — slow	clean — dirty	wide — narrow
heavy — light	bright — dull	deep — shallow
old — young	big — little	sweet — sour

46. Adjectives

brave — cowardly	warm — cold
clear — cloudy	good — bad
innocent — guilty	better — worse
smart — stupid	strong — weak
neat — untidy	polite — rude
	cheap — expensive
	many — few
	easy — hard
	beautiful — ugly
	stingy — generous

47. Errors of Speech:

Review — taking two of three from set.

48. Fables — The Crow and The Pitcher.

Present and past tense.

49. Teach

blow	throw	grow
wind	pupil — paper	flowers
whistle	pitcher — baseball	trees
gale	fisherman — line	children
breeze	janitor — rubbish	vegetables
glass blower		people
know	fly	
professor — subject	bird	
pupil — lesson	airplane	
pastor — sermon	kite	
dog — master	flock	
	flag	

50. bite

boy — apple	hide	shake
child — candy	mother — candy	janitor — rugs
dog — bone	miser — gold	friends — hands
mosquito	squirrel — nuts	housewife — curtains
fish — bait	children — in a game	dog — itself
	bird — in a tree	
take		
he — car		
she — lesson		
they — cold		
we — care		
I — notice		

## 51. Teach

write

secretary — letter  
 orator — speech  
 pupil — lesson  
 hostess — invitations  
 business man — circular letter

rise

laborer — early  
 actor — late  
 student — promptly  
 housekeeper — regularly  
 doctor — different hours

ride

boy — bicycle  
 girl — tricycle  
 mounted officer — horse  
 passengers — in a train  
 youth — motorcycle

## 52. Adverbs ending in "ly."

neatly — slovenly  
 quietly — noisily  
 richly — poorly  
 brightly — dimly  
 bravely — cowardly  
 legally — illegally  
 cheaply — expensively

drive

chauffeur — automobile  
 pilot — airship  
 shepherd — sheep  
 farmer — oxen  
 soldier — mule  
 boy — horse

thrive

oranges — California  
 cotton — the south  
 rice — Carolinas  
 wheat — west  
 apples — New England

wisely — foolishly

busily — lazily

swiftly

quickly } slowly

rapidly }

carefully — carelessly

regularly — irregularly

## 53. Adverbs of time:

daily — weekly  
 monthly — yearly  
 annually  
 quarterly  
 semi-annually  
 bi-annually  
 regularly — seldom — often  
 occasionally  
 early — late

## 54. Adverbs (with verbs and nouns).

loudly — softly  
 bell — rings  
 child — sings  
 girl — calls  
 dog — barks  
 quickly — slowly  
 he — works  
 it — runs  
 she — cooks  
 we — read  
 they — travel

politely — impolitely

rude boy — speaks

rough men — eat

gentlemen — act

ladies — answer

55. Alexander Graham Bell.

born — Scotland	invented — lip reading	living
America — young boy	1876 telephone	Washington
father — professor	Bell system	very active
son — becomes — teacher	first telephone	75 years of age
	Boston	
	office Scollay Square	

56. Telephone Lesson.

Exchanges (in Boston):		Giving numbers:	
East Boston	Back Bay	Beach 1234W	Dewey 6100
Dorchester	Dewey	Back Bay 0707M	Main 4000
South Boston	Main	Fort Hill 1200	Dorchester 1065
Roxbury	Fort Hill	Back Bay 0400	
Charlestown	Haymarket	Back Bay 0730	
	Private line		
	Two party line		

57. Telephone.

Subscriber	Operator
call	connects the parties
ring	restores the nickel
consult the directory	connects with chief operator
takes off the receiver	
hangs up	
speaks through mouth-	<b>Telephone terms:</b>
piece	“hello” telephone booth
answers the telephone	“goodbye” pay station
gives a message	instrument
drops in a nickel — slot	The line is busy.
signals the operator	They don't answer.
calls information	The line is out of order.
	local call
	long distance

58. Telephone lesson — conversation — operator and subscriber.

Subscriber	Operator
(1) Takes off receiver.	(2) Number please.
(3) Back Bay 2101M	(4) Repeats Back Bay 2101M
(5) Yes, please.	(6) The line is busy.
(7) No, thank you.	Shall I call you?
(8) Hangs up the receiver.	
(1) Takes off receiver.	(2) Number please.
(3) Haymarket 2103W	(4) Haymarket 2103W.
(5) Yes, please.	(6) Rings — several times.
(7) All right.	I shall ring again.
(9) Thank you.	(8) They don't answer.
or	(6) Rings —
(8) Hello, may I speak	<b>Other party</b>
with Mr. B.	(7) Hello.
or	(7) Mrs. B. speaking.
(8) Hello, this is ———	
or	
(8) Connect me with the Shoe	
Department, please.	(7) R. H. Brown Company.

Telephone lesson:

Pay Station:

Party

Operator

- |                                   |                              |
|-----------------------------------|------------------------------|
| (1) Consults the directory.       |                              |
| (2) Takes off the receiver.       |                              |
| (3) Drops the nickel in the slot. |                              |
| (4) Gives number.                 | (5) Repeats number.          |
|                                   | (6) Rings several times.     |
| (8) Repeats number.               | (9) Rings again "No answer." |
|                                   | (10) Restores nickel.        |

59. Verb drill — verbs ending in sound of "x," "s," of which "ed" form is pronounced as "t."

mix

fix

address

baker — cake

chauffeur — car

President — Congress

painter — varnish

tailor — overcoat

pastor — congregation

soda clerk — egg nog

plumber — faucet

speaker — audience

gas-fitter — jet

professor — students

mason — foundation

striker — mob

miss

lace

commuter — train

lad — sneakers

traveler — train

girl — high boots

old lady — car

business woman — oxfords

employer — appointment

patient — concert

60. Verb drill — verbs ending in the sound of "ch," "sh," of which "ed" form is pronounced as "t."

punish

polish

parents — children

maid — the stove

law — offenders

man — the brass

teacher — pupil

manicure — the nails

shoeblick — the shoes

finish

patch

scholar — the exercise

mechanic — tires

contractor — the building

mother — clothes

traveler — the journey

cobbler — shoes

congress — session

milliner — the hat

scratch

people — matches

nail — furniture

cat — boy

hen — for food



## METHODS.

## Verbs.

Distribute to each member of the class a slip of paper on which is printed a list of verbs. Have each pupil construct a sentence containing the form of the verb in the present tense. The next lesson, the same slips may be distributed and pupils asked to construct sentences using the past tense of the verb on the paper.

## To-day.

give	write	see	make
speak	go	take	

Much drill is necessary. To vary the drill, slips like the following may be given out.

## Yesterday.

gave	wrote	saw	made
spoke	went	took	

The pupil is asked to construct a sentence using the present tense of a verb on paper.

This method may be used for other tenses taught in this grade.

## Fables.

The story is told in the past tense by the teacher. It is then reproduced by pupils in answer to questions by teacher.

In order to aid pupils groups of words may be written on board.

## THE FOX AND THE GRAPES.

- |            |           |        |
|------------|-----------|--------|
| 1. fox     | 4. fox    | 7. at  |
| for        | those     | last   |
| walk       | grapes    | said   |
|            |           | were   |
| 2. saw     | 5. tried  | sour   |
| large      | reach     | grapes |
| blue       |           | didn't |
| grapes     |           | want   |
|            |           | them   |
| 3. hanging | 6. jumped |        |
| on         | but       |        |
| vine       | not       |        |
|            | reach     |        |

Each group represents a sentence. Teacher asks, "What did the fox do one day?" She points to 1 and a pupil answers, "The fox went for a walk one day."

Teacher asks, "What did the fox see?"

Pupil answers, "The fox saw some large blue grapes."

## Errors of Speech.

Teach a few of the correct forms in each lesson.

They may be taught by means of stories.

I met Mrs. Cohen in the yard this morning. She said, "I have a secret to tell you. This is between you and ——."

Then she waits for some one to supply the correct word. She repeats the story. When she comes to the phrase "Between you and me," she holds up a card upon which she has printed this phrase. The card is then pinned on the wall where all may see it.

After several have been taught, they may be reviewed in the following manner.

Teacher prepares a set of cards. Each card in set has a different story. Cards are distributed, read silently by pupils and then orally, pupils supplying correct word.

Does your husband come home to lunch?

No, he —— come home to lunch.

Cards may be exchanged several times.

If a pupil persists in making the same mistake, the teacher may give her the same card every day until she has corrected error.

Were you in school last year?

Mrs. W —— replied, "I —— in school last year."

The lives of famous men and women may be taught in the same way as the fables.

## WRITTEN ENGLISH.

---

### AIM.

To teach pupils to write connectedly and briefly on topics assigned.

### MINIMUM REQUIREMENTS.

1. To use correctly the present, past, and future tenses of verbs in simple compositions on original or assigned subjects.
2. To write a short narrative of their own or another's experiences.
3. To reproduce a short story.
4. To describe objects, places and people.
5. To write simple business and friendly letters.
6. To address envelopes.
7. To fill out money orders, checks, etc.
8. To continue lessons in penmanship necessary to produce legible handwriting with no special attempt at speed for those adults having had only slight previous training in writing.

### CONTENT.

1. Present, past and future tenses of verbs. Person, gender, number and agreement of nouns and pronouns.
2. The lives of famous men and women such as:
 

Washington	Roosevelt
Franklin	Alexander G. Bell
Lincoln	Edison
Grant	Wilson
Clara Barton	Florence Nightingale
Dr. Morton	
3. Personal experiences
  - at work
  - in the home
  - at recreation
4. Business and social letters.
5. Money orders
  - domestic
  - foreign
 Checks.
6. Penmanship.
  - See outline under B-I, p. 22.

### METHODS.

#### I. Developing the Sentence Sense.

##### A. SENTENCES FOR FILLING IN BLANKS.

take            I ——— my book home last night.  
took

in		under		at
on		with		over

I am \_\_\_\_\_ school.  
 The book is \_\_\_\_\_ the table.  
 My feet are \_\_\_\_\_ the table.  
 I cut meat \_\_\_\_\_ a knife.

	1.	2.
to-day	is	are
yesterday	was	were

There \_\_\_\_\_ one book on the table now.  
 There \_\_\_\_\_ three apples in the basket.  
 There \_\_\_\_\_ a paper on the desk.  
 There \_\_\_\_\_ many people at the store.

knife	child	tooth	foot
knives	children	teeth	feet

I say one knife but two \_\_\_\_\_.  
 Two \_\_\_\_\_ were playing in the yard.  
 The baby has three \_\_\_\_\_.  
 I have two \_\_\_\_\_.

Does Mary write her lesson?  
 Mary \_\_\_\_\_ her lesson.  
 Does the boy speak English?  
 The boy \_\_\_\_\_ English.

**B. DRILL ON SENTENCE STRUCTURE THROUGH USE OF PARTS OF SPEECH.**

Articles.	Nouns.	Adjectives.	Verbs.	Phrases.
the	farmer	good	plants	in the country
a	baker	capable	makes	in the shop
an	driver	careful	drives	on the road
	chauffeur	steady	manages	to the city
	conductor	safe	controls	for his family
	motorman	bright	guides	for the people
	engineer	clever	sells	from the store
	captain	neat	gives	during the day
	salesman	honest	treats	on Saturday
	employer	faithful	works	with his family
	employee	true	is	by his boss
	firm	large	are	on the train
	factory	small	has	in the car
	building	beautiful	have	at his work
	hotel	wonderful	pays	in good health
	office	industrious	produces	with care
	seeds	fertile	lives	in the spring
	products	many	sends	
			buys	

The good farmer plants the seeds in the spring.  
 The careful motorman drives the car to the city.  
 The honest employer pays a good salary to his employees.  
 A large factory has many employees.  
 An honest salesman sells honest goods to the people.

**II. Developing Paragraph Sense.**

**A. CONSTRUCTING SHORT PARAGRAPHS FROM SUGGESTED WORDS.**

- |   |  |  |
|---|--|--|
| <p>1. North Wind<br/>Sun<br/>quarrel<br/>as to which<br/>the stronger</p>                   | <p>4. North Wind<br/>blew<br/>all<br/>might</p>                            | <p>8. grew<br/>hotter<br/>hotter</p>                                   |
| <p>2. traveler<br/>came<br/>along<br/>wrapped<br/>warm<br/>coat</p>                         | <p>5. more<br/>blew<br/>more closely<br/>traveler<br/>folded<br/>about</p> | <p>9. traveler<br/>took<br/>off<br/>coat</p>                           |
| <p>3. agreed<br/>that one<br/>first<br/>made<br/>traveler<br/>off<br/>coat<br/>stronger</p> | <p>6. North Wind<br/>finally<br/>gave</p>                                  | <p>10. North Wind<br/>had to confess<br/>Sun<br/>stronger<br/>than</p> |
|   | <p>7. Sun<br/>shone<br/>warmly</p>   |  |

Each group of words suggests a sentence. Pupil supplies the missing words and constructs the sentence.

**B. USE OF TOPICS.**

Dr. Morton.

Birthplace

Work

Surgeon — Massachusetts General Hospital.

Discovery

Ether

Date

Gratitude of people.

Monument erected.

Place — Public Garden — Boston.

**III. Development of Letter Forms.**

Social and Business.

- A. Copying from a model. Use model letter from Grade V. Course of Study of regular day school.
- B. Answering clippings taken from daily papers or magazines.
- C. Writing to various agencies for information.

**Letter Writing.**

Distribute papers on which have been placed numbers as guides.

Teacher asks, "What is written at number one?" Pupil looks at copy on board and answers, "The number and street." Teacher directs the class to write the number at number one. Then she asks, "What is written at '2'?" Pupil answers that the name of city and state are written at "2." This method may be continued until the body of the letter is reached. Teacher dictates several short sentences. Then number 7 is filled in and then the pupil's name.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

As soon as possible drop the use of the numbers substituting therefor heading, salutation, body, complimentary ending, signature, address.

The teacher calls attention to the punctuation after each step is taken. The body of the letter may be changed daily. Care should be taken to use words which the pupil can spell. When pupils have acquired the ability to write 1, 2, 3, 4, 7 and 8 correctly and 5 by dictation, then a letter may be attempted in which 5 is outlined but not dictated. The outline may be written on the board:

Write a letter to John.

Tell him that

1. You have received his letter.
2. You are glad to know that he is working.
3. You hope to see him next Sunday.
4. Your wife wishes him to come to dinner on that day.

Sincerely yours,

No attempt should be made to have the pupil write an unguided letter in the beginning of the teaching of correspondence. Train the pupils to write brief letters.

**Addressing of Envelopes.**

Paper the size of an envelope may be prepared by the teacher. Then numbered.

1. ....

2. ....

3. ....

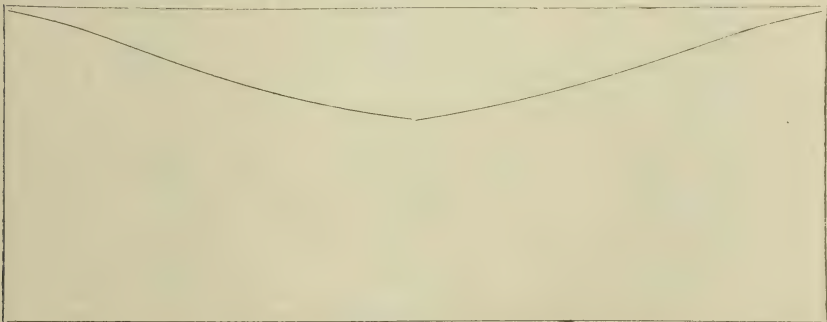
4. ....

1. ....

2. ....

3. ....

4. ....



Teach pupils to begin to address the envelope near or below the center, explaining that the post office clerk needs the upper space to place the cancelling stamp.

If pupils write a large hand then it is a good plan to place the return address on the flap of the envelope, otherwise in the upper left-hand corner of face of envelope.

The number guides may be used until pupil can place address correctly. They should then be omitted entirely.

## PHONICS.

---

### AIM

To teach pupils to remedy faulty pronunciation.  
 To teach sounds more difficult than those taught in Grade I.  
 To emphasize clear articulation.

### MINIMUM REQUIREMENTS.

To recognize independently the words used in the reading and conversation lessons.

To be able to articulate clearly the words used in sentences.

To pronounce the sounds of the words in their acquired vocabulary and the sounds of closely related words in the same family.

### CONTENT.

Suggestive sentences for phonetic drill accompany each word list. Others may be developed by the teacher as need arises.

Only the phonetic sounds should be taught that meet the indicated needs of the class. Errors noted in reading and oral conversation should guide the teacher in the choice of the phonics taught.

Phonics should be closely associated with the speech of the pupils rather than taught as an isolated subject.

#### a as in care square

care  
 ware  
 pare  
 dare  
 mare  
 glare  
 scare  
 hare  
 share  
 spare  
 square  
 fare

#### ear bear

wear  
 bear  
 tear  
 pear  
 swear

#### air chair

chair  
 fair  
 hair  
 pair  
 stair

The chinaware cannot stand the wear and tear.

#### a as in glass

class  
 grass  
 pass  
 brass  
 mass  
 master  
 faster

plaster  
 last  
 past  
 cast  
 mast  
 blast  
 ask

flask  
 mask  
 bask  
 task  
 dance  
 France  
 trance

glance  
 bath  
 path  
 lath  
 wrath  
 half  
 calf

That class was the last to pass.  
 Ask the master to do the task.



	<b>a like short o</b>		<b>ey or ei like long a sleigh</b>
quality	wander	they	vein
quantity	wash	obey	veil
quarrel	watch	disobey	neighbor
was	yacht	whew	eight
what	swallow	sleigh	skein
		rein	freight
		reign	weight

What was the quality of the wood in the yacht?  
They rode in a sleigh to the house of their neighbor.

	<b>o like short u glove</b>		
among	cover	Monday	wonder
love	done	monkey	worry
glove	front	none	oven
dove	honey	shovel	nothing
color	money	tongue	month
comfort			

Nothing was done this month.

<b>dge like j</b>	<b>ch like k</b>	<b>ch like sh</b>
edge	anchor	mustache
budge	chorus	chef
judge	chord	chivalry
fudge	chrysanthemum	machine
nudge	character	
trudge	ache	
badge	chronic	
lodge	echo	
dodge	architect	
wedge	scheme	
budget	schedule	

The architect included the cost of the machine in the budget.

	<b>ph or gh like f cipher</b>	
camphor	Philip	rough
cypher	phonic	laugh
hyphen	orphan	laughter
sulphur	pamphlet	enough
typhoid	sphinx	tough
diphtheria	draught	toughen
physic	cough	trough

Philip, the orphan, took enough pamphlets.

<b>s like z</b>		<b>s like sh</b>	
use	advise	sugar	Asia
abuse	wise	sure	Russia
has	excuse	issue	
news	amuse		
house (verb)	dose		
close	revise		

i like y in yard		i like e	
clothier	Spaniard	police	oblique
million	union	magazine	unique
onion	opinion	trio	antique
cordial	spaniel	valise	intrigue
familiar	genial	fatigue	pique
senior		machine	

---

**Silent Letters.**

**I before d in these words**

could  
would  
should

**I before f or v**

half  
halves  
calf  
calves  
salve

**I before k**

walk  
talk  
chalk  
folk  
yolk  
balk  
stalk  
exceptions:  
milk  
silk

**g before n**

sign  
reign  
assign  
gnaw  
gnat  
gnash  
malign  
resign  
exceptions:  
resignation  
malignant

**k before n**

knock  
knee  
knife  
kneel  
Kneeland  
knickers  
knight  
knob  
knuckle  
knead  
knew  
knot  
known  
knelt  
knit

**I before m**

calm  
palm  
salmon  
almond  
alms  
balm  
balmy  
psalm

**b before t**

debt  
doubt  
debtor  
doubtless  
subtle

**b after m**

lamb  
limb  
dumb  
thumb  
comb  
plumber  
climb

**u after g**

guide  
guess  
guard  
guilt  
guilty  
guinea  
disguise  
guarantee  
guitar

**h as initial letter**

heir  
heiress  
honest  
honestly  
honesty  
hour  
hourly  
honor  
honorable  
honorably

**h silent after r**

rheumatism  
rhubarb  
rhinoceros  
rhyme  
rhythm  
Rhode Island

**c silent occasionally**

victual  
indict  
czar  
muscle

**d silent occasionally**

handkerchief  
handsome  
Wednesday

**h silent**

shepherd  
exhaust  
John  
ghost  
gherkin  
Thomas  
Esther  
thyme  
isthmus  
asthma

**w silent before r**

write  
wrinkle  
wrath  
wring  
wry  
wrench  
wrangle  
wrote  
wrapper  
wren  
wrong  
wrought  
wringer  
wriggle  
wreath  
wretch  
written  
wrap  
wrist  
wretched

**p silent occasionally**

pneumonia  
pneumatic  
pshaw  
Psyche  
psalm

**n after l**

kiln

**t silent before le**

bustle  
whistle  
hustle  
bristle

**p before t**

ptomaine  
receipt

**n after m when final**

autumn  
condemn  
hymn  
solemn  
column

**t silent before en**

often  
hasten  
listen  
soften  
fasten  
moisten  
glisten  
chasten

**ch silent**

yacht  
drachm

**w silent**

who  
answer  
toward  
whose  
two  
sword  
whom  
whole  
whoop  
wholesale

**gh silent before t**

might  
tight  
light  
sight  
night  
right  
fright  
bought  
thought  
ought  
daughter  
caught  
weight  
freight  
straight

**ue silent in final gue,**

**que**

plague  
tongue  
league  
vogue  
rogue  
oblique  
antique  
unique  
exception:  
argue

## able

comfortable	blamable	reasonable
suitable	syllable	enjoyable
vegetable	remarkable	honorable
profitable	available	variable
agreeable	palatable	inseparable
eatable	irritable	pleasurable
seasonable	abominable	advisable
peaceable	durable	changeable
portable	pitiable	hospitable
capable	avoidable	
movable	miserable	

Is the movable or portable board available?

## tion and sion (shun)

position  
 notion  
 motion  
 addition  
 attention  
 suction  
 mention  
 nation  
 portion  
 election  
 vacation  
 vocation  
 pension  
 permission  
 omission  
 action  
 affection  
 affliction  
 caution  
 condition  
 friction  
 relation  
 station

## cious (shus)

precious  
 luscious  
 gracious  
 delicious  
 vicious  
 spacious  
 suspicious

## sion (zhun)

vision  
 explosion  
 excursion  
 decision  
 persuasion  
 occasion  
 compulsion

## se — ci — ti — si — ce

(sh)  
 nauseous  
 ancient  
 cautious  
 martial  
 partial  
 musician  
 physician  
 ocean  
 Russian  
 patient  
 patience  
 special

## METHODS.

The work of previous year should be reviewed if necessary, and new families developed as in the beginners' class.

In this grade work with silent letters may be taken up. Teacher writes a word on board — knit. She says, "I'll say this word. Which letter is not sounded?" A pupil replies, "k."

Teacher writes a list of words on board and has individual pupils pronounce them.

knife

knee

kneel

knob

knuckle

After pupils have pronounced, teacher may ask them to draw a line through the silent letter.

knot

knit

knew

known

knead

Another day papers may be distributed.

“L” is not sounded in these words.

calm palm salmon almond alms balm

Pupils asked to pronounce.

Sometimes pupils like to make their own rules for spelling and pronunciation.

A list of words may be written on board and pupils asked to pronounce them.

candy cabbage cabinet come complain cuff custom

call carpenter coal cold cut cup customer

Attention is called to the first letter which is “c” and then to the letter following it in each word. It is seen that in the list given a o u follow “c.” Words are pronounced again and the rule made that when “c” is followed by a o or u, “c” has the sound of “k.” Sentences containing those words may be given.

The customer complained of the cuff on his coat.

The carpenter came to build the cabinet.

Later on the same method may be employed to teach the soft sound of “c.”

Words with difficult sounds may be treated in this way.

List written on board.

quantity quality quarrel

If pupils have difficulty, teacher may write a word such as,—

“on” beside “quantity”

on quantity Have “on” pronounced, and then, “quantity.”

When pupils see the similarity of sounds, the difficulty has passed.

## SPELLING.

---

### AIM.

To teach pupils to spell correctly the words that they will need for use in written work.

### MINIMUM REQUIREMENTS.

To spell the words in the suggested list and selected words from Boston Word List for similar grades. Pupils should not be required to spell all the words of the reading lesson but only the words that are commonly used in their everyday life.

tooth	roof	wide
teeth	entrance	shallow
feet	exit	sour
tongue	garden	
skin	storeroom	height
bone	housekeeper	weight
blood		width
heart	dust	depth
vein	sweep	length
pulse	iron	strength
	sew	roughness
beat	preserve	sorrow
flow	sprinkle	happiness
taste	scour	difficulty
smell	scrub	
touch	prepare	cheap
chest	peel	expensive
limbs		careful
thigh	rich	careless
sprain	poor	polite
bruise	glad	rude
	sorry	strong
grandmother	lazy	weak
niece	new	steady
nephew	difficult	tidy
mother-in-law	easy	
stepdaughter	stout	gentle
black	heavy	gently
purple		wisely
fade	straight	bravely
reside	crooked	quietly
residence	smooth	quickly
pantry	rough	rapidly
reception	dirty	beautifully
parlor	soiled	regularly
cellar	narrow	suddenly

## B-II. Supplementary List (Phonetic).

around	show	piece	sank
found	blow	niece	tank
ground	low	our	Yankee
sound	mow	hour	flank
	row	flour	drank
hound	tow	sour	blank
bound	crow		blanket
pound	glow	wood	plank
mound	slow	hood	
wound	throw	stood	east
	stow	good	feast
under			yeast
thunder	each	spring	beast
blunder	beach	bring	least
plunder	teach	cling	
	reach	thing	west
yellow	peach	fling	test
fellow	bleach	swing	best
mellow		ring	vest
	lunch	wing	next
letter	luncheon	string	rest
wetter	bunch	sting	chest
better	hunch		guest
	punch	ounce	
weather		pounce	mouth
feather	quick	bounce	south
leather	sick	founce	
	lick	receive	sign
rain	wick	deceive	resign
pain	tick	perceive	assign
main	kick	conceive	
gain	brick		stamp
lain	click	ticket	damp
stain	thick	thicket	lamp
brain	stick	picket	tramp
train	trick	cricket	vamp
drain			
strain	quite	thank	catch
sprain	bite	bank	patch
	kite	crank	latch
flow	mite	lank	batch
bow	spite	spank	hatch
grow			scratch

## METHODS.

Make spelling assignment purposeful and definite.

Oral spelling and pronunciation should precede the written lesson but emphasis should be placed upon written spelling.

Drill on words in the lists suggested.

Drill on words most commonly misspelled.

Make the drill as interesting as possible by the use of interesting devices.

Write spelling words on board with the definition that the teacher wishes the pupil to know. Then explain the words and later use them in sentences.

It adds variety to the spelling lesson to give occasionally two words such as:

prompt pupil  
sterling silver  
ground floor  
furnished room  
classical music  
popular music

Homonyms should never be taught together because it is confusing to the foreign pupil. Teach one of the set, be sure that that word is known and later in the week or month teach the other. Homonyms may be reviewed by use of pictures.

#### Method of Reviewing a Spelling Lesson.

Once a week the spelling lessons should be reviewed.

One method of reviewing is to dictate words that have been studied that week.

Another method is to dictate the definitions and ask pupils to write the word. In this way the teacher ascertains whether or not the pupil knows the meanings of words studied that week.

#### Spelling Review.

Write the word that means to pay back ———.

Write the word that means very wide ———.

Write the word that means clean, simple, orderly ———.

Write the word that means to try to hear ———.

Write the name of the article you use on a rainy day ———.

Pupil writes the words

repay            broad            neat            listen            umbrella

Spelling lesson should contain words that are related but the review may contain words previously studied.



## DICTATION.

---

### AIM.

To test the ability of pupils to use correct spelling, punctuation, and capitalization previously taught.

To drill on comprehension of words.

### MINIMUM REQUIREMENTS.

To be able to write from dictation short paragraphs or a short letter.

To use the simpler forms of punctuation.

To spell correctly the words used.

### CONTENT.

Simple sentences to develop idea of punctuation.

Short paragraphs.

Short letters.

### METHODS.

Sentences may be placed on the board before school, containing the particular things to be taught. After the teaching, these sentences may be copied in blank books. They may be dictated the following lesson.

The entire class, or a group of pupils, may be sent to board. Teacher may dictate sentences giving each pupil a different sentence. Those pupils at seats may write sentences. Pupils correct their sentences and rewrite them.

Teacher may dictate sentences and ask class to correct them.

---

## HYGIENE.

---

Instruction in hygiene, particularly personal cleanliness and sanitation, should be included in the English and reading for this grade. Although no time is set apart for formal instruction, the teacher should plan for teaching the precepts of cleanliness and sanitation that will meet the needs of the class. The reading lesson and general talks offer abundant material for such teaching.

Use such portions of day school courses of study as can be adopted for practical teaching of adult prospective citizens.

## READING.

---

### AIM.

To develop power of oral and silent reading over that of previous grades.

### MINIMUM REQUIREMENTS.

(a) **Phonics.**

- (1) Drill upon difficult phonograms.
- (2) Consonant drills.
- (3) Vocal drills.
- (4) Foreign accent drills.

(b) **Word Study.**

- (1) Of new words.
- (2) Of words not easily analyzed.
- (3) Of words not easily recognized.
- (4) Frequent drill upon words commonly miscalled.

(c) **Prose or Poetry.**

To read easily and fluently simple passages of English prose and poetry selected from any of the suggested readers for this grade.

### CONTENT.

The amount of oral reading should decrease and the amount of silent reading increase in this grade. Oral reading enables the teacher to discover and to correct mispronunciations. Silent reading should be followed by discussion to test the pupil's ability to get the thought from the printed page.

1. Signs, posters, directions, instructions:

- (a) Public signs — Industrial — Theatrical — Railroad — Store —

Bank — Real estate, e. g.

Keep to the Right

Cross at the Corner

Poison

Quarantine Sign

and many others.

Parks

Libraries

Swat the Fly

Sample Ballots

- (b) Directions and instructions at work.

2. **Idioms:**

Explanation of English idioms as needed for understanding of the content in reading.

3. Books selected from authorized list adapted to capacities of pupils.

4. American newspapers — carefully chosen selections.

5. Supplementary readings in history, geography, hygiene, civics.

6. **Inspirational Literature.**

Poetic and prose selections from the recommended list for similar grades in the day school but adapted to the age and understanding of evening school pupils.

**METHODS.**

1. In this grade a new story or lesson is developed by the teacher drawing upon the knowledge of the students. Having finished B-I, the students have a fair vocabulary, a certain facility of expression, and good comprehension of simple texts. They are now able to understand the background or setting of the new lesson with the teacher's aid.

2. Major thoughts to be gained from the lesson may be suggested by the teacher.

3. All new words, idiomatic expressions, and grammatical constructions are made clear to the class.

4. Portion of the entire lesson is read by teacher as a model of pronunciation and is dramatized vocally.

5. Individual oral reading follows this step.

6. During latter part of the year connected reading without much comment should be permitted.

## CITIZENSHIP.

---

### SPECIAL AIMS.

To outline the principles of government; to explain its divisions and branches in our Republic; to make a definite study of local city government; to continue the study of the nation's history; to explain the advantages and responsibilities of citizenship; to outline the process of obtaining second papers.

### MINIMUM REQUIREMENTS.

#### I. General.

To assist pupils in becoming American citizens in all that the name citizen entails.

To prepare for active, intelligent participation in American life.

#### II. Specific.

##### American Citizenship.

##### A. Ideals.

Hospitality to all peoples, liberty, equality of opportunity, patriotism, and intelligent participation in democratic government.

##### B. Advantages.

Civil Service employment, special protection of life and property in other countries, license privileges, right to vote, right to hold public office, citizenship in the greatest republic in the world.

##### C. Responsibilities.

To obey the law; to defend the country, if necessary; to understand government procedure; to vote intelligently; to serve on the jury; to pay taxes; and to share in promoting the welfare of the nation.

### CONTENT.

#### I. Naturalization.

Explanation, reasons for qualifications, witnesses, fees, steps in procedure, and other important facts relative to wife and to dependents.

## II. Government.

## A. Principles.

- (1) Need — Law and order, protection of property, life and liberty, essential for any group.
- (2) Kinds — Absolute monarchy, limited monarchy, and republic.

## B. Our Republic.

- (1) Government of the people, by the people, and for the people.
- (2) Comparison with European governments.

## C. Divisions.

- (1) Town, city, county, state, and national.
- (2) Need of each, and seat of government for each.

## D. Branches.

- (1) Legislative — Makes the laws.
- (2) Executive — Enforces the laws.
- (3) Judicial — Interprets the laws.

NOTE.— Question for names of local representatives in each branch of each division.

## III. City Government.

## A. City Charter.

Legislative enactment by referendum; fundamental law, and methods of modification.

## B. Branches.

- (1) Executive — Mayor, his duties, powers, etc.
- (2) Legislative — Council, method of election, term of office, powers, duties, method in making city ordinances.
- (3) Judicial — Municipal Courts, their location, appointment of judges, limits of judgment, process of arrest, trial, conviction or release, and punishment of criminal; habeas corpus.

## C. Service to Citizens through these departments.

Assessors; Building Commissioner; Collector; Hospital Trustees; Corporation Counsel; Election Board; Fire Department; Health Department; Library Department; Superintendent of Markets; Overseers of the Poor; Park Department; Public Works Department; Street Commission; Treasurer; Sealer of Weights and Measures; Finance Commission; Port Directors; Police Department; School Department, etc.

## IV. History. Biography method.

## A. Discovery.

- (1) Spanish — Columbus and Balboa.
- (2) English — Cabot.
- (3) French — Cartier and Marquette.
- (4) Dutch — Hudson.

## B. Settlement.

- (1) Spanish — Florida, Mexico, along Gulf.
- (2) English — Massachusetts to Virginia, along coast.
- (3) French — Canada and Mississippi valley.
- (4) Dutch — New York.

## C. Revolution.

- (1) Causes.
- (2) The Struggle — Locally, around New York, and in the South.
- (3) The Declaration of Independence.
- (4) Final outcome and treaty.

## D. Establishment of Nation.

- (1) Constitutional Convention.
- (2) First president.
- (3) Foundation of political parties.
- (4) Inauguration of cabinet.

## V. Naturalization.

## Second Papers.

Explanation, reason for two years' interval, witnesses, school attendance as a recommendation, etc.

**METHODS.**

Citizenship shall be taught through the study of history and government, by conversation and general discussion to form a solid foundation as a preparation for the assuming of the responsibilities of active participation in American citizenship.

General lessons on citizenship shall be supplemented by specific preparation for naturalization but emphasis shall be placed upon establishing the proper ideals of citizenship rather than passing any particular examination.

**B=III.**

**TIME ALLOTMENT. B=III.**

Two hours an evening.	120 minutes an evening.
Six hours a week.	360 minutes a week.

Reading.....	90 minutes a week.	30 minutes an evening.
Written work.....	135 minutes a week.	45 minutes an evening.
Conversation and oral recitation.....	135 minutes a week.	45 minutes an evening.
Reading.....	90 minutes a week.	30 minutes an evening.
Word study.....	15 minutes a week.	5 minutes an evening.
Reading.....	75 minutes a week.	25 minutes an evening.
Written work.....	135 minutes a week.	45 minutes an evening.
Spelling and dictation.....	45 minutes a week.	15 minutes an evening.
Composition.....	60 minutes a week.	20 minutes an evening.
Letter writing:		
Story.....	30 minutes a week.	10 minutes an evening.
or		
Geography		
or		
Citizenship		
Conversation.....	135 minutes a week.	45 minutes an evening.
Verb drill.....	15 minutes a week.	5 minutes an evening.
Geography.....	60 minutes a week.	20 minutes an evening.
Grammar.....	60 minutes a week.	20 minutes an evening.
or		
Verb drill.....	15 minutes a week.	5 minutes an evening.
Citizenship.....	75 minutes a week.	25 minutes an evening.
Biography.....	45 minutes a week.	15 minutes an evening.
or		
Verb drill.....	15 minutes a week.	5 minutes an evening.
Phonics.....	15 minutes a week.	5 minutes an evening.
History.....	60 minutes a week.	20 minutes an evening.
Current events.....	45 minutes a week.	15 minutes an evening.

**PROGRAM. B=III.**

---

7.30...7.35	Explanation of board work.
7.35...8.00	Citizenship or biography or geography.
8.00...8.15	Spelling and dictation.
8.15...8.20	Phonics for enunciation.
8.20...8.40	Grammar or history.
8.40...9.00	Composition or letter writing.
9.00...9.30	Reading.
7.30...7.35	Verb drill.
7.35...8.00	Citizenship or biography or geography.
8.00...8.15	Spelling and dictation.
8.15...8.35	Grammar of history or current events.
8.35...8.55	Composition.
8.55...9.00	Phonics for enunciation.
9.00...9.30	Reading.



## ORAL ENGLISH.

### AIM.

To develop the ability to give a clear connected account of some experience having a personal interest, to give definite descriptions, and to reproduce short stories.

### MINIMUM REQUIREMENTS.

To give a well worded narration, free from grammatical errors, of some experience, personal or otherwise.

To describe clearly objects, persons, places, situations.

To reproduce stories of greater length and complexity than in B-II.

To discuss topics of history, geography, etc., in intelligent and correct English.

### CONVERSATION. (CONTENT.)

1. } General Review of the Intermediate work, if necessary.
2. }
3. }

4. History — with verb drill.

Age of discovery	1492-1600	
Lief Ericson	date	
Columbus	nationality	
The Cabots	reason for voyage	
Vespucci	descriptions	
	discovery	

Verbs — “ed” form pronounced as “d”	as “t”	as “ed”
explore	look	need
discover	help	expect
tried	hope	land
stayed	toss	end
showed		wait

5. Geography — with verb drill.

- The United States.
- Location.
- Boundaries.
- Climate.
- Physical features — general.

Verbs — “ed” form pronounced as “t”	as “d”	as “ed”
slope	flow	bound
	name	locate
		divide
		extend

Irregular verbs:

rise	blow	falls	freeze
give	grow		
find			

## 6. Biography.

## Life of Columbus.

- (1) Birthplace.
- (2) Boyhood.
- (3) Love of sea.
- (4) Manhood  
Desire for adventure.
- (5) Voyages to America — Ferdinand and Isabella.
- (6) Results of Voyages.
- (7) Death.

} Refer to  
type lessons  
in B-II,  
pages 101,  
105, 107,  
109.

## 7. Newspaper lesson.

Taken from newspapers, magazines, Current Events papers.  
Head lines — extra editions.

## 8. Civics.

Need of government.

## 9. History — with verb drill.

- (1) Review Lesson 4.
- (2) Teach age of discovery (continued).  
Balboa.  
Joliette.  
Marquette.  
Champlain.  
Magellan.  
Drake.  
Raleigh.

Verbs as in Lesson 4.

## 10. Geography — with verbs.

Review Lesson 5.

Teach — States.

Territories.

Possessions.

District.

Zone.

Coaling and Water Stations.

(1) Locations.

(2) Cause for and method of possession by United States.

Verbs:	situate	pay	governed
	locate	use	own
	buy	name	make
	obtained		
	gained		

## 11. Biography.

## Raleigh.

Englishman.

Favorite of Queen Elizabeth.

Courtier.

Work — America.

Grant in Virginia.

Settlement in America — unsuccessful.

Introduction of

Tobacco and potatoes into England.

Interesting stories connected with life of Raleigh.

12. Current events.

13. Civics — with verbs.

Review Lesson 8.

School Department.

14. History.

Review Lessons 4 and 9.

Teach —

Age of settlement	Verbs	
English	settle	fight
John Smith	come	take
Pilgrims	land	wander
Puritans	suffer	found
Quakers	govern	worship
Dutch — New Amsterdam		

15. Geography — with verbs.

Review Lesson 10.

Possessions of United States — Territories.

1. Kinds of people.
2. Languages.
3. Customs.
4. Attitude of United States Government toward possessions desiring independence.  
Philippines.

Verbs:

speak	import
acquire	thrive
live	grow
produce	strive
export	send

16. Biography.

John Smith.

Pocahontas.

Arrival in Virginia — Jamestown, 1607.

Settlement unsuccessful.

Colonists men of leisure.

Wanderings.

Capture by Indian Chief.

Sentence.

Plea of Pocahontas to Powhatan.

Marriage of John Rolfe and Pocahontas.

Journey to England.

Death of Pocahontas in strange country.

17. Current events.

18. Civics.

Board of Health.

## 19. History.

Claims of European nations.

French in America — Canada — Mississippi Valley — Great Lakes.

Spanish in America — Mississippi to Pacific Ocean.

Dutch in America — Hudson River.

## 20. Review Lessons 10 and 15.

Possession of United States.

People — population — occupations — products.

## 21. Biography — William Penn.

Birthplace.

Parents — wealthy — friends of king.

Indebtedness of king to Penn, Senior.

Organization of new sect.

Appearance at court.

Called Quakers — Shakers — Friends.

Belief — Honor to no one but God.

Attitude toward war.

Exile of Penn.

Grant of territory in America — Pennsylvania.

Father cancels debt of king — son allowed to go to America.

Founds City of Brotherly Love.

## 22. Current events.

## 23. Civics. Postal department.

## 24. History.

French and Indian Wars.

Treatment of Indians by French.

Treatment of Indians by English.

Treatment of Indians by Spanish.

Cause.

European troubles.

Canadian boundary — desire for territory.

Incidents.

Washington a messenger to Canada.

Capture of French forts.

Results.

France loses foothold in America.

England gains Canada.

## 25. Geography.

United States.

48 states.

General physical features.

Atlantic slope.

Atlantic highlands.

Great central plain.

Pacific slope.

## 26. Biography.

Benjamin Franklin. 1706-1790.

Boston — large family.

Printer.

Dissatisfaction and departure from home.

Philadelphia.

Printing press.

Entrance into City.

Marriage.

Printer — philosopher — statesman — hero of peace.

Teach well-known sayings of Franklin from Poor Richard's Almanac.

Facts about Franklin.

(1) Always read good books.

(2) Newspaper interests.

(3) Never wasted time.

(4) Saturday Evening Post.

(5) Poor Richard's Almanac.

## 27. Current events.

Clippings.

## 28. Civics.

Fire department.

## 29. History.

England and the Colonies.

Colonial policy in America.

Taxes.

Manufactures.

Trading — commerce.

Stamp Act.

Writs of Assistance.

Mutiny Act.

## 30. Geography.

Atlantic slope.

(1) Extent.

(2) Physical features.

Rivers short and swift.

Waterfalls — water power.

Near coal and iron regions.

(3) Industrial centers.

Cotton — wool.

Shoes — leather

Machinery.

Confectionery.

Ready made clothing.

Carpet and rugs.

Smallwares.

Jewelry.

Paper.

## 31. Biography.

George Washington.

Born, Virginia, 1732.

Parents.

Education.

Death of father.

Study of surveying.

Surveyor at 16.

Appointed public surveyor.

Messenger to Canada.

Officer in English Army.

Marriage to Martha Custis.

Large plantation.

Commander-in-Chief of American forces.

President for eight years.

## 32. Current events.

## 33. Civics.

Police department.

## 34. History.

Pre-Revolutionary Period, 1770-1775.

Boston Massacre.

Cause.

Place.

Result.

How remembered.

State street.

Boston Tea Party.

Cause.

Place — T Wharf.

Result — Port of Boston closed.

Punishment of Boston by England.

Sympathy of Colonists.

## 35. Geography.

Atlantic highlands.

Extent.

Mountain system.

Appalachian.

Mountain ranges.

Products.

Coal — iron — oil.

Industrial centres.

Steel — iron.

## 36. Biography.

Treason of Benedict Arnold.

Young American officer.

Washington's staff.

Marriage to extravagant Tory.

Sale of secrets of Washington.

Gifts to Tory wife.

Appointment as officer in English Army.

Residence in England after war.

Life of disgrace.

Attitude of world towards a traitor.

37. Racial contributions.  
 History of Immigration  
 English    Irish    Scotch    German    Scandinavian  
 NOTE.— In discussing racial contributions teacher should always consider the nationalities in her class.
38. Civics Department of Labor and Industry.
39. History.  
 Revolution, 1775–1783.  
 Battles.  
     Lexington.  
     Concord.  
     Bunker Hill.  
     Bennington.  
     Saratoga.  
 Incidents — Declaration of Independence.  
     Winter at Valley Forge.  
     Help from France.  
     Help from Lafayette.  
     Help from other nations.  
         Polish — Kosciusko — Pulaski.  
         German — Von Steuben.  
         French — Lafayette.  
     Surrender of Cornwallis.
40. Geography.  
 Central Plain.  
 Mississippi Valley.  
     Rivers — long, slow moving.  
     Plains — grassy prairie.  
     Source of clothing material.  
     Source of food stuffs.  
     Centers of  
         wheat — corn — cotton — meat.
41. Biography.  
 Betsy Ross.  
     Home — Philadelphia.  
     Occupation — expert needlewoman.  
     Approached by Washington and others.  
     Made first American flag.  
     Design of five-pointed star — points heavenward.
42. Racial contributions.  
     Italian                      Spanish                      French  
     Grecian                      Portuguese
43. Civics.  
 Public works department.
44. History — 1783–1789.  
 Colonists governed under Articles of Confederation.  
 Weakness.  
 Thirteen separate governments.  
 Thirteen sets of laws.  
 Lack of executive and judicial heads.  
 Leaders realize defects of articles.  
 Constitution — two years in making.  
 Signed by George Washington.  
 Formation of United States — 1789.

## 45. Geography.

- Pacific Highlands — Extent.
- Mountain system.
- Rocky.
- Sierra Nevada.

## 46. Biography.

## 47. Holidays.

- Washington's Birthday      Lincoln's Birthday.

## 48. Civics.

- Library department.

## 49. History.

- The Constitution.
- 1. The Seven Articles.
- 2. Its Amendments — Purpose.
- How made.
- 1 to 12 discussed.

## 50. Geography.

- Production belts.

- Products of the soil.

- Wheat.

- North Central States.

- Corn.

- Indiana      Illinois      Iowa.

- Cotton.

- Southern states.

- Tobacco.

- Kentucky      Virginia      (Massachusetts. Why possible?)

- Dairy products.

- Vermont      New York.

- Fruits.

- Oranges      lemons      grapefruit.

- California      Florida.

- Apples      pears.

- New England      Washington      Oregon.

- Peaches      grapes.

- Georgia      Delaware.

- Early vegetables.

- New Jersey.

- Sugar.

- Louisiana — cane.

- California — beet.

- Mineral belts.

- Coal and iron.

- Alleghany, Pa.

- Oil.

- Pennsylvania and Texas.

- Gold and silver.

- Rocky mountains.

- Salt and zinc.



51. Biography.  
Daniel Webster and the Constitution.
52. Holidays — Historical.  
Patriots' Day      Memorial Day      Bunker Hill Day      July Fourth.
53. Civics.  
Licenses.  
    Kind.  
    Method of obtaining.
54. History  
    The Constitution.  
    Amendments 13, 14, 15.
55. Geography.  
    Miscellaneous belts.  
    Cattle.  
        Middle Western Prairies.  
    Swine.  
        Middle Central States.  
    Sheep.  
        Texas and Nevada.  
    Horses.  
        Texas.  
    Poultry.  
        Western New York.  
    Fisheries.  
        New England and Atlantic Coast.  
            Cod      haddock      halibut      mackerel      shell fish.  
        Great Lakes.  
            Fresh water fish.  
        Pacific States.  
            Salmon.
56. Biography.  
    U. S. Grant.  
    Robert E. Lee.
57. Current events.
58. Civics.  
    Licenses (continued).
59. History.  
    The Constitution.  
    Amendments 16, 17, 18, 19.
60. Geography.  
    Grouping of States.  
    Lakes and rivers.

## 61. Biography.

Theodore Roosevelt 1859-1919.

Born in New York.

Boyhood.

Education.

Health.

Professional life.

Political life.

New York Assembly.

New York Governor.

Vice President.

President — date.

Traveler.

Writer.

Naturalist.

Orator.

Essayist.

1910.

\$40,000 prize for successfully ending Russo-Japanese War.

## 62. Geography — Cities.

New York Chicago Philadelphia Detroit Boston

## 63. History.

Wars of the United States.

## 64. Geography.

Cities:

Washington	Baltimore	San Francisco	Seattle
St. Louis	New Orleans	Cincinnati	Buffalo

## 65. History.

Inventions.

## METHODS.

## History.

An outline of the lesson is placed on the board before school. The lesson is later explained by the teacher. Questions pertaining to the lesson are written on paper and distributed. A pupil reads a question and answers it. At the next lesson, papers with questions are distributed, and the pupil finds the answer in the outline which is also distributed. At a third lesson, the papers with questions are distributed, and the pupil gives answers without consulting the outline. The outlines and questions may be placed in a looseleaf blankbook. Assigned silent readings are helpful to the pupil in acquiring ability to get information by selection of important facts.

## SAMPLE SHEET 2.

1513. Ponce de Leon discovered Florida. He was searching for the "Fountain of Youth." His explorations gave Spain claim to that part of the New World.
1513. Balboa discovered Pacific Ocean. He crossed the Isthmus of Panama, and looked down upon the ocean. Then he rushed down and into the water, drew his sword and took possession of the ocean in the name of Spain.

- 1519-1522. Magellan sailed from Spain to the southwest. He added this knowledge to history — (1) the length of the Atlantic Coast, (2) the southern passage westward, (3) the width of the Pacific Ocean, (4) the size of the earth, (5) the distance from Europe to Asia, (6) the water route to India, and (7) the spherical shape of the earth.
1519. Cortez conquered Mexico and obtained land for Spain.
1539. De Soto landed in Florida and wandered about for two years. He discovered the Mississippi River in 1541. His work gave Spain claim to all the region of the Gulf of Mexico and the Mississippi River.

#### Questions.

1. When did Ponce de Leon come to America?
2. From what country did he come?
3. What was his object in coming to America?
4. What discoverer came in the same year?
5. What was the nationality of Balboa?
6. What body of water did Balboa discover?
7. Why did he call it Pacific?
8. In what year did Magellan come to America?
9. Name the seven things that Magellan showed by his discoveries.
10. Who conquered Mexico, and for whom did he obtain the land?
11. In what year did De Soto land in Florida?
12. What body of water did he discover?
13. To what country did his discoveries give claim?
14. Are nations at present sending out explorers and discoverers? For what purpose?
15. Discuss the changes in purpose, methods of travel, results, etc.

#### Biography.

In this grade the conversation lesson may be taught by use of topical outlines. See Lesson 6. Life of Columbus.

Topics may be written on the board. The teacher explains each topic, and then the pupils may be asked to recite. In order to prevent pupils from rambling or talking too long, the teacher may state the number of sentences required. "Tell something about the boyhood of Columbus in three sentences."

#### Newspaper Lesson.

Pupils are very glad to bring their own copies of a newspaper. The teacher may ask the class to bring copies of a certain paper. In order that all may have the same edition, a member of the class may be designated to purchase for the class, or the pupils may be told to purchase a certain edition, such as the 5 o'clock edition, or the city edition.

The teacher should look over the paper and decide upon the articles she wishes discussed. A pupil is given one article to read before school. When the time for the lesson arrives, each pupil is asked to stand and give a brief outline of what he has read. Here, too, the teacher may state the length of the outline desired. "Will you tell us about the article you read, John? Limit yourself to four sentences." In this way, each pupil may have an opportunity to recite, and each pupil is trained to think before he speaks.

### Current Events.

The story of current events in an advanced class is of special importance: first, because it will encourage the use of the American newspaper; second, the pupil will become acquainted with the real happenings of the day through the wholesome guidance of the teacher, and third, because both of the foregoing factors will prepare and eventually lead the pupil to intelligent sources for future reading.

In the study of current events, select an article from a current magazine or newspaper, and put the heading on the board. Have the class read the heading and tell what it means.

Ask such questions as:

1. How much news is included in the heading?
2. Can you, through the heading, get a good idea of the happening if you can spend no further time in reading?

Have the class read the article if there are sufficient papers to go around,— if not, have one pupil read it silently, and tell the class what he has read. Allow another pupil to read it aloud, and have the various members give their interpretations of the article read.

Occasionally, copy an article on the board so that all of the class may read it silently at the same time. Have one or more pupils reproduce it. Criticize the reproduction for accuracy, brevity and use of English.

### Geography.

Geography lessons may be used as oral English lessons.

Before taking up the study of continents and industrial studies of each, the teacher may teach about the earth as a whole, the great land and water masses. They may be taught by use of pictures. For review, small recitation cards may be used. Upon one side of card write the question, and upon the other side write the answer.

What is an island?

An island is a body of land  
ENTIRELY surrounded by water.

Cards are distributed and pupils asked to study them. Each pupil may be given two or three cards. The pupil reads the question and answers it. If he does not know the answer, he may turn the card and find the correct answer. This helps the pupil to do independent studying. Cards may be exchanged and other questions studied.

If the teacher has made a collection of pictures illustrating type forms, she may distribute a picture to a pupil and ask him to name the form illustrated, and to give a definition of that form. The pupil may stand in front of the class to show the picture, so that others may decide whether or not his definition suits the picture. The emphasis should be placed upon the correct expression of thought, rather than upon an exact wording of a particular definition.

The teacher should stress the geography of the United States from an industrial, commercial, and occupational standpoint, in order to acquaint adult aliens with the opportunities awaiting them.

## WRITTEN ENGLISH.

---

### AIM.

To improve the quality of written English and to develop facility in its use. It is the use of the word that should be stressed rather than definitions of technical, grammatical terms.

### MINIMUM REQUIREMENTS.

- To use the progressive, present perfect and past perfect forms of verbs.
- To reproduce a story of some length.
- To write an original composition of at least 150 words.
- To use the phrase and clause as part of the written sentence.
- To continue practice in writing business and friendly letters.

### CONTENT.

- Progressive, present perfect, and past perfect forms of verbs.
- Comparison of adjectives and adverbs.
- Stories from literature, history and current events.
- Personal experiences: at work, in the home and at recreation.
- Business and friendly letters.

### METHODS.

A story may be told in the past tense and the pupils asked to reproduce it. Then, pupils may be asked to reproduce parts of the story using the present or the progressive tense.

Methods employed should tend to make the pupils less dependent upon the teacher.

### Comparison of Adjectives.

If the comparison of adjectives is taken in six steps, much of the difficulty which pupils experience may be avoided. Each step is drilled upon thoroughly before studying the succeeding steps.

Suggestion Method.

I.

Teacher writes a list of adjectives on board.

I. One.	II. Two.	III. Three or more.
tall	.....	.....
short	.....	.....
long	.....	.....
wide	.....	.....
narrow	.....	.....
clean	.....	.....
fast	.....	.....
slow	.....	.....
sweet	.....	.....
neat	.....	.....
bright	.....	.....
dark	.....	.....
light	.....	.....

The teacher may ask a tall boy to stand in front of the class.

Then, a taller pupil, and then the tallest pupil in the class.

As the pupils stand in front of the class, the teacher may say, "Frank is a tall boy, John is taller than Frank, and Joseph is the tallest of the three."

She says, "Tall, taller, tallest," pointing to the pupils as she speaks.

She repeats, and as she says the adjectives, writes them in the proper column.

In this first lesson, teacher selects adjectives that may be taught objectively.

After she has taught the adjectives in the list, pupils are given papers arranged as above, and asked to fill in the blanks.

II.

The teacher writes sentences on board:

tall                      taller                      tallest

Mary is ———. Jennie is ——— than Mary. Rose is the ——— of the three girls.

short                      shorter                      shortest

Frank is ———. John is ——— than Frank, and I am the ——— of the three.

III.

In this step the teacher writes just one form on the board.

young

Pupil supplies the correct form after he has read sentence carefully.

young

Mary is ——— than Annie.

sweet

Honey is ——— than sugar.

The teacher should impress upon the pupil the importance of studying or reading the entire sentence before writing.

IV.

old

My father is \_\_\_\_\_. My grandmother is \_\_\_\_\_, but my grandfather is the \_\_\_\_\_ of the three.

beautiful                      more beautiful                      most beautiful

Mary is \_\_\_\_\_. Jane is \_\_\_\_\_ beautiful.

Anne is the \_\_\_\_\_ beautiful girl I have ever seen.

patient

She is a patient woman. Mrs. White is \_\_\_\_\_ patient than Mrs. Brown, and Mrs. Green is the \_\_\_\_\_ patient woman I have ever known.

VI.

attentive                      less attentive                      least attentive

Mary is an \_\_\_\_\_ student. Bessie is \_\_\_\_\_ attentive, and Stella is the \_\_\_\_\_ attentive student in the school.

Teach pupils that later the ear will be one of the best guides in deciding which form of comparison to use.

famous	probable	beautiful
terrible	generous	intelligent
	noble	

VII.

good                      better                      best

This is a \_\_\_\_\_ book. That book is \_\_\_\_\_, but the brown book is the \_\_\_\_\_ of the three.

little                      less                      least

He has \_\_\_\_\_ money. Mary has \_\_\_\_\_ money than John, and I have the \_\_\_\_\_ of the three.

good	.....	.....
bad	.....	.....
little	.....	.....
much	.....	.....
near	.....	.....
far	.....	.....



## PHONICS.

---

### AIM.

To teach the pupils correct pronunciation emphasizing accent.  
To emphasize the elimination of foreign accent to a great degree.

### MINIMUM REQUIREMENTS.

To be able to pronounce correctly the words of the reading lesson.

### ADVANCED.

#### Phonics for Pronunciation.

through	where	almond	wise
though	were	salmon	wisdom
taught	who	said	one
caught	how	quite	once
thought	whose	quiet	business
ought	knit	fasten	building
brought	Thursday	film	scissors
fought	Tuesday	cupboard	sofa
sought	August	off	lounge
bought		of	
	north	guide	weather
been	northern	guilty	leave
again	south	guest	live
bargain	southern	want	life
captain	east	went	save
mountain	eastern	won't	safe
soldier	west	world	roof
island	western	work	spoon
suit	colonel	worst	pretty
suite	hiccough	worth	saucer
toward		usually	
	Europe	Rebecca	scheme
answer	United States	high	schedule
sword	foreigner	height	trousers
boat	alien	wide	elevator
coat	woman	width	elevated
catch	women	deep	uncle
house	child	depth	aunt
engine	children	long	asparagus
thousand	use	length	niece
hundred	used	strength	nephew
often	used to		

nation	Chicago	grocer	because
national	California	half	umbrella
nature	Canada	handkerchief	very
natural	England	her	yellow
conscience	English	wear	water
scythe	sugar	husband	butter
window	number	king	were
church	tooth	queen	patient
my	teeth	such	blood
mine	feet	quick	Stephen
			Russian

## Sound Combinations

bad	dig	lock	pat
bed	dog	luck	put
bid	dug	lack	pot
bead		lick	pet
bud		leak	peat
bide	deck	lake	pert
bird	duck	like	part
	dock	lark	
bag	dike		
bog	duke		rob
bug	dark	mat	rib
beg		met	rub
big	fit	meet	robe
	feet	mit	rube
back	fat	mate	
bake	fought	might	sod
beak	fight	mute	sad
balk	fate		said
bark			seed
		net	side
cat		not	
cot	had	nut	
cut	hod	knit	week
Kate	hid	gnat	wiek
kite	head	neat	wake
coat	heed	night	woke
cute	hide	note	work
caught	hard	naught	
cart	herd		
			chair
bait			chin
beat	heat	pack	churn
bite	hit	pick	
bought	hot	peck	
but	hat	pucker	cheap
bat	hut	peak	chap
bet	hurt	poke	chip
bit	heart	perk	chop
beauty	hate	pork	chirp

ship	three	while	quite
shop	through	whale	quit
sharp	throw	whirl	quoit
shape		wheel	quart
sheep	whet		
than	what	quack	swap
then	wheat	quake	sweep
thine	white	quick	swoop

**Short o Short u**

lock	log	not	cot
luck	lug	nut	cut
stock	sock	shot	dog
stuck	suck	shut	dug
dock			
duck			

**Consonant Sound Drills.**

1	2	p	b
t	d	mop	mob
neat	need	rope	robe
beat	bead	rip	rib
bit	bid	cup	cub
cut	cud	maple	Mabel
kit	kid		
hurt	herd		
coat	code	ts (s)	ds (z)
pot	pod	cuts	cuds
feet	feed	kits	kids
hat	had	coats	codes
hot	hod	pots	pods
		beats	beads
let	lead	bits	bids
set	said	hurts	herds
debt	dead	seats	seeds
seat	seed	bets	beds
sat	bad	knots	nods
bat	had	fats	fads
mat	mad	heights	hides
bet	bed	colts	colds
not	nod		
fat	fad		

**Final "k" and "g."**

think	rank	thing	rang
wink	bank	wing	bang
brink	sank	bring	sang
rink	hank	ring	hang
sink		sing	

## Words to Distinguish Vowel Sounds.

1	2	Long a	Short e	Short a	Short u
<b>Long e</b>	<b>Short i</b>	bait		bat	
bead	leave	bet		but	
bid	live	date		bat	
beat	leap	debt		bug	
bit	lip	fail			
cheap	meal	fell		bad	
chip	mill	gate		bud	
cheek	meat	get		cat	
chick	mit	main		cut	
deed	neat	men		cap	
did	knit	saint		cup	
deep	peak	sent			
dip	pick	taint		hat	
eat		tent		hut	
it	peel				
eel	pill	fade		fan	
ill		fed		fun	
ease	peat				
is	pit	late		gnat	
		let		nut	
he's	real				
his	rill	mate		lack	
		met		luck	
feet	read				
fit	rid	nail		rag	
		Nell		rug	
feel	reap				
fill	rip	pain		rat	
		pen		rut	
heat	seal	wait			
hit	sill	wet		ban	
				bun	
heap	seat	raid			
hip	sit	red		ran	
heal	seen	sail		run	
hill	sin	sell			
				tag	
heed	sheep	tail		tug	
hid	ship	tell			
				packer	
keel	steal	wail		pucker	
kill	still	well			
				mad	
leak	weak	shade		mud	
lick	wick	shed			

## Accent.

senate	hospitable	legislative	village
address	pianist	executive	surface
adult	allies	judicial	
minor	inquiry	legislature	event
ocean	illustrate	distant	elect
Atlantic	distribute		erect
Pacific	musician	preface	recent
success		average	eleven
certificate	minute	allow	society
machine	avenue	New York	
open	upon	New Haven	idea
difficult	peculiar	Italy	identity
recognize	necessarily	Italian	omit
signature	primarily	italics	omission
conquer	student	New Orleans	obey
general	pupil		obedience
theater	voluntarily	along	tobacco
government		away	
comfortable	Massachusetts	ago	unite
vegetable	orange	among	United States
orchestra	carpenter	about	graduate
	equal	alone	valuable
naturalization	inside	delicate	natural
opposite	outside	library	nature

## METHODS.

In this grade some pupils can sound almost every word they meet, but have difficulty with the accent.

The teacher may select a list of difficult words and write them on the blackboard. The syllable to be accented may be underlined or written with colored chalk, or the accent mark may be placed in the proper place. Pupils are asked to pronounce the words in the list.

For review, use slips of paper on which a list of words studied during the week have been written. Pupils may be asked to place the accent mark over the proper syllable and then asked to pronounce the words.

## READING. GRADE III (ADVANCED).

---

### AIM.

- To increase the power to read aloud with expression.
- To increase the power of getting the thought through silent reading.
- To stimulate interest and pleasure in reading.
- To develop a taste for good reading and proper use of the library.

### MINIMUM REQUIREMENTS.

#### I. General.

- At the end of B-III, pupils ought to be able:
  - To read easily and with intelligence any of the texts suggested for Grade IV and V of regular day schools.
  - To give in their own words the content of selected portions read.
  - To answer simple questions about the inspirational literature read by the teacher.
  - To repeat from memory some of the lines of poems or prose read.

#### II. Specific.

##### 1. Phonics.

- (1) Consonant drills.
- (2) Vocal drills.
- (3) Drills for removal of foreign accent.

##### 2. Word Study.

- (1) Of words not easily analyzed.
- (2) Of words not easily recognized.
- (3) Drill upon words commonly miscalled.
- (4) Use of dictionary.
- (5) Study of common American idiomatic expressions.

##### 3. Oral Reading.

- (1) Signs, posters, directions, instructions.
- (2) Periodicals and newspapers.
- (3) Supplementary readings in history, geography, hygiene, civics.
- (4) Excerpts from literary works.
- (5) Lessons selected from authorized texts in the book list for day schools.

**4. Silent Reading.**

- (1) At least the equivalent of one period should be devoted to silent reading.
- (2) Emphasis should be placed upon inculcating good habits of silent study.
- (3) The pupils should be encouraged to make use of the Public Library.
- (4) Home assignments should be given from time to time and the results tested in class.

**5. Inspirational Literature.**

Poems and prose adapted to the needs of the student selected from courses of study in English for regular day schools.

**METHODS.**

The method of presentation in an advanced class is similar to that for an intermediate class. (See Method under B-II.)

In this grade the pupils have more self-reliance and much of the work can be directed at times by the pupils themselves. For example, a student may be delegated to read the entire lesson to the class after silent preparation. Discussion by the other pupils should follow his presentation. Again a student may be asked to give the content of a lesson that all have read silently. Others may be asked to discuss his presentation. In a word, the advanced student is ready for self-expression of the matter read and the teacher should capitalize this condition.

## SPELLING.

---

### AIM.

To teach pupils to spell correctly the words of their vocabulary that are commonly used.

### MINIMUM REQUIREMENTS.

To spell the words on the suggested lists.

To spell the familiar words of the Grade IV Boston Word List and selected words of the Grades V and VI lists.

### ADVANCED.

square  
alley  
private way  
avenue  
tunnel  
subway  
elevated  
surface  
conductor  
motorman

library  
garage  
stable  
hospital  
police station  
relief station  
public building  
State House  
Public Garden  
Boston Common

unite  
separate  
which  
United States  
Massachusetts  
build  
patient  
patience  
towards

soldier  
trouble  
elevator  
usually  
theater  
orchestra  
government  
successful  
necessary  
valuable

all right  
although  
also  
almost  
always  
altogether  
almighty  
already

through  
though  
thorough  
thought  
language

bridge  
judge  
chimney

opposite  
Atlantic  
Pacific  
ocean  
enough  
geography  
arithmetic

island  
peninsula  
mountain  
valley  
stream  
locate  
situate  
boundary  
territory  
possession

unable  
comfortable  
suitable  
reliable  
movable  
honorable  
enjoyable  
reasonable  
syllable  
remarkable



banana	teacher	telephone
onion	student	receiver
carrot	subject	operator
parsnip	dictionary	mouthpiece
turnip	reference	toll
squash	attendance	booth
lettuce	report	subscribe
radish	punctual	directory
tomato	promote	information
	review	good-bye
hospital	tailor	singular
ward	scissors	plural
accident	measure	noun
ambulance	suit	pronoun
operation	machine	adjective
patient	material	adverb
surgeon	ready-made	verb
ether	lengthen	preposition
injure	cleanse	conjunction
instruments	naphtha	sentence
	lawyer	Washington Street
carpenter	client	Tremont Street
hammer	legal	Boylston Street
plane	plea	Dudley Street
wrench	court	Beacon Street
bolt	attorney	Hanover Street
chisel	jury	Commonwealth Avenue
contract	witness	Scollay Square
lumber	guilty	Columbus Avenue
construct	convict	Copley Square
repair	acquit	Sullivan Square
	real estate	history
baker	property	explore
knead	taxes	discover
dough	mortgage	invent
pastry	lease	battle
dougnuts	insurance	victory
biscuit	tenant	administration
counter	landlord	president
clerk	assessed	governor
wrapping paper	vacate	mayor
register		

#### METHODS.

Make the spelling lesson definite and purposeful.

Spelling contests or spelling matches may be used occasionally in this grade, but care should be taken to prevent oral spelling supplanting or equaling written spelling.

Silent reading tests may be used.

Pupils may be given a paragraph to read and then asked to write it. This will involve the spelling of difficult words.

## DICTATION.

---

### AIM.

To test pupils' ability to use correct spelling, punctuation and capitalization.  
To enrich the vocabulary.

### MINIMUM REQUIREMENTS.

To be able to write sentences containing clauses and phrases.  
To use common marks of punctuation in an original paragraph or short composition.  
To spell correctly the words used.

### CONTENT.

Sentences, paragraphs and short letters to develop the idea of punctuation.  
These sentences should contain clauses, phrases, commas or quotation marks.  
Subject-matter for the dictation lesson should be arranged or composed by the teacher or taken from some authorized text.

### METHODS.

The lesson should be put on the board before school to give the pupils an opportunity to study. The lesson should be given the same evening. Drill on correction of errors immediately after the lesson. Divide the class into two or more sections. Have one section work at the board while the other sections work at their seats. The entire class should work on the same sentences;

or

Write the lesson on the board before school for study. When the time for the dictation lesson comes, the teacher may distribute papers on which she has written elliptical sentences. The pupils are asked to complete the sentences or to fill in the blanks. These sentences are based on those which were placed on the board before school.

John said, "The sun gives us heat and light."  
John said ——— sun gives us ——— and ———;

or

Regular teaching lesson may be given bringing out the important fact to be taught. It should be discussed orally and illustrated on the board by both teacher and pupils. The teaching should then be tested by dictation work involving the facts taught.

## CITIZENSHIP. ADVANCED B=III.

---

### GENERAL SUGGESTIONS.

The importance of the work of Americanization cannot be over-estimated. Good citizenship is essential to the continuance of our government, and training for citizenship in its broadest sense is the ultimate end and the sole justification of the expenditure of the people's money for public schools.

The main educational requirements for citizenship in the cause of the foreign-born are, first, a knowledge of the English language, and second, a familiarity with the fundamental principles of American government. Our work as teachers of the adult immigrant should not, however, be limited to the mere preparation of candidates for the naturalization hearing. The instilling of ideals of good citizenship is far more important than the imparting of the knowledge required for the naturalization process. Civic training must be emphasized and the immigrant must be led to realize his social responsibility.

As the state depends on the family, so the family depends upon the parent. He, in his individual life, must promote community welfare and live for the good of American society. He must vote, and vote intelligently, for the general welfare. He must be an honest workman. He must care for his family. He must be considerate of the rights of others. He must not only obey every law but he must be vitally interested in the enactment and enforcement of good legislation.

With these ends in view and the teaching made deeply interesting, our citizenship classes will succeed in their work and contribute their full share to the welfare of the nation.

The following suggestions will be found helpful:

1. Each teacher should use the suggestions best suited to the needs of the particular class. It is not intended that teachers shall follow each division of the outline or each suggestion separately or in the order given. Whatever phases of the same subject seem suitable should be taken up at the same time.

2. Correlation with the work in English in the grade is recommended. If the pupils are weak in English, emphasis should be placed there rather than on Citizenship and the Citizenship work should furnish content for the work in English. The ability to speak, to read and to write English is of paramount importance in the evening elementary schools, and without this working knowledge of English it will be impossible to obtain citizenship.

3. History is one of the best means of arousing and developing a love of country. The story of the struggles and sacrifices of American patriots from the earliest days to the present time cannot fail to instill into the mind of the pupil a deeper pride in American institutions and a keener desire to do his share in perpetuating them.

The work in history should be grouped about a few prominent leaders and about our more important holidays. Short and simply worded biographies should be read in the class, and as much conversation as possible

should be based on the reading, preferably in the form of question and answer. Individual contributions from the members of the class should be encouraged while the lecture system and the textbook method of teaching should be avoided.

Points of historic interest in Boston and its vicinity should be discussed with directions for reaching them. Maps, pictures and other illustrative material should be utilized and whenever possible there should be school or class celebrations of holidays and anniversaries.

4. Geography should be approached from the informational standpoint, with the purpose of showing the relative importance of the United States in the industrial and commercial world, thus broadening the view of the student and deepening his respect for the land of his adoption. The geography period should be utilized to point out to the student the opportunities in industrial life which this country offers the immigrant.

A simple treatment of the industrial and commercial activities should be presented, with emphasis on certain great areas of production, and on the methods employed in certain great industries. In connection with commerce and industry, a brief treatment of the means of transportation should be given, with a simple study of important cities as types of industrial and commercial centers.

Maps should be used constantly to locate large communities, to compare distances, to define areas of our special resources, to fix locations of great engineering accomplishments, and to point out places of geographical interest that the pupil may take a personal interest in the nation and its problems.

The work in geography, just as that in history, should be thoroughly correlated with the work in oral English, and illustrative material should be freely used to establish ideas and to create interest.

5. Formal civics should not be taught at the beginning. Instead, an attempt should be made to place the immigrant in sympathetic relations with his own environment and to explain the different governmental activities with which he comes in immediate contact in his everyday life. The differentiation between the activities of the different branches of our government will follow naturally later.

The immigrant comes into a political environment entirely different from the one he has left behind. He must, of course, be taught the machinery of the government under which he has to live, but he must also be impressed with his own responsibility in the matter of perpetuating and improving it. He must be shown that the foundation of our government rests upon the intelligence, industry and patriotism of our people. He must be shown the possibility of bad government through the control of selfish political leaders. Above all, he must be imbued with a spirit of loyalty and devotion to the ideals, traditions and institutions of the United States.

The machinery of the various branches of the government should be set forth in simple language with class discussion, as in the case of history and geography. The various forms needed by naturalization candidates may be obtained at the office of the Chief Naturalization Examiner and a wealth of material for illustrative purposes is readily secured at the State House and elsewhere. Topics from the daily papers should be introduced frequently. The new ward lines of the city and the various political districts

should be taught, with the names of local representatives in the different branches of the government and specific instruction as to how they may be visited or addressed.

A club or society organized for self-government will impress the principles of democracy better than any teaching. The activities of such an organization should be permitted to reach beyond the class so that the community may be served. If the sanitation, health, food laws, and general welfare of the community are studied, nuisances will be abated and law violations reported.

Pupils should be encouraged to secure a library card. A list of interesting books on Civics, to be acquired at the nearest reading room or branch library, should be kept on hand in the school.

Everything possible should be done to pass along the blessings of a free education by a vitally interesting exposition of citizenship so that our foreign-born neighbors may actively join with us in keeping this nation the best and greatest republic under the sun.

### SPECIAL AIMS.

To study the Constitution; the development of state and national government; to make a more detailed study of the rapid growth of the young republic; to emphasize the power of the ballot and the importance of its legitimate use.

### MINIMUM REQUIREMENTS.

#### I. The Constitution.

A. Need of written law.

B. History. The great charter which the English barons forced King John to sign in 1215 at Runnymede. It laid a foundation for the security of English political and personal liberty.

- (1) Magna Charta.
- (2) Bill of Rights.
- (3) Mayflower Compact.
- (4) Declaration of Independence.

C. Drafting.

Constitutional Convention.

D. Preamble.

(Memorize it.)

E. Analysis.

- (1) Organization of government.
- (2) Powers of Federal government.
- (3) Powers denied Federal government.
- (4) Powers denied State governments.
- (5) Power of amendment.
- (6) Bill of Rights — Seventeen Amendments.

## II. National Government.

- A. Branches and function of each.
- B. Members of each branch — manner of election or appointment, term, powers, duties, etc., and names of local representatives.
- C. Service to Citizens.  
Coining of money, regulation of commerce, interstate commerce, postoffice, agricultural department, labor disputes, life-saving service, forest reserves, irrigation, Homestead Act, work of various other departments.

## III. State Government.

- A. State Constitution.
  - (1) Fundamental law.
  - (2) No conflict with Federal Constitution.
- B. Branches.
  - (1) Executive — Governor; his duties, powers, etc.
  - (2) Legislative — State House of Representatives and State Senate, term of office, powers, duties, procedure in making state laws.
  - (3) Judicial — State courts, appointment of judges, functions of each.
- C. Service to citizens.  
Support of institutions for care of the poor, blind, insane, and criminal; state highways; state education; state employment bureaus; work of various Boards and Commissions.

## IV. History.

- A. The New Republic.
  - (1) Founded upon the Constitution.
  - (2) Important facts of early administrations.
- B. Development of country.
  - (1) Population.
  - (2) Territory.
  - (3) Inventions.
  - (4) Commerce and transportation.
  - (5) Growth of cities.
- C. Civil War.
  - (1) Slavery and secession.
  - (2) Life of Lincoln.
  - (3) Abolition of slavery.
  - (4) Salute to the flag and its meaning.
- D. America of to-day.
  - (1) Great men living.
  - (2) Country's possessions.
  - (3) Problems of to-day.
  - (4) Future prospects of the country.

V. Suffrage.

- A. Duties and responsibilities.
- B. Registration.
- C. Procedure — Australian ballot.
- D. Parties and party enrollment; direct primaries.
- E. Initiative and referendum.
- F. Class illustrations of elections.
- G. Class illustrations of naturalization hearing.

**METHODS.**

Outline is written on board.

Teacher explains and develops lesson.

At the next lesson diagram may be put on board and filled in by different pupils as lesson progresses.

Then entire lesson is reviewed. At the next lesson diagrams are distributed and pupils asked to fill them in from memory.

**Federal Government.**

Departments	{	Legislative	Makes the laws.
		Executive	Enforces the laws.
		Judicial	Interprets the laws.
Legislative	Congress	{	Senate House of Representatives.
Executive	President		
	Vice-President		
	Cabinet	{	Secretary of State      Secretary of Agriculture Secretary of War      Secretary of Treasury Secretary of Navy      Secretary of Commerce Secretary of Labor      Postmaster General Secretary of Interior      Attorney General

This method may be followed for teaching the machinery of the government. It is a good plan to use it in classes preparing for examination for second papers.

In general, reading and discussion will be employed in developing topics supplemented by reports on special assignments in which pupils should be encouraged to participate freely.

The room should be organized to illustrate machinery of city government when taught, and elections to parallel city, state and national elections should be carried out in class in order to familiarize pupils with exact procedure.

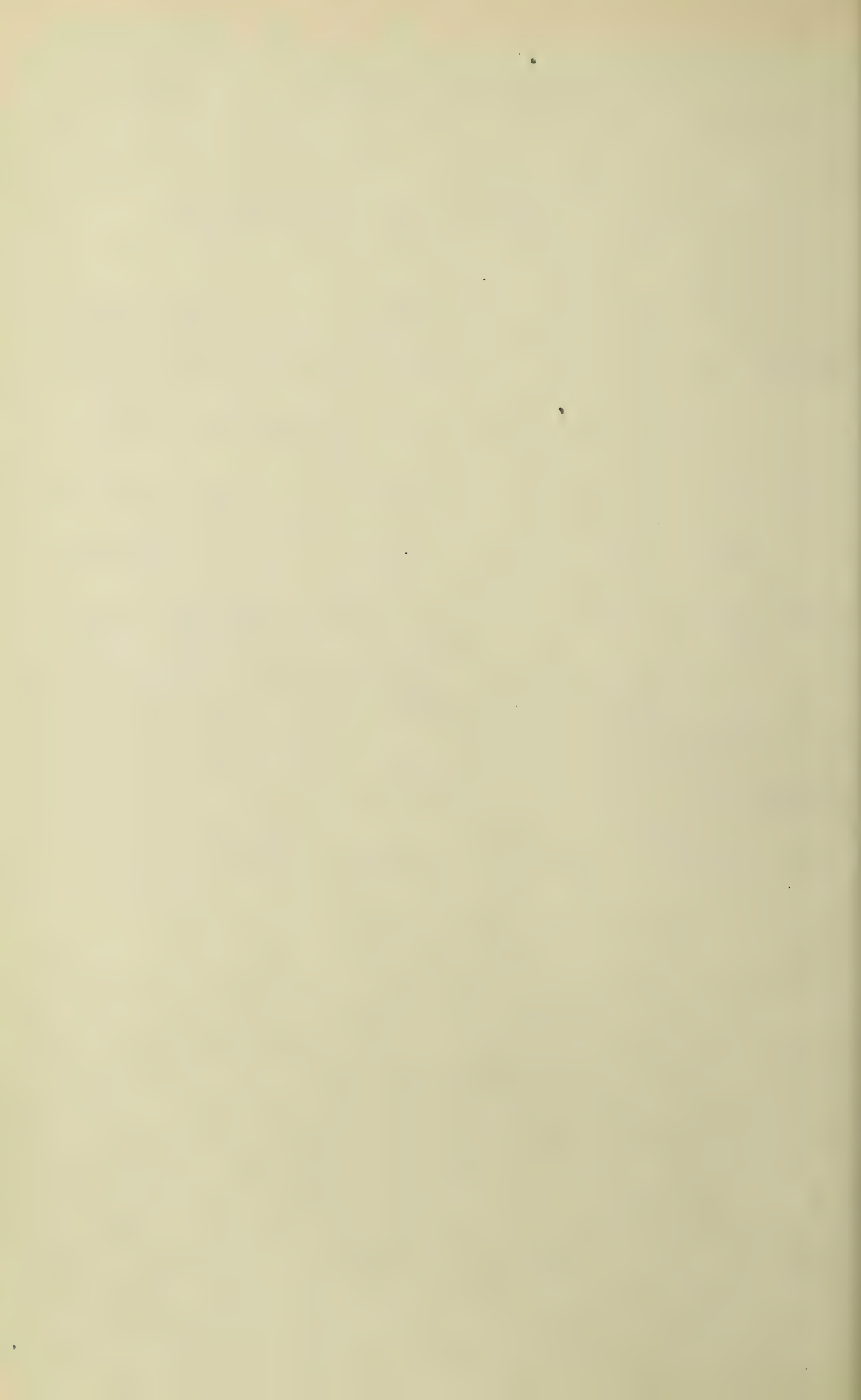
## REFERENCE BOOKS FOR TEACHERS.

---

- |   |                    |                                      |
|---|--------------------|--------------------------------------|
| Americanization.  | Talbot.            | Wilson Co., N. Y.                    |
| First Steps in Americanization.                                   | Mahoney & Herlihy. | Houghton Mifflin Co.                 |
| Americanization.  | Bogardus.          | Univ. of South Calif. Press.         |
| Teaching of English to the Foreign-born.                          | Goldberger.        | Bulletin No. 80 Fed. Bureau of Ed.   |
| The Real Business of Living.                                      | Tufts.             | Henry Holt Co.                       |
| America, Americanism, Americanization.                            |                    | Bulletin of Fed. Bureau of Ed.       |
| The Spirit of America.  | Jenks.             | Minn. Council of Americanization.    |
| Community Americanization.  | Butler.            | Fed. Bureau of Ed.                   |
| Loyalty Highways.   | Kellor.            | Amer. Committee, New York City.      |
| Proceedings, Americanization Conference at Washington, May, 1922. |                    | Dept. of Interior Bureau of Ed.      |
| Schooling of the Immigrant.                                       | Thompson.          | Harpers.                             |
| Immigration and Americanization.                                  | Davis.             | Ginn & Co.                           |
| America and The Neighborhood.                                     | Daniels.           | Harpers.                             |
| School Master in a Great City.                                    | Angelo Patri.      | MacMillan Co.                        |
| The Making of an American.  | Riis.              | MacMillan Co.                        |
| The Problem of Americanism.                                       | Roberts.           | MacMillan Co.                        |
| Training Teachers for Americanization.                            | Mahoney.           | Bureau of Ed. Bulletin 1920, No. 12. |
| Adult Immigrant Education.  | Sharlip & Owens.   | MacMillan Co.                        |
- Courses of study and pamphlets issued by Americanization Department of State of Massachusetts.







SCHOOL DOCUMENT NO. 7—1928  
BOSTON PUBLIC SCHOOLS

CANDIDATES ELIGIBLE FOR  
APPOINTMENT AS TEACHERS

NOVEMBER, 1928



BOSTON  
PRINTING DEPARTMENT  
1928



# CONTENTS.

	PAGE
Preparation of Eligible Lists . . . . .	5
Classroom Inspection of Candidates . . . . .	6
Appointments from Eligible Lists . . . . .	6
Appointments not Governed by Eligible Lists . . . . .	6
Age Limitation for Appointment . . . . .	7
Citizenship Requirements . . . . .	7
Removals and Restorations of Names from and to Eligible Lists . . . . .	7
Dates of Certificate Examinations . . . . .	8
Detailed Information with Regard to Examinations . . . . .	8
Re-examination for Certificates . . . . .	8
Eligible Lists:	
High School Certificate . . . . .	10
High School Certificate (for Junior Assistants) . . . . .	14
High School Special Certificate . . . . .	15
Special Certificates Valid in Day High Schools:	
Commercial Branches . . . . .	15
Manual Arts . . . . .	16
Physical Education . . . . .	16
Vocational Instructor and Vocational Assistant Certificates . . . . .	17
Industrial Instructor, Day High Schools Certificates . . . . .	17
Home Nursing Certificate . . . . .	17
Holders of the Degree of Master of Education, 1928, The Teachers College of the City of Boston . . . . .	18
Holders of the Degree of Bachelor of Science in Education, 1928, The Teachers College of the City of Boston . . . . .	18
Holders of the Degree of Bachelor of Education, 1928, The Teachers College of the City of Boston . . . . .	19
Normal School Elementary Certificate, 1928, The Teachers College of the City of Boston . . . . .	20
Holders of the Degree of Bachelor of Education, The Teachers College of the City of Boston, Prior to 1928 . . . . .	24
Normal School Elementary Certificates, Prior to 1928 . . . . .	24
Intermediate Certificate . . . . .	27
Intermediate Certificate (for Junior Assistant) . . . . .	32
Elementary School, Class A Certificate . . . . .	33
Elementary School, Class B Certificate . . . . .	33
Kindergarten Certificates:	
Normal Kindergarten — Primary, 1928 . . . . .	35
Normal Kindergarten — Primary, Prior to 1928 . . . . .	36
Examined Candidates . . . . .	36
Special Certificates Valid in Day Elementary Schools:	
Cookery . . . . .	38
Sewing . . . . .	38
Manual Training . . . . .	38
Special Class Certificates . . . . .	39

## Eligible Lists:

Horace Mann School for the Deaf, Physical Education Certificate . . . . .	40
Continuation School Certificates . . . . .	40
Day Clerical School Certificates . . . . .	41
Day and Evening Industrial Schools Certificates . . . . .	41
Assistant Director of Manual Arts Certificate . . . . .	46
Assistant in Manual Arts Certificate . . . . .	46
Assistant Director of Music Certificate . . . . .	47
Assistant in Music Certificate . . . . .	47
Supervisor of Bands and Orchestras Certificate . . . . .	47
Examiner in Penmanship Certificate . . . . .	47
Instructor of Military Drill Certificate . . . . .	47
School Nurse Certificate . . . . .	47

BOSTON PUBLIC SCHOOLS,  
OFFICE OF BOARD OF SUPERINTENDENTS,  
15 BEACON STREET, November 1, 1928.

This document contains the names of all candidates included in the 1927 Eligible List (School Document No. 9, 1927) who have not been appointed to permanent positions in the service under the certificates indicated and whose certificates are still valid, with the exception of those who have asked that their names be omitted from this list. It also contains the names of persons who have successfully passed examinations held since that date, the names of graduates of The Teachers College of the City of Boston of June, 1928, and the names of candidates eligible for appointment as school nurse.

Graduates of The Teachers College prior to 1928 whose names appear on this list, have been re-rated by the Board of Superintendents and constitute prior lists, except where practically no teaching has been done during the year. In these cases, the graduation rating stands and the names appear on the current list.

The regulations of the School Committee with respect to the appointment, reappointment, assignment, transfer, removal, tenure of office, and marriage of teachers apply in general to nurses, and their certificates cease to be valid in accordance with the regulations governing the expiration and revocation of teachers' certificates of qualifications.

PREPARATION OF ELIGIBLE LISTS.

Eligible lists of candidates with their respective ratings are annually prepared by the Board of Superintendents, which lists include the names of graduates of The Teachers College of the City of Boston arranged in the order of their respective ratings.

Appointments of teachers and members of the supervising staff, and school nurses, are made from the eligible lists in effect at the time of appointment. The names of candidates who successfully pass the prescribed examinations are added to the eligible lists on the dates upon which the results of such examinations are reported by the Board of Superintendents to the School Committee, and these names are merged with the names of others of existing groups according to numerical ratings. Appointments thereafter are made from these merged lists.

#### CLASSROOM INSPECTION OF CANDIDATES.

All candidates certificated for permanent day school service are visited in the classroom by a representative of the Board of Examiners, with the exception of those whose original examinations included a demonstration lesson. This classroom demonstration is given great weight in determining the credit for "Amount, Quality and Character of Experience in Teaching."

#### APPOINTMENTS FROM THE ELIGIBLE LISTS.

No name may be passed unless the person shall refuse appointment or the Superintendent shall certify to the School Committee that there are good reasons why said person should not be appointed. In case the person who heads the list refuses appointment, those next in order on the list shall successively become eligible for appointment.

#### APPOINTMENTS NOT GOVERNED BY ELIGIBLE LISTS.

Appointments as principal, dean, or teacher in The Teachers College of the City of Boston, as director, associate director, first assistant director or assistant director of a special subject or department (with certain specified exceptions), as supervisor or assistant supervisor of a special subject or department, as supervising nurse, as supervisor in charge of playgrounds, are not governed by the eligible lists.



## AGE LIMITATION.

No person may be appointed to the permanent day school service, except to The Teachers College and to certain supervisory positions as specified in the regulations of the School Committee, to take effect later than the thirty-first day of December following the fortieth birthday of such person. This limitation, however, does not affect the promotion of a permanent teacher or member of the supervising staff to any position in the public schools.

## CITIZENSHIP REQUIREMENTS.

The Board of Examiners may not admit to certificate examinations persons who are not citizens of the United States, unless they shall have filed their declaration of intention to become citizens.

## REMOVALS AND RESTORATIONS OF NAMES FROM AND TO ELIGIBLE LISTS.

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 are removed from the respective eligible lists.

A person whose name appears upon the eligible lists may, upon request, have the same removed therefrom at any time, and may, upon written application, 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; or, if a graduate of the Boston Normal School or of The Teachers College of the City of Boston, with such re-rating as the Board of Superintendents

may determine; provided, that such restoration shall not operate to extend the original period for which the certificate is valid.

The names of persons appointed as temporary teachers, or as teachers in the evening schools, or in playgrounds, or as temporary nurses, are not removed from their respective eligible lists because of such appointment.

The name of any person who has refused three offers of permanent appointment shall, by action of the Board of Superintendents, be dropped from the eligible list for the current school year. The name of any person may for cause be removed from any eligible list upon the recommendation of the Superintendent and action by the School Committee.

#### DATES OF CERTIFICATE EXAMINATIONS.

The Board of Examiners annually conducts examinations of candidates for appointment as members of the supervising staff and as teachers in the day and evening schools.

The examinations for day school certificates are held at The Teachers College, Huntington avenue and Longwood avenue, during the week of the Christmas vacation of the Boston public schools.

#### DETAILED INFORMATION WITH REGARD TO EXAMINATIONS.

Application for information as to certificate examinations should be made, personally or in writing, to the Chief Examiner, 15 Beacon street.

#### RE-EXAMINATION FOR CERTIFICATES.

Persons whose names appear on any eligible list may have their ratings changed by re-examination.

A person taking more than one examination of the same class is rated on the eligible list of that class solely upon the results of the latest examination, except that

holders of the certificates of qualification IV. High School, XXXIII. Intermediate, and the Industrial School certificates, XXX., XXXI.-A, and XXXI.-B, may, by re-examination, obtain a rating in more than one group under said certificates.

If a person holding a valid certificate of qualification, on re-examination for a certificate of the same grade, shall obtain a rating lower than that held at the time of such re-examination, he may, in the discretion of the Board of Superintendents, retain his original rating with date of expiration of certificate unchanged.

ELLEN M. CRONIN,  
*Secretary.*

## HIGH SCHOOL CERTIFICATE.

## ANCIENT LANGUAGES.

Rating.	Name.	<i>Men.</i>	Certificate Expires
842	Edward P. O'Callahan	. . . . .	Dec. 31, 1934
708	James H. Locke, Jr.	. . . . .	" 31, 1934
<i>Women.</i>			
832	Irene G. Duggan	. . . . .	Dec. 31, 1931
812	Ruth Engles	. . . . .	" 31, 1934
797	Aloyse P. Doherty	. . . . .	" 31, 1933
790	Agnes C. Dwyer	. . . . .	" 31, 1929

## BIOLOGY.

875	Elizabeth A. O'Doherty	. . . . .	Dec. 31, 1934
873	Anna L. O'Brien	. . . . .	" 31, 1934
776	Mary B. Gallagher	. . . . .	" 31, 1934

## BOTANY-ZOOLOGY.

<i>Men.</i>			
888	John E. Fuller	. . . . .	Dec. 31, 1931
778	Frank L. P. Alciere	. . . . .	" 31, 1933
<i>Women.</i>			
864	Esther M. Patch	. . . . .	Dec. 31, 1928
838	Laurice E. Flagg	. . . . .	" 31, 1930

## COMMERCIAL BRANCHES.

## BOOKKEEPING AND COMMERCIAL ARITHMETIC.

<i>Men.</i>			
879	Arthur W. Johnson	. . . . .	Dec. 31, 1932
819	John W. Corcoran	. . . . .	" 31, 1931
812	Jeremiah F. Sullivan	. . . . .	" 31, 1934
787	George F. Daly	. . . . .	" 31, 1933
784	John H. Kenney	. . . . .	" 31, 1934
<i>Women.</i>			
839	Alice V. Donahue	. . . . .	Dec. 31, 1934

## PHONOGRAPHY AND TYPEWRITING.

<i>Men.</i>			
792	Patrick J. Donovan	. . . . .	Dec. 31, 1929
714	James L. O'Brien	. . . . .	" 31, 1930
<i>Women.</i>			
876	Alice L. Beatty	. . . . .	Dec. 31, 1934
800	Vera A. Sexton	. . . . .	" 31, 1932
796	Shirley Smalley Brown	. . . . .	" 31, 1930
793	Gertrude F. Scully	. . . . .	" 31, 1934
776	Elizabeth Skirball	. . . . .	" 31, 1931
770	Mary E. Rush	. . . . .	" 31, 1934

High School Certificate — Continued.

DRESSMAKING.		
Rating.	Name.	Certificate Expires
779	Nona Jordan . . . . .	Dec. 31, 1933
ECONOMICS.		
829	Mark V. Crockett . . . . .	Dec. 31, 1929
734	Thomas P. Burns . . . . .	" 31, 1928
ENGLISH.		
<i>Men.</i>		
828	James K. Godkin . . . . .	Dec. 31, 1934
827	Julius G. Finn . . . . .	" 31, 1933
814	Nicholas C. Hamill . . . . .	" 31, 1933
810	John A. O'Keefe . . . . .	" 31, 1934
802	Frederic O. Gifford . . . . .	" 31, 1934
798	Everett J. Conway . . . . .	" 31, 1934
794	Andrew L. Gemmel . . . . .	" 31, 1932
782	Timothy M. Tully . . . . .	" 31, 1934
777	Matthew P. Butler . . . . .	" 31, 1933
772	Charles G. Benard . . . . .	" 31, 1934
764	Leo J. McCarthy . . . . .	" 31, 1934
762	Edward J. Markham . . . . .	" 31, 1933
747	Lyford P. Beverage . . . . .	" 31, 1932
738	Raymond J. Gemmel . . . . .	" 31, 1934
704	Cyril D. Norton . . . . .	" 31, 1930
<i>Women.</i>		
832	Linda F. Burr . . . . .	Dec. 31, 1934
821	Mary C. MacSwiney . . . . .	" 31, 1934
819	Katherine A. Foley . . . . .	" 31, 1934
815	Olive E. Foristall . . . . .	" 31, 1932
809	Agnes K. Rhodes . . . . .	" 31, 1931
806	Angela M. Pearce . . . . .	" 31, 1930
802	Emma N. Dawson . . . . .	" 31, 1932
795	Alice A. Hanson . . . . .	" 31, 1934
794	Marie T. Harrington . . . . .	" 31, 1933
789	Agnes K. Gordon . . . . .	" 31, 1934
784	Mildred M. Flynn . . . . .	" 31, 1933
783	Gertrude A. Welch . . . . .	" 31, 1932
781	Gladys W. Mevis . . . . .	" 31, 1929
774	Alma M. Danforth . . . . .	" 31, 1934
768	Ethel J. Earle . . . . .	" 31, 1933
765	J. Dorothy Troy . . . . .	" 31, 1934
763	Marguerite A. Bligh . . . . .	" 31, 1931
759	Rachel F. Baker . . . . .	" 31, 1928
751	Mary L. Roberts . . . . .	" 31, 1930
737	Adelia MacMillan . . . . .	" 31, 1928
736	Ruth E. Cox . . . . .	" 31, 1929
735	Rosalynde Hammons . . . . .	" 31, 1930

## High School Certificate — Continued.

## FRENCH.

Rating.	Name.		Certificate Expires
764	Phillips A. Noyes	. . . . .	Dec. 31, 1931

*Women.*

851	Claire B. Kirkjian	. . . . .	Dec. 31, 1934
846	Eleanor H. Matson	. . . . .	" 31, 1934
842	Harriet E. Ells	. . . . .	" 31, 1930
820	Selma Koehler	. . . . .	" 31, 1932
819	Marie L. Hohman	. . . . .	" 31, 1934
806	Marguerite L. Murphy	. . . . .	" 31, 1933
805	Rachel S. Carpenter	. . . . .	" 31, 1932
770	Veronica Barry	. . . . .	" 31, 1932
760	Laura A. Ells	. . . . .	" 31, 1930
751	Gertrude L. Smith	. . . . .	" 31, 1929
701	Mary E. Hickey	. . . . .	" 31, 1930

## GENERAL SCIENCE.

*Men.*

876	Francis P. Frazier	. . . . .	Dec. 31, 1932
830	Francis D. Whittemore	. . . . .	" 31, 1931
824	Eugene H. Lord	. . . . .	" 31, 1932
805	Arthur C. Nagle	. . . . .	" 31, 1931
794	Elliot A. Gilfix	. . . . .	" 31, 1933
776	Charles M. Frolio	. . . . .	" 31, 1930

*Women.*

805	Irene M. Bragan	. . . . .	Dec. 31, 1932
-----	-----------------	-----------	---------------

## GERMAN.

706	Helen E. Mayer	. . . . .	Dec. 31, 1930
-----	----------------	-----------	---------------

## HISTORY.

*Men.*

880	George T. Davis	. . . . .	Dec. 31, 1932
849	Hubert J. Powderly	. . . . .	" 31, 1933
840	Cecil D. McIlroy	. . . . .	" 31, 1932
825	Elmer H. Phelps	. . . . .	" 31, 1930
815	George F. Barry	. . . . .	" 31, 1930
809	David H. Brown	. . . . .	" 31, 1929
803	Lawrence W. Wild	. . . . .	" 31, 1933
791	Herman C. McGrath	. . . . .	" 31, 1933
776	Bernard F. Donovan	. . . . .	" 31, 1929
770	George F. Donovan	. . . . .	" 31, 1934
717	William V. McKenney	. . . . .	" 31, 1928
715	Vincent L. Greene	. . . . .	" 31, 1928
711	Frederick J. Murray	. . . . .	" 31, 1928
707	Charles P. York	. . . . .	" 31, 1928

## High School Certificate—Continued.

<i>Women.</i>		
Rating.	Name.	Certificate Expires
837	Elizabeth D. Burns . . . . .	Dec. 31, 1934
826	Isabelle C. Barry . . . . .	" 31, 1934
817	Mary L. Tebeau . . . . .	" 31, 1933
795	Dorothy W. Abbott . . . . .	" 31, 1934
791	Margaret B. O'Connor . . . . .	" 31, 1929
787	Mary P. O'Neill . . . . .	" 31, 1928
758	Katharine B. MacMillan . . . . .	" 31, 1930

## HOUSEHOLD SCIENCE.

842	Abigail J. Harrigan . . . . .	Dec. 31, 1934
765	Elizabeth M. O'Connor . . . . .	" 31, 1933

## MACHINE SHOP PRACTICE.

772	Robert E. Baker . . . . .	Dec. 31, 1933
-----	---------------------------	---------------

## MATHEMATICS.

<i>Men.</i>		
857	Louis E. Nash . . . . .	Dec. 31, 1934
841	Charles L. Cheetham . . . . .	" 31, 1928
836	Charles W. Sheehan . . . . .	" 31, 1934
830	Christopher A. Connor . . . . .	" 31, 1929
824	Barnet Rudman . . . . .	" 31, 1932
788	Frank A. Rhuland . . . . .	" 31, 1934
783	John M. Falvey . . . . .	" 31, 1933
776	Frederick L. Sweeney . . . . .	" 31, 1932
766	Robert J. Anderson . . . . .	" 31, 1932
741	Raymond E. McDonald . . . . .	" 31, 1934
728	Leo T. Cribben . . . . .	" 31, 1933
708	Warren E. Loring . . . . .	" 31, 1933
703	Charles J. Keelon . . . . .	" 31, 1931

*Women.*

900	Mary E. Walsh . . . . .	Dec. 31, 1934
859	Helen F. Sullivan . . . . .	" 31, 1934
835	Grace E. Martin . . . . .	" 31, 1931
825	Marian W. Bates . . . . .	" 31, 1931
819	Margaret M. Hinchey . . . . .	" 31, 1934
807	Catherine M. Morley . . . . .	" 31, 1934
805	Idessa A. Rooney . . . . .	" 31, 1933
799	Ruth M. Clifford . . . . .	" 31, 1933

## MILLINERY.

938	Caroline H. Wilson . . . . .	Dec. 31, 1932
875	Florence B. Caton . . . . .	" 31, 1931

## PHYSICS—CHEMISTRY.

910	Waldemar S. McGuire . . . . .	Dec. 31, 1930
881	Martin G. Sanborn . . . . .	" 31, 1928

## High School Certificate — Concluded.

Rating.	Name.	Certificate Expires
870	Robert W. Wales . . . . .	Dec. 31, 1929
845	Forrest W. Cobb . . . . .	" 31, 1931
844	Frank V. Gordon . . . . .	" 31, 1928
837	William J. Sweeney . . . . .	" 31, 1934
833	Everett J. Ford . . . . .	" 31, 1934
829	Lawrence I. Harris . . . . .	" 31, 1934
819	John E. Fuller . . . . .	" 31, 1931
817	William B. O'Brien . . . . .	" 31, 1931
812	August H. Wigren . . . . .	" 31, 1929
811	Frank L. Bridges . . . . .	" 31, 1933
811	Edward J. Russell . . . . .	" 31, 1934
804	Stewart B. Atkinson . . . . .	" 31, 1931
794	John I. Bennett . . . . .	" 31, 1931
793	Roland B. Hutchins . . . . .	" 31, 1929
790	John G. O'Connor . . . . .	" 31, 1933
783	Michael M. Kiley . . . . .	" 31, 1929
778	Orra E. Underhill . . . . .	" 31, 1931
774	Francis S. Quinlan . . . . .	" 31, 1933
772	John J. Hopkins . . . . .	" 31, 1934
769	Walter D. Wood . . . . .	" 31, 1933
759	Herman W. Richter . . . . .	" 31, 1931
757	Raymond E. McDonald . . . . .	" 31, 1933
700	John J. Condon . . . . .	" 31, 1930

## SALESMANSHIP.

*Men.*

882	John F. Gorman . . . . .	Dec. 31, 1931
775	Timothy J. Curran . . . . .	" 31, 1931

*Women.*

757	Persis M. Pottinger . . . . .	Dec. 31, 1928
-----	-------------------------------	---------------

## SPANISH.

875	Beatrice M. Reardon . . . . .	Dec. 31, 1934
818	Madeleine J. Maguire . . . . .	" 31, 1934
791	Mary M. Stavrinis . . . . .	" 31, 1933
783	Dorothy J. Sharkey . . . . .	" 31, 1934
748	Gertrude F. Whelan . . . . .	" 31, 1934
716	Marion E. O'Keefe . . . . .	" 31, 1929

## HIGH SCHOOL CERTIFICATE. (FOR JUNIOR ASSISTANTS.)

## ANCIENT LANGUAGES.

Rating.	Name.	Certificate Expires
809	Anna M. Doyle . . . . .	Dec. 31, 1934
798	Marie C. Glennon . . . . .	" 31, 1934

## COMMERCIAL BRANCHES.

## PHONOGRAPHY AND TYPEWRITING.

865	Wilhelmina M. Clifford . . . . .	Dec. 31, 1934
806	Anna R. Moylan . . . . .	" 31, 1933



**High School Certificate. (For Junior Assistant.) — Concluded.**

Rating.	Name.	Certificate Expires
787	Mary C. Bartick . . . . .	Dec. 31, 1933
768	Miriam R. Brown . . . . .	" 31, 1933

## ENGLISH.

*Men.*

779	Francis J. O'Connor . . . . .	Dec. 31, 1934
769	Thomas A. Deely . . . . .	" 31, 1934

*Women.*

817	Marion L. Carnegie . . . . .	Dec. 31, 1934
-----	------------------------------	---------------

## FRENCH.

789	Louise B. Kelley . . . . .	Dec. 31, 1934
-----	----------------------------	---------------

## HISTORY.

*Men.*

870	Arthur Green . . . . .	Dec. 31, 1933
-----	------------------------	---------------

*Women.*

819	Edith G. Brown . . . . .	Dec. 31, 1934
791	Margaret A. Lynch . . . . .	" 31, 1933

## PHYSICS-CHEMISTRY.

837	John J. May . . . . .	Dec. 31, 1932
813	Solomon Gordon . . . . .	" 31, 1933

## HIGH SCHOOL SPECIAL CERTIFICATE.

## WOODWORKING.

Rating.	Name.	Certificate Expires
755	Orren R. Tarr . . . . .	Dec. 31, 1930
751	William E. O'Connor . . . . .	" 31, 1930
722	Harold R. Wise . . . . .	" 31, 1930
709	Harry W. Lawson . . . . .	" 31, 1930
703	J. Maynard Cheney . . . . .	" 31, 1930
700	Arvid J. Wahlstrom . . . . .	" 31, 1930

## SPECIAL CERTIFICATES VALID IN DAY HIGH SCHOOLS .

## COMMERCIAL BRANCHES.

## BOOKKEEPING AND COMMERCIAL ARITHMETIC.

*Men.*

Rating.	Name.	Certificate Expires
836	Richard A. McCarthy . . . . .	Dec. 31, 1930
723	Arthur M. Larsen . . . . .	" 31, 1930
721	George L. Chapman . . . . .	" 31, 1931
714	Arthur L. Ross . . . . .	" 31, 1930

*Women.*

708	Eleanor G. Gale . . . . .	Dec. 31, 1931
-----	---------------------------	---------------

## Special Certificates Valid in Day High Schools—Continued.

## PHONOGRAPHY AND TYPEWRITING.

Rating.	Name.	Certificate Expires
884	May M. Austin . . . . .	Dec. 31, 1929
815	Ruby I. Coombs . . . . .	" 31, 1930
754	Mary Kelly . . . . .	" 31, 1930
745	Mary H. Plimpton . . . . .	" 31, 1929
723	Lillian A. Belanger . . . . .	" 31, 1931

## MANUAL ARTS.

## DRAWING.

*Men.*

870	D. Frank Sullivan . . . . .	Dec. 31, 1932
840	John W. Whalen . . . . .	" 31, 1931
801	Richard E. Bailey . . . . .	" 31, 1932
763	Franklin B. Mitchell . . . . .	" 31, 1930

*Women.*

934	Grace A. Robbins . . . . .	Dec. 31, 1932
885	Martha M. Kreidel . . . . .	" 31, 1929
871	Katharine L. Mannix . . . . .	" 31, 1932
856	Mollie E. Collins . . . . .	" 31, 1931
820	Hannah E. McDonough . . . . .	" 31, 1931
802	Ruth Solomon Berlin . . . . .	" 31, 1929
780	Paulina V. Burns . . . . .	" 31, 1934
762	Minnie A. Johnson . . . . .	" 31, 1931
746	Vera L. Stevens . . . . .	" 31, 1930

## MANUAL TRAINING.

828	Joseph R. Parker . . . . .	Dec. 31, 1928
-----	----------------------------	---------------

## PRINTING.

783	Frederick L. Eames . . . . .	Dec. 31, 1930
731	Joseph R. Parker . . . . .	" 31, 1928

## PHYSICAL EDUCATION.

887	Louise H. Duane . . . . .	Dec. 31, 1934
875	Mary D. Armstrong . . . . .	" 31, 1934
872	Gertrude C. Keating . . . . .	" 31, 1933
862	Anna B. Culhane . . . . .	" 31, 1933
861	Elizabeth Dwight . . . . .	" 31, 1932
860	Agnes C. McKenna . . . . .	" 31, 1932
857	Katherine E. McCarty . . . . .	" 31, 1933
819	Virginia E. Pierce . . . . .	" 31, 1929
818	Dorothy Sayer . . . . .	" 31, 1928
805	Marie A. Reardon . . . . .	" 31, 1929
802	Doris M. FitzGerald . . . . .	" 31, 1933
794	Ebba P. Holteen . . . . .	" 31, 1929

Special Certificates Valid in Day High Schools — Concluded.

Rating.	Name.	Certificate Expires
789	Theresa E. Adan . . . . .	Dec. 31, 1934
781	Joanne F. Tobin . . . . .	" 31, 1928
776	Rae F. Hoffman . . . . .	" 31, 1928
771	Sara T. Biggane . . . . .	" 31, 1930
758	Rosetta M. McNamara . . . . .	" 31, 1934
757	Margaret E. Hennessey . . . . .	" 31, 1934
755	Margaret A. Naughton . . . . .	" 31, 1928
713	Anna A. Norton . . . . .	" 31, 1928

VOCATIONAL INSTRUCTOR AND VOCATIONAL ASSISTANT CERTIFICATES.

INSTRUCTORS.

Rating.	Name.	Certificate Expires
740	Cornelius G. Cotter . . . . .	Dec. 31, 1931

ASSISTANTS.

815	Mary Miley . . . . .	Dec. 31, 1934
783	Blanche S. Hall . . . . .	" 31, 1934
757	Anne Sheridan . . . . .	" 31, 1929

INDUSTRIAL INSTRUCTOR, DAY HIGH SCHOOLS, CERTIFICATES.

DRESSMAKING.

Rating.	Name.	Certificate Expires
837	Adaline Bates . . . . .	Dec. 31, 1931
826	Mary M. Moriarty . . . . .	" 31, 1934
817	Marion G. Foristall . . . . .	" 31, 1933
791	Violet L. Russell . . . . .	" 31, 1931

MILLINERY.

884	Marie C. Turner . . . . .	Dec. 31, 1932
818	Frances B. Haskell . . . . .	" 31, 1933
720	Dorothy M. Gorman . . . . .	" 31, 1928

HOME NURSING CERTIFICATE.

Rating.	Name.	Certificate Expires
857	Alice B. Felton . . . . .	Dec. 31, 1931
832	Marion C. Sullivan . . . . .	" 31, 1931
821	Sarah G. Reynolds . . . . .	" 31, 1931
776	Alma Taylor . . . . .	" 31, 1931
775	Mary B. O'Donnell . . . . .	" 31, 1931

HOLDERS OF THE DEGREE OF MASTER OF EDUCATION,  
THE TEACHERS COLLEGE OF THE CITY OF BOSTON,  
CLASS OF 1928, AND OTHERS AS INDICATED.

(Eligible for appointment as assistant, intermediate, or for temporary service  
in High Schools.)

BOTANY-ZOOLOGY.

Rating.	Name.	Certificate Expires
882	Elizabeth G. Williams . . . . .	June 30, 1934
801	Dorothy F. Dunbar (Class of 1927) . . . . .	" 30, 1933

ENGLISH.

906	Katherine G. Cashman . . . . .	June 30, 1934
896	Katherine M. Fallon . . . . .	" 30, 1934
876	Catherine M. Dempsey . . . . .	" 30, 1934
869	Louise M. Hennessey . . . . .	" 30, 1934
838	Margaret E. Grant . . . . .	" 30, 1934
778	Josephine F. Gildea (Class of 1927) . . . . .	" 30, 1933

FRENCH.

872	Margaret M. Kane . . . . .	June 30, 1934
845	Ruth O. Peters (Class of 1927) . . . . .	" 30, 1933

HISTORY.

915	Elizabeth D. Curran . . . . .	June 30, 1934
914	Elizabeth P. Condon . . . . .	" 30, 1934
906	Dolores M. Bryan . . . . .	" 30, 1934
887	Catherine M. Crowley . . . . .	" 30, 1934
886	Marie E. A'Hearn (Class of 1927) . . . . .	" 30, 1933
858	Martha E. Crane (Class of 1927) . . . . .	" 30, 1933
857	Catherine G. Mulcahy . . . . .	" 30, 1934
839	Ella F. Lombard . . . . .	" 30, 1934
831	Sara M. McDonough . . . . .	" 30, 1934

HOLDERS OF THE DEGREE OF BACHELOR OF SCIENCE IN  
EDUCATION, THE TEACHERS COLLEGE OF THE CITY  
OF BOSTON, CLASS OF 1928.

(Eligible for temporary service in Intermediate Schools.)

Ellen Bayley	Marie C. McCabe
Mary A. Cooney	Katherine F. McCarthy
Anne M. Dirksmeier	Margaret M. Murphy
Mary V. Eaton	Anna J. Reavey
Mildred A. Gleeson	Jane Rohrer
Mary B. Helfrich	Bernice A. Smith
Agnes E. Holland	Dorothy M. Sommers
Frances J. Kelly	Catherine C. Sullivan
Margaret E. Lundell	

HOLDERS OF THE DEGREE OF BACHELOR OF EDUCATION,  
THE TEACHERS COLLEGE OF THE CITY OF BOSTON,  
CLASS OF 1928.

(Eligible for appointment in Grades I. to VI., inclusive, and for temporary service in the Intermediate Schools.)

Rating.	Name.	Certificate Expires
821	Marguerite A. Rogers . . . . .	June 30, 1934
797	Bertha Grund . . . . .	" 30, 1934
795	Mabel A. Michie . . . . .	" 30, 1934
793	Winifred M. LeDiouris . . . . .	" 30, 1934
793	Mary A. Govone . . . . .	" 30, 1934
791	Ellen A. Murphy . . . . .	" 30, 1934
790	Cynthia M. Thresher . . . . .	" 30, 1934
789	Ida F. Revis . . . . .	" 30, 1934
788	Sylvia Holzer . . . . .	" 30, 1934
786	Julia F. Morrison . . . . .	" 30, 1934
785	Ruth E. Prohaska . . . . .	" 30, 1934
782	Marjorie R. Sullivan . . . . .	" 30, 1934
778	Grace M. Goodfellow . . . . .	" 30, 1934
775	Gladys Hurstak . . . . .	" 30, 1934
775	Pearl D. Monaghan . . . . .	" 30, 1934
770	Eleanor F. O'Brien . . . . .	" 30, 1934
768	Helen L. Regan . . . . .	" 30, 1934
760	Ruth E. Condon . . . . .	" 30, 1934
759	Olive B. Watson . . . . .	" 30, 1934
758	Helen L. Noone . . . . .	" 30, 1934
758	Eleanor M. Hartnett . . . . .	" 30, 1934
756	Rebecca Zoken . . . . .	" 30, 1934
756	Katherine M. Collins . . . . .	" 30, 1934
755	A. Gertrude Downey . . . . .	" 30, 1934
754	Ellinor M. Brennan (Class of 1926) . . . . .	" 30, 1932
754	Edna Livingstone . . . . .	" 30, 1934
753	Mary C. Barrett . . . . .	" 30, 1934
742	Ruth C. Adams . . . . .	" 30, 1934
741	Dorothy I. Guy . . . . .	" 30, 1934
741	Grace Hardy . . . . .	" 30, 1934
740	Leonore E. Lewis . . . . .	" 30, 1934
737	Esther L. Moscatelli . . . . .	" 30, 1934
731	Eleanor F. Fallon . . . . .	" 30, 1934
729	Margaret M. Ryan . . . . .	" 30, 1934
710	Virginia Hill . . . . .	" 30, 1934
695	Hilda G. Bensliman . . . . .	" 30, 1934

NORMAL SCHOOL ELEMENTARY CERTIFICATES, CLASS OF  
1928, OF THE TEACHERS COLLEGE OF THE CITY OF  
BOSTON, AND OTHERS AS INDICATED.

(Certificate covers Grades I. to VI., inclusive, except as indicated.)

Rating. †	Name.	Certificate Expires
833	Doris G. Mason . . . . .	June 30, 1934
814	Florence M. Lappin . . . . .	" 30, 1934
812	Lillian C. Chartoff . . . . .	" 30, 1934
810	Beatrice Dvilnsky * . . . . .	" 30, 1934
810	Marguerite C. Baker . . . . .	" 30, 1934
802	Celia M. Bresnick . . . . .	" 30, 1934
798	Gertrude Bataitis . . . . .	" 30, 1934
797	Annie Bell . . . . .	" 30, 1934
795	Etta Perlmutter . . . . .	" 30, 1934
794	Mary L. Batchelder . . . . .	" 30, 1934
793	Esther White . . . . .	" 30, 1934
792	Lenore W. E. Mehringer . . . . .	" 30, 1934
790	Marie E. Brolund . . . . .	" 30, 1934
790	Selma Wenetsky . . . . .	" 30, 1934
790	Edna L. Diedrichs . . . . .	" 30, 1934
789	Rose M. Klaus . . . . .	" 30, 1934
789	Catherine L. Burke . . . . .	" 30, 1934
789	Mary D. McGuiggan . . . . .	" 30, 1934
787	Marie E. Cullity . . . . .	" 30, 1934
785	Margaret R. Hoerrner . . . . .	" 30, 1934
785	Alice I. McTiernan . . . . .	" 30, 1934
784	Grace G. Kiernan * (Class of 1927) . . . . .	" 30, 1933
783	Mary B. Finn . . . . .	" 30, 1934
783	Grace M. Long . . . . .	" 30, 1934
782	Ruth M. McMahan . . . . .	" 30, 1934
782	Kathleen M. Gleason . . . . .	" 30, 1934
782	Loretta A. Brodie . . . . .	" 30, 1934
781	F. Ruth Condon . . . . .	" 30, 1934
781	Ida C. Tucker . . . . .	" 30, 1934
780	Mary L. Trotter . . . . .	" 30, 1934
780	Doris M. Schuhmacher * . . . . .	" 30, 1934
779	Elizabeth A. O'Brien . . . . .	" 30, 1934
778	Lillian Dosick . . . . .	" 30, 1934
777	Elizabeth A. O'Toole . . . . .	" 30, 1934
776	Lillian C. McKay * . . . . .	" 30, 1934
776	Helen G. Drinan . . . . .	" 30, 1934
776	Ruth E. Miller * . . . . .	" 30, 1934
775	Marion E. Bogrette . . . . .	" 30, 1934
775	Beatrice E. Sudhalter . . . . .	" 30, 1934
775	Mildred Sughrue * . . . . .	" 30, 1934
775	Alice C. Lindberg . . . . .	" 30, 1934

\* Holds Normal, Kindergarten-Primary Certificate.

† Basis of rating, 900 points, as compared with 1,000 for examined candidates.

## Normal School Elementary Certificates, Class of 1928 — Continued.

Rating. †	Name.	Certificate Expires
773	Marion L. Mahoney . . . . .	June 30, 1934
771	Anna R. Quinn . . . . .	" 30, 1934
771	Eleanor D. Duggan . . . . .	" 30, 1934
771	Helen E. Freeman . . . . .	" 30, 1934
770	J. Frances Nelson . . . . .	" 30, 1934
770	M. Irene Devine . . . . .	" 30, 1934
769	Evelyn L. Houghton . . . . .	" 30, 1934
769	Emma Richter . . . . .	" 30, 1934
768	Dorothea E. Brett . . . . .	" 30, 1934
768	Mary L. Bowes . . . . .	" 30, 1934
766	Isabel H. Owens . . . . .	" 30, 1934
766	Mary T. O'Connell (Class of 1927) . . . . .	" 30, 1933
766	Helen A. McMorrovv . . . . .	" 30, 1934
766	Mildred Macomber . . . . .	" 30, 1934
765	Elizabeth C. Connaughton . . . . .	" 30, 1934
765	Ada Gould * . . . . .	" 30, 1934
764	Florence Walden * . . . . .	" 30, 1934
764	Grace I. McInnes . . . . .	" 30, 1934
763	Monica P. Sullivan . . . . .	" 30, 1934
763	Dorothy P. Doyle * . . . . .	" 30, 1934
762	Margaret H. Davis . . . . .	" 30, 1934
762	Emily M. Fox . . . . .	" 30, 1934
761	Beatrice Barish . . . . .	" 30, 1934
761	Mary E. Welch . . . . .	" 30, 1934
760	Elizabeth A. Byrne * . . . . .	" 30, 1934
760	Mary C. O'Connor . . . . .	" 30, 1934
760	Margaret M. Dempsey * . . . . .	" 30, 1934
759	Anna T. Burke (Class of 1927) . . . . .	" 30, 1933
759	Doris B. Melling * . . . . .	" 30, 1934
759	Helen A. Greenblat . . . . .	" 30, 1934
758	Dora Doxer . . . . .	" 30, 1934
758	Alice J. Donahoe (Class of 1927) . . . . .	" 30, 1933
758	Helen E. Davis . . . . .	" 30, 1934
756	L. Josephine Reid . . . . .	" 30, 1934
756	Natalie Strauss . . . . .	" 30, 1934
756	Eleanor C. Curran . . . . .	" 30, 1934
755	Katherine A. Eaton . . . . .	" 30, 1934
755	Rose L. Madden . . . . .	" 30, 1934
755	Gladys I. Vienneau . . . . .	" 30, 1934
753	Dorothy M. Connell . . . . .	" 30, 1934
753	Katharine F. Glynn . . . . .	" 30, 1934
753	Mary C. Long (Class of 1925) . . . . .	" 30, 1931
753	Mary J. Gill * . . . . .	" 30, 1934
752	Anna T. McCarron * . . . . .	" 30, 1934
752	Anne Segaloff . . . . .	" 30, 1934

\* Holds Normal, Kindergarten-Primary Certificate.

† Basis of rating, 900 points, as compared with 1,000 for examined candidates.

## Normal School Elementary Certificates, Class of 1928 — Continued.

Rating. †	Name.	Certificate Expires
751	Lily G. Alexander . . . . .	June 30, 1934
751	Mary H. Leaney . . . . .	" 30, 1934
750	Mary A. Creagh . . . . .	" 30, 1934
750	Alice L. O'Rourke . . . . .	" 30, 1934
750	Blanche M. Gorfinkle * . . . . .	" 30, 1934
748	Helen D. Curtin . . . . .	" 30, 1934
748	Anabel M. Dacey . . . . .	" 30, 1934
748	Rae Pimentel . . . . .	" 30, 1934
747	Elizabeth L. Peterson * . . . . .	" 30, 1934
747	Sara M. Curran . . . . .	" 30, 1934
747	Elizabeth A. McMurtry . . . . .	" 30, 1934
747	Elizabeth P. Wight . . . . .	" 30, 1934
746	Helen J. McCarthy . . . . .	" 30, 1934
746	Margaret P. Mullen . . . . .	" 30, 1934
745	Margaret M. L. Sloan . . . . .	" 30, 1934
743	Marie C. Cosgrove . . . . .	" 30, 1934
743	Helen D. Perry . . . . .	" 30, 1934
742	Gertrude A. Geswell . . . . .	" 30, 1934
740	Mary E. Kean . . . . .	" 30, 1934
740	Mary V. Quane . . . . .	" 30, 1934
739	Carolyn V. Murphy * . . . . .	" 30, 1934
739	Mary E. Curry . . . . .	" 30, 1934
739	Marie L. Kelley . . . . .	" 30, 1934
738	Alice M. Loftus . . . . .	" 30, 1934
736	Ethel M. Campbell . . . . .	" 30, 1934
736	Mary V. Doherty . . . . .	" 30, 1934
736	Mary F. Griffin . . . . .	" 30, 1934
736	Ruth E. Holland . . . . .	" 30, 1934
736	Anne G. Fennessy . . . . .	" 30, 1934
735	Esther L. Shaw * . . . . .	" 30, 1934
735	Mary G. Crofwell . . . . .	" 30, 1934
735	Anna Block . . . . .	" 30, 1934
734	Mary L. Furlong . . . . .	" 30, 1934
734	Anna E. McCarthy . . . . .	" 30, 1934
734	Helen V. Donnelly . . . . .	" 30, 1934
733	Althea I. Rymarczick . . . . .	" 30, 1934
733	Helen B. O'Neill . . . . .	" 30, 1934
732	Alice M. Greene . . . . .	" 30, 1934
732	Alma Field . . . . .	" 30, 1934
732	Arline D. A'Hearn . . . . .	" 30, 1934
731	A. Mae Caffery . . . . .	" 30, 1934
731	M. Margaret Dargan . . . . .	" 30, 1934
731	Esther Fleishman . . . . .	" 30, 1934
727	Helen E. Sweeney . . . . .	" 30, 1934
726	Freida G. White . . . . .	" 30, 1934
725	Ann C. Tremble . . . . .	" 30, 1934

\* Holds Normal, Kindergarten-Primary Certificate.

† Basis of rating, 900 points, as compared with 1,000 for examined candidates.



## Normal School Elementary Certificates, Class of 1928 — Continued.

Rating. †	Name.	Certificate Expires
724	Elizabeth M. Crowley . . . . .	June 30, 1934
724	R. Eleanor McGowan . . . . .	" 30, 1934
723	M. Josephine Roundtree . . . . .	" 30, 1934
723	Helen M. Leonard . . . . .	" 30, 1934
722	Eleanor K. Horrigan . . . . .	" 30, 1934
722	Eva B. Weiner . . . . .	" 30, 1934
722	Signe C. Goranson . . . . .	" 30, 1934
721	Sarah A. Keefe * . . . . .	" 30, 1934
720	Katherine A. Chamberlain . . . . .	" 30, 1934
720	Frances C. O'Leary . . . . .	" 30, 1934
720	A. Evelyn Morrison . . . . .	" 30, 1934
720	Agnes T. Ahern . . . . .	" 30, 1934
719	Anna M. Santosuosso . . . . .	" 30, 1934
719	Marie F. Curran . . . . .	" 30, 1934
719	Evelyn V. Drew . . . . .	" 30, 1934
719	Anna K. Spinale . . . . .	" 30, 1934
718	Helen G. Brooks . . . . .	" 30, 1934
717	Elizabeth R. Larrabee . . . . .	" 30, 1934
716	Margaret E. Fisher . . . . .	" 30, 1934
716	M. Alice Sheridan . . . . .	" 30, 1934
716	Helen T. Sullivan . . . . .	" 30, 1934
714	Regina K. Curley . . . . .	" 30, 1934
714	Augusta F. Borenstein . . . . .	" 30, 1934
713	Clare L. McCarthy . . . . .	" 30, 1934
712	Rose A. Dente . . . . .	" 30, 1934
712	Charlotte C. Blue . . . . .	" 30, 1934
711	Mary P. MacIntyre . . . . .	" 30, 1934
711	Edith A. Moccia . . . . .	" 30, 1934
711	Ada Schlosberg . . . . .	" 30, 1934
706	Margaret M. Gill . . . . .	" 30, 1934
706	Helen F. Murphy . . . . .	" 30, 1934
705	Charlotte Herman . . . . .	" 30, 1934
704	Mary F. Fitzgerald . . . . .	" 30, 1934
701	Alma L. Ames . . . . .	" 30, 1934
701	Margaret C. Dubar . . . . .	" 30, 1934
701	Margaret I. Casey . . . . .	" 30, 1934
699	Viola R. Perry * . . . . .	" 30, 1934
689	Katherine T. Walsh . . . . .	" 30, 1934
687	Alice L. Pumphret . . . . .	" 30, 1934
686	Margaret E. McDonald . . . . .	" 30, 1934
684	E. Mary McCarty . . . . .	" 30, 1934
683	Helen F. Morrison . . . . .	" 30, 1934
662	Janet L. Cook . . . . .	" 30, 1934
642	Florence H. Dussault . . . . .	" 30, 1934

\* Holds Normal, Kindergarten-Primary Certificate.

† Basis of rating, 900 points, as compared with 1,000 for examined candidates.

HOLDERS OF THE DEGREE OF BACHELOR OF EDUCATION,  
THE TEACHERS COLLEGE OF THE CITY OF BOSTON,  
PRIOR TO 1928.

*(Eligible for appointment in Grades I. to VI., inclusive, and for temporary  
service in Intermediate Schools.)*

Rating.	Name.	Certificate Expires
890	Gertrude Hurwitz . . . . .	June 30, 1933
889	Gladys C. Clahane . . . . .	" 30, 1933
886	Amelia A. Foss . . . . .	" 30, 1933
886	Ruth P. Rasmussen . . . . .	" 30, 1933
884	Mary H. Lill . . . . .	" 30, 1933
879	Winifred A. McCabe . . . . .	" 30, 1933
876	Florence M. Hawkins . . . . .	" 30, 1933
874	Hilda P. Hayes . . . . .	" 30, 1932
870	Elizabeth A. Donahue . . . . .	" 30, 1933
870	Helen T. Galvin . . . . .	" 30, 1932
868	Mary C. Long . . . . .	" 30, 1933
862	Doris M. Walsh . . . . .	" 30, 1932
858	Elizabeth M. O'Keefe . . . . .	" 30, 1933
854	M. Grace Lenehan . . . . .	" 30, 1933
852	Ruth R. Kahn . . . . .	" 30, 1933
851	Mary V. Hubbard . . . . .	" 30, 1932
849	Esther Winer . . . . .	" 30, 1933
848	Helen B. Gleason . . . . .	" 30, 1932
846	Margaret A. Doyle . . . . .	" 30, 1933
833	Mary E. Cotter . . . . .	" 30, 1933
833	Veronica C. Moran . . . . .	" 30, 1932
832	Labeebee Hanna . . . . .	" 30, 1931
828	Mary E. Gordon . . . . .	" 30, 1933
821	Hazel M. Howard . . . . .	" 30, 1932
816	Genevieve A. Lane . . . . .	" 30, 1932
806	Margaret B. Clancy . . . . .	" 30, 1933
768	Stella D. Rose . . . . .	" 30, 1933

NORMAL SCHOOL ELEMENTARY CERTIFICATES, PRIOR  
TO 1928.

Rating.	Name.	Certificate Expires
883	Ethel Rosenwald . . . . .	June 30, 1932
876	Martha L. Johnson . . . . .	" 30, 1933
870	Lillian C. Aronson . . . . .	" 30, 1933
869	Anna G. Hayes . . . . .	" 30, 1933
865	Catherine L. Grueter . . . . .	" 30, 1933
862	Helen M. Tilley . . . . .	" 30, 1933
862	Mary T. Veracka . . . . .	" 30, 1933
862	Mary P. Curran . . . . .	" 30, 1933

## Normal School Elementary Certificates, Prior to 1928.—Continued.

Rating.	Name.	Certificate Expires
862	Florence E. Bean . . . . .	June 30, 1933
862	Jennie V. Childs . . . . .	" 30, 1933
862	Sadie Goldfine . . . . .	" 30, 1933
861	Rose Goldsmith * . . . . .	" 30, 1933
860	Dorothy C. Malone . . . . .	" 30, 1933
858	Helen A. DeWitt . . . . .	" 30, 1933
858	Kathleen A. Daly * . . . . .	" 30, 1933
857	Helen M. O'Connell . . . . .	" 30, 1933
856	Theresa C. McCarthy . . . . .	" 30, 1933
856	Bertha C. McGinty . . . . .	" 30, 1933
856	Mary T. White . . . . .	" 30, 1933
854	Alice A. Costello . . . . .	" 30, 1933
853	M. Elizabeth Gleeson . . . . .	" 30, 1933
853	Florence M. Killion . . . . .	" 30, 1933
853	Hannah J. Hanlon . . . . .	" 30, 1933
851	Svea E. Forslund . . . . .	" 30, 1933
850	Margaret L. Sullivan . . . . .	" 30, 1933
849	Catherine L. Crowley * . . . . .	" 30, 1933
846	Mary C. Butler . . . . .	" 30, 1933
845	Helen J. McDonough . . . . .	" 30, 1933
844	Louise F. Dorey . . . . .	" 30, 1933
844	Margaret T. O'Leary . . . . .	" 30, 1933
844	Annie G. Libby * . . . . .	" 30, 1933
843	Helena F. Dwyer . . . . .	" 30, 1933
843	Marian B. Gallivan . . . . .	" 30, 1933
843	Mary L. Walsh . . . . .	" 30, 1933
842	Violet I. Meredith . . . . .	" 30, 1933
842	Anna T. Burns . . . . .	" 30, 1933
842	Myrtle M. McDonald * . . . . .	" 30, 1933
842	Ruth Rosengard . . . . .	" 30, 1933
841	Nora A. Scanlon . . . . .	" 30, 1933
841	Eleanora S. Colwell . . . . .	" 30, 1933
840	Margaret B. Donigan . . . . .	" 30, 1933
840	Alice L. Desmond . . . . .	" 30, 1933
839	Mary C. Doherty . . . . .	" 30, 1933
839	Helen A. Finn . . . . .	" 30, 1933
839	Mary C. Carr . . . . .	" 30, 1933
838	Ethel M. Partridge . . . . .	" 30, 1933
838	Helen G. Desmond . . . . .	" 30, 1933
838	Alice L. O'Neil . . . . .	" 30, 1933
836	Pauline E. Madden . . . . .	" 30, 1933
836	Josephine G. Kenneally . . . . .	" 30, 1933
836	Margaret R. Callahan . . . . .	" 30, 1933
836	Josephine E. Campana . . . . .	" 30, 1933
836	Florence G. Cohen . . . . .	" 30, 1933
835	Bertha M. Crimmins . . . . .	" 30, 1933

\* Holds Normal, Kindergarten-Primary Certificate.

## Normal School Elementary Certificates, Prior to 1928 — Continued.

Rating.	Name.	Certificate Expires
834	Kathleen A. Toland . . . . .	June 30, 1933
833	Mary M. Edwards . . . . .	" 30, 1933
832	Catherine H. McDonagh . . . . .	" 30, 1933
831	Florence K. Sargent . . . . .	" 30, 1933
831	Marjorie P. Kendrick . . . . .	" 30, 1933
831	Helen M. Morey * . . . .	" 30, 1933
831	Mary J. Ruddick . . . . .	" 30, 1933
831	Alberta H. Nickerson * . . . .	" 30, 1933
830	Sarah Koplovsky . . . . .	" 30, 1933
829	Mary R. Freiburger . . . . .	" 30, 1933
829	Dorothy E. Lurie * . . . .	" 30, 1933
828	Ruth F. Coughlin . . . . .	" 30, 1933
828	Helen M. McGinley . . . . .	" 30, 1933
828	Ethel M. Queen . . . . .	" 30, 1933
828	Marion T. Sweeney . . . . .	" 30, 1933
827	Alice A. Lyons . . . . .	" 30, 1933
826	Evelyn A. Karcher . . . . .	" 30, 1933
826	Mary M. Herlihy . . . . .	" 30, 1933
826	Mary B. Hart . . . . .	" 30, 1933
826	Mary C. Tapp . . . . .	" 30, 1933
825	Anne M. Callahan . . . . .	" 30, 1933
825	Freda R. Opper . . . . .	" 30, 1933
824	Anne M. Panico . . . . .	" 30, 1933
824	Elizabeth K. Sullivan . . . . .	" 30, 1933
824	Sue G. Hurley . . . . .	" 30, 1933
824	Alice G. Moran . . . . .	" 30, 1933
824	Barbara M. Mulcahy . . . . .	" 30, 1933
823	Kathleen B. Mahoney . . . . .	" 30, 1933
822	Beatrice Segall * . . . .	" 30, 1933
822	May E. Armstrong . . . . .	" 30, 1933
822	Sarah J. Rabinowitz . . . . .	" 30, 1933
821	Rose Levitt * . . . . .	" 30, 1933
821	Hyacinth A. Kenneally * . . . .	" 30, 1933
821	Mary C. Norton . . . . .	" 30, 1933
820	Helen F. Twiss . . . . .	" 30, 1933
820	Ellen A. Valuski . . . . .	" 30, 1933
820	Alice R. Donahue . . . . .	" 30, 1933
820	Ann I. Flynn . . . . .	" 30, 1933
819	Anna M. Madden . . . . .	" 30, 1933
818	Mary J. Glancy . . . . .	" 30, 1933
818	Mary F. Hurley . . . . .	" 30, 1933
817	Margaret M. Carton . . . . .	" 30, 1933
817	Audrea Bishop * . . . . .	" 30, 1933
817	Anna A. Leonardi . . . . .	" 30, 1933
817	Agnes E. Hallahan . . . . .	" 30, 1933
817	Helen C. Weiss . . . . .	" 30, 1933
815	Louise C. Galvin . . . . .	" 30, 1933

\* Holds Normal, Kindergarten-Primary Certificate.

## Normal School Elementary Certificates, Prior to 1928 — Concluded.

Rating. †	Name.	Certificate Expires
813	Julia C. McAndrew . . . . .	June 30, 1933
813	Anna G. Harrington . . . . .	" 30, 1933
813	M. Frances Rattigan . . . . .	" 30, 1933
813	Elizabeth I. Teaffe . . . . .	" 30, 1933
812	Ruth M. O'Hara . . . . .	" 30, 1933
812	Katherine E. Curran . . . . .	" 30, 1933
810	Rose E. Gaffney . . . . .	" 30, 1933
810	Dorothy E. Dunn . . . . .	" 30, 1933
809	Rhoda E. Shain . . . . .	" 30, 1933
809	Annie L. Young . . . . .	" 30, 1933
809	Catherine T. Hurley . . . . .	" 30, 1933
807	Catherine J. Mangan . . . . .	" 30, 1933
807	Ella T. Hayes . . . . .	" 30, 1933
807	Barbara E. Ryan . . . . .	" 30, 1933
806	Dorothea J. Duane . . . . .	" 30, 1933
806	Dora E. King . . . . .	" 30, 1933
805	Ruth P. G. Naber . . . . .	" 30, 1933
805	Leona M. McLane . . . . .	" 30, 1933
805	Bessie L. Greenstein . . . . .	" 30, 1933
804	Margaret M. Welch . . . . .	" 30, 1933
803	Mary W. Hastry . . . . .	" 30, 1933
802	Alice L. O'Connor . . . . .	" 30, 1933
802	Catherine T. Manning . . . . .	" 30, 1932
800	Hazel A. Harrington . . . . .	" 30, 1933
796	Ruth S. Brodie . . . . .	" 30, 1933
793	Sibyl Kuskin * . . . . .	" 30, 1933
791	Dorothea A. McLaughlin . . . . .	" 30, 1933
787	Anna B. Jordan . . . . .	" 30, 1933
783	Geraldine M. Coffey . . . . .	" 30, 1933
782	Alice E. Moore . . . . .	" 30, 1933
782	Sophia E. Koziwicz . . . . .	" 30, 1933
776	Mary V. St. Thomas . . . . .	" 30, 1933
769	Victoria M. Lima . . . . .	" 30, 1933
757	Margaret S. Humphrey . . . . .	" 30, 1933
749	Josephine M. Lima . . . . .	" 30, 1933
684	Sophia Eskin . . . . .	" 30, 1932

## INTERMEDIATE AND ELEMENTARY SCHOOL CERTIFICATES, EXAMINED CANDIDATES.

## Intermediate Certificate.

## CLERICAL PRACTICE.

Rating.	Name.	Certificate Expires
834	Arthur W. Murphy † (1) . . . . .	Dec. 31, 1930
820	Walter J. Byrnes (1) . . . . .	" 31, 1933

\* Holds Normal, Kindergarten-Primary Certificate.

† Holds Elementary School, Class A Certificate.

## Intermediate and Elementary Certificates, Examined Candidates —

Continued.

Rating.	Name.	Certificate Expires
791	Ralph S. Monks (1)	Dec. 31, 1933
761	Philip F. Mackey † (1)	" 31, 1932
<i>Women.</i>		
887	Elizabeth C. Flynn † (1)	Dec. 31, 1932
861	Mary E. Thompson (1)	" 31, 1933
821	Alice P. McNamara (1)	" 31, 1934
815	Mary J. Connors (2)	" 31, 1931
783	Helen K. Travers (1)	" 31, 1933
779	Emily L. Shannon (2)	" 31, 1933
DRAWING.		
<i>Men.</i>		
736	George O. Carrington (3)	Dec. 31, 1930
<i>Women.</i>		
867	Helen H. MacBurney (1)	Dec. 31, 1934
856	Mary M. O'Gara (4)	" 31, 1933
803	Mary J. O'Donnell (1)	" 31, 1932
800	Marie F. Daunt (1)	" 31, 1932
799	Helen C. MacLean (2)	" 31, 1931
777	Blanche M. Fish (2)	" 31, 1933
769	Mollie E. Collins (5)	" 31, 1931
768	Catherine M. Hanley (2)	" 31, 1933
761	Margaret E. Power (1)	" 31, 1931
750	Anna A. Moriarty (4)	" 31, 1931
713	Mary F. Casey (2)	" 31, 1928
ENGLISH.		
<i>Men.</i>		
829	Everett J. Conway † (3)	Dec. 31, 1934
801	Leo J. McCarthy (6)	" 31, 1934
789	Joseph A. Mahoney † (7)	" 31, 1934
<i>Women.</i>		
881	Olive E. Whittier † (1)	Dec. 31, 1934
854	Mary I. Dwyer (8)	" 31, 1928
828	Mary H. Lill (9)	" 31, 1934
824	Margaret C. Craven (4)	" 31, 1930
823	Theresa O'Neil (3)	" 31, 1934
822	Mary T. Kelley (1)	" 31, 1931
820	Alice M. O'Rourke (9)	" 31, 1933
810	Mary C. Cadigan (10)	" 31, 1933
809	Helen B. Gleason (11)	" 31, 1933
808	Dorothy L. Winchenbach (5)	" 31, 1931
804	Edna D. Taylor (1)	" 31, 1931
802	Mary H. Stroup † (1)	" 31, 1934
798	Blanche M. Hurley (5)	" 31, 1931
795	Alma M. Danforth (9)	" 31, 1934

† Holds Elementary School, Class A Certificate.

Intermediate and Elementary Certificates, Examined Candidates —  
Continued.

Rating.	Name.	Certificate Expires
794	Elizabeth M. O'Keefe (9)	Dec. 31, 1934
793	Winifred M. Doyle (1)	" 31, 1932
790	Mary A. Croker (1)	" 31, 1933
785	Florence E. Murphy (1)	" 31, 1934
783	Mary R. Kirby (3)	" 31, 1933
766	Sarra N. Rosenbaum (10)	" 31, 1932
764	Anna F. Kuhn (1)	" 31, 1934
759	Helen M. Corrigan (12)	" 31, 1928
752	Grace K. Lonergan (3)	" 31, 1934
746	Mary B. Cummings (4)	" 31, 1931
FRENCH.		
832	Marie L. Hohman (6)	Dec. 31, 1934
807	Mary A. Geary (2)	" 31, 1933
796	Ruth R. Kahn (1)	" 31, 1934
791	Gladys C. Clahane (1)	" 31, 1934
755	Gertrude Hurwitz (2)	" 31, 1934
GEOGRAPHY.		
921	Kathryn Acton (3)	Dec. 31, 1934
907	Ursula M. Ryan (3)	" 31, 1934
871	Mary A. Ahern (3)	" 31, 1934
844	Anne F. Gibbons (3)	" 31, 1934
835	Emily L. Shannon (3)	" 31, 1934
834	Helen T. Curtis (3)	" 31, 1934
791	Anastasia M. Kelly (3)	" 31, 1934
785	Josephine V. Dalton (3)	" 31, 1933
HISTORY.		
<i>Men.</i>		
801	James W. Driscoll (11)	Dec. 31, 1934
751	Leo J. Aicardi † (11)	" 31, 1934
<i>Women.</i>		
879	Mary L. Tebeau (11)	Dec. 31, 1934
872	Katherine B. Feely (11)	" 31, 1934
854	Anna F. Golden (11)	" 31, 1934
848	Anna V. Curran † (11)	" 31, 1933
846	Esther L. Glovsky (11)	" 31, 1934
829	Marguerite V. Murphy (11)	" 31, 1933
828	Nathalie H. Moran (11)	" 31, 1933
825	Veronica Murray (11)	" 31, 1933
820	Helena M. Dempsey † (11)	" 31, 1934
813	M. Grace Lenahan (11)	" 31, 1934
809	Louise C. Leary (11)	" 31, 1933
807	Margaret V. O'Connor (11)	" 31, 1934
795	Veronica C. Moran (11)	" 31, 1933
782	Ruth P. Rasmussen (11)	" 31, 1934

† Holds Elementary School, Class A Certificate.

Intermediate and Elementary Certificates, Examined Candidates —  
Continued.

## HISTORY—GEOGRAPHY.

		<i>Men.</i>	
Rating.	Name.		Certificate Expires
855	Leo P. Casey † (2)	. . . . .	Dec. 31, 1931
852	Carlton W. Ray † (1)	. . . . .	" 31, 1932
843	Ernest V. Flynn † (2)	. . . . .	" 31, 1932
726	Miles G. Lee † (1)	. . . . .	" 31, 1932
<i>Women.</i>			
807	Elizabeth W. Ross (1)	. . . . .	Dec. 31, 1932
802	Josephine F. O'Connell (2)	. . . . .	" 31, 1932
795	Gertrude M. Burke (13)	. . . . .	" 31, 1928
790	Grace P. Lynch (1)	. . . . .	" 31, 1930
787	Virginia D. Rankin (10)	. . . . .	" 31, 1930
772	Beatrice E. Drake † (1)	. . . . .	" 31, 1931
747	Irene M. Cummings (4)	. . . . .	" 31, 1931
726	Adeline E. Cox (14)	. . . . .	" 31, 1929

## ITALIAN.

829	Jeanette Ascolillo † (1)	. . . . .	Dec. 31, 1933
-----	--------------------------	-----------	---------------

## LATIN.

		<i>Men.</i>	
825	Francis J. Campbell (1)	. . . . .	Dec. 31, 1934
805	Robert C. Healey † (9)	. . . . .	" 31, 1934
796	Frank J. Thornton † (1)	. . . . .	" 31, 1933
<i>Women.</i>			
912	Doris D. Pike (1)	. . . . .	Dec. 31, 1933
797	Mary A. Delahunt (2)	. . . . .	" 31, 1932
724	Ellen G. White (15)	. . . . .	" 31, 1928
718	Vera N. Guilford (2)	. . . . .	" 31, 1931

## MATHEMATICS.

		<i>Men.</i>	
859	Frederick L. Sweeney † (16)	. . . . .	Dec. 31, 1934
837	Walter L. McSwiney (10)	. . . . .	" 31, 1934
836	Charles E. Foley † (16)	. . . . .	" 31, 1932
824	Cornelius J. Holland † (16)	. . . . .	" 31, 1934
820	William J. Roderick (2)	. . . . .	" 31, 1932
819	Thomas J. Cunney † (16)	. . . . .	" 31, 1933
818	Edward Pickett † (10)	. . . . .	" 31, 1934
805	Cornelius J. O'Connell † (16)	. . . . .	" 31, 1933
804	Thomas J. Colleran † (10)	. . . . .	" 31, 1934
780	George F. Barry (17)	. . . . .	" 31, 1928
772	Arnold L. Ganley † (10)	. . . . .	" 31, 1930

† Holds Elementary School, Class A Certificate.



## Intermediate and Elementary Certificates, Examined Candidates—

Continued.

Rating.	Name.	Certificate Expires
755	Thomas M. Connelly † (2)	Dec. 31, 1933
754	John F. Meade † (16)	" 31, 1933
747	George E. Hayes (18)	" 31, 1928

*Women.*

872	Gladys M. Sullivan (16)	Dec. 31, 1934
865	Beatrice P. Eaton (2)	" 31, 1934
857	Helena M. Crowley (2)	" 31, 1933
855	Bertha L. Fleming (2)	" 31, 1933
844	Olive G. Mahoney (16)	" 31, 1933
838	Barbara M. Murphy † (10)	" 31, 1933
824	Anna T. Gallivan (2)	" 31, 1934
821	Ida Feldman (16)	" 31, 1933
808	Edna S. Evans (11)	" 31, 1934
806	Katherine E. L. Creagh (2)	" 31, 1931
805	Mary A. C. Cleary (16)	" 31, 1934
802	Margaret A. Doyle (10)	" 31, 1934
801	Vera K. Flaherty (2)	" 31, 1931
796	Mary E. Kelleher † (2)	" 31, 1934
792	Stella D. Rose (10)	" 31, 1934
790	Winifred A. McCabe (6)	" 31, 1934
785	Mary E. Cotter (2)	" 31, 1934
777	Margaret F. Fitzgerald (2)	" 31, 1933
770	Minna Rosen (10)	" 31, 1932
763	Mary A. Delahunt (6)	" 31, 1934
707	Claire L. Zimmerman † (10)	" 31, 1930

*MUSIC.*

891	Eleanor M. Whelton (3)	Dec. 31, 1934
876	Mary C. Hilton (1)	" 31, 1934
845	Mabel A. T. McCloskey (2)	" 31, 1934
839	Mary J. Deegan (2)	" 31, 1933
819	Isabelle M. Harvey (2)	" 31, 1934
807	Alice M. Vincent (2)	" 31, 1933
804	Alice C. Kapples (1)	" 31, 1933
801	Marguerite Clarke (8)	" 31, 1929
798	Mary P. Moran (2)	" 31, 1933
784	Ella R. Lyons † (2)	" 31, 1932

*SCIENCE.**Men.*

842	Lloyd A. Hechinger † (1)	Dec. 31, 1928
806	Eugene A. Wright (3)	" 31, 1930
792	Harold J. Cleary † (8)	" 31, 1929

*Women.*

892	Esther Winer (2)	Dec. 31, 1934
832	Florence M. Hawkins (11)	" 31, 1934

† Holds Elementary School, Class A Certificate.

**Intermediate and Elementary Certificates, Examined Candidates —  
Concluded.**

Rating.	Name.	Certificate Expires
826	Elizabeth A. Donahue (11) . . . . .	Dec. 31, 1934
819	Catherine R. Smith (1) . . . . .	" 31, 1933
811	Nellie W. Riley (4) . . . . .	" 31, 1933
808	Mary G. O'Doherty (2) . . . . .	" 31, 1934
789	Mary C. Long (1) . . . . .	" 31, 1934
786	Eileen T. Raftery (1) . . . . .	" 31, 1932
775	Constance Bartholomew (3) . . . . .	" 31, 1932
754	Elizabeth M. Heffernan (2) . . . . .	" 31, 1933
717	Anastasia M. Connell (1) . . . . .	" 31, 1932

**SPANISH.**

802	John P. Whalen † (1) . . . . .	Dec. 31, 1934
-----	--------------------------------	---------------

**MINOR SUBJECTS:**

(1) Mathematics.	(10) Science.
(2) English.	(11) Geography.
(3) History.	(12) History-Geography, French.
(4) Music.	(13) Mathematics, Music.
(5) History-Geography.	(14) English, Mathematics.
(6) Latin.	(15) Mathematics, French.
(7) Italian.	(16) Clerical Practice.
(8) History-Geography, Mathematics.	(17) History-Geography, Science.
(9) French.	(18) History-Geography, English.

**INTERMEDIATE CERTIFICATE. (FOR JUNIOR ASSISTANTS.)**

**ENGLISH.**

Rating.	Name.	Certificate Expires
858	Hilda P. Hayes (1) . . . . .	Dec. 31, 1934
813	Mary V. Hubbard (2) . . . . .	" 31, 1934
794	Harriet A. Mitchell (3) . . . . .	" 31, 1934
764	Hazel M. Howard (2) . . . . .	" 31, 1934
743	Helen T. Galvin (4) . . . . .	" 31, 1934

**FRENCH.**

769	Louise B. Kelley (1) . . . . .	Dec. 31, 1934
748	Margaret T. Gleeson (1) . . . . .	" 31, 1934

**LATIN.**

*Men.*

732	John M. Maloney † (4) . . . . .	Dec. 31, 1934
-----	---------------------------------	---------------

*Women.*

819	Hilda P. Hayes (5) . . . . .	Dec. 31, 1933
-----	------------------------------	---------------

**MATHEMATICS.**

868	Anna M. Doyle (1) . . . . .	Dec. 31, 1934
-----	-----------------------------	---------------

**MINOR SUBJECTS:**

(1) Latin.	(4) Mathematics.
(2) Geography.	(5) English.
(3) History.	

† Holds Elementary School, Class A Certificate.

## Elementary School, Class A Certificate.

Rating.	Name.	Certificate Expires
863	Frederick L. Sweeney	Dec. 31, 1934
853	Ernest V. Flynn	" 31, 1932
843	Everett J. Conway	" 31, 1934
842	Cornelius J. Holland	" 31, 1934
834	Leo P. Casey	" 31, 1931
832	Thomas J. Cunney	" 31, 1934
831	Charles E. Foley	" 31, 1932
830	Edward Pickett	" 31, 1934
829	Cornelius J. O'Connell	" 31, 1934
827	Lloyd A. Hechinger	" 31, 1928
822	Carlton W. Ray	" 31, 1932
820	John P. Whalen	" 31, 1934
813	Robert C. Healey	" 31, 1934
810	Thomas J. Colleran	" 31, 1934
807	Arthur W. Murphy	" 31, 1932
807	Frank J. Thornton	" 31, 1934
794	John F. Meade	" 31, 1934
779	Harold J. Cleary	" 31, 1931
771	Leo J. Aicardi	" 31, 1934
770	Arnold L. Ganley	" 31, 1934
764	John M. Maloney	" 31, 1934
750	Thomas M. Connelly	" 31, 1934

## Elementary School, Class B Certificate.

*(Certificate covers Grades I. to VI., inclusive.)*

Rating.	Name.	Certificate Expires
924	Joanna T. Daly	Dec. 31, 1934
898	Margaret A. Coveny	" 31, 1932
892	Daniel J. McCarthy	" 31, 1933
872	Mary C. Butler	" 31, 1934
859	Ruth E. Hickey	" 31, 1933
857	Katherine D. Sullivan	" 31, 1933
852	Laurette A. Campbell	" 31, 1932
850	Anna F. Glennon	" 31, 1934
849	Ruth M. Fitzgerald	" 31, 1933
848	Anna T. Shea	" 31, 1934
847	Catherine B. O'Brien	" 31, 1934
846	Ella H. Hyde	" 31, 1930
841	Helen G. Davidson	" 31, 1934
836	Anna L. DeAvellar	" 31, 1933
835	Mary J. O'Donnell	" 31, 1932
834	Catherine R. Cullen	" 31, 1933
831	Esther E. Kelley	" 31, 1932
830	Agnes C. McCarthy	" 31, 1932
829	Gertrude A. O'Brien	" 31, 1933
828	Helen G. Kenney	" 31, 1934

## Elementary School, Class B Certificate — Continued.

Rating.	Name.	Certificate Expires
826	Mary C. Downey . . . . .	Dec. 31, 1932
825	Frances C. Moriarty . . . . .	" 31, 1930
825	Veronica Murray . . . . .	" 31, 1933
824	Margaret C. Craven . . . . .	" 31, 1930
824	Hazel L. Hyde . . . . .	" 31, 1932
823	Constance Bartholomew . . . . .	" 31, 1932
822	Alvira Hazzard . . . . .	" 31, 1933
820	Mary P. Mullins . . . . .	" 31, 1934
818	Mary J. Carroll . . . . .	" 31, 1934
818	Elizabeth M. Downey . . . . .	" 31, 1933
815	Anna C. Ford . . . . .	" 31, 1929
814	Anna F. McGovern . . . . .	" 31, 1932
813	Helen E. Conroy . . . . .	" 31, 1932
812	Esther J. Yoken . . . . .	" 31, 1930
810	Elizabeth A. Keefe . . . . .	" 31, 1928
809	Sarah E. Gallagher . . . . .	" 31, 1933
808	Josephine L. F. Neary . . . . .	" 31, 1933
807	Alice G. Curran . . . . .	" 31, 1932
806	C. Frances Hobbs . . . . .	" 31, 1929
804	Ruth Reece . . . . .	" 31, 1934
803	Mary E. Cavanaugh . . . . .	" 31, 1931
801	Marguerite V. Murphy . . . . .	" 31, 1930
801	Anne G. Sweeney . . . . .	" 31, 1929
798	Mary P. Moran . . . . .	" 31, 1933
797	Edith Kolb . . . . .	" 31, 1931
794	Elizabeth M. McDonough . . . . .	" 31, 1931
791	Margaret J. O'Brien . . . . .	" 31, 1929
790	Gertrude M. Carey . . . . .	" 31, 1932
788	Ruth E. Dowd . . . . .	" 31, 1931
786	Nathalie H. Moran . . . . .	" 31, 1933
786	Esther D. Norton . . . . .	" 31, 1934
784	Hannah P. Brown . . . . .	" 31, 1931
783	Mary C. McLaughlin . . . . .	" 31, 1932
783	Lowena Mills . . . . .	" 31, 1934
782	Margaret M. Connelly . . . . .	" 31, 1933
780	Mary McMahon Burns . . . . .	" 31, 1932
779	Mildred R. Sargent . . . . .	" 31, 1932
778	Mary E. McCann . . . . .	" 31, 1933
777	Anna K. M. Coughlin . . . . .	" 31, 1930
776	Bernadette R. Flynn . . . . .	" 31, 1932
775	Agnes C. Coleman . . . . .	" 31, 1931
775	Esther G. Kedian . . . . .	" 31, 1933
774	Josephine M. O'Neil . . . . .	" 31, 1933
773	Sadie Berman . . . . .	" 31, 1931
772	Gertrude F. O'Loughlin . . . . .	" 31, 1928
770	Marie R. Ahern . . . . .	" 31, 1932
770	Ethel V. Tuohy . . . . .	" 31, 1934

## Elementary School, Class B Certificate — Concluded.

Rating.	Name.	Certificate Expires
769	Monica M. Jordan . . . . .	Dec. 31, 1934
768	Elizabeth Oldham Costello . . . . .	" 31, 1930
767	Anna C. Burns . . . . .	" 31, 1929
765	Eleanor E. Daley . . . . .	" 31, 1931
764	Theresa C. Curtin . . . . .	" 31, 1932
763	Rosemary E. Finnegan . . . . .	" 31, 1933
762	Lillian G. Arrell . . . . .	" 31, 1933
761	William J. Roderick . . . . .	" 31, 1931
760	Mary A. Hanley . . . . .	" 31, 1931
760	Emilie A. Murphy . . . . .	" 31, 1933
759	Katharine V. O'Hara . . . . .	" 31, 1930
758	Mary R. Kirby . . . . .	" 31, 1931
758	Harriet F. Pennell . . . . .	" 31, 1934
756	Verdia M. Roust . . . . .	" 31, 1931
754	Dorothy A. Meader . . . . .	" 31, 1931
752	Mary A. Reynolds . . . . .	" 31, 1929
751	Mary S. Mahoney . . . . .	" 31, 1932
747	Johanna G. McFadden . . . . .	" 31, 1933
747	Esther A. Gorman . . . . .	" 31, 1934
746	Emma L. Gilbert . . . . .	" 31, 1931
743	Marion H. McDonald . . . . .	" 31, 1933
740	Elizabeth Hennessey . . . . .	" 31, 1931
739	Mary M. Duane . . . . .	" 31, 1934
738	Lucille E. Scott . . . . .	" 31, 1931
738	Mary E. Flaherty . . . . .	" 31, 1934
733	John P. Degnan . . . . .	" 31, 1931
727	Helen K. Travers . . . . .	" 31, 1933
727	Anna Katseff . . . . .	" 31, 1934
726	Loretta A. Sheehan . . . . .	" 31, 1929
725	Elizabeth A. Hogan . . . . .	" 31, 1931
724	Helen M. Lundgren . . . . .	" 31, 1931
723	Catherine A. Hamilton . . . . .	" 31, 1931
722	Mary R. Coughlan . . . . .	" 31, 1931
720	Gladys I. Umlah . . . . .	" 31, 1931
718	Grace G. Galvin . . . . .	" 31, 1932
714	Mary V. Coughlin . . . . .	" 31, 1930
712	Mary A. Quinn . . . . .	" 31, 1931
702	Margaret H. Griffin . . . . .	" 31, 1930

## KINDERGARTEN CERTIFICATES.

## NORMAL KINDERGARTEN-PRIMARY CERTIFICATE, CLASS OF 1928 AND OTHERS AS INDICATED.

Rating.	Name.	Certificate Expires
810	Beatrice Dvilnsky . . . . .	June 30, 1934
784	Grace G. Kiernan (Class of 1927) . . . . .	" 30, 1933

## Kindergarten Certificates — Concluded.

Rating.	Name.	Certificate Expires
780	Doris M. Schuhmacher . . . . .	June 30, 1934
776	Lillian C. McKay . . . . .	" 30, 1934
776	Ruth E. Miller . . . . .	" 30, 1934
775	Mildred Sughrue . . . . .	" 30, 1934
765	Ada Gould . . . . .	" 30, 1934
764	Florence Walden . . . . .	" 30, 1934
763	Dorothy P. Doyle . . . . .	" 30, 1934
760	Elizabeth A. Byrne . . . . .	" 30, 1934
760	Margaret M. Dempsey . . . . .	" 30, 1934
759	Doris B. Melling . . . . .	" 30, 1934
753	Mary J. Gill . . . . .	" 30, 1934
752	Anna T. McCarron . . . . .	" 30, 1934
750	Blanche M. Gorfinkle . . . . .	" 30, 1934
748	Caroline M. Adams * (Class of 1926) . . . . .	" 30, 1932
747	Elizabeth L. Peterson . . . . .	" 30, 1934
739	Carolyn V. Murphy . . . . .	" 30, 1934
735	Esther L. Shaw . . . . .	" 30, 1934
721	Sarah A. Keefe . . . . .	" 30, 1934
699	Viola R. Perry . . . . .	" 30, 1934

NORMAL KINDERGARTEN-PRIMARY CERTIFICATE, PRIOR  
TO 1928.

Rating.	Name.	Certificate Expires
861	Rose Goldsmith . . . . .	June 30, 1933
858	Kathleen A. Daly . . . . .	" 30, 1933
849	Catherine L. Crowley . . . . .	" 30, 1933
844	Annie G. Libby . . . . .	" 30, 1933
842	Myrtle M. McDonald . . . . .	" 30, 1933
831	Helen M. Morey . . . . .	" 30, 1933
831	Alberta H. Nickerson . . . . .	" 30, 1933
829	Dorothy E. Lurie . . . . .	" 30, 1933
822	Beatrice Segall . . . . .	" 30, 1933
821	Rose Levitt . . . . .	" 30, 1933
821	Hyacinth A. Kenneally . . . . .	" 30, 1933
817	Audrea Bishop . . . . .	" 30, 1933
793	Sibyl Kuskin . . . . .	" 30, 1933

## KINDERGARTEN CERTIFICATE.

*Examined Candidates.*

Rating.	Name.	Certificate Expires
946	Gladys O. Bolton . . . . .	Dec. 31, 1928
916	Helen J. McCarthy . . . . .	" 31, 1934
863	Isabel Macdonald . . . . .	" 31, 1932

\* Holds Normal School Special Certificate. Eligible for kindergarten service only.

## Kindergarten Certificate, Examined Candidates—Continued.

Rating.	Name.	Certificate Expires
861	Marjorie Macdonald . . . . .	Dec. 31, 1931
850	Dorothy M. Smith . . . . .	" 31, 1932
848	Margaret L. McQuaid . . . . .	" 31, 1932
837	Annie Baum . . . . .	" 31, 1931
837	Catherine M. McCarthy . . . . .	" 31, 1932
832	Kathleen C. Daly . . . . .	" 31, 1932
830	Mary J. Cowan . . . . .	" 31, 1934
829	Mildred E. Rourke . . . . .	" 31, 1934
827	Dorothea E. Meloy . . . . .	" 31, 1933
821	Katherine M. Delany . . . . .	" 31, 1931
818	Louise C. Galvin . . . . .	" 31, 1933
817	Mary F. Lyons . . . . .	" 31, 1931
813	Helen C. Bryant . . . . .	" 31, 1931
810	Mina B. Eaton . . . . .	" 31, 1931
809	Phyllis C. Small . . . . .	" 31, 1933
800	Irene G. Woodward . . . . .	" 31, 1932
799	Ruth K. Burns . . . . .	" 31, 1932
797	Dorothy F. Toomey . . . . .	" 31, 1932
797	Helena E. Sullivan . . . . .	" 31, 1934
796	Helen J. McCarthy . . . . .	" 31, 1931
793	Frances R. Sullivan . . . . .	" 31, 1932
792	Margaret H. Healy . . . . .	" 31, 1931
790	Gertrude E. Tobin . . . . .	" 31, 1933
788	Esther T. Murphy . . . . .	" 31, 1932
782	Anna C. MacDonald . . . . .	" 31, 1929
781	Ethel S. Joslin . . . . .	" 31, 1929
778	Eleanor C. Fee . . . . .	" 31, 1931
777	Ruth M. Galvin . . . . .	" 31, 1932
776	Lillian Haggerty . . . . .	" 31, 1932
775	Muriel V. Carnes . . . . .	" 31, 1931
774	Kathleen R. Ryan . . . . .	" 31, 1931
773	Edith V. Neagle . . . . .	" 31, 1932
770	Dorothy L. McMorrow . . . . .	" 31, 1934
763	Isabel Avard . . . . .	" 31, 1932
759	Winifred G. Creed . . . . .	" 31, 1931
753	Helen J. Quinn . . . . .	" 31, 1931
751	Kathleen T. Murphy . . . . .	" 31, 1933
750	Esther D. Hamilton . . . . .	" 31, 1931
749	Gertrude M. Galvin . . . . .	" 31, 1932
748	Catherine W. Monahan . . . . .	" 31, 1932
742	Ruth M. McLean . . . . .	" 31, 1933
737	Margaret E. McKenna . . . . .	" 31, 1932
729	Elizabeth Thorpe . . . . .	" 31, 1931
728	Lewette H. Spence . . . . .	" 31, 1930
721	Helen Z. Whiteman . . . . .	" 31, 1930
717	Muriel A. Johnson . . . . .	" 31, 1930
716	Mary E. Grant . . . . .	" 31, 1931
711	Elizabeth P. Hoyt . . . . .	" 31, 1933

**Kindergarten Certificate, Examined Candidates—Concluded.**

Rating.	Name.	Certificate Expires
704	Mabelle S. Chapman . . . . .	Dec. 31, 1930
704	Marie E. McCarty . . . . .	" 31, 1931
702	Pauline G. Davenport . . . . .	" 31, 1930

-----

**SPECIAL CERTIFICATES VALID IN DAY ELEMENTARY AND  
DAY INTERMEDIATE SCHOOLS.**

**COOKERY.**

Rating.	Name.	Certificate Expires
891	Abigail J. Harrigan . . . . .	Dec. 31, 1934
855	Lucia A. Buck . . . . .	" 31, 1934
816	Orville Granger Holt . . . . .	" 31, 1933
801	Clare O. LaMere . . . . .	" 31, 1932
785	Eileen F. Whalen . . . . .	" 31, 1934
784	Helen C. S. Lynch . . . . .	" 31, 1934
782	Elizabeth W. Glavin . . . . .	" 31, 1934
765	Gretchen O. Papen . . . . .	" 31, 1934

**SEWING.**

919	Mary E. Farrell . . . . .	Dec. 31, 1934
916	Frances W. Purcell . . . . .	" 31, 1934
900	Annette M. Havey . . . . .	" 31, 1934
897	Lydia M. E. Kipp . . . . .	" 31, 1934
866	Josephine M. Pieper . . . . .	" 31, 1934
864	Martha Clancy Koen . . . . .	" 31, 1930
858	Gertrude F. Sullivan . . . . .	" 31, 1934
840	Marie C. Ludovic . . . . .	" 31, 1934
826	Lois G. Lynch . . . . .	" 31, 1934
824	Helen M. Anderson . . . . .	" 31, 1934
816	Mildred A. Winsloe . . . . .	" 31, 1934
813	Dorothy A. Lynch . . . . .	" 31, 1934
812	Clare C. McGoldrick . . . . .	" 31, 1934
780	Irma B. Coffin . . . . .	" 31, 1934
777	Marion A. Clarkson . . . . .	" 31, 1934

**MANUAL TRAINING.****FOREMAN, SHOPWORK.**

867	Herbert G. N. Forsell . . . . .	Dec. 31, 1934
860	Edward B. Flaherty . . . . .	" 31, 1934
853	Gunnar Munnick . . . . .	" 31, 1934
825	Americo B. Ventura . . . . .	" 31, 1934
821	Joseph R. Parker . . . . .	" 31, 1928
818	Raymond F. Higgins . . . . .	" 31, 1934
802	Freeman D. Shepherd . . . . .	" 31, 1934
785	Edwin C. Anderson . . . . .	" 31, 1933
778	Harold J. Lawler . . . . .	" 31, 1933



## Special Certificates Valid in Day Elementary Schools — Concluded.

## INSTRUCTORS, SHOPWORK.

Rating.	Name.	Certificate Expires
920	Carl F. Gabele . . . . .	Dec. 31, 1934
901	Earl E. Gowen . . . . .	" 31, 1934
875	James E. Mulvanity . . . . .	" 31, 1933
871	Joseph F. Lawton . . . . .	" 31, 1934
863	Theodore F. Roth . . . . .	" 31, 1934
838	Frank T. Winston . . . . .	" 31, 1928
831	Frank A. Edlund . . . . .	" 31, 1932
830	William R. Dougherty . . . . .	" 31, 1932
827	Frank L. McGee . . . . .	" 31, 1932
825	Percy E. Jones . . . . .	" 31, 1929
820	Thomas F. Dungan . . . . .	" 31, 1934
805	Clarence E. Damon . . . . .	" 31, 1928
787	William M. Donnelly . . . . .	" 31, 1933
775	Alfred A. Mann . . . . .	" 31, 1933
774	J. Wills Oakes . . . . .	" 31, 1932
758	Max H. F. Senkel . . . . .	" 31, 1930
736	Francis G. Healey . . . . .	" 31, 1928
730	Edmund B. Alger . . . . .	" 31, 1929
702	J. Elwin Hobart . . . . .	" 31, 1930

## MODELING.

## INSTRUCTOR, SHOPWORK.

755	L. Reginald Chandler . . . . .	Dec. 31, 1928
-----	--------------------------------	---------------

## INSTRUCTOR AND ASSISTANT INSTRUCTOR OF MANUAL TRAINING.

782	Berthe D. Dion . . . . .	Dec. 31, 1929
-----	--------------------------	---------------

## SPECIAL CLASS CERTIFICATES.

## MASTERS' ASSISTANTS.

Rating.	Name.	Certificate Expires
939	Annie Golden . . . . .	Dec. 31, 1934
923	Marion A. Burnham . . . . .	" 31, 1934
882	Alice S. Kenyon . . . . .	" 31, 1934
858	Dorothy C. Foley . . . . .	" 31, 1933
854	Anastasia L. McAvoy . . . . .	" 31, 1931
761	Harriet A. Shaw . . . . .	" 31, 1934

## ASSISTANTS.

937	Sybil K. Leonard . . . . .	Dec. 31, 1931
915	Mary I. MacGibbon . . . . .	" 31, 1934
895	Margaret H. Healy . . . . .	" 31, 1934
884	Sarah Albert . . . . .	" 31, 1934
851	Rose G. Frawley . . . . .	" 31, 1934
847	Irene R. McLaney . . . . .	" 31, 1934
846	Barbara R. McAdams . . . . .	" 31, 1934

## Special Class Certificate, Assistants — Concluded.

Rating.	Name.	Certificate Expires
843	Mildred P. Mooney . . . . .	Dec. 31, 1934
842	Winifred G. Creed . . . . .	" 31, 1934
841	Christine M. Cole . . . . .	" 31, 1930
836	Ellen E. Clark . . . . .	" 31, 1934
834	Rose L. Donohoe . . . . .	" 31, 1934
831	Mary G. Eastman . . . . .	" 31, 1928
826	Mary R. Mansfield . . . . .	" 31, 1934
809	Helen G. Connelly . . . . .	" 31, 1934
809	Ellen E. McEvoy . . . . .	" 31, 1931
806	Margaret L. Penney . . . . .	" 31, 1931
790	Selina Richards . . . . .	" 31, 1934
767	Alice M. McDonald . . . . .	" 31, 1934
763	Verna B. Ames . . . . .	" 31, 1931
761	Gussie Goodman . . . . .	" 31, 1934
757	Mary C. Downey . . . . .	" 31, 1934
755	Sophie Adelson . . . . .	" 31, 1934
731	Catherine W. Monahan . . . . .	" 31, 1934

---

 HORACE MANN SCHOOL FOR THE DEAF, PHYSICAL  
EDUCATION CERTIFICATE.

Rating.	Name.	Certificate Expires
909	Mary E. O'Neil . . . . .	Dec. 31, 1934

---

 CONTINUATION SCHOOL CERTIFICATES.

## INSTRUCTORS.

Rating.	Name.	Certificate Expires
841	Edward C. Dullea . . . . .	Dec. 31, 1933
812	Thomas J. O'Leary . . . . .	" 31, 1934
807	James P. Kelley . . . . .	" 31, 1930
803	James W. Driscoll . . . . .	" 31, 1934
781	Daniel J. Leary . . . . .	" 31, 1933
777	James A. Delay . . . . .	" 31, 1931
755	John F. Meade . . . . .	" 31, 1931
754	John P. Degnan . . . . .	" 31, 1931
749	George F. Cronin . . . . .	" 31, 1930
718	John F. Kerrigan . . . . .	" 31, 1930
711	John A. Murphy . . . . .	" 31, 1930
704	John J. Hoban . . . . .	" 31, 1931
702	Leo J. Aicardi . . . . .	" 31, 1930

## ASSISTANTS.

888	Anna J. Mullin . . . . .	Dec. 31, 1934
787	Catherine G. Murray . . . . .	" 31, 1932

DAY CLERICAL SCHOOL CERTIFICATES.

INSTRUCTORS.		
Rating.	Name.	Certificate Expires
822	Joseph J. Bevins . . . . .	Dec. 31, 1933
815	Robert P. Cunningham . . . . .	" 31, 1932
ASSISTANTS.		
807	Gertrude A. M. Edwards . . . . .	Dec. 31, 1933
760	Iva M. Bryant . . . . .	" 31, 1933
704	Jessie Kalter . . . . .	" 31, 1930

DAY AND EVENING INDUSTRIAL SCHOOLS CERTIFICATES.  
 XXX.—(SHOP INSTRUCTORS, VOCATIONAL ASSISTANTS AND TRADE ASSISTANTS IN DAY OR EVENING TRADE, CONTINUATION AND INTERMEDIATE SCHOOLS.)

AGRICULTURE.		
Rating.	Name.	Certificate Expires
909	Frederick W. Swan . . . . .	Dec. 31, 1934
901	Carrick E. Wildon . . . . .	" 31, 1933
AUTO MECHANICS.		
894	Gustav F. Virchow . . . . .	Dec. 31, 1928
821	William McKenzie . . . . .	" 31, 1930
794	George E. MacLean . . . . .	" 31, 1934
753	George H. Hawes . . . . .	" 31, 1933
751	William B. Dahill . . . . .	" 31, 1929
749	Phillips N. Brooks . . . . .	" 31, 1933
CABINETMAKING.		
883	George A. West . . . . .	Dec. 31, 1934
808	Thomas H. Egan . . . . .	" 31, 1934
774	Peter T. Flaherty . . . . .	" 31, 1930
727	Harrison W. Bunker . . . . .	" 31, 1934
701	Freeman D. Shepherd . . . . .	" 31, 1930
700	Arvid J. Wahlstrom . . . . .	" 31, 1928
CARPENTRY.		
814	Arbuthnott H. Rattray . . . . .	Dec. 31, 1933
805	Edwin Johnson . . . . .	" 31, 1928
757	Frank E. Leonard . . . . .	" 31, 1934
COMMERCIAL ARTS AND CRAFTS.		
865	Elizabeth M. Upton . . . . .	Dec. 31, 1933
864	Jennie M. Carlson . . . . .	" 31, 1932
DRAFTING.		
944	Edward W. Dixon . . . . .	Dec. 31, 1932
871}	Albert E. Artis . . . . .	" 31, 1933
871}	George W. Seaburg . . . . .	" 31, 1932

## Day and Evening Industrial Schools Certificates — Continued.

Rating.	Name.	Certificate Expires
861	Carl H. Oquist . . . . .	Dec. 31, 1928
828	Victor J. Lemay . . . . .	" 31, 1932
792	Emery A. Lavellee . . . . .	" 31, 1933
792	Edward J. Oakes . . . . .	" 31, 1931
767	Carl L. Rohnstock . . . . .	" 31, 1930
747	James T. Joyce . . . . .	" 31, 1933
700	Arthur G. Hamilton . . . . .	" 31, 1928
DRESSMAKING.		
840	Anna C. Craft . . . . .	Dec. 31, 1931
781	Rose Mirabile . . . . .	" 31, 1933
729	Magdalena C. Columbus . . . . .	" 31, 1930
ELECTRICITY.		
913	Edward J. Hartel . . . . .	Dec. 31, 1933
906	Edward B. Flaherty . . . . .	" 31, 1934
855	William F. Sheehan . . . . .	" 31, 1934
846	William J. McSweeney . . . . .	" 31, 1934
837	Irl R. Clarke . . . . .	" 31, 1932
797	Andrew J. Bernard . . . . .	" 31, 1933
790	Harry P. Blute . . . . .	" 31, 1934
785	John A. Nawn . . . . .	" 31, 1934
MACHINE SHOP PRACTICE.		
883	Thomas A. O'Loughlin . . . . .	Dec. 31, 1934
857	Joseph F. Burke . . . . .	" 31, 1931
840	James H. Ginns . . . . .	" 31, 1928
806	Philip J. Spang . . . . .	" 31, 1934
793	Leo Renaud . . . . .	" 31, 1931
791	James R. Conners . . . . .	" 31, 1928
769	Roswell W. Abbott . . . . .	" 31, 1929
743	Charles F. Rosen . . . . .	" 31, 1930
722	James E. Mulvanity . . . . .	" 31, 1934
715	Henry J. McKinnon . . . . .	" 31, 1928
MASONRY.		
746	John W. O'Toole . . . . .	Dec. 31, 1933
OXY-ACETYLENE WELDING.		
782	Charles H. E. Coster . . . . .	Dec. 31, 1929
PAINTING AND DECORATING.		
748	John L. Collins . . . . .	Dec. 31, 1932
PATTERNMAKING.		
954	Joseph Hackett . . . . .	Dec. 31, 1934
840	Freeman D. Shepherd . . . . .	" 31, 1932
836	Alexander F. Rowe . . . . .	" 31, 1928
824	Thomas H. Johnston . . . . .	" 31, 1932
811	George W. Bowden . . . . .	" 31, 1934

## Day and Evening Industrial Schools Certificates — Continued.

Rating.	Name.	Certificate Expires
809	Frederick J. Faulstick . . . . .	Dec. 31, 1933
802	Frank P. Reichert . . . . .	" 31, 1934
801	Edward O. Goguen . . . . .	" 31, 1934
770	Albert E. Clarkson . . . . .	" 31, 1928
754	Clarence E. Damon . . . . .	" 31, 1928
745	John H. Ericson . . . . .	" 31, 1933

## PLUMBING.

858	George W. McNeill . . . . .	Dec. 31, 1933
841	George E. Donohue . . . . .	" 31, 1934
828	John F. Murphy . . . . .	" 31, 1928

## POWER MACHINE OPERATING.

827	Mary T. Doyle . . . . .	Dec. 31, 1932
-----	-------------------------	---------------

## PRINTING — COMPOSITORS.

823	Edward Terrenzi . . . . .	Dec. 31, 1934
797	Wilbur A. Hart . . . . .	" 31, 1933
786	Arthur H. Kipp . . . . .	" 31, 1933
767	Thomas A. Kerrigan . . . . .	" 31, 1934
755	George C. Todd . . . . .	" 31, 1934
714	George E. Cole . . . . .	" 31, 1934

## SHEET METAL WORK.

807	Ralph R. Callahan . . . . .	Dec. 31, 1933
780	Frank J. O'Rourke . . . . .	" 31, 1934
773	George Rogers . . . . .	" 31, 1933
772	Stephen T. Reilly . . . . .	" 31, 1933
771	Bernard P. Dockray . . . . .	" 31, 1934
755	John Robertson . . . . .	" 31, 1932
719	Leo T. F. White . . . . .	" 31, 1932

## UPHOLSTERY.

898	Raymond M. Fallona . . . . .	Dec. 31, 1931
-----	------------------------------	---------------

XXXI-A.— (MASTER'S ASSISTANT IN THE TRADE SCHOOL FOR GIRLS:  
HEADS OF DEPARTMENTS (BOTH SHOP AND ACADEMIC) IN THE TRADE  
SCHOOL FOR GIRLS; SHOP FOREMAN IN DAY OR EVENING TRADE  
SCHOOLS; CONTINUATION SCHOOL AND INTERMEDIATE SCHOOLS.)

## AGRICULTURE.

Rating.	Name.	Certificate Expires
892	Carrick E. Wildon . . . . .	Dec. 31, 1933

## AUTO MECHANICS.

884	Gustav F. Virchow . . . . .	Dec. 31, 1928
820	William F. Gill . . . . .	" 31, 1934
819	William McKenzie . . . . .	" 31, 1930

## CABINETMAKING.

849	Joseph Morello . . . . .	Dec. 31, 1934
-----	--------------------------	---------------

## Day and Evening Industrial Schools Certificates — Continued.

CARPENTRY.		
Rating.	Name.	Certificate Expires
817	John F. Sullivan . . . . .	Dec. 31, 1932
773	Arthur L. MacRae . . . . .	" 31, 1930
759	Edwin Johnson . . . . .	" 31, 1928
COSTUME AND DESIGN.		
762	Marie E. Jobin . . . . .	Dec. 31, 1934
DRAFTING.		
903	Edward W. Dixon . . . . .	Dec. 31, 1932
840	George W. Seaburg . . . . .	" 31, 1933
789	Albert H. Hanly . . . . .	" 31, 1928
788	Edward J. Oakes . . . . .	" 31, 1931
774	Albert C. Dove . . . . .	" 31, 1928
743	Victor J. Lemay . . . . .	" 31, 1933
DRESSMAKING.		
890	Kathryn Whalen . . . . .	Dec. 31, 1931
813	Katherine Bergen . . . . .	" 31, 1931
801	Lucille A. Bouchard . . . . .	" 31, 1934
760	Winifred T. Ormond . . . . .	" 31, 1933
ELECTRICITY.		
839	Francis Tobin . . . . .	Dec. 31, 1933
818	Stanley F. Janik . . . . .	" 31, 1934
803	Francis J. Hynes . . . . .	" 31, 1934
794	Harry T. Wall . . . . .	" 31, 1934
759	John Y. Murray . . . . .	" 31, 1931
MACHINE SHOP PRACTICE.		
836	James H. Ginns . . . . .	Dec. 31, 1928
835	John T. Mendenhall . . . . .	" 31, 1930
790	Joseph D. Mahoney . . . . .	" 31, 1932
766	Charles Laird . . . . .	" 31, 1931
765	James E. Carter . . . . .	" 31, 1931
720	George N. Bergh . . . . .	" 31, 1931
MILLINERY.		
803	Lily W. Jewett . . . . .	Dec. 31, 1931
MILL WORK.		
821	Anthony F. Mayr . . . . .	Dec. 31, 1934
PLUMBING.		
825	William T. Hanigan . . . . .	Dec. 31, 1934
PRINTING—COMPOSITORS.		
894	Albert F. Hanrahan . . . . .	Dec. 31, 1934
878	John A. Rice . . . . .	" 31, 1934

## Day and Evening Industrial Schools Certificates — Continued.

Rating.	Name.	Certificate Expires
863	Arthur H. Kipp . . . . .	Dec. 31, 1934
844	Frank P. Rich . . . . .	" 31, 1933
821	Philip V. McBride . . . . .	" 31, 1934
757	William J. I. Brown . . . . .	" 31, 1934

## PRINTING — PRESSMEN.

869	Arthur A. Capitell . . . . .	Dec. 31, 1934
778	Albert Pokat . . . . .	" 31, 1934

## SHEET METAL WORK.

871	Harold E. Atkinson . . . . .	Dec. 31, 1934
820	Daniel J. Jameson . . . . .	" 31, 1930
750	George B. Van Dalinda . . . . .	" 31, 1934
730	James A. Linney . . . . .	" 31, 1934

## UPHOLSTERY.

889	Raymond M. Fallona . . . . .	Dec. 31, 1931
-----	------------------------------	---------------

XXXI-B.—(CO-OPERATIVE INSTRUCTORS AND CO-ORDINATORS IN DAY HIGH SCHOOLS; DIVISION FOREMEN, DIVISION HEADS, SHOP SUPERINTENDENT, AND TRADE INSTRUCTORS IN THE BOSTON TRADE SCHOOL; DIVISION FOREMEN, HEADS OF DIVISION, AND TRADE INSTRUCTORS IN THE CONTINUATION SCHOOL; AND SENIOR INSTRUCTORS, MECHANIC ARTS AND INSTRUCTORS OF MECHANIC ARTS IN DAY HIGH SCHOOLS.)

## AGRICULTURE.

Rating.	Name.	Certificate Expires
865	Carrick E. Wildon . . . . .	Dec. 31, 1933

## AUTO MECHANICS.

806	Charles M. McKenzie . . . . .	Dec. 31, 1933
-----	-------------------------------	---------------

## CARPENTRY.

809	Orren R. Tarr . . . . .	Dec. 31, 1931
-----	-------------------------	---------------

## DRAFTING.

932	Chester B. Hammond . . . . .	Dec. 31, 1933
913	George W. Seaborg . . . . .	" 31, 1934
810	Edward J. Oakes . . . . .	" 31, 1933
792	John O. Baker . . . . .	" 31, 1933

## ELECTRICITY.

851	John Y. Murray . . . . .	Dec. 31, 1931
844	Vashni M. Marchant . . . . .	" 31, 1933
842	Charles F. L'Hommedieu . . . . .	" 31, 1933
840	Harry T. Wall . . . . .	" 31, 1934
834	Chester S. Sevrens . . . . .	" 31, 1933
821	Michael J. A. English . . . . .	" 31, 1933
819	Albert L. Edson . . . . .	" 31, 1929
812	Francis J. Hynes . . . . .	" 31, 1934
793	Rudolph N. Marginot . . . . .	" 31, 1934

## Day and Evening Industrial Schools Certificates — Concluded.

## MACHINE SHOP PRACTICE.

Rating.	Name.	Certificate Expires
890	Charles F. Rothera . . . . .	Dec. 31, 1933
849	William J. Doherty . . . . .	" 31, 1928
832	Henry S. Needham . . . . .	" 31, 1934
790	Albert J. Pfau . . . . .	" 31, 1932
777	John T. Mendenhall . . . . .	" 31, 1934
758	James E. Carter . . . . .	" 31, 1934
717	Reinhold L. Swan . . . . .	" 31, 1930

## PATTERNMAKING.

779	James B. Cummings . . . . .	Dec. 31, 1932
774	Louis A. Van Ham . . . . .	" 31, 1930
756	George E. Shepherd . . . . .	" 31, 1930

## PLUMBING.

829	William T. Hanigan . . . . .	Dec. 31, 1934
-----	------------------------------	---------------

## PRINTING — COMPOSITORS.

935	Charles A. Bossi . . . . .	Dec. 31, 1934
860	Frank P. Rich . . . . .	" 31, 1934
804	Cyril W. Shovelier . . . . .	" 31, 1934
787	Albert F. Hanrahan . . . . .	" 31, 1934
757	John A. Rice . . . . .	" 31, 1934
733	William J. I. Brown . . . . .	" 31, 1934

## SHEET METAL WORK.

805	Frank L. Ogilvie . . . . .	Dec. 31, 1934
743	Daniel J. Jameson . . . . .	" 31, 1933
734	George V. Van Dalinda . . . . .	" 31, 1934

## UPHOLSTERY.

829	Raymond M. Fallona . . . . .	Dec. 31, 1931
-----	------------------------------	---------------

## ASSISTANT DIRECTOR OF MANUAL ARTS CERTIFICATE.

Rating.	Name.	Certificate Expires
838	Ralph W. Babb . . . . .	Dec. 31, 1928

## ASSISTANT IN MANUAL ARTS CERTIFICATE.

## DRAWING.

Rating.	Name.	Certificate Expires
897	Elfrida V. Callister . . . . .	Dec. 31, 1929
866	Marjorie Loring . . . . .	" 31, 1933
858	Mary U. Yaffee . . . . .	" 31, 1930
800	Maud J. Bray . . . . .	" 31, 1930
769	Agnes F. Cullen . . . . .	" 31, 1934
754	Mollie E. Collins . . . . .	" 31, 1933
735	Hannah E. McDonough . . . . .	" 31, 1934



## ASSISTANT DIRECTOR OF MUSIC CERTIFICATE.

Rating.	Name.	Certificate Expires
845	James A. Ecker . . . . .	Dec. 31, 1934

---

## ASSISTANT IN MUSIC CERTIFICATE.

Rating.	Name.	Certificate Expires
880	Gertrude N. Mendel . . . . .	Dec. 31, 1934
875	Rachel E. Cotton . . . . .	" 31, 1934
811	M. Edith Moran . . . . .	" 31, 1933
792	Katherine L. Driscoll . . . . .	" 31, 1934
783	Dorothy M. Cuddy . . . . .	" 31, 1932
782	Agnes M. Kearns . . . . .	" 31, 1933

---

## SUPERVISOR OF BANDS AND ORCHESTRAS CERTIFICATE.

Rating.	Name.	Certificate Expires
804	Carl W. Leitsinger . . . . .	Dec. 31, 1933

---

## EXAMINER IN PENMANSHIP CERTIFICATE.

Rating.	Name.	Certificate Expires
814	Margaret M. Garvey . . . . .	Dec. 31, 1931

---

## INSTRUCTOR OF MILITARY DRILL.

Rating.	Name.	Certificate Expires
941	Albert C. Dunphy . . . . .	Dec. 31, 1934
881	James P. Powers . . . . .	" 31, 1934
831	James A. Caffrey . . . . .	" 31, 1934
809	Charles B. McCarthy . . . . .	" 31, 1928
798	Henry F. Barry . . . . .	" 31, 1934
789	Eugene E. Stowell . . . . .	" 31, 1929
704	Franklyn J. Burbank . . . . .	" 31, 1928

---

## SCHOOL NURSE CERTIFICATE.

Rating.	Name.	Certificate Expires
914	Gertrude M. Fleming . . . . .	Dec. 31, 1934
840	Margaret A. Duffy . . . . .	" 31, 1931
823	Dorothy F. Cronin . . . . .	" 31, 1932
821	Rose A. Murphy . . . . .	" 31, 1931
819	Julia G. Cronin . . . . .	" 31, 1930
817	Ruth M. Corcoran . . . . .	" 31, 1932
813	Alice M. Gaffney . . . . .	" 31, 1931
812	Dorothy E. Hooper . . . . .	" 31, 1932
811	Grace Moynihan . . . . .	" 31, 1933
806	Margaret V. Gill . . . . .	" 31, 1933

## School Nurse Certificate.— Concluded.

Rating.	Name.	Certificate Expires
802	Mary B. Pinkham . . . . .	Dec. 31, 1934
798	Mary E. Barry . . . . .	" 31, 1933
795	Margaret J. Cooper . . . . .	" 31, 1933
794	Mercy H. Smith . . . . .	" 31, 1931
792	Dorothy A. McManus . . . . .	" 31, 1932
789	Helen B. Pasztor . . . . .	" 31, 1934
787	Bertha C. Walsh . . . . .	" 31, 1933
784	Mary M. Donahue . . . . .	" 31, 1932
778	Katherine J. Heffernan . . . . .	" 31, 1932
776	Margaret T. Linehan . . . . .	" 31, 1928
770	Elsie R. Morley . . . . .	" 31, 1928
768	Esther P. Smith . . . . .	" 31, 1931
766	Evelyn L. Gardner . . . . .	" 31, 1928
765	Elizabeth F. Powers . . . . .	" 31, 1932
762	Anna T. Ahern . . . . .	" 31, 1932
760	Ethel B. M. McKevitt . . . . .	" 31, 1928
758	Josephine G. Gould . . . . .	" 31, 1932
756	Anna Gallagher . . . . .	" 31, 1928
752	Catherine D. McNamara . . . . .	" 31, 1932
750	Mary A. Roach . . . . .	" 31, 1933
748	Margaret C. Doherty . . . . .	" 31, 1930
745	Mary E. McMahan . . . . .	" 31, 1934
733	Katherine M. Cain . . . . .	" 31, 1934

## ALPHABETICAL LIST OF CANDIDATES.

(Unless otherwise indicated, all addresses are in Massachusetts.)

A.		PAGE
Abbott, Dorothy W.	30 Dean Avenue, Franklin	13
Roswell W.	35 Walden Pond Avenue, Saugus	42
Acton, Kathryn	42 Clark Street, Framingham	29
Adams, Caroline M.	19 Fairfax Street, West Newton	36
Ruth C.	102 Gainsborough Street, Boston	19
Adan, Theresa E.	10 Oakwood Street, Dorchester	17
Adelson, Sophie	129 Thorndike Street, Brookline	40
A'Hearn, Arline D.	13 Bruce Street, Dorchester	22
Marie E.	13 Bruce Street, Dorchester	18
Ahern, Agnes T.	66 Hunnewell Avenue, Brighton	23
Anna T.	1 Hosmer Street, Marlboro	48
Marie R.	101 Church Street, Winchester	34
Mary A.	89 Union Park Street, Boston	29
Aicardi, Leo J.	4 Keatsarge Avenue, Roxbury, 29,	33, 40
Albert, Sarah	33 Derby Street, Gloucester	39
Alciere, Frank L. P.	1024 Broadway, West Somerville	10
Alexander, Lily G.	Chauncy Street, East Dedham	22
Alger, Edmund B.	629 Watertown Street, Newtonville	39
Ames, Alma L.	28 Taft Street, Dorchester	23
Verna B.	20 Harrington Street, Waverley	40
Anderson, Edwin C.	123 Pine Street, Wollaston	38
Helen M.	28 Lyon Street, Dorchester	38
Robert J.	400 Main Street, Wethersfield, Conn.	13
Armstrong, Mary D.	29 Brington Road, Brookline	16
May E.	164 West Selden Street, Mattapan	26
Aronson, Lillian C.	42 Kirkwood Road, Brighton	24
Arrell, Lillian G.	18 Salem Street, Winchester	35
Artis, Albert E.	42 Bay View Street, Quincy Point	41
Ascolillo, Jeannette	19 Gordon Street, West Somerville	30
Atkinson, Harold E.	184 Eutau Avenue, East Lynn	45
Stewart B.	Upton	14
Austin, May M.	Belchertown	16
Avard, Isabel	29 Amherst Street, Nashua, N. H.	37
B.		
Babb, Ralph W.	29 Basset Street, Lynn	46
Bailey, Richard E.	276 Washington Avenue, Providence, R. I.	16
Baker, John O.	109 Rockview Street, Jamaica Plain	45
Marguerite C.	109 Calumet Street, Roxbury	20
Rachel F.	North Conway, N. H.	11
Robert E.	31 Ashfield Street, Roslindale	13
Barish, Beatrice	114 Howland Street, Roxbury	21
Barrett, Mary C.	240 Walnut Street, Brookline	19
Barry, George F.	7 Lothian Road, Brighton	12, 30
Henry F.	9 Southern Avenue, Dorchester	47
Isabelle C.	11 Mather Street, Dorchester	13
Mary E.	174 Bennington Street, East Boston	48
Veronica	162 Lowell Avenue, Newtonville	12
Bartholomew, Constance	48 South Street, Medford	32, 34
Bartick, Mary C.	37 Fairmount Street, Dorchester	15
Bataitis, Gertrude	5 Atwood Avenue, Norwood	20

	PAGE
Batchelder, Mary L.....	54 Eastern Avenue, Dedham 20
Bates, Adaline.....	30 Preston Street, Danvers 17
Marian W.....	8 Cypress Apartments, Brookline 13
Baum, Annie.....	3 Elm Hill Park, Roxbury 37
Bayley, Ellen.....	27 Chilton Road, West Roxbury 18
Bean, Florence E.....	26 Peverell Street, Dorchester 25
Beatty, Alice L.....	278 South Street, Jamaica Plain 10
Belanger, Lillian A.....	17 Constable Street, Malone, N. Y. 16
Bell, Annie.....	11 Crawford Street, Roxbury 20
Benard, Charles G.....	2 Winthrop Avenue, Lawrence 11
Bennett, John I.....	57 Clifton Street, Uphams Corner 14
Bensliman, Hilda G.....	67 Neptune Road, East Boston 19
Bergen, Katherine.....	32 Columbia Street, Brookline 44
Bergh, George N.....	779 Huntington Avenue, Roxbury 44
Berlin, Ruth S.....	5 Park Street, Brookline 16
Berman, Sadie.....	584 Salem Street, Malden 34
Bernard, Andrew J.....	41 Linden Road, West Roxbury 42
Beverage, Lyford P.....	Silver Bay, N. Y. 11
Bevins, Joseph J.....	455 Summer Street, Arlington 41
Biggane, Sara T.....	15 Trowbridge Street, Suite 6, Cambridge 17
Bishop, Audrea.....	70 Stanley Street, Dorchester 26, 36
Bligh, Marguerite A.....	37 Benton Road, Somerville 11
Block, Anna.....	1011 Blue Hill Avenue, Dorchester 22
Blue, Charlotte C.....	68 Hewlett Street, Roslindale 23
Blute, Harry P.....	42 Augustus Avenue, Roslindale 42
Bogrette, Marion E.....	55 Fairmount Street, Dorchester 20
Bolton, Gladys O.....	26 Dunreath Street, Roxbury 36
Bornstein, Augusta F.....	40 Kingsdale Street, Dorchester 23
Bossi, Charles A.....	32 Burgess Street, Dorchester 46
Bourchard, Lucille A.....	176 Norfolk Street, Wollaston 44
Bowden, George W.....	37 Federal Street, Beverly 42
Bowes, Mary L.....	914 Fourth Street, South Boston 21
Bragan, Irene M.....	25 Ashmont Street, Dorchester 12
Bray, Maud J.....	35 Mt. Pleasant Avenue, Roxbury 46
Brennan, Ellinor M.....	50 Peterborough Street, Boston 19
Bresnick, Celia M.....	237 Chambers Street, Boston 20
Brett, Dorothea E.....	60 West Tremlet Street, Dorchester 21
Bridges, Frank L.....	189 Everett Street, Suite 9, Wollaston 14
Brodie, Loretta A.....	48 N Street, South Boston 20
Ruth S.....	366 Tappan Street, Brookline 27
Brolund, Marie E.....	12 Primrose Street, Roslindale 20
Brooks, Helen G.....	27 Ward Street, South Boston 23
Phillips N.....	182 Forest Street, Medford 41
Brown, David H.....	372 Sumner Avenue, Springfield 12
Edith G.....	42 Cunard Street 15
Hannah P.....	126 Washington Street, Marblehead 34
Miriam R.....	68 Brookings Street, Medford Hillside 15
Shirley S.....	Box 105, Onset 10
William J. I.....	6 Moultrie Street, Dorchester 45, 46
Bryan, Dolores.....	97 Green Street, Melrose 18
Bryant, Helen C.....	51 Bloomfield Street, Dorchester 37
Iva M.....	54 Albano Street, Roslindale 41
Buck, Lucia A.....	31 Rodman Street, Jamaica Plain 38
Bunker, Harrison W.....	43 Salem Street, Wakefield 41
Burbank, Franklyn J.....	Box 196, Livermore Falls, Me. 47
Burke, Anna T.....	18 Union Street, Charlestown 21
Catherine L.....	6 Jerome Street, Dorchester 20
Gertrude M.....	57 Rogers Street, West Quincy 30
Joseph F.....	46 Loring Street, Hyde Park 42
Burnham, Marion A.....	35 Congreve Street, Roslindale 39
Burns, Anna C.....	11 Emerald Street, Hingham 35
Anna T.....	39 Henley Street, Charlestown 25

	PAGE
Burns, Elizabeth D.....	12
Mary McMahon.....	6
Paulina V.....	30
Ruth K.....	23
Thomas P.....	11
Burr, Linda F.....	101
Butler, Mary Claire.....	456
Mary Cecilia.....	522
Matthew P.....	275
Byrne, Elizabeth A.....	6
Byrnes, Walter J.....	14

Woodlawn Street, Jamaica Plain	13
West Roxbury	34
Roxbury	16
Salem	37
Dorchester	11
Dorchester	11
East Boston	25
Dorchester	33
Cambridge	11
Dorchester	21, 36
Dorchester	27

C.

Cadigan, Mary C.....	93
Caffery, A. Mae.....	113
Caffrey, James A.....	2
Cain, Katherine M.....	9
Callahan, Anne M.....	23
Margaret R.....	97
Ralph R.....	27
Callister, Elfrida V.....	30
Campana, Josephine E.....	43
Campbell, Ethel M.....	30
Francis J.....	100
Laurette A.....	54
Capitell, Arthur A.....	10
Carey, Gertrude M.....	40
Carlson, Jennie M.....	72
Carnegie, Marion L.....	77
Carnes, Muriel V.....	77
Carpenter, Rachel S.....	Sandwich
Carr, Mary C.....	26
Carrington, George O.....	1324
Carroll, Mary J.....	42
Carter, James E.....	36
Carton, Margaret M.....	12
Casey, Leo P.....	1107
Margaret L.....	83
Mary F.....	42
Cashman, Katherine G.....	41
Caton, Florence B.....	19
Cavanaugh, Mary E.....	South Windsor, Conn.
Chamberlain, Katherine.....	146
Chandler, L. Reginald.....	44
Chapman, George L.....	9
Mabelle S.....	26
Chartoff, Lillian C.....	348
Cheetham, Charles L.....	67
Cheney, J. Maynard.....	335
Childs, Jennie V.....	42
Clahane, Gladys C.....	626
Clancy, Margaret B.....	514
Clark, Ellen E.....	320
Clarke, Irl R.....	20
Marguerite.....	35
Clarkson, Albert E.....	1
Marion A.....	11
Cleary, Harold J.....	44
Mary A. C.....	91
Clifford, Ruth M.....	11
Wilhelmina M.....	508
Cobb, Forrest W.....	460

Milton Avenue, Dorchester	28
Roxbury	22
Charlestown	47
Danvers	48
Roslindale	26
Norwood	25
Worcester	43
Arlington	46
Medford	25
Roslindale	22
Charlestown	30
Milton	33
Arlington	45
Jamaica Plain	34
Arlington	41
Dorchester	15
West Roxbury	37
Sandwich	12
Roslindale	25
Delaware	28
Roxbury	34
Dorchester	44, 46
Brighton	26
Beachmont	30, 33
Brighton	23
Boston	28
Dorchester	18
Providence, R. I.	13
South Windsor, Conn.	34
Hyde Park	23
Jamaica Plain	39
Mattapan	15
Roxbury	38
Roxbury	20
Fairhaven	13
Milton	15
Dorchester	25
Roslindale	24, 29
South Boston	24
Brookline	40
Providence, R. I.	42
Brockton	31
Worcester	43
Dorchester	38
Brockton	31, 33
Dorchester	31
Brockton	13
South Boston	14
Waltham	14

	PAGE
Coffey, Geraldine M.....	179 Appleton Street, Cambridge 27
Coffin, Irma B.....	8 Howitt Road, West Roxbury 38
Cohen, Florence G.....	75 Waumbek Street, Roxbury 25
Cole, Christine M.....	168 Huntington Avenue, Boston 40
George E.....	23 Whiting Street, West Roxbury 43
Coleman, Agnes C.....	6 Pearl Street, Natick 34
Colleran, Thomas J.....	73 Dale Street, Roxbury 30, 33
Collins, John L.....	92 Broadway, Wakefield 42
Katherine M.....	21 Mt. Vernon Street, Dorchester 19
Mollie E.....	753 East Broadway, South Boston, 16, 28, 46
Columbus, Magdalena C.....	85 Audubon Road, Boston 42
Colwell, Eleanora S.....	69 Birch Street, Roslindale 25
Condon, Elizabeth P.....	83 Ardale Street, Roslindale 18
F. Ruth.....	312 Bunker Hill Street, Charlestown 20
John J.....	98 Church Street, Bristol, R. I. 14
Ruth E.....	14 Westbourne Street, Roslindale 19
Connaughton, Elizabeth C.....	301 Chestnut Avenue, Jamaica Plain 21
Connell, Anastasia M.....	14 Tremont Street, Cambridge 32
Dorothy M.....	6 Helena Street, Jamaica Plain 21
Connelly, Helen G.....	52 Midland Street, Lowell 40
Margaret M.....	349 Adams Street, Dorchester 34
Thomas M.....	21 Whitten Street, Dorchester 31, 33
Connors, James R.....	11 Harney Street, Everett 42
Connor, Christopher A.....	330 Hyde Park Avenue, Jamaica Plain 13
Connors, Mary J.....	172 Huntington Avenue, Boston 28
Conroy, Helen E.....	87 Derby Street, West Newton 34
Conway, Everett J.....	83 Woodlawn Street, Forest Hills, 11, 28, 33
Cook, Janet L.....	26 Norton Street, Dorchester 20
Coombs, Ruby I.....	116 Putnam Street, Quincy 16
Cooney, Mary A.....	45 Hillside Street, Roxbury 18
Cooper, Margaret J.....	8 Park Avenue, Winchester 48
Corcoran, John W.....	7 Lindsey Street, Dorchester 10
Ruth M.....	56 Windsor Street, Arlington 47
Corrigan, Helen M.....	72 St. Stephen Street, Boston 29
Cosgrove, Marie C.....	1 Carmen Street, Dorchester 22
Costello, Alice A.....	135 Surrey Street, Medford 25
Elizabeth Oldham.....	260 Pleasant Street, Norwood 35
Coster, Charles H. E.....	48 Houghton Street, Worcester 42
Cotter, Cornelius G.....	100 Keith Street, West Roxbury 17
Mary E.....	495 Columbia Road, Dorchester 24, 41
Cotton, Rachel E.....	82 Maple Street, Malden 37
Coughlan, Mary R.....	135 Bank Street, Abington 35
Coughlin, Anna K. M.....	11 Brooks Street, Maynard 34
Mary V.....	87 Bellevue Street, Lowell 35
Ruth F.....	90 Centre Street, Dorchester 26
Coveny, Margaret A.....	40 High Street, Springfield 33
Cowan, Mary J.....	20 Roslin Street, Dorchester 37
Cox, Adeline E.....	77 Waldeck Street, Dorchester 30
Ruth E.....	169 Buckminster Road, Brookline 11
Craft, Anna C.....	599 Broadway, Everett 42
Crane, Martha E.....	298 South Street, Jamaica Plain 18
Craven, Margaret C.....	81 Dakota Street, Dorchester 28, 34
Creagh, Katherine E. L.....	24 Kerwin Street, Dorchester 31
Mary A.....	24 Kerwin Street, Dorchester 22
Creed, Winifred G.....	197 Dorchester Street, South Boston 37, 40
Cribben, Leo T.....	Seton Hall College, South Orange, N. J. 13
Crimmins, Bertha M.....	44 Augustus Avenue, Roslindale 25
Crockett, Mark V.....	33 School Street, Gloucester 11
Crofwel, Mary G.....	54 Francis Street, Roxbury 22
Croker, Mary A.....	308 Needham Street, Newton Upper Falls 29
Cronin, Dorothy F.....	9 Ashford Street, Allston 47
George F.....	147 Cottage Street, New Bedford 41

	PAGE
Cronin, Julia G.....	27 Juliette Street, Dorchester 47
Crowley, Catherine L.....	11 Mansfield Street, Allston 25, 36
Catherine M.....	21 Warrenton Street, Boston 18
Elizabeth M.....	195 Second Street, South Boston 23
Helena M.....	302 Ashmont Street, Dorchester 31
Cuddy, Dorothy M.....	114 Powderhouse Boulevard, West Somerville 47
Culhane, Anna B.....	35 Mellen Street, Cambridge 16
Cullen, Agnes F.....	Stone Avenue, Winchester 46
Catherine R.....	18 Cherry Street, Lynn 33
Cullity, Marie E.....	23 Brighton Street, Charlestown 20
Cummings, Irene M.....	6 North 21st Street, East Orange, N. J. 30
James B.....	15 Harvard Terrace, Allston 46
Mary B.....	140 Walnut Street, Dorchester 29
Cunney, Thomas J.....	11½ Fowler Street, Salem 30, 33
Cunningham, Robert P.....	9 Rice Street, Framingham 41
Curley, Regina K.....	93 Dustin Street, Brighton 23
Curran, Alice G.....	11 Bardwell Street, Jamaica Plain 34
Anna V.....	299 Church Street, Marlboro 29
Eleanor C.....	98 Centre Street, Dorchester 21
Elizabeth D.....	51 Brown Avenue, Roslindale 18
Katherine E.....	20 Neptune Road, East Boston 27
Marie F.....	34 Linwood Street, Roxbury 23
Mary P.....	32 Granfield Avenue, Roslindale 24
Sara M.....	787 Broadway, South Boston 22
Timothy J.....	299 Church Street, Marlboro 14
Curry, Mary E.....	17 Corey Street, Charlestown 22
Curtin, Helen D.....	36 Saxton Street, Dorchester 22
Theresa C.....	93 Governors Avenue, Medford 35
Curtis, Helen T.....	458 Quincy Street, Dorchester 29

D.

Dacey, Anabel M.....	46 Burt Street, Dorchester 22
Dahill, William B.....	15 Moraine Street, Jamaica Plain 41
Daley, Eleanor E.....	3451 Washington Street, Jamaica Plain 35
Dalton, Josephine V.....	42 Ashford Street, Allston 29
Daly, George F.....	444 Sixth Street, South Boston 10
Joanna T.....	11 Mason Street, Salem 33
Kathleen A.....	83 Terrace Road, Medford 25, 36
Kathleen C.....	320 Dudley Street, Roxbury 37
Damon, Clarence E.....	1450 Commonwealth Avenue, Allston 39, 43
Danforth, Alma M.....	231 Slade Street, Belmont 11, 28
Dargan, M. Margaret.....	9 Saybrook Street, Brighton 22
Daunt, Marie F.....	26 Midland Street, Dorchester 28
Davenport, Pauline G.....	6 Court Street, Concord, N. H. 38
Davidson, Helen G.....	101 Wheatland Avenue, Dorchester 33
Davis, George T.....	119 Pendleton Street, New Haven, Conn. 12
Helen E.....	71 Etna Street, Brighton 21
Margaret H.....	122 Central Avenue, Hyde Park 21
Dawson, Emma N.....	44 Western Avenue, Cliftdale 11
DeAvellar, Anna L.....	230 Fellsway West, Medford 33
Deegan, Mary J.....	30 Sycamore Street, Somerville 31
Deely, Thomas A.....	54 Armandine Street, Dorchester 15
Degnan, John P.....	43 Melville Avenue, Dorchester 35, 40
Delahunt, Mary A.....	4344 Washington Street, Roslindale 30, 31
Delany, Katherine M.....	12 Warwick Road, Brookline 37
Delay, James A.....	291 Bunker Hill Street, Charlestown 40
Dempsey, Catherine M.....	86 Ardale Street, Roslindale 18
Helena M.....	74 Linden Street, Dorchester 29
Margaret M.....	83 Metropolitan Avenue, Roslindale 21, 36
Dente, Rose A.....	225 Maverick Street, East Boston 23
Desmond, Alice L.....	535 Newbury Street, Boston 25

	PAGE
Desmond, Helen G. . . . .	131 East Cottage Street, Dorchester 25
Devine, M. Irene . . . . .	38 Brookford Street, Dorchester 21
DeWitt, Helen A. . . . .	143 Elm Street, Everett 25
Diedrichs, Edna L. . . . .	19 Harvest Street, Dorchester 20
Dion, Berthe D. . . . .	85 Broadway, Norwood 39
Dirksmeier, Anne M. . . . .	8 Sumner Street, Dorchester 18
Dixon, Edward W. . . . .	11 Wigglesworth Street, Roxbury 41, 44
Dockray, Bernard P. . . . .	6 Morton Place, Roxbury 43
Doherty, Aloyse P. . . . .	2 Fairland Street, Roxbury 10
Margaret C. . . . .	152 Park Street, West Roxbury 48
Mary C. . . . .	8 Mercer Street, South Boston 25
Mary V. . . . .	82 Bernard Street, Dorchester 22
William J. . . . .	4 Mt. Vernon Avenue, Charlestown 46
Donahoe, Alice J. . . . .	26 Everett Street, Dorchester 21
Mary M. . . . .	379 Geneva Avenue, Dorchester 48
Donahue, Alice R. . . . .	60 Cedar Street, Roxbury 26
Alice V. . . . .	132 Hyde Park Avenue, Jamaica Plain 10
Elizabeth A. . . . .	278 Beech Street, Roslindale 24, 32
Donigan, Margaret B. . . . .	221 Poplar Street, Roslindale 25
Donnelly, Helen V. . . . .	28 Weld Hill Street, Forest Hills 22
William M. . . . .	440 Appleton Street, Holyoke 39
Donohoe, Rose L. . . . .	390 Ashmont Street, Dorchester 40
Donohue, George E. . . . .	64 Falcon Street, East Boston 43
Donovan, Bernard F. . . . .	108 Austin Street, Cambridge 12
George F. . . . .	5419 Virginia Avenue, Kansas City, Mo. 12
Patrick J. . . . .	65 Seymour Street, Roslindale 10
Dorey, Louise F. . . . .	20 St. John Street, Jamaica Plain 25
Dosick, Lillian . . . . .	24 St. Albans Road, Boston 20
Dougherty, William R. . . . .	16 Morris Street, Everett 39
Dove, Albert C. . . . .	119 Walnut Avenue, Roxbury 44
Dowd, Ruth E. . . . .	39 East Central Street, Natick 34
Downey, A. Gertrude . . . . .	104 Arlington Street, Hyde Park 19
Elizabeth M. . . . .	39 High Street, Charlestown 34
Mary C. . . . .	422 Ashmont Street, Dorchester 40
Mary C. . . . .	24 Mora Street, Dorchester 34
Doxer, Dora . . . . .	725 Morton Street, Mattapan 21
Doyle, Anna M. . . . .	South Franklin Street, Holbrook 14, 32
Dorothy P. . . . .	93 Fletcher Street, Roslindale 21, 36
Margaret A. . . . .	19 Pine Street, Malden 24, 31
Mary T. . . . .	80 Hinkley Street, Somerville 43
Winifred M. . . . .	93 Draper Street, Dorchester 29
Drake, Beatrice E. . . . .	10 Dana Street, Suite 401, Cambridge 30
Drew, Evelyn V. . . . .	11 Penhallow Street, Dorchester 23
Drinan, Helen G. . . . .	48 Reservoir Street, Cambridge 20
Driscoll, James W. . . . .	35 Valley Street, Medford 29, 40
Katherine L. . . . .	283 Walnut Avenue, Roxbury 47
Duane, Dorothea J. . . . .	216 River Street, West Newton 27
Louise H. . . . .	216 River Street, West Newton 16
Mary M. . . . .	18 Pomeroy Street, Allston 35
Dubar, Margaret C. . . . .	33 Mercer Street, South Boston 23
Duffy, Margaret A. . . . .	37 Train Street, Dorchester 47
Duggan, Eleanor D. . . . .	44 Hillside Street, Roxbury 21
Irene G. . . . .	49A Eutaw Street, Lawrence 10
Dullea, Edward C. . . . .	12 Willis Street, Dorchester 40
Dunbar, Dorothy F. . . . .	420 Talbot Avenue, Dorchester 18
Dungan, Thomas F. . . . .	48 Cedar Street, Newton Lower Falls 39
Dunn, Dorothy E. . . . .	160 F Street, South Boston 27
Dunphy, Albert C. . . . .	15 Dorset Street, Dorchester 47
Dussault, Florence H. . . . .	12 Barrows Street, Allston 23
Dvilnsky, Beatrice . . . . .	21 Summit Street, Brookline 20, 35
Dwight, Elizabeth . . . . .	16 Browne Street, Brookline 16
Dwyer, Agnes C. . . . .	100 Walnut Street, Stoughton 10



	PAGE
Dwyer, Helena F. . . . .	25
Mary I. . . . .	28

E.

Eames, Frederick L. . . . .	16
Earle, Ethel J. . . . .	11
Eastman, Mary G. . . . .	40
Eaton, Beatrice P. . . . .	31
Katherine A. . . . .	21
Mary V. . . . .	18
Mina B. . . . .	37
Ecker, James A. . . . .	47
Edlund, Frank A. . . . .	39
Edson, Albert L. . . . .	45
Edwards, Gertrude A. M. . . . .	41
Mary M. . . . .	26
Egan, Thomas H. . . . .	41
Ells, Harriet E. . . . .	12
Laura A. . . . .	12
Engles, Ruth . . . . .	10
English, Michael J. A. . . . .	45
Ericson, John H. . . . .	43
Eskin, Sophia . . . . .	27
Evans, Edna S. . . . .	31

F.

Fallon, Eleanor F. . . . .	19
Katherine M. . . . .	18
Fallona, Raymond M. . . . .	45, 46
Falvey, John M. . . . .	13
Farrell, Mary E. . . . .	38
Faulstick, Frederick J. . . . .	43
Fee, Eleanor C. . . . .	37
Feely, Katherine B. . . . .	29
Feldman, Ida. . . . .	31
Felton, Alice B. . . . .	17
Fennessey, Anne G. . . . .	22
Field, Alma. . . . .	22
Finn, Helen A. . . . .	25
Julius G. . . . .	11
Mary B. . . . .	20
Finnegan, Rosemary E. . . . .	35
Fish, Blanche M. . . . .	28
Fisher, Margaret E. . . . .	23
FitzGerald, Doris M. . . . .	16
Fitzgerald, Margaret F. . . . .	31
Mary F. . . . .	23
Ruth M. . . . .	33
Flagg, Laurice E. . . . .	10
Flaherty, Edward B. . . . .	38, 42
Mary E. . . . .	35
Peter T. . . . .	41
Vera K. . . . .	31
Fleishman, Esther. . . . .	22
Fleming, Bertha L. . . . .	31
Gertrude M. . . . .	47
Flynn, Ann I. . . . .	26
Bernadette R. . . . .	34
Elizabeth C. . . . .	28
Ernest V. . . . .	30, 33
Mildred M. . . . .	11

	PAGE
Foley, Charles E. ....	42 East Newton Street, Boston 30, 33
Dorothy C. ....	86 Willard Street, East Milton 39
Katherine A. ....	34 Frances Street, Melrose 11
Ford, Anna C. ....	15 Wilson Street, Natick 34
Everett J. ....	27 Water Street, Hyde Park 14
Foristall, Marion G. ....	18 Summit Road, Watertown 17
Olive E. ....	18 Summit Road, Watertown 11
Forsell, Herbert G. N. ....	1836 Columbia Road, South Boston 38
Forslund, Svea E. ....	45 Mattapan Street, Mattapan 25
Foss, Amelia A. ....	285 Foster Street, Brighton 24
Fox, Emily M. ....	103 Hamilton Avenue, Atlantic 21
Frawley, Rose G. ....	West Concord 39
Frazier, Francis P. ....	115 Pearl Street, Newton 12
Freeman, Helen E. ....	19 Allston Street, Dorchester 21
Freiburger, Mary R. ....	51 Symmes Street, Roslindale 26
Frolio, Charles M. ....	847 Plymouth Street, Abington 12
Fuller, John E. ....	Addison Street, South Essex 10, 14
Furlong, Mary L. ....	12 Gertrude Road, West Roxbury 22

## G.

Gabele, Carl F. ....	19 Dorset Street, Dorchester 39
Gaffney, Alice M. ....	1137 Massachusetts Avenue, Cambridge 47
Rose E. ....	61 Adams Street, Malden 27
Gale, Eleanor G. ....	26 Roseclair Street, Dorchester 15
Gallagher, Anna ....	2 Hartford Street, Roxbury 48
Mary B. ....	100 Pleasant Street, Dorchester 10
Sarah E. ....	100 Pleasant Street, Dorchester 34
Gallivan, Anna T. ....	92 Sumner Street, Dorchester 31
Marian B. ....	50 Templeton Street, Dorchester 25
Galvin, Gertrude M. ....	25 Dunster Road, Jamaica Plain 37
Grace G. ....	38 Temple Street, Boston 35
Helen T. ....	485 Medford Street, Malden 24, 32
Louise C. ....	11 Semont Street, Dorchester 26
Louise C. ....	40 Harrison Street, Brookline 37
Ruth M. ....	69 Mt. Ida Road, Dorchester 37
Ganley, Arnold L. ....	189 Everett Street, Suite 5, Wollaston 30, 33
Gardner, Evelyn L. ....	35 Tonawanda Street, Dorchester 48
Garvey, Margaret M. ....	476 Westford Street, Lowell 47
Geary, Mary A. ....	30 Grove Street, West Quincy 29
Gemmel, Andrew L. ....	32 Tappan Street, Roslindale 11
Raymond J. ....	32 Tappan Street, Roslindale 11
Geswell, Gertrude A. ....	16 Monument Square, Charlestown 22
Gibbons, Anne F. ....	315 Warren Street, Brookline 29
Gifford, Frederic O. ....	31 Davis Road, Waverley 11
Gilbert, Emma L. ....	28 Dracut Street, Dorchester 35
Gildea, Josephine F. ....	43 Elmore Street, Roxbury 18
Gilfix, Elliot A. ....	61 Clinton Street, Newton 12
Gill, Margaret M. ....	71 Green Street, Charlestown 23
Margaret V. ....	27 Chaucer Street, East Boston 47
Mary J. ....	286 Bunker Hill Street, Charlestown 21, 36
William F. ....	25 Bangs Street, Provincetown 43
Ginns, James H. ....	150 Maple Street, New Britain, Conn. 42, 44
Glancy, Mary J. ....	35 Asticou Road, Jamaica Plain 26
Glavin, Elizabeth W. ....	36 Bradlee Street, Dorchester 38
Gleason, Helen B. ....	29 Seymour Street, Roslindale 24, 28
Kathleen M. ....	19 Sagamore Street, Dorchester 20
Gleeson, M. Elizabeth. ....	83 Foster Street, Brighton 25
Margaret T. ....	83 Foster Street, Brighton 32
Mildred A. ....	272 Washington Street, Dorchester 18
Glennon, Anna F. ....	1472 Centre Street, Roslindale 33
Marie C. ....	44 Hampstead Road, Jamaica Plain 14

	PAGE
Glovsky, Esther L.....	111 Greaton Road, West Roxbury 29
Glynn, Katharine F.....	9 Mt. Pleasant Avenue, Roxbury 21
Godkin, James K.....	4 Stanton Street, Dorchester 11
Goguen, Edward O.....	1220 Main Street, Fitchburg 43
Golden, Anna F.....	457 East Sixth Street, South Boston 29
Annie.....	9 Crown Street, Somerville 39
Goldfine, Sadie.....	268 Normandy Street, Roxbury 25
Goldsmith, Rose.....	34 Hawthorne Avenue, Winthorpe 25, 36
Goodfellow, Grace M.....	61 Sagamore Street, Dorchester 19
Goodman, Gussie.....	38 Grove Street, Chelsea 40
Goarnson, Signe C.....	127 Elliot Avenue, Quincy 23
Gordon, Agnes K.....	28 Alton Place, Brookline 11
Frank V.....	43 Linden Street, Needham 14
Mary E.....	28 Alton Place, Brookline 24
Solomon.....	18 Josephine Street, Dorchester 15
Gorfinkle, Blanche M.....	44 Cummings Road, Brighton 22, 36
Gorman, Dorothy M.....	27 Queen Street, Worcester 17
Esther A.....	28 Jefferson Street, Milford 35
John F.....	176 Howard Street, Rockland 14
Gould, Ada.....	210 Chestnut Hill Avenue, Brighton 21, 36
Josephine G.....	128 Orchard Street, West Somerville 48
Govone, Mary A.....	29 Laurel Street, Roxbury 19
Gowen, Earl E.....	78 Porter Road, Suite 7, Cambridge 39
Grant, Margaret E.....	45 Julian Street, Roxbury 18
Mary E.....	562 Fifth Street, South Boston 37
Green, Arthur.....	102 Columbia Road, Dorchester 15
Greenblat, Helen A.....	15 Goodale Road, Mattapan 21
Greene, Alice M.....	44 Hillside Street, Roxbury 22
Vincent L.....	72 Strathmore Road, Brighton 12
Greenstein, Bessie L.....	59 Wilcock Street, Dorchester 27
Griffin, Margaret H.....	33 Brookline Street, North Abington 35
Mary F.....	114 Gordon Avenue, Hyde Park 22
Grueter, Catherine L.....	234 Poplar Street, Roslindale 24
Grund, Bertha.....	124 Devon Street, Roxbury 19
Guilford, Vera N.....	4 Savin Street, Roxbury 30
Guy, Dorothy I.....	8 Marion Road, Belmont 19

## H.

Hackett, Joseph.....	9 Ericsson Street, Belmont 42
Haggerty, Lillian.....	107 Calumet Street, Roxbury 37
Hall, Blanche S.....	452 Audubon Road, Boston 17
Hallahan, Agnes E.....	28 Nottingham Street, Dorchester 26
Hamill, Nicholas C.....	115 Mt. Auburn Street, Cambridge 11
Hamilton, Arthur G.....	5 Marion Road, Belmont 42
Catherine A.....	7 Winslow Road, Belmont 35
Esther D.....	42 Francesca Avenue, West Somerville 37
Hammond, Chester B.....	66 Hillcrest Road, Needham 45
Hammons, Rosalynde.....	47 Melville Avenue, Dorchester 11
Hanigan, William T.....	3 Allen Street, Boston 44, 46
Hanley, Catherine M.....	66 Raymond Street, East Weymouth 28
Mary A.....	11 East Newton Street, Boston 35
Hanlon, Hannah J.....	10 Appleton Terrace, Watertown 25
Hanly, Albert H.....	48 Flynt Street, Norfolk Downs 44
Hanna, Labeebee.....	146 St. Botolph Street, Boston 24
Hanrahan, Albert F.....	69 Tyndale Street, Roslindale 44, 46
Hanson, Alice A.....	151 Pleasant Street, Winchendon 11
Hardy, Grace.....	37 Ashford Street, Allston 19
Harrigan, Abigail J.....	37 Bradlee Street, Dorchester 13, 38
Harrington, Anna G.....	11 Ticknor Street, South Boston 27
Hazel A.....	21 Harris Street, Malden 27
Marie T.....	11 Elmdale Street, Dorchester 11
Harris, Lawrence I.....	75 Chester Street, Allston 14

	Page
Hart, Mary B. ....	17 Marsh Street, Dorchester 26
Wilbur A. ....	29 Cypress Road, Medford 43
Hartel, Edward J. ....	77 Shirley Street, East Milton 42
Hartnett, Eleanor M. ....	715 Walk Hill Street, Mattapan 19
Harvey, Isabelle M. ....	81 O Street, South Boston 31
Haskell, Frances B. ....	19 Tapham Street, Medford 17
Hastry, Mary W. ....	96 Radcliffe Street, Dorchester 27
Havey, Annette M. ....	4 Archdale Road, Roslindale 38
Hawes, George H. ....	15 Fells Avenue Terrace, Medford 41
Hawkins, Florence M. ....	140 Manthorne Road, West Roxbury 24, 31
Hayes, Anna G. ....	66 Granite Avenue, Dorchester 24
Ella T. ....	282 Fourth Street, South Boston 27
George E. ....	10 Crescent Hill, Wakefield 31
Hilda P. ....	31 Lookout Road, Medford 24, 32
Hazzard, Alvira. ....	558 Massachusetts Avenue, Boston 34
Healey, Francis G. ....	141 Bright Street, Waltham 30
Robert C. ....	291 Union Street, South Weymouth 39, 33
Healy, Margaret H. ....	9 Hathaway Street, Jamaica Plain 37, 39
Hechinger, Lloyd A. ....	42 Fox Street, Dorchester 31, 33
Heffernan, Elizabeth M. ....	32 Orkney Road, Brighton 32
Katherine J. ....	48 Sterling Street, Worcester 48
Helfrich, Mary B. ....	2221 Centre Street, West Roxbury 18
Hennessey, Elizabeth. ....	386 West Union Street, East Bridgewater 35
Louise M. ....	6 Arborway Court, Suite 3, Jamaica Plain 18
Margaret E. ....	66 Pershing Road, Jamaica Plain 17
Herlihy, Mary M. ....	32 East Brookline Street, Boston 26
Herman, Charlotte. ....	148 Townsend Street, Roxbury 23
Hickey, Mary E. ....	72 Pine Street, Milford 12
Ruth E. ....	39 Emerson Street, Wakefield 33
Higgins, Raymond F. ....	Lincoln Street, North Easton 38
Hill, Virginia. ....	51 Washington Street, Winchester 19
Hilton, Mary C. ....	64 Capen Street, Dorchester 31
Hinchey, Margaret M. ....	17 Pine Street, Waltham 13
Hoban, John J. ....	39 Mansfield Street, Somerville 40
Hobart, J. Elwin. ....	316 Huntington Avenue, Boston 39
Hobbs, C. Frances. ....	181 Temple Street, Fredonia, N. Y. 34
Hoernner, Margaret R. ....	18 Dunster Road, Jamaica Plain 20
Hoffman, Rae F. ....	808 Blue Hill Avenue, Dorchester 17
Hogan, Elizabeth A. ....	17 Barton Street, Salem 35
Hohman, Marie L. ....	214 Bowdoin Street, Dorchester 12, 29
Holland, Agnes E. ....	250 Lamartine Street, Jamaica Plain 18
Cornelius J. ....	60 Jamaicaaway, Jamaica Plain 30, 33
Ruth E. ....	40 South Crescent Circuit, Brighton 22
Holt, Orville G. ....	169 Harvard Street, Medford 38
Holteen, Ebba P. ....	24 Gothland Street, Quincy 16
Holzer, Sylvia. ....	393 Metropolitan Avenue, Roslindale 19
Hooper, Dorothy E. ....	76 Bowler Street, East Lynn 47
Hopkins, John J. ....	169 Wachusett Street, Boston 14
Horrigan, Eleanor K. ....	365 Mt. Auburn Street, Cambridge 23
Houghton, Evelyn L. ....	52 Newburg Street, Roslindale 21
Howard, Hazel M. ....	151 Fellsway West, Medford 24, 32
Hoyt, Elizabeth P. ....	127 South Street, Hingham 37
Hubbard, Mary V. ....	91 Glen Road, Jamaica Plain 24, 32
Humphrey, Margaret S. ....	3 Wallace Court, Charlestown 27
Hurley, Blanche M. ....	126 Glenville Avenue, Allston 28
Catherine T. ....	53 Lowden Avenue, West Somerville 27
Mary F. ....	19 Edgemont Street, Roslindale 26
Sue G. ....	53 Prince Street, Jamaica Plain 26
Hurstak, Gladys. ....	6 Greenville Street, Roxbury 19
Hurwitz, Gertrude. ....	203 Columbia Road, Dorchester 24, 29
Hutchins, Roland B. ....	299 Broadway, Methuen 14
Hyde, Ella H. ....	600 Beach Street, Revere 33

	PAGE
Hyde, Hazel L.....	600 Beach Street, Revere 34
Hynes, Francis J.....	73 Academy Hill Road, Brighton 44, 45

J.

Jameson, Daniel J.....	19 Oakes Street, Everett 45, 46
Janik, Stanley F.....	27 Pleasant Street, Dorchester 44
Jewett, Lily W.....	61 Cliftondale Street, Roslindale 44
Jobin, Marie E.....	28 Chester Street, Watertown 44
Johnson, Arthur W.....	Box 464, Durham, N. H. 10
Edwin.....	15 Pleasantview Avenue, East Lynn 41, 44
Martha L.....	26 Metcalf Street, Roslindale 24
Minnie A.....	188A Savin Hill Avenue, Dorchester 16
Muriel A.....	8 Verndale Street, Brookline 37
Johnston, Thomas H.....	717 Bridge Street, Lowell 42
Jones, Percy E.....	35 Richards Avenue, Roslindale 39
Jordan, Anna B.....	97 West Milton Street, Readville 27
Monica M.....	74 Egmont Street, Brookline 35
Nona.....	131A Upham Street, Melrose 11
Joslin, Ethel S.....	60 Eddy Street, West Newton 37
Joyce, James T.....	21 Francis Street, Fitchburg 42

K.

Kahn, Ruth R.....	74 Claybourne Street, Dorchester 24, 29
Kalter, Jessie.....	385 Hollis Street, Framingham 41
Kane, Margaret M.....	7 Monument Square, Charlestown 18
Kapples, Alice C.....	329 Copeland Street, West Quincy 31
Karcher, Evelyn A.....	5 Haverford Street, Jamaica Plain 26
Katseff, Anna.....	Washington Street, Holliston 35
Kean, Mary E.....	32 Garden Street, Brighton 22
Kearn, Agnes M.....	30 Mt. Ida Road, Dorchester 47
Keating, Gertrude C.....	222 Webster Street, East Boston 16
Kedian, Esther G.....	27 Belvidere Street, Boston 34
Keefe, Elizabeth A.....	11 Woodward Avenue, Quincy 34
Sarah A.....	16 Leslie Street, Dorchester 23, 36
Keelon, Charles J.....	68 Myrtle Street, Brockton 13
Kelleher, Mary E.....	156 Auburn Street, Brockton 31
Kelley, Esther E.....	4 Felton Street, Woburn 33
James P.....	104 Pleasant Street, Dorchester 40
Louise B.....	9 Parkwood Terrace, Jamaica Plain 15, 32
Marie L.....	34 Fox Street, Dorchester 22
Mary T.....	190 Massachusetts Avenue, Springfield 28
Kelly, Anastasia M.....	109 Hayden Rowe Street, Hopkinton 29
Frances J.....	715 Walk Hill Street, Mattapan 18
Mary.....	189 West Springfield Street, Boston 16
Kendrick, Marjorie P.....	493 Broadway, South Boston 26
Kenneally, Hyacinth A.....	442 Fifth Street, South Boston 25, 36
Josephine G.....	9 Corey Street, Charlestown 26
Kenney, Helen G.....	27 Brookline Street, North Abington 34
John H.....	35 Wayland Street, Dorchester 10
Kenyon, Alice S.....	21 Marlboro Street, Newton 39
Kerrigan, John F.....	363 Dorchester Street, South Boston 40
Thomas A.....	8 Harbor Street, Clinton 43
Kiernan, Grace G.....	3 Helena Road, Dorchester 20, 35
Kiley, Michael M.....	41 Johnson Street, Springfield 14
Killion, Florence M.....	15 Fairmount Street, Dorchester 25
King, Dora E.....	13 Thompson Street, Hyde Park 27
Kipp, Arthur H.....	73 Perham Street, West Roxbury 43, 45
Lydia M. E.....	10 Wise Street, Jamaica Plain 38
Kirby, Mary R.....	50 Jamaicaaway, Suite 6, Jamaica Plain 35
Mary R.....	600 Beach Street, Revere 29
Kirkjian, Claire B.....	279 Dudley Street, Roxbury 12
Klaus, Rose M.....	25 Charles Street, Dorchester 20

	PAGE
Koehler, Selma.....	103 South Street, Northampton 12
Koen, Martha C.....	62 Dayton Street, Danvers 38
Kolb, Edith.....	65 Poplar Street, Danvers 34
Koplovsky, Sarah.....	31 Princeton Street, East Boston 26
Koziewicz, Sophie E.....	1 Oakland Street, Roxbury 27
Kreidel, Martha M.....	26 Sargent Street, Winthrop 16
Kuhn, Anna F.....	227 Summer Street, Somerville 29
Kuskin, Sibil.....	4 Hartwell Street, Roxbury 27, 36

## L.

Laird, Charles.....	59 Ellery Street, Cambridge 44
La Mere, Clare O.....	Whitefield, N. H. 38
Lane, Genevieve A.....	20 Moreland Street, Brockton 24
Lappin, Florence M.....	973 Blue Hill Avenue, Dorchester 20
Larrabee, Elizabeth R.....	50 Monastery Road, Brighton 23
Larsen, Arthur M.....	67 Bellingham Street, Chelsea 15
Lavellee, Emery A.....	Box 10923, Poplar Street, Southbridge 42
Lawler, Harold J.....	22 Woburn Street, West Medford 38
Lawson, Harry W.....	19 Melrose Street, Framingham 15
Lawton, Joseph F.....	63 Leonard Street, Dorchester 39
Leaney, Mary H.....	59 West Cedar Street, Boston 22
Leary, Daniel J.....	15 Mt. Pleasant Street, East Lynn 40
Louise C.....	597 Fellsway West, North Medford 29
LeDiouris, Winifred M.....	506 Bennington Street, East Boston 19
Lee, Miles G.....	31 Roosevelt Street, Revere 30
Leitsinger, Carl W.....	8 Marathon Street, Arlington 47
Lemay, Victor J.....	Tapley Lane, East Dedham 42, 44
Lenahan, M. Grace.....	15 Southern Avenue, Dorchester 24, 29
Leonard, Frank E.....	820 Massachusetts Avenue, Cambridge 41
Helen M.....	44 Bellevue Street, Dorchester 23
Sybil K.....	64 Freeman Street, Wollaston 39
Leonardi, Anna A.....	259 Harold Street, Roxbury 26
Levitt, Rose.....	46 Waverly Street, Roxbury 26, 36
Lewis, Leonore E.....	71 Anawan Avenue, West Roxbury 19
L'Hommedieu, Charles F.....	1536 Centre Street, Rosindale 45
Libby, Annie G.....	30 Chilton Road, West Roxbury 25, 36
Lill, Mary H.....	19 Matchett Street, Brighton 24, 28
Lima, Josephine M.....	22 Wolcott Street, West Medford 27
Victoria M.....	22 Wolcott Street, West Medford 27
Lindberg, Alice C.....	8 Bentham Road, Dorchester 20
Linehan, Margaret T.....	63 Florence Street, Brighton 48
Linney, James A.....	112 Magnolia Street, Dorchester 45
Livingstone, Edna.....	48 Glenville Avenue, Allston 19
Locke, James H., Jr.....	157 Vernon Street, Rockland 10
Loftus, Alice M.....	166 Essex Street, Marlboro 22
Lombard, Ella F.....	52 Hooker Street, Allston 18
Lonergan, Grace K.....	36 Maxwell Street, Dorchester 29
Long, Grace M.....	10 Holden Street, Dorchester 20
Mary C.....	14 Clematis Street, Dorchester, 21, 24, 32
Lord, Eugene H.....	396 Moraine Street, Brockton 12
Loring, Marjorie.....	1568 Commonwealth Avenue, Brighton 46
Warren E.....	9 Cedar Street, Charlestown 13
Ludovic, Marie C.....	9 Bourne Street, Forest Hills 38
Lundell, Margaret E.....	27 Aldrich Street, Rosindale 18
Lundgren, Helen M.....	23 Hawthorne Boulevard, Salem 35
Lurie, Dorothy E.....	41 Esmont Street, Dorchester 26, 36
Lynch, Dorothy A.....	11 Richview Street, Dorchester 38
Grace P.....	37 Lincoln Street, North Easton 30
Helen C. S.....	61 Cambridge Street, Fall River 38
Lois G.....	89 Union Park Street, Boston 38
Margaret A.....	20 Fairfield Street, Cambridge 15

	PAGE
Lyons, Alice A. ....	161 Pleasant Street, Dorchester 26
Ella R. ....	53 Harbor View Street, Dorchester 31
Mary F. ....	44 South Street, Jamaica Plain 37

M.

MacBurney, Helen H. ....	74 Tonawanda Street, Dorchester 28
MacDonald, Anna C. ....	39 Leicester Street, Brighton 37
Macdonald, Isabel. ....	1 New Heath Street, Roxbury 36
Marjorie. ....	39 Tonawanda Street, Dorchester 37
MacGibbon, Mary I. ....	48 Westminster Street, Hyde Park 39
MacIntyre, Mary P. ....	40 Parkton Road, Jamaica Plain 23
Mackey, Philip F. ....	237 West Fifth Street, South Boston 28
MacLean, George E. ....	41 Putnam Street, Quincy 41
Helen C. ....	27 Willis Street, Dorchester 28
MacMillan, Adelia. ....	611 Walnut Street, Fall River 11
Katharine B. ....	147 Walton Park, Melrose Highlands 13
Macomber, Mildred. ....	8 Florence Street, Roslindale 21
MacRae, Arthur L. ....	247 Playstead Road, West Medford 44
MacSwiney, Mary C. ....	52 Algonquin Road, Chestnut Hill 11
Madden, Anna M. ....	46 Tower Street, Forest Hills 26
Pauline E. ....	850 Huntington Avenue, Boston 25
Rose L. ....	79 Jamaica Street, Jamaica Plain 21
Maguire, Madeleine J. ....	96 Manthorne Road, West Roxbury 14
Mahoney, Joseph A. ....	65 Bowdoin Avenue, Dorchester 28
Kathleen B. ....	33 Orchard Street, Jamaica Plain 26
Joseph D. ....	11 Iowa Street, Dorchester 44
Marion L. ....	83 Day Street, Jamaica Plain 20
Mary S. ....	8 Wetherell Street, Newton Upper Falls 35
Olive G. ....	7 Tremont Street, Stoneham 31
Malone, Dorothy C. ....	37 Atkins Street, Brighton 25
Maloney, John M. ....	53 Lamartine Street, Jamaica Plain 32, 33
Mangan, Catherine J. ....	9 Leeds Street, South Boston 27
Mann, Alfred A. ....	26 Marion Avenue, Norwood 39
Manning Catherine T. ....	11 Franklin Street, Charlestown 27
Mannix, Katharine L. ....	26 Sargent Street, Winthrop 16
Mansfield, Mary R. ....	9 Atlantic Street, Lowell 40
Marchant, Vashni M. ....	19 Hobson Street, Brighton 45
Marginot, Rudolph N. ....	12 Archdale Road, Roslindale 45
Markham, Edward J. ....	55 Pelican Road, Quincy 11
Martin, Grace E. ....	63 Dana Street, Cambridge 13
Mason, Doris G. ....	319 Bellevue Street, Newton 20
Matson, Eleanor H. ....	512 Beulah Street, Whitman 12
May, John J. ....	4 Trowbridge Place, Cambridge 15
Mayer, Helen E. ....	42 Rosedale Street, Dorchester 12
Mayr, Anthony F. ....	51 Atherton Street, Roxbury 44
McAdams, Barbara R. ....	321 High Street, Lowell 39
McAndrew, Julia C. ....	3 Ayer Road, Brookline 27
McAvoy, Anastasia L. ....	5 Ayer Road, Brookline 39
McBride, Philip V. ....	100 Redlands Road, West Roxbury 45
McCabe, Marie C. ....	22 Bentham Road, Dorchester 18
Winifred A. ....	51 Arborough Road, Roslindale 24, 33
McCann, Mary E. ....	19 Wheelock Street, Winthrop 34
McCarron, Anna T. ....	70 Tower Street, Forest Hills 21, 36
McCarthy, Agnes C. ....	77 Sumner Street, Dorchester 33
Anna E. ....	17 Rosemary Street, Jamaica Plain 22
Catherine M. ....	11 Ocean Street, Dorchester 15
Charles B. ....	State Police Patrol, Northampton 47
Clare L. ....	81 Franklin Street, Allston 23
Daniel J. ....	30 Westford Street, Saugus 33
Helen J. ....	12 Agnes Avenue, Hyde Park 22
Helen J. ....	5 Holiday Street, Dorchester 36

	PAGE
McCarthy, Katherine F.....	5 Holiday Street, Dorchester 18
Leo J.....	39 Shirley Street, East Milton 11, 23
Richard A.....	14 Oak Street, Ayer 15
Theresa C.....	1 Fountain Hill, Roxbury 25
McCarty, E. Mary.....	196 Lake Street, Brighton 23
Katherine E.....	10 Nottingham Street, Dorchester 16
Marie E.....	67 Halifax Street, Jamaica Plain 38
McCloskey, Mabel A. T.....	73 Dale Street, Roxbury 31
McDonagh, Catherine H.....	20 Rosemary Street, Jamaica Plain 26
McDonald, Alice M.....	15 Prospect Street, Westboro 40
Margaret E.....	8 Haverhill Street, Charlestown 23
Marion H.....	41 High Street, Charlestown 35
Myrtle M.....	16 Ashford Street, Allston 25, 36
Raymond E.....	63 Marion Street, Natick 13, 14
McDonough, Elizabeth M.....	647 Main Street, Watertown 34
Hannah E.....	37 Lindsey Street, Dorchester 16, 46
Helen J.....	74 Harvard Avenue, Hyde Park 25
Sara M.....	123 Selwyn Street, Roslindale 18
McElaney, Irene R.....	104 Warren Street, Brighton 39
McEvoy, Ellen E.....	55 Fourth Avenue, Lowell 40
McFadden, Johanna G.....	616 East Street, West Bridgewater 35
McGee, Frank L.....	70 East Central Street, Natick 39
McGinley, Helen M.....	18 Merrill Street, Dorchester 26
McGinty, Bertha C.....	15 Hopedale Street, Allston 25
McGoldrick, Clare C.....	25 West Street, Belmont 38
McGovern, Anna F.....	14 Park Street, Bradford 34
McGowan, R. Eleanor.....	27A Lindsey Street, Dorchester 23
McGrath, Herman C.....	77 Billings Street, Sharon 12
McGuiggan, Mary D.....	32 Centre Street, Canton 20
McGuire, Waldemar S.....	4051 Washington Street, Roslindale 13
McIlroy, Cecil D.....	26 Central Avenue, Danvers 12
McInnes, Grace I.....	461 La Grange Street, West Roxbury 21
McKay, Lillian C.....	118 Woodrow Avenue, Dorchester 20, 36
McKenna, Agnes C.....	31 Orkney Road, Brighton 16
Margaret E.....	78 College Road, Chestnut Hill 37
McKenney, William V.....	130 North Harvard Street, Allston 12
McKenzie, Charles M.....	137 Rowe Terrace, Roslindale 45
William.....	42 Bowdoin Street, Dorchester 41, 43
McKevitt, Ethel B. M.....	23 Thornley Street, Dorchester 48
McKinnon, Henry J.....	254 Brookline Street, Cambridge 42
McLane, Leona M.....	16 Gordon Street, Allston 27
McLaughlin, Dorothea A.....	19 Thornley Street, Dorchester 27
Mary C.....	130 Brainerd Road, Allston 34
McLean, Ruth M.....	1924 Beacon Street, Boston 37
McMahon, Mary E.....	839 Boylston Street, Boston 48
Ruth M.....	151 Park Street, West Roxbury 20
McManus, Dorothy A.....	23 Egleston Street, Jamaica Plain 48
McMorrow, Dorothy L.....	1740 Beacon Street, Brookline 37
Helen A.....	309 Adams Street, Dorchester 21
McMurtry, Elizabeth A.....	23 Henshaw Street, Brighton 22
McNamara, Alice P.....	62 South Hobart Street, Brighton 28
Catherine D.....	4 Ash Street, Bellows Falls, Vt. 48
Rosetta M.....	16 Turner Street, Brighton 17
McNeill, George W.....	45 Willow Street, Wollaston 43
McQuaid, Margaret L.....	17 Fenwood Road, Boston 37
McSweeney, William J.....	8 Barry Street, Dorchester 42
McSwiney, Walter L.....	52 Algonquin Road, Newton 30
McTiernan, Alice I.....	46 Woodville Street, Roxbury 20
Meade, John F.....	73 Lincoln Street, North Easton, 31, 33, 40
Meador, Dorothy A.....	8 Hollis Street, Holliston 35
Mehring, Lenore W. E.....	12 Vinson Street, Dorchester 20
Melling, Doris B.....	199 Willow Street, West Roxbury 21, 36



	PAGE
Meloy, Dorothea E. .... 1322 Commonwealth Avenue, Allston	37
Mendel, Gertrude N. .... 124 Oxford Street, Cambridge	47
Mendenhall, John T. .... 158 Colorado Street, Mattapan	44, 46
Meredith, Violet I. .... 239 Broadway, Boston	25
Mevis, Gladys W. .... 869 Bridge Street, Lowell	11
Michie, Mabel A. .... 32 Alicia Road, Dorchester	19
Miley, Mary ..... 19 Lothrop Avenue, Milton	17
Miller, Ruth E. .... Hotel Braemore, Boston	20, 36
Mills, Lowena ..... 274 Gibson Street, Lowell	34
Mirabile, Rose ..... 58 Main Street, Somerville	42
Mitchell, Franklin B. .... 15 Wayland Street, Wollaston	16
Harriet A. .... 15 Bradford Avenue, Roslindale	32
Moccia, Edith A. .... 109 Endicott Street, Boston	23
Monaghan, Pearl D. .... 200 Hyde Park Avenue, Forest Hills	19
Monahan, Catherine W. .... 52 Corona Street, Dorchester	37, 40
Monks, Ralph S. .... 201 Copeland Street, Brockton	28
Mooney, Mildred P. .... 483 Boylston Street, Brookline	40
Moore, Alice E. .... 128 Cushing Avenue, Dorchester	27
Moran, Alice G. .... 539 Fourth Street, South Boston	26
M. Edith ..... 39 Everett Street, Arlington	47
Mary P. .... 16 Adams Street, Winthrop	31, 34
Nathalie H. .... 44 Ashford Street, Allston	29, 34
Veronica C. .... 246 Silver Street, South Boston	24, 29
Morello, Joseph ..... 607 Main Street, Medford	43
Morey, Helen M. .... 164 Middlesex Avenue, Medford	26, 36
Moriarty, Anna A. .... 38 Gardner Street, Allston	28
Frances C. .... 63 Converse Avenue, Malden	34
Mary M. .... 108 High Street, Taunton	17
Morley, Catherine M. .... 163 Calumet Street, Roxbury	13
Elsie R. .... 121 St. Stephen Street, Boston	48
Morrison, A. Evelyn ..... 15 Penhallow Street, Dorchester	23
Helen F. .... 84 Baldwin Street, Charlestown	23
Julia F. .... 22 Thurston Street, East Boston	19
Moscatelli, Esther L. .... 701 Tremont Street, Boston	19
Moylan, Anna R. .... 70 Brook Road, Milton	14
Moynihan, Grace ..... 28 Commonwealth Avenue, Marlboro	47
Mulcahy, Barbara M. .... 6 Douglass Avenue, Roxbury	26
Catherine G. .... 177 M Street, South Boston	18
Mullen, Margaret P. .... 122 D Street, South Boston	22
Mullin, Anna J. .... 2 Harbell Terrace, Dorchester	40
Mullins, Mary P. .... 74 Grove Street, Hopkinton	34
Mulvanity, James E. .... 842 Beacon Street, Boston	39, 42
Munnick, Gunnar ..... 63 Bradbury Avenue, Medford	38
Murphy, Arthur W. .... 49 Thorndike Street, Brookline	27, 33
Barbara M. .... 56 Walter Street, Roslindale	31
Carolyn V. .... 36 Elton Street, Dorchester	22, 36
Ellen A. .... 507 East Fifth Street, South Boston	19
Emilie A. .... Elm Street, North Easton	35
Esther T. .... 25 Alpine Street, Roxbury	37
Florence E. .... 975 Dorchester Avenue, Dorchester	29
Helen F. .... 33 Mystic Street, Charlestown	23
John A. .... 4 Benefit Terrace, Worcester	40
John F. .... 49 Speedwell Street, Dorchester	43
Kathleen T. .... 7 Westcott Street, Dorchester	37
Margaret M. .... 23 Bentham Road, Dorchester	18
Marguerite L. .... 28 Nottingham Street, Dorchester	12
Marguerite V. .... 68 Holbrook Avenue, South Braintree	29, 34
Rose A. .... 58 Court Street, Newtonville	47
Murray, Catherine G. .... 100 Waldemar Avenue, Winthrop	40
Frederick J. .... 81 Rosemont Road, S. E., Dorchester	12
John Y. .... 21 Haskell Street, Allston	44, 45
Veronica ..... 8 Canal Street, Millbury	29, 34

## N.

	PAGE
Naber, Ruth P. G.....	72 Greaton Road, West Roxbury 27
Nagle, Arthur C.....	P. O. Box 164, Lenox 12
Nash, Louis E.....	154 Orchard Street, Watertown 13
Naughton, Margaret A.....	509 Audubon Road, Boston 17
Nawn, John A.....	58 Bloomfield Street, Dorchester 42
Neagle, Edith V.....	19 Rockingham Road, Mattapan 37
Neary, Josephine L. F.....	150 River Street, West Newton 34
Needham, Henry S.....	70 Moulton Street, Lynn 46
Nelson, J. Frances.....	6 Willis Street, Dorchester 21
Nickerson, Alberta H.....	60 Metropolitan Avenue, Roslindale 26, 36
Noone, Helen L.....	8 Cedar Street, Charlestown 19
Norton, Anna A.....	439 Henry Street, Detroit, Mich. 17
Cyril D.....	22 Aldie Street, Allston 11
Esther D.....	9 Dwight Street, Brookline 34
Mary C.....	28 Asticou Road, Jamaica Plain 26
Noyes, Phillips A.....	Cushing Academy, Ashburnham 12

## O.

Oakes, Edward J.....	53 Alpine Street, Roxbury, 42, 44, 45
J. Wills.....	53 Alpine Street, Roxbury 39
O'Brien, Anna L.....	634 Essex Street, Lawrence 10
Catherine B.....	50 John Street, Lowell 33
Eleanor F.....	59 Willowwood Street, Dorchester 19
Elizabeth A.....	3 Stafford Street, Roxbury 20
Gertrude A.....	11 Eddie Street, East Milton 33
James L.....	85 Johnswood Road, Roslindale 10
Margaret J.....	33 Elm Street, Hingham 34
William B.....	29 Marion Street, Brookline 14
O'Callahan, Edward P.....	143 Bennington Street, Lawrence 10
O'Connell, Cornelius J.....	31 Savin Hill Street, Canton 30, 33
Helen M.....	78 Carruth Street, Dorchester 25
Josephine F.....	50 Quincy Avenue, Quincy 30
Mary T.....	9 Monument Square, Charlestown 21
O'Connor, Alice L.....	350 Highland Avenue, Malden 27
Elizabeth M.....	1 Wallace Court, Charlestown 13
Francis J.....	190 Beech Street, Roslindale 15
John G.....	18 Henry Harris Street, Chicopee 14
Margaret B.....	3642 Cook Avenue, St. Louis, Mo. 13
Margaret V.....	52 Warren Avenue, Woburn 29
Mary C.....	73 Hillside Street, Roxbury 21
William E.....	24 Almont Street, Mattapan 15
O'Doherty, Elizabeth A.....	29 Justin Road, Brighton 10
Mary G.....	29 Justin Road, Brighton 32
O'Donnell, Mary B.....	95 Milton Avenue, Dorchester 17
Mary J.....	211 Friendship Street, Providence, R. I. 28, 33
O'Gara, Mary M.....	23 Eliot Street, Watertown 28
Ogilvie, Frank L.....	835 Watertown Street, West Newton 46
O'Hara, Katharine V.....	28 Farragut Avenue, Medford 35
Ruth M.....	64 Mapleton Street, Brighton 27
O'Keefe, Elizabeth M.....	41 Newcastle Road, Brighton 24, 29
John A.....	33 Briggs Street, Salem 11
Marion E.....	87 Gardner Street, Peabody 14
O'Leary, Frances C.....	46 Templeton Street, Dorchester 23
Margaret T.....	60 Gale Street, Malden 25
Thomas J.....	24 Preston Street, Worcester 40
O'Loughlin, Gertrude F.....	54 Cypress Street, Brookline 34
Thomas A.....	19 Hobson Street, Brighton 42
O'Neil, Alice L.....	56 Idaho Street, Mattapan 25
Josephine M.....	76 Trenton Street, Melrose 34

	PAGE
O'Neil, Mary E.....	235 Park Street, West Roxbury 40
Theresa.....	76 Trenton Street, Melrose 28
O'Neill, Helen B.....	19 Claybourne Street, Dorchester 22
Mary P.....	58 Autumn Street, East Lynn 13
Opper, Freda R.....	20 Hewins Street, Dorchester 26
Oquist, Carl H.....	28 Harwood Street, Dorchester 42
Ormond, Winifred T.....	15 Peter Parley Road, Jamaica Plain 44
O'Rourke, Alice L.....	21 Sagamore Street, Dorchester 22
Alice M.....	107 Walter Street, Rosindale 28
Frank J.....	35 Pontiac Road, Quincy 43
O'Toole, Elizabeth A.....	24 Mapleton Street, Brighton 20
John W.....	74 Cohasset Street, Worcester 42
Owens, Isabelle H.....	16 Holborn Street, Roxbury 21

## P.

Panico, Anne M.....	115 Adams Street, Dorchester 26
Papen, Gretchen O.....	40 Newburg Street, Rosindale 38
Parker, Joseph R.....	20 Wabon Street, Roxbury 16, 38
Partridge, Ethel M.....	141 Rutherford Avenue, Charlestown 25
Pasztor, Helen B.....	132 North Main Street, Middleboro 48
Patch, Esther M.....	83 Saskem Street, New Haven, Conn. 10
Pearce, Angela M.....	56 Westbourne Road, Jamaica Plain 11
Penell, Harriet F.....	50½ West Central Street, Natick 35
Penney, Margaret L.....	14 Ivy Street, Boston 40
Perlmutter, Etta.....	54 Hollander Street, Roxbury 20
Perry, Helen D.....	192 Fairmount Avenue, Hyde Park 22
Viola R.....	62 Elm Street, Charlestown 23, 36
Peters, Ruth O.....	424 Bowdoin Street, Dorchester 18
Peterson, Elizabeth L.....	893 South Street, Rosindale 22, 36
Pfau, Albert J.....	35 Richards Street, Worcester 46
Phelps, Elmer H.....	Dean Academy, Franklin 12
Pickett, Edward.....	415 High Street, Bridgewater 30, 33
Pieper, Josephine M.....	24 Lothrop Avenue, Milton 38
Pierce, Virginia E.....	Brockton High School, Brockton 16
Fike, Doris D.....	509 Audubon Road, Boston 30
Pimental, Rae.....	2 School Street, Dorchester 22
Pinknam, Mary B.....	839 Boylston Street, Boston 48
Plimpton, Mary H.....	12 Cherry Street, Lynn 16
Pokat, Albert.....	32 Alaska Street, Roxbury 45
Pottinger, Persis M.....	31 Bowdoin Street, Cambridge 14
Powderly, Hubert J.....	86 Union Street, Randolph 12
Power, Margaret E.....	12 Eldora Street, Roxbury 28
Powers, Elizabeth F.....	49 Mapleton Street, Brighton 48
James P.....	88 Maple Street, Needham 47
Prohaska, Ruth E.....	24 Chestnut Road, West Roxbury 19
Pumphret, Alice L.....	249 Princeton Street, East Boston 23
Purcell, Frances W.....	46 Jamaica Road, Brookline 38

## Q.

Quane, Mary V.....	105 Murdock Street, Brighton 22
Queen, Ethel M.....	23 Dunlap Street, Dorchester 26
Quinlan, Francis S.....	40 Wyman Street, Jamaica Plain 14
Quinn, Anna R.....	15 Burton Street, Brighton 21
Helen J.....	17 Gates Street, South Boston 37
Mary A.....	80 East Central Street, Natick 35

## R.

Rabinowitz, Sarah J.....	40 Harlem Street, Dorchester 26
Rafferty, Eileen T.....	15 Auburn Street, Roxbury 32
Rankin, Virginia D.....	South Easton 30
Rasmussen, Ruth P.....	73 Winchester Road, Jamaica Plain 24, 29
Rattigan, M. Frances.....	15 Dell Avenue, Hyde Park 27

	PAGE
Ratray, Arbuthnott H. ....	93 Train Street, Dorchester 41
Ray, Carlon W. ....	124 Brookside Avenue, Brockton 30, 33
Reardon, Beatrice M. ....	105 Huntington Avenue, Hyde Park 14
Marie A. ....	505 Broadway, South Boston 16
Reavey, Anna J. ....	1078 Adams Street, Dorchester 18
Reece, Ruth. ....	166 Summer Street, Brockton 34
Regan, Helen L. ....	313 Eliot Street, Milton 19
Reichert, Frank P. ....	28 Parkton Road, Jamaica Plain 43
Reid, L. Josephine. ....	9 Sumner Place, East Boston 21
Reilly, Stephen T. ....	44 Francis Street, Boston 43
Renaud, Leo. ....	181 Elm Street, Southbridge 42
Revis, Ida F. ....	29 Almont Street, Mattapan 19
Reynolds, Mary A. ....	741 Washington Street, Canton 35
Sarah G. ....	72 Gardner Street, Allston 17
Rhodes, Agnes K. ....	826 Main Street, Waltham 11
Rhuland, Frank A. ....	115 Florida Street, Dorchester 13
Rice, John A. ....	77 Howard Avenue, Dorchester 44, 46
Rich, Frank P. ....	96 Vernon Street, Roxbury 45, 46
Richards, Selina. ....	40 Chester Street, Allston 40
Richter, Emma. ....	11 Auburn Street, Roxbury 21
Herman W. ....	East Carver 14
Riley, Nellie W. ....	32 Sanford Street, Melrose 32
Roach, Mary A. ....	360 Market Street, Brighton 48
Robbins, Grace A. ....	37 Upland Avenue, Bradford 16
Roberts, Mary L. ....	107 Parade Street, Providence, R. I. 11
Robertson, John. ....	1 Cedar Avenue, Jamaica Plain 43
Roderick, William J. ....	25 Conwell Street, Provincetown 30, 35
Rogers, George. ....	94 School Street, Watertown 43
Marguerite A. ....	1328 Dorchester Avenue, Dorchester 19
Rohnstock, Carl L. ....	31 Jameson Street, Natick 42
Rohrer, Jane. ....	8 Rockland Avenue, Roxbury 18
Rooney, Idessa A. ....	29 Belmont Avenue, Northampton 13
Rose, Stella D. ....	163 Thorndike Street, Brookline 24, 31
Rosen, Charles F. ....	36 Newbern Street, Roxbury 42
Minna. ....	9 Charlotte Street, Dorchester 31
Rosenbaum, Sarra N. ....	52 Larchmont Street, Dorchester 29
Rosengard, Ruth. ....	61 Whiting Street, Roxbury 25
Rosenwald, Ethel. ....	40 Gaston Street, Roxbury 24
Ross, Arthur L. ....	35 Dudley Street, Fitchburg 15
Elizabeth W. ....	216 Liberty Street, South Quincy 30
Roth, Theodore F. ....	61 Lexington Avenue, Hyde Park 39
Rothera, Charles F. ....	138 Franklin Street, Quincy 46
Roundtree, M. Josephine. ....	171 Walnut Avenue, Roxbury 23
Rourke, Mildred E. ....	66 Parsons Street, Brighton 37
Roust, Verdja M. ....	137 Quincy Street, Quincy 35
Rowe, Alexander F. ....	774 Watertown Street, West Newton 42
Ruddick, Mary J. ....	549 Blue Hill Avenue, Roxbury 26
Rudman, Barnet. ....	46 Gordon Street, Pittsfield 13
Rush, Mary E. ....	197 Wachusett Street, Forest Hills 10
Russell, Edward J. ....	Hinsdale 14
Violet L. ....	68 Millet Street, Dorchester 17
Ryan, Barbara E. ....	20 Spring Park Avenue, Jamaica Plain 27
Kathleen R. ....	182 Thacher Street, Milton 37
Margaret M. ....	533 East Fifth Street, South Boston 19
Ursula M. ....	2045 Columbus Avenue, Roxbury 29
Rymarczick, Althea I. ....	29 Alpha Road, Dorchester 22
S.	
St. Thomas, Mary V. ....	129 Columbia Road, Dorchester 27
Sanborn, Martin G. ....	18 Union Avenue, Everett 13
Santosuosso, Anna M. ....	16 Charter Street, Boston 23
Sargent, Florence K. ....	21 Archdale Road, Roslindale 26

	PAGE
Sargent, Mildred R.....	21 Archdale Road, Roslindale 34
Sayer, Dorothy.....	23 Dakota Street, Dorchester 16
Scanlon, Nora A.....	342 West Third Street, South Boston 25
Schlosberg, Ada.....	94 St. Andrew Road, Orient Heights 23
Schuhmacher, Doris M.....	11 South Fairview Street, Roslindale 20, 36
Scott, Lucille E.....	48 Nichols Street, Everett 35
Scully, Gertrude F.....	3 Fairview Street, Newton 10
Seaburg, George W.....	7 Rosewood Street, Mattapan, 41, 44, 45
Segall, Beatrice.....	264 Foster Street, Brighton 26, 36
Segaloff, Anne.....	96 Nightingale Street, Dorchester 21
Senkel, Max H. F.....	583 East Fourth Street, South Boston 39
Sevrens, Chester S.....	58 Elm Street, Woburn 45
Sexton, Vera A.....	21 Garrison Road, Brookline 10
Shain, Rhoda E.....	29 Stratton Street, Dorchester 27
Shannon, Emily L.....	62 Washington Avenue, Natick 28, 29
Sharkey, Dorothy G.....	125 Willow Street, West Roxbury 14
Shaw, Esther L.....	905 Broadway, South Boston 22, 36
Harriet A.....	23 Fern Street, East Lexington 39
Shea, Anna T.....	41 Royal Avenue, Cambridge 33
Sheehan, Charles W.....	69 May Street, Worcester 13
Loretta A.....	R. F. D. 7, Norwich, Conn. 35
William F.....	21 Ridgewood Street, Dorchester 42
Shepherd, Freeman D.....	21 Murray Hill Road, Roslindale, 38, 41, 42
George E.....	56 Brookdale Street, Roslindale 46
Sheridan, Anne.....	402 Washington Street, Wellesley Hills 17
M. Alice.....	34 Watts Street, Malden 23
Shovelier, Cyril W.....	5 Jeanette Avenue, Waverley 46
Skirball, Elizabeth.....	155 Crescent Avenue, Revere 10
Sloan, Margaret M. L.....	685 East Eighth Street, South Boston 22
Small, Phyllis C.....	9 Rockland Avenue, Roxbury 37
Smith, Bernice A.....	107 Bigelow Street, Brighton 18
Catherine R.....	117 School Street, Jamaica Plain 32
Dorothy M.....	39 Walnut Avenue, Stoughton 37
Esther P.....	School Street, Hingham 48
Gertrude L.....	115 Prospect Street, Gloucester 12
Mercy H.....	33 Calumet Street, Roxbury 48
Sommers, Dorothy M.....	109 Sawyer Avenue, Dorchester 18
Spang, Philip J.....	11 Spring Street, West Roxbury 42
Spence, Lewette H.....	59 Maple Street, Auburndale 37
Spinale, Anna K.....	60 Orient Avenue, Orient Heights 23
Stavrinos, Mary M.....	348 Saratoga Street, East Boston 14
Stevens, Vera L.....	State Normal School, New Britain, Conn. 16
Stowell, Eugene E.....	19 Patten Street, Watertown 47
Strauss, Natalie.....	11 Fayston Street, Roxbury 21
Stroup, Mary H.....	277 Walnut Avenue, Roxbury 28
Sudhalter, Beatrice E.....	33 Boulevard Terrace, Allston 20
Sughrue, Mildred.....	220 Hobart Road, Chestnut Hill 20, 36
Sullivan, Catherine C.....	198 Savin Hill Avenue, Dorchester 18
D. Frank.....	622 Columbia Road, Dorchester 16
Elizabeth K.....	26 Coolidge Road, Allston 26
Frances R.....	47 Hammond Street, Waltham 37
Gertrude F.....	111 Belmont Street, Wollaston 38
Gladys M.....	Cold Spring Road, Stamford, Conn. 31
Helen F.....	198 Savin Hill Avenue, Dorchester 13
Helen T.....	1326 Columbia Road, South Boston 23
Helena E.....	19 Standard Street, Mattapan 37
Jeremiah F.....	25 Dustin Street, Peabody 10
John F.....	38 Mayhew Street, Dorchester 44
Katherine D.....	116 Dennison Avenue, Framingham 33
Margaret L.....	56 Bradfield Avenue, Roslindale 25
Marion C.....	99 Aldrich Street, Roslindale 17
Marjorie R.....	20 Pond Street, South Braintree 19

	PAGE
Sullivan, Monica P.....	56 Nottinghill Road, Brighton 21
Swan, Frederick W.....	Pine Avenue, Milton 41
Reinhold L.....	22 Hope Avenue, East Milton 46
Sweeney, Anne G.....	11 Plantation Street, Worcester 34
Frederick L.....	35 Bennington Street, East Boston 13, 30, 33
Helen E.....	33 Mystic Street, Charlestown 22
Marion T.....	40 Wellington Road, Medford 26
William J.....	24 Westcott Street, Dorchester 14

## T.

Tapp, Mary C.....	22 Francis Street, Boston 26
Tarr, Orren R.....	63 Dean Street, Everett 15, 45
Taylor, Alma.....	225 Vernon Street, Norwood 17
Edna D.....	56 Spring Street, Malden 28
Tebeau, Mary L.....	1408 Commonwealth Avenue, Suite 5, Boston 13, 29
Teaffe, Elizabeth I.....	72 Winthrop Street, Charlestown 27
Terrenzi, Edward.....	55 Slade Street, Belmont 43
Thompson, Mary E.....	16 Ackers Avenue, Brookline 28
Thornton, Frank J.....	School Street, Medway 30, 33
Thorpe, Elizabeth.....	23 Gleason Street, West Medford 37
Thresher, Cynthia M.....	22 Armandine Street, Dorchester 19
Tilley, Helen M.....	99 Ruthven Street, Roxbury 24
Tobin, Francis.....	39 Leicester Street, Brighton 44
Gertrude E.....	73 Warren Avenue, Milton 37
Joanne F.....	43 Fenwood Road, Boston 17
Todd, George C.....	62 Third Street, Medford 43
Toland, Kathleen A.....	1 Aldworth Street, Jamaica Plain 26
Toomey, Dorothy F.....	25 Pleasant Street, Dorchester 37
Travers, Helen K.....	15 Fairfax Road, Milton 28, 35
Tremble, Ann C.....	16 Magnolia Square, Dorchester 22
Trotter, Mary L.....	33 Boynton Street, Jamaica Plain 20
Troy, J. Dorothy.....	9 Hartland Street, Dorchester 11
Tucker, Ida C.....	43 Woolson Street, Mattapan 20
Tully, Timothy M.....	96 White Street, Lowell 11
Tuohy, Ethel V.....	11 Cliffmont Street, Rosindale 34
Turner, Marie C.....	31 Batavia Street, Boston 17
Twiss, Helen F.....	75 Hastings Street, West Roxbury 26

## U.

Umlah, Gladys I.....	107 Thorndike Street, Brookline 35
Underhill, Orra E.....	161 Main Street, Amesbury 14
Upton, Elizabeth M.....	86 Fuller Street, Dorchester 41

## V.

Valuski, Ellen A.....	11 East Newton Street, Boston 26
Van Dalinda, George B.....	591 Saratoga Street, East Boston 45, 46
Van Ham, Louis A.....	14 Granada Avenue, Rosindale 46
Ventura, Americo B.....	2A Aberdeen Road, West Somerville 38
Veracka, Mary T.....	908 Broadway, South Boston 24
Vienneau, Gladys I.....	Rear 40 Vineland Street, Brighton 21
Vincent, Alice M.....	15 Edison Green, Dorchester 31
Virchow, Gustav F.....	8 Midvale Road, West Roxbury 41, 43

## W.

Wahlstrom, Arvid J.....	85 Itasca Street, Dorchester 15, 41
Walden, Florence.....	Franklin Square House 21, 36
Wales, Robert W.....	34 Reynolds Avenue, Chelsea 14
Wall, Harry T.....	11 Ardent Street, Rosindale 44, 45
Walsh, Bertha C.....	18 Langley Road, Brighton 48
Doris M.....	234 Bennington Street, East Boston 24
Katherine T.....	55 Whitten Street, Dorchester 23
Mary E.....	52 Cliff Street, Roxbury 13

	PAGE
Walsh, Mary L.....	50 Rosewood Street, Mattapan 25
Watson, Olive B.....	75 Ruggles Street, Roxbury 19
Weiner, Eva B.....	166 Paris Street, East Boston 23
Weiss, Helen C.....	57 Bennett Street, Brighton 26
Welch, Gertrude A.....	179 Columbia Road, Dorchester 11
Margaret M.....	12 Pacific Street, South Boston 27
Mary E.....	893 Broadway, South Boston 21
Wenetsky, Selma.....	8 Tennis Road, Mattapan 20
West, George A.....	60 Dalton Road, Belmont 41
Whalen, Eileen F.....	216 Grove Street, Fall River 38
John P.....	70 La Grange Street, West Roxbury 32, 33
John W.....	29 Richards Street, Worcester 16
Kathryn.....	103 Bennett Street, Brighton 44
Whelan, Gertrude F.....	198 Arborway, Jamaica Plain 14
Whelton, Eleanor M.....	51 Strathmore Road, Brighton 31
White, Ellen G.....	306 Hyde Park Avenue, Forest Hills 30
Esther.....	62 Elm Hill Avenue, Roxbury 20
Freida G.....	62 Elm Hill Avenue, Roxbury 23
Leo T. F.....	36 Haskell Avenue, Revere 43
Mary T.....	173 Milton Avenue, Dorchester 25
Whiteman, Helen Z.....	6 Lynden Street, Stoneham 37
Whittemore, Francis D.....	36 Locust Street, Everett 12
Whittier, Olive E.....	214 Stratford Street, West Roxbury 28
Wight, Elizabeth P.....	9 Tonawanda Street, Dorchester 22
Wigren, August H.....	128 Menlo Street, Brockton 14
Wild, Lawrence W.....	854 New Boston Road, Fall River 12
Wildon, Carriek E.....	Kingston, R. I., 41, 43, 45
Williams, Elizabeth G.....	89 Munroe Street, Roxbury 18
Wilson, Caroline H.....	Elm Street, South Dartmouth 13
Winchenbach, Dorothy L.....	18 Hayes Street, Framingham 28
Winer, Esther.....	130 Homestead Street, Roxbury 24, 31
Winsloe, Mildred A.....	53 Savannah Avenue, Mattapan 38
Winston, Frank T.....	53 St. Andrew Road, East Boston 39
Wise, Harold R.....	1427 Commonwealth Avenue, Allston 15
Wood, Walter D.....	140 Mt. Auburn Street, Cambridge 14
Woodward, Irene G.....	53 Mora Street, Dorchester 37
Wright, Eugene A.....	143 Cottage Street, Everett 31

Y.

Yaffee, Mary U.....	91 Walker Road, Swampscott 46
Yoken, Esther J.....	828 Second Street, Fall River 34
York, Charles P.....	373 Linwood Avenue, Newtonville 12
Young, Annie L.....	115 Selwyn Street, Roslindale 27

Z.

Zimmerman, Claire L.....	227 Belgrade Avenue, Roslindale 31
Zoken, Rebecca.....	30 Wolcott Street, Dorchester 19









SCHOOL DOCUMENT NO. 8—1928  
BOSTON PUBLIC SCHOOLS

# OUTLINE IN MERCHANDISING AND RETAIL SELLING



CITY OF BOSTON  
PRINTING DEPARTMENT  
1928

IN SCHOOL COMMITTEE, July 9, 1928.

*Ordered,* That the accompanying outline in Merchandising and Retail Selling, a revision of the outline in Merchandising and Special Syllabus in Salesmanship, School Document No. 7, 1924, is hereby adopted and that one thousand (1,000) copies be printed as a school document.

Attest:

ELLEN M. CRONIN,  
*Secretary.*

## INTRODUCTION.

---

Merchandising calls for an all-round knowledge of people, materials, events, and methods that can scarcely be matched in any other field. A fund of general information, a convincing personality, knowledge of particular merchandise, and a knowledge of the technique of buying and selling are necessary to success in this branch of business.

Producers and distributors generally recognize that marketing their products requires employees trained in up-to-date merchandising methods. If this training is not given by outside educational agencies, they have found it necessary to perform the function themselves. Manufacturers, trade organizations, and department stores, in the past, have organized to give the training which the schools failed to give. Gradually the schools have come to see that this important phase of commercial education must not be neglected.

There is a science of salesmanship but there is also an art of selling. Actual practice under normal selling conditions is necessary so that the pupil may put into practice the theory that is discussed in the class-room, and so that the class-room work may have more definite meaning and relation. There are certain substitutes which are helpful but which can never take the place of actual experience. The prepared sales talk, the demonstration sale, the development of sales projects within the school are all valuable but should never be allowed to provide the only experience that the student gets. Salesmanship should train for the actual job of selling and, with the co-operation of the merchants, the school can and does so train its students.

In the girls' high schools, merchandising is developed from the point of view of retail selling. In the boys' high schools more attention is given to wholesale selling, advertising, and organization. In view of the fact that in some

schools the course is a one year course and in other schools, a two year course, the outline is arranged so that certain sections may be omitted without injuring the continuity of the work.

The objectives in the teaching of merchandising are as follows:

1. To familiarize the student with the principles of salesmanship and to give practice in the application of these principles.
2. To fit the pupil for a gainful vocation.
3. To develop personality and character.
4. To cultivate high standards of ethics and help to apply them in personal and in business dealings.
5. To furnish fundamental training in store organization and management which will help the students to rise to a buying or executive position.
6. To familiarize the students with certain fundamental merchandize.
7. To familiarize the pupil with the sources of merchandise and the channels through which it passes in reaching the consumer.
8. To give the student an appreciation of values which will make him a better buyer of merchandise for personal use.
9. To appraise the student of the relations of employee, employer and customer.
10. To impress on the students the importance and need of adopting "service" as their ideal.
11. To teach the student to properly evaluate the position of the merchant and the salesman in the social order.
12. To provide financial aid for needy pupils, thereby enabling them to remain in school.

An outline in Merchandising was prepared in 1924 under the leadership of Louis J. Fish, at that time Commercial Co-ordinator. The following outline in this subject reproduces that outline in form and essentials with minor additions and rearrangement in certain parts. Credit for assistance in producing the original outline and for suggestions

regarding its revision is due to the following persons, all of whom give their approval of the outline in its new form:

WILLIAM L. ANDERSON, Dorchester High School for Girls.

JOHN V. BARRETT, High School of Commerce.

WILLIAM J. CAREY, English High School.

JAMES A. DUNBAR, Bunker Hill School.

VINCENT L. GREENE, Continuation School.

THADDEUS J. KEEFE, Memorial High School for Boys.

FRANK E. LAKEY, Dorchester High School for Boys.

WALTER L. McLEAN, High School of Commerce.

JOSEPH M. SULLIVAN, Dorchester High School for Boys.

The outline in Retail Selling was prepared by a special committee working with the Commercial Co-ordinator as chairman, as follows:

ALICE M. FALVEY, East Boston High School.

FLORENCE R. JOYCE, Dorchester High School for Girls.

HELEN J. KIGGEN, High School of Practical Arts.

The members of the Educational Directors Group of the Boston Retail Trade Board rendered valuable assistance in preparing the outline, in criticizing it constructively while it was being put in its final form, and in furnishing store problems to illustrate the points under the section entitled "Business Ethics." The names of Bernice M. Cannon of William Filene's Sons Company and Irene Beers of C. F. Hovey Company should be especially mentioned in this connection.

The following teachers of the Boston schools have also helped materially by their suggestions and criticisms:

GRACE T. BLANCHARD, South Boston High School.

MARGARET A. CRONIN, Girls' High School.

DORE M. GENTZ, Girls' High School.

CLARA W. HILL, Brighton High School.

MARY G. JENNINGS, Memorial High School.

MARION F. LYNCH, Jamaica Plain High School.

EDWARD J. ROWSE,  
*Commercial Co-ordinator.*

Approved:

JOHN C. BRODHEAD,  
*Assistant Superintendent in Charge.*

## OUTLINE IN MERCHANDISING.

---

### BUSINESS ORGANIZATION.

1. Introduction to Business Organization.
  - a. Exact knowledge necessary.
  - b. Scientific attitude.
  - c. Absolute honesty.
  - d. Service to nation.
2. Kinds of Business.
  - a. Industrial.
    - (1) Extractive.
      - (a) Mining.
      - (b) Forestry.
      - (c) Agriculture.
      - (d) Ranching.
      - (e) Fisheries.
    - (2) Manufacturing.
      - (a) From raw materials.
      - (b) From other manufactured products.
  - b. Commercial.
    - (1) Marketing and trading.
    - (2) Transportation.
    - (3) Financial.
3. Forms of Ownership.
  - a. Small business enterprises owned and managed by the proprietor.
    - (1) Advantages and disadvantages.
    - (2) Management.
    - (3) Personal supervision.
  - b. Partnerships.
    - (1) Advantages and disadvantages.
    - (2) Liability of partners.
    - (3) Kind of partners.
    - (4) Kinds of partnerships.
  - c. Corporations.
    - (1) Advantages and disadvantages.
    - (2) Formation.
    - (3) Classes of stocks.
    - (4) Control of proprietorship.
    - (5) Stock transfer.
4. Financing the Enterprise.
  - a. Capital.
    - (1) Investment capital.
      - (a) Land.
      - (b) Building.
      - (c) Machinery.



4. Financing the Enterprise.— *Concluded.*

- (d) Leases.
- (e) Good-will.
- (f) Patents.
- (g) Franchises.

- (2) Working capital.
  - (a) Raw material.
  - (b) Finished goods.
  - (c) Wages.

b. Relation of capital to turnover in

- (1) Continuous production (or sales).
- (2) Seasonal production (or sales).

c. Methods of raising capital.

- (1) Stock.
  - (a) Common; Often "no par value."
  - (b) Preferred; cumulative preferred.
  - (c) Assessable; non-assessable.
  - (d) Rights; warrants.

(2) Bonds.

- (a) Short term.
- (b) Long term.
- (c) Gold.
- (d.) Equipment.
- (e) Debenture.
- (f) Collateral.
- (g) Convertible.
- (h) Prior lien.
- (i) Mortgage.
- (j) Municipal.
- (k) State.
- (l) Federal.
- (m) Tax-exempt.

(3) Special.

- (a) Bank loans.
- (b) Merchandise loans.

(4) Other sources.

- (a) Personal funds.
- (b) Trade credits.
- (c) Partnerships.
- (d) Entrepreneurships.

d. Methods of repayment of borrowed capital.

- (1) Amortization processes.
- (2) Sinking funds.

5. Financial Organizations.

a. Banks.

- (1) Classification according to control.
  - (a) Federal (supervised by Comptroller of Treasury).
    - Federal Reserve System.
    - National Banks.
    - Postal Savings (postmaster general).

5. Financial Organizations.— *Continued.*

- (b) State (supervised by Commissioner of Banks).
  - Mutual Savings Banks.
  - Corporate Savings Banks.
  - Trust Companies (loan companies).
  - Co-operative Banks.
- (c) Private.
  - J. P. Morgan.
  - Lee, Higginson & Co.
- (2) Types of management.
  - (a) Corporate.
    - Stockholders.
    - Board of Directors.
    - President, vice president, treasurer (cashier).
    - Minor officials.
    - Committees.
    - Depositors.
  - (b) Mutual.
    - Trustees.
    - Officers.
    - Minor officials.
    - Committees.
    - Depositors.
  - (c) Co-operative Banks (Building and Loan Associations).
    - Management. Corporate. Directors elected by the shareholders. (One vote each share.)
    - Purchase of shares (maximum and minimum).
    - Ordinary shares, matured shares, paid-up shares.
    - Withdrawal.
    - Borrowing by shareholders (investments).
- (3) Methods of deposit and withdrawal.
  - (a) Deposit.
    - 1. Savings.
      - Receiving teller.
      - Signature cards (Constitution — by-laws).
      - Pass book.
      - Legal restrictions (single and joint accounts).
    - 2. Commercial.
      - Receiving teller.
      - Signature cards.
      - Pass book.
      - Minimum requirements.
  - (b) Withdrawal.
    - 1. Savings.
      - Paying teller.
      - Withdrawal demand slips.
      - Moratorium.
    - 2. Commercial.
      - Paying teller.
      - Checks.
      - Monthly statement.

- (4) Interconnection of banking systems.
- (a) Federal districts.
  - (b) Clearing houses.
  - (c) Private connections.
- (5) Services rendered by banks.
- (a) Loans.
  - (d) Interest on deposits.
  - (c) Tax advice.
  - (d) Execution and administration of wills and estates.
  - (e) Safety deposit vaults.
  - (f) Fiscal agency services.
- (6) Insurance companies.
- (a) Types of insurance.
    1. Fire.
    2. Life.
    3. Marine.
    4. Credit.
    5. Health and accident.
    6. Fidelity.
    7. Burglar.
    8. Rain.
    9. Steam boiler.
    10. Riot.
    11. Plate glass.
    12. Automobile.
    13. Workingmen's compensation.
- (7) Exchanges.
- Types.
- (a) Securities.
    - Stock Exchange.
    - The Curb.
  - (b) Agricultural products.
    - Grain — Chicago Board of Trade.
    - Fruits — California Fruit Growers' Exchange.
    - Cotton — New Orleans.
    - Tobacco — New York (or Louisville).
  - (c) Real estate.
    - Membership.
    - Methods of governing.
    - Rules of order.
    - Rights and privileges as a semi-public organization.
  - (d) Traders.
    - Professional traders.
    - Brokers.
    - Methods of effecting business on the floor.
    - Vocabulary of exchange:
      - Bulls; bears; margin; puts; calls; lambs; futures;
      - cornering; hedging; short selling.
- (8) Investment houses.
- Professional services.

5. Financial Organizations.—*Concluded.*

Purchase and sale of stocks, bonds, rights, domestic and foreign exchange, negotiable paper.

Underwriting and promotion.

The illegitimate agencies:

Bucket shops, Blue Sky Law in Massachusetts.

## (9) Loan agencies.

Workingmen's Credit Unions — American Telephone, City of Boston, etc.

Morris Plan — for salaried workers.

Pawn shops.

## 6. Management in Business.

*a.* Problems.

*b.* Line organizations.

*c.* Securing co-operation.

*d.* Planning.

*e.* Scientific management based on accurate knowledge.

*f.* The human factor.

(1) Motion study.

(2) Rest periods.

(3) Human considerations.

(4) Personnel work.

(*a.*) Employment.

(*b.*) Adjustment.

(*c.*) Welfare.

(*d.*) Promotion.

(*e.*) Education.

(5) The influence of laws.

(*a.*) Restriction on employment of women and minors.

(*b.*) Workingmen's compensation laws.

(*c.*) Government supervision.

(*d.*) Safety devices — first aid equipment.

## 7. Location as Related to:

*a.* Source of raw material.

*b.* Market.

*c.* Good labor supply.

*d.* Power.

*e.* Room for expansion.

(1) City.

(2) Country.

*f.* Transportation.

(1) Railroad.

(2) Water.

(3) Truck.

*g.* Wholesale and retail sections of city.

*h.* Buildings and equipment.

(1) Layout.

(2) Transportation in buildings.

(3) Retail store buildings.

(4) Receiving and shipping rooms.

(5) Office plans.

**8. Purchasing.**

- a.* Classes of purchases.
  - (1) Permanent.
  - (2) Raw material or merchandise.
  - (3) Office supplies.
- b.* Requisitions.
  - (1) Checking quantity.
  - (2) Stock clerks.
- c.* Quotations.
- d.* Placing the order.
- e.* Following up the order.
- f.* The purchasing agent.
- g.* The retail buyer.
- h.* Determining the probable demand.
  - (1) Centers of distribution for commodities.
  - (2) Paris styles, etc.
- i.* How buying is done.
  - (1) Capital available.
  - (2) Merchandise managers.

**9. Merchandising Methods.**

- a.* Merchandising functions.
  - (1) Assembly (buying or production).
  - (2) Demand creation (selling or distribution).
  - (3) Transportation.
  - (4) Storage.
  - (5) Financing.
  - (6) Risks.
  - (7) Laws of transfers.
- b.* Distribution.
  - (1) Manufacturers (direct to consumer).
  - (2) Jobbers.
  - (3) Middlemen.
  - (4) Wholesale dealers.
  - (5) Retailers.
    - (*a.*) Department stores.
    - (*b.*) Specialty stores.
    - (*c.*) Chain stores.
    - (*d.*) General stores.
    - (*e.*) Syndicates.
    - (*f.*) Mail order houses.
  - (6) Consumers.
- c.* Process.
  - (1) Inventory.
  - (2) Turnover.
  - (3) Selling expense.
  - (4) Profits.
  - (5) Mark-ups.
  - (6) Mark-downs.
  - (7) Base of computation.
  - (8) Discounts.
  - (9) Selling price.

## 10. Office.

- a. Filing.
- b. Telephone.
- c. Telegraph.
- d. Correspondence.
  - (1) Mail.
  - (2) Answering.
  - (3) Follow-up.

## 11. Credits and Collections.

- a. The credit man (including collections).
  - (1) Qualifications.
    - (a) Tact.
    - (b) Impersonal judgment.
    - (c) Versed in commercial law and accounting.
    - (d) Intuition.
    - (e) Knowledge of human nature.
    - (f) Analytical mind.
    - (g) Ability in correspondence.
    - (h) Cautious temperament without suspicion.
  - (2) Ethical principles.
    - (a) Act as adviser in crises.
    - (b) Check tendency to over-credit.
- b. Credit office machinery.
  - (1) Personnel.
    - (a) Credit manager.
    - (b) Assistant credit manager.
    - (c) Bookkeepers.
    - (d) Correspondence clerks.
    - (e) Filing clerks.
  - (2) Standard equipment.
    - (a) Briefs.
    - (b) Blanks for investigation.
    - (c) Reports.
  - (3) Sources of information as to prospective debtors.
    - (a) Personal interview.
    - (b) Credit and trade associations.
    - (c) Dun; Bradstreet.
    - (d) Credit clearing house.
    - (e) Bonding company.
    - (f) Banks.
    - (g) Creditors (or debtors) of debtor.
    - (h) Salesman's reports.
    - (i) Neighboring business men.
    - (j) Subscription publications.
- c. Granting credit.
  - (1) Credit defined.—The confidence reposed in the ability of the consumer to pay, coupled with his intention to pay. (Character, capital, and capacity.)

- (2) Factors to be considered in granting credit.
  - (a) Concerning the business.
    - Location of the business.
    - Kind and quality of goods carried.
    - Class of customers served.
    - General business conditions.
    - Assets, liabilities, turnovers, profits.
  - (b) Concerning the management.
    - Ability and experience.
    - Moral qualities.
    - Personal habits.

d. Instruments of credit.

- (1) Checks.
  - (a) Personal.
  - (b) Bank cashier's.
  - (c) Certified.
- (2) Promissory notes.
- (3) Acceptances.
  - (a) Bank.
  - (b) Trade.
- (4) Letters of credit.
  - (a) Domestic.
  - (b) Foreign.
- (5) Money orders.
  - (a) Postoffice.
  - (b) Tourist companies.
  - (c) Express companies.
- (6) Draft.
- (7) Accounts.
  - (a) Bills receivable.
  - (b) Accounts receivable.
- (8) Federal reserve currency.

12. Accounting.

- a. Sales accounts.
  - (1) Billing.
  - (2) Crediting collections.
- b. Purchase accounts.
  - (1) Vouchers.
  - (2) Payments.
- c. Financial accounts.
  - (1) Capital account.
  - (2) Profit and loss account.
  - (3) Resources and liabilities.
  - (4) Statements and reports.

13. Traffic.

- a. Shipping problems.
- b. Rates and routing.
- c. Claims.

14. Business Procedure.
  - a. Telephone.
  - b. Telegraph.
    - (1) Cable.
    - (2) Radio.
    - (3) Codes.
  - c. Express.
  - d. Freight.
  - e. Parcel Post.
  - f. Reports on business conditions.
  - g. Directions.



## OUTLINE IN MERCHANDISING.

## SALESMANSHIP.

1. Place of Salesmanship in the Field of Business.
  - a. Breadth and importance.
  - b. Relation to production.
  - c. Reasons for interest in salesmanship:
    - (1) Value of trained salesmen.
    - (2) Demand for training.
      - (a) Theory.
      - (b) Practice.
    - (3) Salesmanship as an occupation.
    - (4) Scientific production *v.* scientific distribution.
    - (5) Aims of business (profits).
2. The Field of Selling.
  - a. Service.
  - b. Ideas.
  - c. Merchandise.
    - (1) Wholesale.
    - (2) Retail.
    - (3) Specialty.
3. Selling Services — Seeking Employment.
  - a. Selling depends on the nature of the goods offered and on the manner in which they are offered.
  - b. Sources of information concerning "help wanted."
    - (1) Newspaper advertisements.
    - (2) Commercial agencies.
    - (3) School agencies.
    - (4) City, state, and federal agencies.
    - (5) Personal solicitation.
    - (6) Through friends.
  - c. Personal application.
    - (1) Introduction.

Personal, telephone, letter.
    - (2) Importance of first impressions.
    - (3) Have something to offer; not asking a favor.
    - (4) Persistence.
  - d. Application by letter.
    - (1) Importance of first impressions.
    - (2) Form.
    - (3) Content.
      - (a) Request for consideration.
      - (b) Age, education, experience.
      - (c) References.
      - (d) Request for an interview.

4. The Factors in Selling.
  - a. Article or service.
  - b. Salesman.
  - c. Customer.
  - d. Sales technique.
  - e. Sales management.
  - f. Advertising.
  
5. Salesmanship Defined.
  - a. Define.
  - b. "We all have something to Sell."
  - c. Trained *vs.* untrained salespeople.
  - d. Duties of salesmen:
    - (1) Arrange details and perform mechanical work in exchange of goods.
    - (2) Bring goods to attention of prospect.
    - (3) Create wants on part of buyer.
    - (4) Create confidence and good will by personal contact.
    - (5) Advise, educate and increase the value to the buyer.
    - (6) Convince customer and get decision.
    - (7) Represent his firm, note complaints, and record new demands.
    - (8) Collect credit information.
    - (9) Pioneering, that is, getting information on styles, trade tendencies.
  - e. Development.
  
6. Analysis of Goods or Proposition.
  - a. History of the industry.
  - b. Raw material.
    - (1) Where and how produced.
  - c. Method of manufacture.
    - (1) Connect with human interest.
    - (2) Sanitary conditions.
    - (3) Connect with known articles of the manufacturer.
    - (4) Particular processes giving extra value.
  - d. Market conditions.
  - e. Tests of quality.
  - f. Uses.
  - g. Selling points.
  - h. Knowledge of stock.
  - i. Competing goods.
  - j. Sources of information.
    - (1) Advertising literature.
    - (2) Write to manufacturer.
    - (3) Buyers.
    - (4) Technical books.
    - (5) Older salesmen.
    - (6) Trade papers.
    - (7) Work in factory or shipping room.

## 7. Salesman.

## a. Need for development of personality.

- (1) Demands made upon the individual after leaving school.
- (2) Competition.
- (3) Opportunities open to high school graduates.
  - Responsibilities.
  - Qualifications.
  - Education and employment.
  - Promotional possibilities.
  - Wages and salaries.

## b. Personal attributes.

- (1) Physical.
  - (a) Physique.
  - (b) Health.
  - (c) Carriage and posture.
  - (d) Personal hygiene.
  - (e) Neatness of clothing.
  - (f) Voice.
- (2) Mental.
  - (a) Accuracy.
  - (b) Alertness.
  - (c) Concentration.
  - (d) Imagination.
  - (e) Judgment.
  - (f) Keeness.
  - (g) Logical thinking.
  - (h) Memory.
  - (i) Observation.
- (3) Moral.
  - (a) Conscientiousness.
  - (b) Courage.
  - (c) Loyalty.
  - (d) Honesty.
  - (e) Justice.
  - (f) Open mindedness.
  - (g) Self control.
  - (h) Will.
- (4) Social.
  - (a) Affability.
  - (b) Cooperation.
  - (c) Courtesy.
  - (d) Generosity.
  - (e) Poise.
  - (f) Tolerance.
  - (g) Tactfulness.
- (5) Temperament.
  - (a) Cheerfulness.
  - (b) Enthusiasm.

7. Salesman— (*Concluded*).
- (c) Modesty.
  - (d) Optimism.
  - (e) Patience.
  - (6) Executive abilities.
    - (a) Ambition.
    - (b) Ability to make decisions.
    - (c) Industriousness.
    - (d) Initiative.
    - (e) Punctuality.
    - (f) Persistence.
    - (g) Persuasiveness.
    - (h) Reliability.
    - (i) Self assurance.
    - (j) Willingness to accept responsibility.
8. Customer.
- a. Human nature.
  - b. Habits.
  - c. Classified as to:
    - (1) Wants.
    - (2) Temperaments.
    - (3) Mental attitudes.
    - (4) Social standing.
    - (5) Occupations.
    - (6) Economic status (can he buy).
    - (7) Buying motives (see sales appeals).
  - d. Classified according to character analysis (optional).
9. Sales technique.
- a. Pre-approach.
  - b. Approach.
  - c. Demonstration.
    - (1) Getting attention.
    - (2) Getting interest.
    - (3) Creating desire.
    - (4) Answering objections.
    - (5) Influencing decision.
  - d. Closing the sale.
  - e. Get-away.
  - f. Critical self-examination of sale and salesman. (See Demonstration Sale, next page.)
  - g. Continuing interest in customer.
10. Criticism of Demonstration.
- a. The use of the following check list is for the purpose of increasing the pupil's vocabulary in addition to forming a basis for criticism.

#### DEMONSTRATION SALE.

While the demonstration sale is going on, place a check mark opposite the words which you think best describe the salesperson and procedure. The

accuracy with which you check the details will determine the mark given you. for the attention paid to the demonstration. These papers will be collected by the teacher, graded and destroyed.

*Salesperson.*

Clean cut.	Careless.	Attentive.	Indifferent.
Neat.	Untidy.	Eager.	Easy-going.
Orderly.	Disorderly.	Aggressive.	Inactive.
Conservative.	Flashy.	Vivacious.	Nervous.
Satisfactory.	Unsatisfactory.	Energetic.	Dull.
Dignified.	Undignified.	Enthusiastic.	Lack enthusiasm.
Well poised.	Lacking poise.	Inspiring.	Depressing.
Confident.	Hesitant.	Courteous.	Rude.
Keen.	Dull.	Frank.	Evasive.
Natural.	Affected.	Sincere.	Affected.
Alert.	Inert.	Cheerful.	Gloomy.
Pleasant.	Unpleasant.	Tactful.	Tactless.
Favorable.	Unfavorable.	Persistent.	Conceited.
Convincing.	Uncertain.	Receptive.	Argumentative.
Interesting.	Uninteresting.	Kindly.	Harsh.
Competent.	Embarrassed.	Expectant.	Hesitant.
Forceful.	Weak.	Patient.	Impatient.
		Co-operative.	Lacking co-operation.

*Method of Approach.*

- Created favorable impression.
- Created unfavorable impression.

*Interest and Demand.*

Attention sustained.	Attention lagging.
Favorable selling points.	Unfavorable statements.
Positive selling arguments.	Negative selling points.
Curiosity aroused.	Lack of interest.
Interest leads followed.	Interest leads lost.
Favorable "talking up goods."	Listless "talking up goods."

*Answering Objections.*

Sales interview controlled.	Uncontrolled sales interview.
Objections overcome.	Objections sustained.
Customer uncontradicted.	Customer contradicted.
Valid reasons.	No valid reasons.
Convincing.	Lacking of conviction.
Sincere.	Insincere.

*Closing Sale.*

Confident approaching the close.	Nervous approaching the close.
Question to avoid a negative answer.	Question to draw negative answer.
Decision suggested.	Delayed decision accepted.
Allied lines suggested.	Allied lines ignored.
Closed at proper moment.	Closing lagged beyond proper moment.

10. Criticism of Demonstration.— *Concluded.**Good Points in the Sale.*

- Approach.
- Selling arguments.
- Merchandise display.
- English.
- Suggestive selling.
- Arousing interest.
- Creating desire.
- Closing sale.
- Securing good-will.

*Weak Points in the Sale.*

- Approach.
- Selling.
- Merchandise display.
- English.
- Suggestive selling.
- Arousing interest.
- Creating desire.
- Closing sale.
- Securing good-will.

## 11. Sales Appeals.

- a. Knowledge of human nature (psychology).
- b. Fundamental human desires.
  - (1) Appetite — hunger, thirst, taste.
  - (2) Self-preservation, safety and comfort.
  - (3) Personal adornment, sex attraction.
  - (4) Devotion.
  - (5) Possession.
  - (6) Sociability, imitation, emulation, approval.
  - (7) Pleasure, recreation.
  - (8) Activity, construction, curiosity.

## 12. (See Merchandising Methods in Business Organization.)

## 13. Sales Management.

- a. Duties of sales manager.
- b. Organization of territory or departments.
  - (1) Assignment of salesmen.
  - (2) Routing of salesmen.
  - (3) Advance literature.
- c. Salesmen's salary.
  - (1) Commission.
  - (2) Bonus.
  - (3) Salary.
  - (4) Combination of both salary and commission.
- d. Sales reports.
  - (1) Establishment of quotas.
  - (2) Score boards, bonus, etc.
  - (3) Statistical information regarding sales.
- e. Inspirational ("ginger") talks.
- f. Competition.
- g. Co-operation of advertising and selling departments.

## 14. Service.

- a. The American idea of service. "Service at all times to all people."
- b. Service features and conveniences.
  - (1) Field trips to stores, factories, offices and hotels.
  - (2) Public utility service stations.
- c. Knowledge of types of people.
  - (1) How to deal with them by direct and indirect contact.
- d. Qualities of mind needed to compete with mature and experienced people.

- (1) Adaptability.
- (2) Co-operation.
- (3) Honesty.
- (4) Reliability.
- (5) Obedience.
- (6) Concentration.
- (7) Decisiveness.
- (8) Cheerfulness.
- (9) Alertness.
- (10) Fair mindedness.
- (11) Enthusiasm.
- (12) Optimism.
- (13) Energy.
- (14) Perseverance.
- (15) Initiative.

(NOTE. — Based on Code of Morals for High School Pupils, \$5,000 prize code by W. J. Hutchins, publisher American Magazine.)

- e.* Employees as exponents of the firm by whom they are employed.
- f.* Quality of service insures the growth and permanency of business.

15. Some Elements Contributing to Individual Success.

- a.* Good first impression.
- b.* True service — manifested by love for your work.
- c.* Proper relations with fellow workers.
- d.* Ability to establish friendly relations with people.
- e.* Ability to know yourself and state your qualifications.
- f.* Ability to use good English.
- g.* Acceptance of responsibility.
- h.* Ability to control situations through
  - (1) Leadership.
  - (2) Study of human nature.
  - (3) Cultivation of habits which make for attractive personality and *character*.
  - (4) Self-control.
  - (5) Adjustment.

## OUTLINE IN MERCHANDISING.

---

### ADVERTISING.\*

1. Short Historical Sketch.
  - a. Early advertising.
    - (1) Display of goods.
    - (2) Greek and Roman criers.
    - (3) Medieval fairs.
  - b. Modern advertising.
    - (1) Newspapers — patent medicines.
    - (2) Mechanical — Radio and electric signs.
    - (3) Recent rapid growth.
2. Importance of Advertising.
  - a. The life of business activity.
  - b. Accomplishments of advertising.
  - c. Amounts expended for advertising.
  - d. Relative amount of advertising done by manufacturers, wholesalers, retailers.
  - e. Effect of advertising on retail cost.
  - f. Relation of advertising to merit of the product.
3. Relation of Advertising to Selling.
  - a. Object of advertising.
    - (1) Ultimate.
    - (2) Immediate.
  - b. Steps in selling and advertising.
  - c. Co-operation and co-ordination between advertising and selling departments.
  - d. Advertising creates demand.
  - e. Advertising before selling goods.
  - f. Advertising after selling goods.
  - g. Advertising while selling goods.
  - h. Advertising is mass selling.
    - (1) Group appeal.
  - i. Study of advertising of competitors.
  - j. Appraising various mediums used.
  - k. Keying the advertisement.
4. Purpose of Advertising.
  - a. To sell goods.
  - b. To get nearer the customer.
  - c. To create demand.
  - d. To create styles and customs.

---

\* This section follows very closely "The Fundamentals of Advertising." Rowse and Fish. Southwestern Publishing Co.



- e.* To get customer to enter a store.
- f.* To secure good will.
- g.* To get a list of prospects.
- h.* To prepare the way for the salesman.
- i.* To impress a name.
- j.* To make known a trade mark.
- k.* To impress a slogan.
- l.* To familiarize the consumer with the appearance of the article.
- m.* To present selling points.

#### 5. Advertising Mediums.

- a.* Novelties.
- b.* Newspapers as mediums.
- c.* Magazines as mediums.
- d.* House organs.
- e.* Street car signs.
- f.* Out-door advertising.
  - (1) Posters.
  - (2) Billboards.
  - (3) Electric signs.
- g.* Direct advertising.
- h.* Window display.
- i.* Dealer's aids.
- j.* Samples and demonstrations.

#### 6. The Tools of the Printed Advertisement.

- a.* Proper type.
  - (1) Harmony.
  - (2) Distinctiveness.
  - (3) Individuality.
- b.* Type measurement.
  - (1) Common sizes.
- c.* Line measurement.
- d.* Copy.
- e.* Illustrations.
  - (1) Zinc line cuts.
  - (2) Halftones.
  - (3) Woodcuts.
- f.* Reproductive processes.
  - (1) Electrotypes.
  - (2) Stereotypes.
- g.* Color processes.
  - (1) Two colors.
  - (2) Three and four colors.
  - (3) Ben Day process.

#### 7. Appeals in Advertisements.

- a.* We are all buyers of commodities and luxuries.
- b.* We all respond to certain appeals.
- c.* An appeal to a fundamental human instinct is certain to attract attention.

7. Appeals in Advertisements.— *Concluded.*
- d. Appeals vary.
    - (1) Age.
    - (2) Sex.
    - (3) Economic condition.
    - (4) Social position.
  - e. Appeals analyzed, according to strength.
    - (1) Health.
    - (2) Cleanliness.
    - (3) Scientific construction.
    - (4) Time saved.
    - (5) Appetite.
    - (6) Efficiency.
    - (7) Safety.
    - (8) Durability.
    - (9) Quality.
    - (10) Modernity.
    - (11) Family affection.
  - f. Appeals classified as to.
    - (1) Profit or economy.
    - (2) Health.
    - (3) Pleasure and comfort.
    - (4) Pride and vanity.
    - (5) Affection and the social instincts.
    - (6) Knowledge and progress.
  - g. Value of a knowledge of instincts.
8. Attention and Interest Value of Advertisements.
- a. Advertisements must attract attention.
  - b. Balance of attention and desire.
  - c. Means of attracting attention.
    - (1) Contrast.
    - (2) Headlines.
      - Mechanical make-up.
      - Number of headlines.
      - Qualities.
      - Number of words in headlines.
    - (3) Illustrations.
      - To attract attention.
      - To direct attention.
      - To suggest a story.
      - To supplement text.
      - To show use, value and quality.
      - To make an appeal to emotions.
    - (4) Colors.
    - (5) Shape of the advertisement.
    - (6) Size of the advertisement.
    - (7) Position.
    - (8) Border.
    - (9) Repetition.
    - (10) Background.

- (11) Movement.
- (12) Balance.
- (13) Distinctive type.
- (14) White space.
- (15) Curiosity.
- (16) Punctuation marks.
- (17) Type in reverse.

9. The Written Advertisement.

- a. Value of clearness, force and conciseness in an advertisement.
- b. Copy-writer must interpret the product to the public.
- c. Unity, coherence and emphasis.
- d. Planning, arrangement and stress.
- e. Kinds of copy.
  - (1) Human interest.
  - (2) Reason why.
  - (3) Argumentative.
  - (4) Sense-appeal.
  - (5) Story.
  - (6) Conversational.
  - (7) Suggestive.
  - (8) Educational.
  - (9) Jingle and rhymes.
  - (10) Testimonial.
- f. Slogans.
  - (1) Balanced sentences.
- g. Point of view.
  - (1) "You" attitude.
  - (2) Consumer and not manufacturer.
- h. Presentation.
  - (1) Mahin's tests.

10. The Advertising Campaign.

- a. Selection of name for product.
- b. Value of certain trade names.
- c. Classes of trade names in use.
  - (1) Maker or firm name.
  - (2) Geographical.
  - (3) High quality names.
  - (4) Coined names.
- d. Essentials of a good trade name.
  - (1) Simple and short.
  - (2) Easy to pronounce.
  - (3) In keeping with product.
  - (4) Suggestive or descriptive.
- e. Copyright.
- f. Analysis of product.
- g. Analysis of market.
- h. Policies in distribution.
- i. Selection of mediums.
- j. Allotment to each.
- k. Appropriation.

11. Retail Store Advertising.
  - a. Kinds of retail stores.
  - b. Problems of retail advertising.
  - c. Mediums used by retailer.
  - d. Means of attracting customers to the store.
    - (1) Service features.
    - (2) Sales.
    - (3) "Leaders."
  - e. Mediums for the small dealer.
  - f. Mediums for the chain store.
  - g. Mediums for the large department store.
  - h. Newspapers as mediums for the retailer.
  - i. Advertising sales.
  - j. Factors determining goods to be advertised.
  - k. Steps in preparing an advertisement for the newspapers.

## RETAIL SELLING.

---

- I. INTRODUCTION.
- II. EMPLOYMENT.
- III. PERSONAL EFFICIENCY AND DEVELOPMENT.
- IV. AGENCIES OF DISTRIBUTION.\*
- V. MERCHANDISE.†
- VI. STORE SYSTEM.
- VII. STORE POLICIES.
- VIII. CUSTOMERS.
- IX. PRINCIPLES OF SALESMANSHIP.
- X. STORE ORGANIZATION.\*
- XI. STORE OPERATION.\*
- XII. ETHICS OF BUSINESS.
- XIII. ADVERTISING.†
- XIV. STORE MATHEMATICS AND ENGLISH.‡

---

\* Abridged for one-year course. † Omit from one-year course. ‡ One lesson per week.

- I. Introduction.
  - A. Importance of retail business.
  - B. Service and its relation to competition.
- II. Employment.
  - A. Choosing a vocation.
  - B. Finding an opening.
  - C. Applying for a position.
    - 1. In person.
    - 2. By letter.
  - D. Filling out application blanks.
    - 1. Compare blanks of different stores and discuss information asked for.
  - E. Working certificates.
  - F. Labor laws relating to store workers.
    - 1. Hours of labor.
    - 2. Minimum wage.
  - G. Store rating systems.
    - 1. Obtain rating blanks of different stores and discuss qualities on which workers are rated.
  - H. Methods of payment.
    - 1. Salary.
    - 2. Commission.
    - 3. Quota and bonus.
  - I. Qualities and duties of
    - 1. Bundle girl.
    - 2. Marker.
    - 3. Stock.
    - 4. Cashier.
    - 5. Inspector.
    - 6. Salesgirl.

### III. Personal Efficiency and Development.

(Consult store application blanks and rating sheets.)

- A. Personal appearance.
  - 1. Posture.
  - 2. Care of person.
  - 3. Dress.
  - 4. Facial expression.
- B. Mode of living.
  - 1. Habits of eating.
  - 2. Habits of exercise and recreation.
  - 3. Habits of sleep.
  - 4. Habits of punctuality.
  - 5. Habits of industry.
  - 6. Attitude toward further training.
  - 7. Choice of companions.
- C. Manners.
  - 1. Ambition.
  - 2. Cheerfulness.
  - 3. Enthusiasm.
  - 4. Sincerity.
  - 5. Directness.
  - 6. Persistence.
  - 7. Tact.
  - 8. Courtesy.
  - 9. Leadership.
  - 10. Voice.
  - 11. Use of English.
- D. Mental equipment.
  - 1. Accuracy.
  - 2. Alertness.
  - 3. Decision.
  - 4. Concentration.
  - 5. Memory.
  - 6. Knowledge of people.
  - 7. Knowledge of merchandise.
  - 8. General information.

### IV. Agencies of Distribution.

- A. Early distribution organization.
- B. Development of department store.
- C. Manufacturers as distributors.
- D. Wholesalers.
- E. Agents with exclusive territory.
- F. Retailers.\*
  - 1. General stores.
    - a. Advantages.
      - (1) Personal ownership.
      - (2) Personal contact with public.
      - (3) Stimulus of large profit.
      - (4) Low delivery expense.

---

\* This section of the outline follows rather closely "Retail Merchandising." Fri. Prentice-Hall, Inc.

- (5) Low advertising expense.
- (6) Ability to adjust policy to local conditions.
- (7) Same clerk sells in all departments.
- b. Disadvantages.
  - (1) Low borrowing power.
  - (2) Unorganized methods of buying and selling.
  - (3) Small purchasing power.
  - (4) Slow turn over.
  - (5) Poor contact with central market.
2. Specialty stores.
  - a. Advantages.
    - (1) High grade sales clerks.
    - (2) Specialization in merchandise and service.
  - b. Disadvantages.
    - (1) Limited class appeal.
    - (2) High service cost.
    - (3) Single location.
    - (4) High advertising and selling cost.
    - (5) Often good buyers of merchandise but poor financiers and organizers.
3. Department stores.
  - a. Advantages.
    - (1) Large advertising power.
    - (2) Organized methods.
    - (3) Large purchasing power.
    - (4) Efficient distribution of responsibilities.
    - (5) Quick turn over.
    - (6) Shopping facilities.
  - b. Disadvantages.
    - (1) High service cost.
    - (2) Single location.
    - (3) Inferior sales clerks.
    - (4) High delivery expense.
    - (5) High rent.
    - (6) High advertising cost.
    - (7) Public abuse of privileges.
4. Chain stores.
  - a. Advantages.
    - (1) Wide distribution of institutional prestige.
    - (2) Organized methods of buying, accounting and selling.
    - (3) Large purchasing power.
    - (4) Efficient distribution of responsibilities.
    - (5) Diverse location.
    - (6) Low delivery expense.
    - (7) Low advertising expense.
    - (8) Quick turn over.
  - b. Disadvantages.
    - (1) Unit managers inferior.
    - (2) Impossibility of catering to local demands.
    - (3) Lack of personal contact with clientele.

IV. Agencies of Distribution.— *Concluded.*

5. Cooperative stores.
  - a. Advantages.
    - (1) Customers interested in profits.
  - b. Disadvantages.
    - (1) Lack of appeal to non-members.
    - (2) Favoritism in appointment of managers.
6. Self-service store.
  - a. Advantages.
  - b. Disadvantages.
7. Mail order houses.
  - a. Advantages.
    - (1) Wide selling area.
    - (2) Organized method of buying and selling.
    - (3) Large advertising power.
    - (4) Large purchasing power.
    - (5) Low rent.
  - b. Disadvantages.
    - (1) High advertising expense.
    - (2) High delivery expense.
    - (3) Lack of personal contact.
    - (4) Risk of price changes.
    - (5) Lack of confidence of buyer.

## V. Merchandise.

## A. Textiles.\*

1. Analysis of an Article of Merchandise.  
(See Retail Selling, Norton, Page 104.)
2. Variety of materials.
  - a. Variety demanded by use.
  - b. Variety demanded by style.
3. Differences in materials.
  - a. Color,
  - b. Process of making.
    - (1) Woven.
    - (2) Knitted.
  - c. Raw material.
  - d. Finish.
4. Woven goods.
  - a. The loom.
  - b. Warp and filling.
  - c. Steps in weaving.
  - d. Kinds of weaves.  
Plain, twill, satin, pile.
5. Knitted goods.
  - a. Comparison of knitted and woven goods.
  - b. Types of knitted goods.
  - c. Cause of popularity of knitted goods.
    - (1) Advantages of looped formation.
    - (2) Light weight.
    - (3) Hygienic.

---

\* This section of the outline follows rather closely, "How to Know Textiles." Small, Ginn & Co.



- d.* Variety of stitches.
  - (1) Purl.
  - (2) Plain or jersey.
  - (3) Rib.
  - (4) Other useful stitches.

6. Spinning.

- a.* Differences between yarn and thread.
- b.* Influences of yarns on appearance of material.
- c.* Varieties of yarns.
- d.* The spinning process.
- e.* Yarn count.
- f.* Preparation of raw material for spinning.
  - (1) Cleaning.
  - (2) Carding.
  - (3) Combing.
  - (4) Drawing and doubling.
- g.* Warp and filling yarns.

7. Finishing.

- a.* Singeing.
- b.* Bleaching.
- c.* Dyeing.
  - (1) Yarn dyeing.
  - (2) Stock dyeing.
  - (3) Piece dyeing.
- d.* Printing.
- e.* Mercerizing.
- f.* Napping.
- g.* Filling.
- h.* Pressing.
- i.* Special finishes.

8. Cotton.

- a.* Reason for popularity.
- b.* Tests.
- c.* Sources of raw material.
- d.* Common varieties.
- e.* Production.
- f.* Manufacture.

9. Flax.

- a.* Comparison of cotton and linen.
- b.* Tests.
- c.* Sources of raw materials.
- d.* Production.
- e.* Manufacture.

10. Wool.

- a.* Qualities which determine special uses.
- b.* Distinction between woolen and worsted.
- c.* Tests.
- d.* Sources of raw material.

V. Merchandise.— *Concluded.*

- e.* Production.
- f.* Manufacture.
- 11. Silk.
  - a.* Qualities which determine special uses.
  - b.* Tests.
  - c.* Sources of raw material.
  - d.* Production.
  - e.* Manufacture.
- 12. Rayon and celanese.
  - a.* Manufactured fibres.
    - (1) What they are.
    - (2) Where they come from.
  - b.* Qualities.
    - (1) Advantages.
    - (2) Limitations.
  - c.* Tests for identification of man-made fibres.
  - d.* Uses.
  - e.* Handling and laundering of these and allied fabrics.
- B. Non textiles.
  - 1. Leather goods.
  - 2. Toys.
  - 3. Jewelry.
  - 4. Toilet goods.

## VI. Store System.

- A. Importance.
  - B. The salesbook.
    - 1. Parts.
    - 2. Parts of the sales check and uses.
  - C. Kinds of sales transactions.
    - 1. Paid, taken.
    - 2. Paid, sent to customer's address.
    - 3. Charged, taken.
    - 4. Charged, to one address, sent to another.
    - 5. Charged, sent to customer's address.
    - 6. C. O. D.
    - 7. Employee's charge.
  - D. Extra package.
  - E. Sales checks requiring floor man's signature.
  - F. Credit.
    - 1. Coins.
    - 2. O. K. telephone.
    - 3. Opening a charge account.
  - G. Cash register.
  - H. Calls slips.
- VII. Store Policies.
- A. Delivery.
  - B. Charge accounts.
  - C. Returns and exchanges.
  - D. Special delivery.

- E. C. O. D. regulations.
- F. Guarantee.
- G. Adjustments.
- H. Mark up and mark down.
- I. Advertising.
- J. Personnel: wages and working conditions.
- K. Job lot sales.
- L. Meeting competitive prices.
- M. One price to all *vs.* bargaining price.

## VIII. Customers.

- A. Knowledge of human nature.
- B. Memory of faces and names.
- C. Building up a clientele.
- D. Power of suggestion.
- E. Classified as to:
  - 1. Wants.
    - a. Just looking.
    - b. Having a definite want.
  - 2. Temperament.
    - a. Nervous.
    - b. Vital.
    - c. Phlegmatic.
  - 3. Mental attitude.
    - a. Undecided.
    - b. Procrastinating.
    - c. Argumentative.
    - d. Stubborn.
    - e. Cautious.
    - f. Conceited.
    - g. Indifferent.

F. Reasons why people buy specific articles.

## IX. Principles of Salesmanship.

- A. Approach.
  - 1. Importance of first impressions.
  - 2. Essentials of a good approach.
    - a. Promptness.
    - b. Cheerfulness.
    - c. Cordiality.
    - d. Good voice and speech.
  - 3. Forms of greeting.
  - 4. Value of using customer's name.
- B. Finding customers wants.
  - 1. Direct question.
  - 2. Showing merchandise and observing customer.
- C. Presentation of merchandise.
  - 1. Grade to display.
  - 2. Amount to display.
- D. Giving customer merchandise information.
  - 1. Confidence inspired by complete information.
  - 2. Sources of information.

IX. Principles of Salesmanship.— *Concluded.*

- a. Examination of goods.
- b. Buyers and other salesmen.
- c. Advertising literature.
- d. Trade papers.
- e. Technical books.

E. Meeting objection.

F. Substitution.

G. Closing the sale.

- 1. Narrowing the choice.
- 2. Action assuming decision.

H. Handling exchange sales.

I. Suggestion.

- 1. Related merchandise.
- 2. New merchandise.
- 3. Special sales.

## X. Store Organization.

A. Introduction.

- 1. Purpose of organization.
- 2. General organization plan.
  - a. General manager.
    - (1) Merchandise division.
    - (2) Publicity division.
    - (3) Store management division.
    - (4) Records and finance division.
- 3. Large and small store organization.
- 4. Application to local stores.

B. Merchandise Division.

- 1. Merchandise manager.
  - a. Division managers.
    - (1) Buyers.
      - (a) Assistant buyers.
      - (b) Salespeople (see also Store Management Division).
      - (c) Head of stock.
      - (d) Merchandise clerical.
      - (e) Stock clerks.

C. Publicity division or sales promotion division.

- 1. Publicity manager.
  - a. Display manager.
    - (1) Window trimmers.
    - (2) Store display experts.
    - (3) Sign painters.
  - b. Advertising manager.
    - (1) Copy writers.
    - (2) Artists.
  - c. Broadcaster.

D. Store management division.

- 1. Store superintendent.
  - a. Bureau of adjustment.
  - b. Personal service shoppers.

- c. Comparison shoppers.
  - d. Mail order clerks.
  - e. Telephone order clerks.
  - f. Maintenance department.
    - (1) Elevator operators.
    - (2) Engineers.
    - (3) Carpenters.
    - (4) Cleaners.
    - (5) Watchmen.
    - (6) Protection department.
    - (7) Supply department.
  - g. Personnel division.
    - (1) Employment manager.
      - (a) Interviewers.
      - (b) Rating staff.
    - (2) Training supervisor.
      - (a) Teachers of system.
      - (b) Teachers of salesmanship.
      - (c) Teachers of merchandise.
    - (3) Employees' service.
  - h. Floor superintendents.
  - i. Salespeople (see also Merchandise Division).
  - j. Shipping and delivery.
  - k. Receiving and marking.
  - l. Service shoppers.
- E. Records and finance division.
- 1. Contoller.
    - a. Bookkeepers.
    - b. Purchase ledger clerks.
    - c. Customers' ledger clerks.
    - d. Billing clerks.
    - e. Invoice clerks.
    - f. Filing clerks.
    - g. Pay roll clerks.
    - h. Cashiers.
    - i. Auditors.
    - j. Computing machine operators.
    - k. Credit and authorizing clerks.
    - l. Stenographers.
    - m. Merchandise control clerks.

## XI. Retail Store Operation.\*

### A. Factors influencing choice of location.

- 1. Competition: shopping centers or isolated.
- 2. Nearness to traffic routes and transfer points.
- 3. Number of passers.
- 4. Are they probable buyers?
  - a. Reason for passing.
  - b. Economic status.

---

\* This section of the outline follows rather closely, "Elements of Retailing." Leigh. D. Appleton & Co.

XI. Retail Store Operation.— *Continued.*

5. Operating costs: rents, insurance, taxes.
  6. Display windows.
  7. Location of local stores.
- B. Factors influencing interior arrangement.
1. Location of departments.
    - a. Impulse goods.
    - b. Convenience goods.
    - c. Necessities.
    - d. Utility goods.
    - e. Luxuries.
  2. Grouping of merchandise lines.
  3. Comfort and convenience of customers.
  4. Comfort and convenience of salespeople.
  5. Convenient display of merchandise.
  6. Convenient location of stock rooms.
  7. Store directory.
- C. Equipment.
1. Storage equipment.
  2. Display equipment.
  3. Cash equipment.
    - a. Cash registers.
    - b. Tube system.
  4. Measuring equipment.
  5. Marking equipment.
  6. Collection and delivery equipment.
  7. Bookkeeping equipment.
  8. Credit equipment.
  9. Lighting equipment.
- D. Problems of buying.
1. Methods of buying.
    - a. Personal trips to market.
    - b. From traveling salesmen.
    - c. By mail.
    - d. Co-operative buying.
    - e. Concentrated buying.
    - f. When to buy.
    - g. How much to buy.
      - (1) Stock control.
  2. Kind of merchandise demanded.
    - a. Price range.
    - b. Complete stock.
    - c. Job lots.
    - d. Style requirements.
    - e. Value of records of previous sales.
  3. Terms.
    - a. Discounts.
    - b. Datings.
  4. Receiving and marking.
    - a. Checking the invoice.
    - b. Fixing the selling price.

- (1) Dependent on.
    - (a) Actual cost of merchandise.
    - (b) Overhead expenses.
    - (c) Rate of turnover.
    - (d) Possible depreciation.
      - Style goods.
      - Perishable goods.
    - (e) Special attractiveness.
    - (f) Profit.
  - (2) Mark up and gross margin.
- c. Marking.
- (1) Price tickets.
  - (2) Codes.
- E. Causes of mark downs.
- 1. Poor buying as to quantity, style, color, sizes, quality.
  - 2. Style changes.
  - 3. Unseasonable weather.
  - 4. Goods soiled from handling and display.
  - 5. Change in market conditions.
  - 6. Remnants and broken assortments.
  - 7. To meet competition.
- F. Forms of store service.
- 1. Credit.
  - 2. Delivery.
  - 3. Adjustments.
  - 4. Transfer card.
  - 5. Information.
  - 6. Tickets service.
  - 7. Rest rooms.
  - 8. Personal shopping service.
  - 9. Stylists.
  - 10. Beauty parlors.
  - 11. Restaurants.
- G. Records.
- 1. Sales.
    - a. Cash.
    - b. Charge.
    - c. C. O. D.
  - 2. Purchases.
  - 3. Expense.
    - a. Distribution.
  - 4. Charge accounts.
    - a. Opening an account.
    - b. Sources of credit information.
    - c. Identification.
    - d. Authorization.
    - e. Value for sales promotion purposes.
- H. Losses.
- 1. Waste of supplies.
  - 2. Lack of care of merchandise.
  - 3. Over measurement.

XI. Retail Store Operation.— *Concluded.*

4. Unnecessary delivery.
5. Errors of computation and change.
6. Errors in address.
7. Returned goods and goods out on approval.
8. Customers lost through poor service.
9. Theft.
10. Bad debts.
11. Illness of employees.
12. Tardiness and waste of time.

## XII. Ethics of Business.

## A. This course will be taken up from two points of view as follows:

1. From the point of view of the employee in the form of problems which arise from his relationship to management, fellow employees, customers, the store's competitors and the manufacturers from whom the store purchases its merchandise.
2. From the point of view of management in the form of problems which arise from its relationship to its employees, the public, its competitors and the manufacturers from whom it buys.

## B. It is recommended that the problems used in this course be discussed from the point of view of the following standards of conduct:

1. Truth.
  - a. Honesty.
  - b. Sincerity.
  - c. Reliability.
  - d. Open-mindedness.
2. Justice.
  - a. Loyalty.
  - b. Co-operation.
  - c. Consideration of others.
  - d. Self-control.
3. Courage.
  - a. Initiative.
  - b. Leadership.
  - c. Perseverance.
  - d. Self-confidence.
  - e. Vision.
4. Obligation to others.
  - a. Obedience.
  - b. Thrift.
  - c. Sympathy.
  - d. Kindness.
  - e. Service.
  - f. Tact.

NOTE.— In planning this course, it should be borne in mind that business practice is still far



from ideal in its relationships, chiefly because it is only within recent years that it has begun to show signs of becoming a profession. This emphasis is important because young people will find in business many happenings which they will deplore but which they can only understand by a knowledge of the stage of development the business has attained.

- C. From the point of view of an employee:
1. The employee's relationship to the public. Problems arising from:
    - a. Presenting merchandise to customers.
    - b. Service contracts with customers.
    - c. Presenting store standards or policies to customers.
  2. The employee's relationship to management. Problems arising from:
    - a. Divided loyalties.
    - b. Quality and quantity of work done.
    - c. Overtime work.
    - d. Shifting employment or shifting jobs.
    - e. Wages paid.
  3. The employee's relationship to the store's competitors. Problems arising from:
    - a. Use of confidential information.
    - b. Directing customers to other stores for purchases.
    - c. Knocking competitors.
  4. The employee's relationship to manufacturers. Problems arising from failure to carry through the store's policy as to:
    - a. Agreements.
    - b. Guarantees.
    - c. Return of merchandise.
    - d. Incurring obligations.
- D. From the point of view of management:
1. The merchant's relation to public. Problems arising from:
    - a. Excessive service features.
    - b. What is said in advertising merchandise.
    - c. What is said by salespeople about the merchandise.
    - d. Management of business in the form of fair profits, elimination of waste, continuity of employment, changes in selling prices of merchandise.
  2. The merchant's relations to his employees. Problems arising from:
    - a. Conditions under which employees work — physical, moral.
    - b. Wages payment — amount and kind (as tipping).
    - c. Hours of work.
    - d. Preparation for work in the form of training.
    - e. Promotion within the organization.

XII. Ethics of Business.— *Concluded.*

3. The merchant's relations to his competitors. Problems arising from:
  - a. Trade agreements.
  - b. Price cutting.
  - c. Knocking competitors.
  - d. Attracting into employment those from competitors' stores.
4. The merchant's relation to those from whom he buys. Problems arising from:
  - a. Agreements as to purchases.
  - b. Returning unwanted merchandise to manufacturers.
  - c. Social obligations.

## XIII. Advertising.

- A. Medium for retail stores.
  1. Newspapers.
  2. Street car signs.
  3. Bill boards and electric signs.
  4. Direct by mail.
  5. Enclosures.
  6. Demonstrations.
  7. Window and store display.
- B. Means of securing attention.
  1. Contrast.
  2. Headlines.
  3. Borders.
  4. Illustrations.
  5. Colors.
  6. White space.
  7. Distinctive type.
- C. Kinds of copy.
  1. Argumentation.
  2. Suggestive.
  3. Institutional.
  4. Educational.
  5. Story.
  6. Jingles and rhymes.
- D. The written advertisement.
  1. Clearness, force, conciseness.
  2. Unity, coherence, emphasis.
- E. Display.
 

1. Unity.	6. Background.
2. Harmony.	7. Fixtures.
3. Order.	8. Lighting.
4. Balance.	9. Changes.
5. Color.	10. Show cards.
- F. Truth in advertising.

## XIV. a. Store Mathematics.

The four fundamental operations and simple fractions should be stressed in both oral and written work.

1. Combination of two numbers. Rapid addition. Drill.
2. Adding columns of figures. Combinations making 10.
3. Checking. Reverse addition. Casting out 9's; casting out 11's.
4. Horizontal addition. Boxed problems.
5. Drills in addition.
6. Making change, cash register.
7. Subtraction, checking results.
8. Keeping cash account. Finding cash balance.
9. Multiplication. Checking results.
10. Short cuts in multiplication.
11. Division.
12. Decimals.
13. Fractions, addition and subtraction.
14. Mixed numbers, addition and subtraction.
15. Multiplication of fractions and mixed numbers.
16. Drill in multiplication.
17. Division of fractions and mixed numbers.
18. Decimal equivalents of:  
 $1/16, 1/12, 1/8, 1/6, 1/5, 1/3, 3/8, 1/2, 5/8, 2/3, 3/4, 1/4, 5/6, 7/8.$
19. Tables of linear measure.  
 Tables of weight.  
 Drill.
20. Problems involving fraction of yard and pound.
21. Percentage. Review of decimal equivalents.
22. Finding a given per cent of a number.  
 Short cuts for 10%, 5%, 1%.
23. Finding what per cent one number is of another. Estimating per cent.
24. Gross and net profits.
25. Distribution by per cents of expense of doing business.
26. Finding selling price, having given the cost and the per cent of required gross profit on sales.
27. Trade discounts.
28. Bills and accounts.
29. Commission.
30. Interest.
31. Notes and discount.
32. Finding average turnover.
33. Budget making.

### XIII. b. Store English.

The work of the salesperson requires easy and correct habits of oral expression. For this reason drill in the spoken language should be emphasized to secure clear, accurate and forceful use of English.

1. Use of "was" for "were," and "is" for "are."
2. Correcting of "aint" and double negatives.
3. Use of "these" and "those" instead of "them."
4. Correct use of relative pronouns.

XIII. *b.* Store English.— *Concluded.*

5. Correct use of personal pronouns.
6. Correct use of "seen," "went," and "done."
7. Correct use of other verb forms. ("A customer came up. Has the bell rung?")
8. Agreement in number of subject and verb.
9. Use of "can," "may," "learn" and "teach."
10. Use of "lay," "lie," "raise," "use," "sit," and "set."
11. Use of unnecessary words ("this here," "that there").
12. Use of adjectives and adverbs (comparison and discrimination between).
13. Common errors of speech — slang.
14. Word building — increasing vocabulary. Descriptive adjectives.
15. Spelling, merchandise terms, cities, streets, people's names.
16. Letters — construction of.
17. Superscription on envelope.
18. Friendly letter.
19. Notes of invitation — acceptance and regret.
20. Business letter — application.
21. Answers to advertisements.
22. Written exercise on store experiences.
23. Written exercise on other store topics.
24. Written exercise on talking points of merchandise.
25. Cultivation of voice — proper use — advantages of.
26. Clear articulation and pronunciation.
27. Selection for memory.
28. Newspaper article.
29. Magazine article.
30. Who's who article.
31. Discussion of business periodicals.
32. Discussion of books for outside reading.

## BIBLIOGRAPHY.

---

### BUSINESS ORGANIZATION AND OPERATION.

- Business Organization and Administration. DeHaas. Gregg Pub. Co.  
 Fundamentals of Organization and Management. Cornell and MacDonald. American Book Co.  
 Business Administration. Parsons. A. W. Shaw Co.  
 Principles of Marketing. Clark. The Macmillan Co.  
 Marketing, Its Problems and Methods. Duncan. D. Appleton & Co.  
 Marketing Methods and Policies. Converse. Prentice-Hall.  
 Principles and Methods of Retailing. Greene. McGraw-Hill Book Co.  
 Retail Merchandising. Fri. Prentice-Hall.  
 Principles of Retailing. Brisco *et al.* Prentice-Hall.  
 Elements of Retailing. Leigh. D. Appleton & Co.  
 How to Run a Store. Whitehead. Thomas Y. Crowell Co.  
 The Merchants Manual. Hahn. McGraw-Hill Book Co.  
 Principles of Organization Applied to Modern Retailing. Mazur. Harper & Bros.  
 Corporation Finance. T. L. Greene. G. P. Putnam's Sons.  
 Business Finance. W. H. Lough. The Ronald Press Co.  
 Funds and Their Uses. F. A. Cleveland. D. Appleton & Co.  
 Credit and Its Uses. W. A. Prendergast. D. Appleton & Co.  
 The Practical Work of a Bank. W. H. Kniffin. Bankers Pub. Co.  
 The Principles of Industrial Management. J. C. Duncan. D. Appleton & Co.  
 Hiring the Worker. R. W. Kelly. Engineer Magazine Co.  
 Purchasing. H. B. Twyford. D. VanNostrand Co.  
 Credits, Its Principles and Practice. Blanton. The Ronald Press Co.  
 Retail Buying. Brisco and Wingate. Prentice-Hall.

### ADVERTISING.

- The Fundamentals of Advertising. Rowse and Fish. Southwestern Pub. Co.  
 Productive Advertising. Hess. Lippincott & Co.  
 Introduction to Advertising. Brewster and Palmer. A. W. Shaw Co.  
 The Principles of Advertising. Tipper *et al.*. The Ronald Press Co.  
 Advertising as a Business Force. Cherrington. Doubleday, Page & Co.  
 Advertising for the Retailer. Herrold. D. Appleton & Co.  
 First Principles of Advertising. Nesbit. Gregg Pub. Co.  
 Making Advertisements and Making Them Pay. Durstine. C Scribner's Sons.  
 Advertising Principles. Starch. A. W. Shaw Co.  
 Advertise. Sampson. D. C. Heath & Company.  
 Writing an Advertisement. Hall. Houghton, Mifflin Company.

## SALESMANSHIP.

- How to Sell at Retail. Charters. Houghton, Mifflin Co.  
 Elements of Retail Salesmanship. Ivey. The Macmillan Co.  
 Textbook of Salesmanship. Russell. McGraw-Hill Book Co.  
 The Business of Selling. Whitehead. American Book Co.  
 Principles of Salesmanship. Whitehead. The Ronald Press Co.  
 Principles of Personal Selling. Tosdal. A. W. Shaw Co.  
 A Text Book on Retail Selling. Helen R. Norton. Ginn & Co.  
 Practical Business Arithmetic. Helen J. Kiggen. The Macmillan Co.  
 The Human Side of Retail Selling. Ruth Leigh. D. Appleton & Co.  
 Salesmanship. S. R. Hoover. The Macmillan Co.  
 Practical Salesmanship. N. C. Fowler. Little, Brown & Co.  
 Creative Selling. C. H. Mackintosh. D. Appleton & Co.  
 Creative Salesmanship. H. W. Hess. J. B. Lippincott Co.  
 Retail Selling. J. W. Fisk. Harper & Bros.  
 The Economics of Retailing. P. H. Nystrom. The Ronald Press Co.  
 Retail Selling and Store Management. P. H. Nystrom. D. Appleton & Co.  
 Fundamentals of Salesmanship. N. A. Brisco. D. Appleton & Co.  
 Department Store Merchandise Manuals. The Ronald Press Co.  
 Personal Efficiency. J. S. Knox. Knox Business Book Co.  
 New Essentials of Business Arithmetic. Van Tuyl. American Book Co.

## TEXTILES.

- How to Know Textiles. Small. Ginn and Company.  
 Textile Fabrics. Johnson. Harper Bros.  
 Textiles for Commercial, Industrial, and Domestic Arts Schools. Dooley. D. C. Heath Co.  
 Standard Cotton Cloths and Their Construction. Nichols and Broomhead. Dover Press.  
 Laundering. Balderston. J. B. Lippincott Co.  
 Selling Points of Silk. Hempstead. Fairchild Publications.  
 Selling Points of Rayon. Hempstead. Fairchild Publications.  
 Selling Points of Wool. Hempstead. Fairchild Publications.  
 Selling Points of Linen. Hempstead. Fairchild Publications.  
 An introduction to the Study of Textile Design. Alfred F. Barker.  
 The Analysis and Reproduction of Textile Fabrics. Alfred F. Barker.  
 Woolen and Worsted Glossary. Frank P. Bennett.  
 Cotton Glossary. Frank P. Bennett.  
 Encyclopaedia of Dry Goods. George E. Cole.  
 Textile Blue Book. Davison Pub. Co.  
 Fabrics and How to Know Them. Grace G. Denny.  
 Textile Fabrics. Elizabeth Dyer.  
 Textile Fibers of Commerce. William Hannan.  
 Household Textiles. Charlotte Gibbs.  
 Textile Fibers of Commerce. William Hannan.  
 Dictionary of Textiles. Louis Harmuth.  
 Decorative Textiles. George L. Hunter.  
 Shelter and Clothing. Kinne & Cooley.  
 Textile Fibers. J. M. Matthews.

- Textile and Clothing. McGowan and Waite.  
Fibers used in Textile and Allied Industries. Mitchell and Prideaux.  
A Grammar of Textile Design. Harry Nisbet.  
Textiles. Paul H. Nystrom.  
Commercial Raw Materials. Charles R. Toothaker.  
Story of Textiles. Perry Walton.  
Textile and Clothing. Kate H. Watson.  
Textile Design and Color. William Watson.  
Textiles. Woolman and McGowan.  
Clothing — Choice, Care, Cost. Mary S. Woolman.  
Textile Raw Materials and Their Conversion into Yarn. J. Zipser.









SCHOOL DOCUMENT NO. 9-1928  
BOSTON PUBLIC SCHOOLS

SPECIAL SYLLABUS  
IN ART EDUCATION

GRADES I., II., III.



1928-1929

IN SCHOOL COMMITTEE, July 9, 1928.

*Ordered,* That the accompanying syllabus in Art Education for Grades I., II., and III. is hereby adopted, and that two thousand (2,000) copies be printed as a school document.

Attest:

ELLEN M. CRONIN,  
*Secretary.*

ART EDUCATION  
BOSTON PUBLIC SCHOOLS  
GRADES I., II., III.

THIS COURSE OF STUDY IN ART EDUCATION HAS BEEN PREPARED THROUGH THE COOPERATIVE STUDY OF THE DIRECTOR OF MANUAL ARTS, THE ASSISTANTS IN MANUAL ARTS, THE ADVISORY COMMITTEE FOR EDUCATION IN ART, AND THE PRIMARY SUPERVISORS. MANY TEACHERS OF GRADES I., II., AND III. HAVE CONTRIBUTED TO THE VALUE OF THE COURSE BY WORKING OUT EXPERIMENTS AND TEST LESSONS.

### GENERAL INSTRUCTIONS.

This course of study in Art Education is addressed to the teacher, who should carefully read the general instructions. The special notes on each subject should be read again when that subject occurs in the Syllabus. The work to be covered is reasonable of accomplishment considering the time allowance, and the work is planned with consideration for the great variety of conditions existing in a large school system.

**EDUCATION IN ART.**— General education recognizes the increasing importance of art and the universal use of its principles in the individual and community life of all classes.

It is the purpose of Art Education in primary grades to afford children an abundance of experiences with a variety of materials for graphically recording impressions that may develop certain definite or specific phases of the imagination, powers of invention, observation and appreciation. Art will manifest itself as a quality in this creative work, and the graphic expression will rapidly improve in truth. Art Education enriches the life of the child, it satisfies his creative instincts and his natural love for beauty.

Terminology is very simple with all work outlined under the heads of **Directed Observation** and **Creative Expression**, with subheadings of: Space Relations, Tone Relations, Design (including lettering), Constructive Design (hand work), Representation, Appreciation of Art.

**Directed Observation** includes all lessons in which the attention is called to some particular external thing about which thought must center, to discover, organize and interpret outward facts through visual study into terms of visible or graphic expression. The teacher guides the development of such lessons, encourages orderly thinking, directs the type of drawing to be made, the manner of making observations, recording impressions, recognizing tones and design principles.

**Creative Expression** includes all lessons in which the attention is called to some common experience, or basic principle, some fanciful, emotional, or impulsive idea, in which thought looks within to discover, organize and express what it desires in terms of visible or graphic expression. The child here obeys his individual creative desire to draw, design or construct. Both memory and imagination may be manifest in his creative expression. Teachers may arouse and stimulate certain definite or specific phases of the child's observation, memory and imagination when presenting a lesson, but after the child has once started to work she should refrain from interfering with free thought and free expression.

Close every lesson with a word of encouragement and commendation. Every few lessons, allow time for pupils' criticism. It develops discrimina-

tion and is often more valuable than teacher's criticism. Never ridicule or laugh at children's work unless it has been done with humorous purpose, when all may laugh and enjoy the fun.

**SPACE RELATIONS.**— All geometric organization dealing with the elements of Position, Direction, Measure, Proportion and Shape and all combinations of these elements may be considered as study of space relations.

- Positions** (center—up—down—left—right)  
**Directions** (vertical—horizontal—oblique)  
**Measures** (number—length—width—size—interval)  
**Proportion** (a relation of measures)  
**Shapes** (circle—square—rectangle—ellipse, etc.)

**TONE RELATIONS.**— We live in a world of light and colors, any effect of which may be classified as a tone. Tone is the distinguishing factor which enables us to separate in our vision one object from another. Color may satisfy the senses, the emotions and the spirit, as food satisfies hunger. It is a language through which one expresses himself in Design and Representation.

The study of Tone Relations first leads one to recognize light, then to distinguish colors, and then to compare them with established standards as shown on a color scale. Later study may classify colors in warm and cool groups, light and dark groups, and in other simple tone relations.

Encourage children in the recognition of beautiful color and in color combinations wherever found.

Simple definitions are essential to a common understanding of color terms in relation to drawing and painting.

**Tone.**— An effect of light and color produced by pigment (crayon or paint) or a mixture of pigments. Tone is a general term that may be applied to any spot of color or neutral gray. It is the quality through which all things become visible to the eye. There are two elements in a tone: its value and its color.

**Value.**— An indication of the quantity of light in a tone. It is the relation of a color to white and black, such as, light red, dark green, etc.

**Color.**— The quality of light in a tone, such as, red, orange, yellow, green, blue, violet.

**Intensity.**— The quality by which we distinguish color strength, such as, brilliant orange, dull blue, etc.

**Neutrality.**— The absence of color, such as, black, gray.

**Color Scale.**— An orderly series of tones expressing intervals or relations of value, color, intensity or neutrality.

**Harmony.**— A consistency in light and color in tone relations.

**Color Symbolism:**

- Red: love, valor, courage, royalty, danger.
- Orange: the flame, warmth, hospitality, knowledge.
- Yellow: the sun, wisdom.
- Green: growth, fruitfulness, long life, victory.
- Blue: truth, cold.
- Violet: (red and blue) truth and love, constancy.
- White: light, purity, innocence.
- Black: the absence of color, sorrow.

**The Norse Story.**— After the gods had made a man and a woman on the earth and had begun to take an interest in what was going on there, they concluded to build a bridge from Heaven to earth, and out of red fire and green sea water and blue air they built the rainbow bridge Bifrost, over which they could pass to the earth. Thor, the god of thunder, was never allowed to use it for fear his heavy tread and the heat of his lightnings might destroy it. The other gods passed over it to the earth whenever they wished, but men could not walk on it. When brave men fell in battle, however, the wish maidens, or Valkyries, mounted on their fleet steeds, bore the dead warriors over the quivering rainbow bridge to feast with Odin. When a Norse boy saw the rainbow, he said to himself, "The Valkyries are carrying heroes to Heaven!"

**The Greek Story.**— Juno, queen of Heaven, wife of Zeus, had an attendant maiden named Iris, whom she often employed as her messenger. Iris was so fleet of foot that nobody ever caught sight of her. She wore a beautiful robe of many colors. When Juno sent her on an errand to the earth, "gliding swiftly through the purple air," her dazzling mantle left its brilliant path across the clouds as a shooting star leaves its trail for a few moments in the midnight sky. When the Greek boy saw a rainbow, he said, "Iris, the messenger of Juno, has just passed by!"

**The Hebrew Story.**— After the great flood which destroyed everybody but Noah and those who were with him in the ark, God promised that the earth should never again be destroyed by water, and God said to Noah, "I will set my bow in the cloud, and it shall be for a token of a covenant between Me and the earth; when I bring a cloud over the earth, the bow shall be seen in the cloud, and I will remember My covenant that the waters shall no more become a flood to destroy all flesh." When the Hebrew boy saw the rainbow he thought, "God never forgets His promises." One of the Hebrew teachers used to say, "Look upon the rainbow and praise Him that made it. Very beautiful it is in the brightness thereof. It compasseth the heavens about with a glorious circle, and the hands of the Most High have bended it."



**DESIGN** is orderly arrangement, and the laws governing design may be recognized in Nature and in Art. Young children quite readily learn to discriminate between order and disorder with an ever increasing sense of beauty.

### THE MODES OF DESIGN.

**Repetition.**—The recurrence of the same line, shape, form, color, light, sound, action or thought.

**Sequence.**—Arrangement which suggests different types of motion—the producing of one thing after another, one attraction and then another in a line or row. There are three kinds of sequence:

1. **Sequence of Repetition.**

2. **Sequence of Alternation.**—The regular recurrence in turn of two or more contrasting or different attractions, lines, shapes, forms, colors, lights, sounds, actions, or thoughts, producing the effect of Rhythm.

3. **Sequence of Progression or Gradation.**—A regular increase, decrease, or change in movement of lines, measures, shapes, tones, sounds, actions or thoughts.

**Balance.**—Different types of equipoise or rest.

1. **Axial Balance.**—An effect of single inversion of equal attractions visually balanced on either side of a real or imaginary vertical axis.

2. **Central Balance.**—An effect of concentration or radiation of equal attractions visually balanced about a definite center.

Balances may include balance of repetition and balance of sequence.

**Symmetry.**—A geometric consistency in space relations.

**Unity.**—A consistency in line, shape and tone relations. Whenever illustrations are at hand encourage the recognition of the Modes of Order in objects, pictures, fabrics, feathers, plants, trees, flowers, vegetables. Arranging tablets, cuttings and modelled clay with the drawings of similar shapes will establish a valuable foundation on which to build more creative and enriched designs. Because the desk and the tablets are almost of the same tone, always arrange tablets on news or manila paper where the contrast in tone and pattern will readily be seen.

**LETTERING.**—All lettering is to be introduced and developed as Design. Use the lettering guide and instructions approved and supplied for Grades I., II., III.

**CONSTRUCTIVE DESIGN.**—Avoid making this study dictatorial. Encourage originality and creative expression, reasonable accuracy, orderly thinking and procedure. Stimulate pride in work well done. Teachers should work out each Constructive Design lesson step by step before presenting the work to classes.

The term "fold" means both fold and crease. The shorter edges of papers are referred to as "ends." It is advisable to place the paper with the long edges parallel with the front edge of the desk and to teach the placing, measuring, and laying off of points, dimensions and working lines by working from an established edge, line or corner of the paper. All points and lines are to be placed and drawn by the pupils, not by the teacher. The index finger may be used in place of a brush when pasting. This work is best done in groups, working at an occupation table.

**REPRESENTATION** is the drawing of an object (animate or inanimate) or of an idea, from observation, memory or imagination. Representation aims to gradually develop visual discrimination, observation, memory and imagination together with increasing ability to describe these experiences in visible or graphic expression: drawing, painting, modeling and constructing. Representation may record experiences as observed, and as imagined. Shape, general proportion, action and color should be emphasized. Draw the same object, person, or building more than once, or more than one of a kind. The second drawing will call for kindly criticism, more observation, better visual discrimination, and memory or imagination.

In Grade I. give little, if any, consideration to the setting or background for sketches. Try for pleasing location and reasonable size for sketches on the page.

In Grade II. give very simple consideration to the sky, ground, floor, or wall as a background or setting for sketches.

In Grade III. consider appropriate settings with simple light and dark tones as a help in emphasizing the large, central or story telling figure.

Tracing the shape of the object, person, or animal in the air, dramatizing the action, or impersonating the character will often help a child to better drawing of what he wishes to express. Drawings may be made with the colored crayons or with lead pencil in as direct, positive, clear a manner as possible.

**APPRECIATION OF ART** includes the recognition and enjoyment of color wherever found, the recognition of Order as expressed in Nature and in Art. Appreciation of Art should be recognized by teachers when exhibiting class work, mounting pictures and arranging flowers for the classroom. "An attractive classroom may contribute materially to better attendance, to problems of discipline, and create an atmosphere of happiness. The best place to inculcate the love of the beautiful is in the schoolroom. To the rising generation the most effective lessons can be given, and from the school millions of children will carry the lessons to millions of homes."

Since color prints are readily obtained and they occupy such an important place in general education, a few interesting pictures should be displayed in every classroom for the enjoyment of young children. These pictures

may be inexpensive cuts or color prints harmoniously mounted and displayed, a few at a time, on a bulletin, screen, or in the chalk tray. The subject should be changed frequently. Pictures selected as permanent decorations for the classroom should always be large, chosen with great care, beautiful in subject and in color, properly hung, and a constant delight to the children in the room.

The Director of Manual Arts is prepared to recommend suitable pictures for permanent decorations in schools. All pictures and casts must have the Director's approval in accordance with Chapter XII, Section 225, paragraph 2, of the Rules and Regulations of the School Committee.

**Procedure.**—Select a print from the portfolio provided for study, or select a picture used as a permanent decoration. Study the picture yourself and formulate a series of questions that will lead children to find important features in the picture and that will bring out the message the artist undoubtedly wished to express. Avoid a fixed formula when teaching young children to appreciate art. Lead them to love the picture, to revel in its color, and perhaps to recognize another work by the same artist. Picture study may inspire oral and written language, spelling, dramatics, posture, health habits and character development. The pictures selected for study in primary grades are such as appeal to young children,— animal, child and family life, happy incident, and mother love.

### Grade I.

Madonna of the Chair	Raphael (Rä' fä ěl)
Miss Bowles	Reynolds (Rĕn'olds)
Artist's Daughter	Kaulbach (Koul' bäh)
Feeding Her Birds	Millet (Mĕ lĕ')
The First Step	Millet (Mĕ lĕ')
A Simple Meal	Perrault (Pĕ' rō')
Mute Appeal	Fulton (Ful' ton)
Cat and Kittens	Adam (Äd' äm)

### Grade II.

The Little Mother	Perrault (Pĕ' rō')
Calmady Children (Käl' mǎ dì)	Lawrence
Holy Night	Correggio (Kō rĕd' jō)
Do You Believe in Fairies?	Tarrant (Tär' ant)
Two Mothers	Gardner-Bouguereau (Bōō' gĕ rō)
Behind the Plow.	Kemp-Welch (Kĕmp Wĕlch)
Ducks on the Bank	Koester (Kers' ter)
Ducks in the Water	Koester (Kers' ter)

## Grade III.

Children of the Shell	Murillo (Mōō rēl' yō)
My Cup is Empty!	Knaus (Knous)
A Quiet Hour	Perrault (Pě' rō')
Age of Innocence	Reynolds (Rēn' olds)
Adventure	Tarrant (Tār' ant)
Catching Happy Months	Tarrant (Tār' ant)
Mother and Daughter	LeBrun (Lè brūn')
Girl With Cat	Hoecker (Hō' ker)
Midday Rest	Hosse (Höss)

Portfolios containing color prints mounted on heavy cards of approximately 15" x 20" are furnished for study in Grades I., II., III. The portfolios are marked with large labels: "Boston Public Schools, Department of Manual Arts — Color Prints for Recognition and Appreciation of Art — Grades I., II., III." Each picture is marked with a label giving the title of the picture and the artist. Prints are to be kept in the portfolio for protection when not in use, and the portfolio of prints must be returned to the office of the Principal or to the teacher in charge of the building at the close of each lesson.

**SUPERVISION.**— In anticipation of visits from the Assistant in Manual Arts, who supervises Art Education in the district, teachers are requested to have results from each lesson ready for inspection. Selected work is used for the permanent exhibition at department headquarters and for traveling exhibitions. All drawings selected for such purpose should be marked in lead pencil at the center of the back of the sheet with the name of the school, pupil's name, grade, lesson number and calendar year.

**PERMANENT EXHIBITION.**— At the Administration Building there is a permanent exhibition of work in Art Education designed to be of special help to teachers. Drawings are mounted on 22" x 28" cards and displayed in portfolio cases ready for inspection and instruction of teachers and visitors. In the drawers below the cases, sets of class work and sets showing progressive stages in lesson development are available for study.

**POSTURE.**— Correct habits of sitting and drawing are essential to the child's health and sight. Papers should be a reading distance from the eye, a trifle to the right of the desk center and with edges parallel to the desk edges. The left hand may hold the paper in position leaving the right hand free for drawing.

**CORRELATIVE EXPRESSION.**— With the approval of the Primary Supervisors, we suggest the following opportunities for correlative expression

as occasional occupation, or seat work: drawing, folding, cutting, and modeling as free interpretation of impressions, creative expression, or adaptation of number work (arithmetic). This spontaneous expression with its freedom of invention, imagination and individuality is ample compensation for lack of technique. Design, Representation, Modeling and Color offer excellent opportunities for correlation with silent reading. They also offer valuable correlative possibilities with Nature Study, History, Geography and Language stories.

**BLACKBOARD DRAWING.**— Give all pupils practice in drawing at the blackboard. Drawings should be of reasonable size and freely executed. Children should stand firmly upon both feet facing the board, one hand resting on the chalk tray to steady the body while the other hand is drawing. A half stick of chalk is sufficient for each child. They may draw in outline, in mass, or in a combination of mass and outline.

**FREE PAPER CUTTING.**— Tearing and cutting of paper is one method of teaching general shape and proportion. It offers an excellent means of free expression and hand training. Experience in using scissors is a prerequisite to satisfactory free cutting. Strict economy must be exercised in the use of the limited quantity of colored and construction papers.

**JUNIOR RED CROSS.**— Drawings, designs and paper cuttings may be bound into booklets of twelve or fifteen pages to be sent to the Junior Red Cross through your local chapter. Alphabet and word books, valentines, greeting cards, and all types of constructive design, made as part of the regular school work, and given by children to other children, carry a message of great social value. These things are always acceptable for hospitals. All work should be marked with name of the school, grade and city. Valentines, cards and favors should be sent in stout envelopes.

**MATERIALS AND SUPPLIES.**— Blanks issued in January call for inventories of stock on hand and estimated needs for the following year. Supplies will be furnished on the basis of this master's report for delivery in June. Yellow copies of the **Order for Art Education Supplies** will be mailed to the Principal for his office record and for checking supplies as delivered. If supplies are not received, inquiry should be made of the Supply Department. Quotas have been revised, and, if supplies are distributed as indicated, there should be no necessity for supplementary requisitions except in cases where numbers prove larger than estimated. Supplementary requisitions should be written on School Committee Requisition Blanks, approved by the Principal and sent to the Department of Manual Arts for the Director's signature before November 1.

## QUOTA OF ART EDUCATION MATERIALS AND SUPPLIES.

<b>Materials.</b>		<b>Quota.</b>
Scissors, 4½", pointed, I., II., III.....		1 set per two classes.
Leatherboard Rules, 1" divisions, II.....		1 per pupil.
Leatherboard Rules, ½" divisions, III.....		1 per pupil.
Leatherboard Tablets, I., II., III.....		Order these tablets by the package to replace class assortments. Packages of large size tablets contain 200 pieces, medium size contain 1,000 pieces, and small size contain 1,000 pieces.
Circles, Squares, Rectangles and Ellipses, I.		
Semicircles, Ovals, and Right Triangles, II.		
Equilateral and Isosceles Triangles, III.		
Tablet Boxes, I., II., III.....		4 boxes for 4 shapes per 4 rooms or less, I.
These boxes contain 48 trays. Each box holds an assortment of tablets in one shape, each tray containing approximately 5 large, 25 medium, and 25 small tablets.		5 boxes for 5 shapes per 5 rooms or less, II., III.
<b>Supplies.</b>		<b>Quota.</b>
Dr. Paper, Manila, 8" x 10", 56 lb., I., II.....		6 reams per class.
"    "    "    6" x 12", "    "    I., II.....		2 "    "    "
"    "    "    9" x 12", "    "    III.....		6 "    "    "
"    "    White, 8" x 10", 70 "    "    I., II.....		2 "    "    "
"    "    "    6" x 12", "    "    I., II.....		1 "    "    "
"    "    "    9" x 12", "    "    III.....		3 "    "    "
Construction Paper, 9" x 12", III.....		1 "    "    "
Poster Paper, Black, 6" x 6", I., II.....		1 pkg. (100 shts.) per 2 classes.
"    "    Red, "    "    I., II.....		1 "    "    "    "    "    "
"    "    Green, "    "    I., II.....		1 "    "    "    "    "    "
"    "    Orange, "    "    I., II.....		1 "    "    "    "    "    "
"    "    Asstd., 9" x 12", I., II., III.....		1 "    "    "    "    "    "    class.
Envelopes, Brown, 10" x 13", I., II., III.....		1 per pupil.
Colored Crayons, box of 8 colors, I., II., III.....		1 box per pupil, plus 18 extra per class.
Drawing Pencils, round, imprinted "Drawing," I., II., III.,		1 per pupil.
Paste, 4-ounce tubes, I., II., III.....		2 per class.

## SEPTEMBER

## Grade I.

THE TIME ALLOTMENT OF 100 MINUTES PER WEEK FOR FIRST YEAR ART EDUCATION SHOULD BE DIVIDED INTO FIVE PERIODS OF TWENTY MINUTES EACH WEEK, ONE LESSON EACH DAY.

A CREATIVE EXPRESSION SERIES IN REPRESENTATION IS ARRANGED TO STIMULATE THE IMAGINATION AND THE JOY OF SELF-EXPRESSION. THE FIRST CRUDE DRAWINGS MAY BE VALUABLE RECORDS FROM WHICH TO TRACE THE CHILD'S DEVELOPMENT. EXERCISES IN DIRECTED OBSERVATION ARE ARRANGED TO SATISFY THE CHILD'S NATURAL CURIOSITY IN RELATION TO THE APPEARANCE OF THINGS. THE CIRCLE, BECAUSE OF ITS BASIC QUALITY, IS USED TO DEVELOP THE FIRST SHAPE CONSCIOUSNESS. THE COLOR CIRCLE IS INTRODUCED TO DEVELOP AN INTEREST IN ORDERLY COLOR RELATIONS AND THE JOY OF COLOR CONSCIOUSNESS.

## 1. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "A Little Girl." Stimulate interest by suggestive questions: "Can you draw a little girl? What kind of a dress is she wearing? What color is it? Has she curly hair? What color is it?" Encourage each child to express the idea in his own way. The teacher's kindly criticism is of great importance.

## 2. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "A Little Boy." Stimulate interest by suggestive questions. "Can you draw a little boy? How is he dressed? What colors are his shoes and stockings?" Encourage the children to express a difference between the boy and girl. Slight emphasis on details of dress may help to establish closer observation.

## 3. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "Mother." Stimulate interest by suggestive questions: "Can you draw a picture of Mother? What is the color of her dress? Has it sleeves? Can you show her hair?" Since the concept "Mother" is full of interest to the child, there is opportunity, with encouragement, to call forth great diversity of expression.

## 4. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "Father." Stimulate interest by suggestive questions: "Can you make a picture of Father? Is he wearing his

coat? Is he wearing his hat?" Encourage the children to express a difference between "Father" and "Mother" of the last lesson. Slight emphasis on details of dress should help to establish closer observation.

#### 5. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Drawings of Lessons 1 and 2.

**Procedure.**— Show the papers and ask the children to select the best drawings of "A Little Boy" and "A Little Girl." Encourage them to tell why they are the best. Direct their attention to the boys and girls in the class by suggestive questions: "Does Mary's dress look like John's suit? Are they the same color? Is Mary's hair cut like John's? Are Mary's stockings the same color as John's?"

#### 6. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "A Little Girl." Encourage the children to describe the differences found in the last lesson when Mary was compared with John. A second attempt with the same subject should result in more truthful drawings.

#### 7. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "A Little Boy." Encourage the children to describe the differences found from the study made in Lesson 5. Repeating a subject previously drawn gives opportunity for improvement.

#### 8. DIRECTED OBSERVATION. SPACE RELATIONS — THE CIRCLE.

**Materials.**— Large circles of various sizes.

**Procedure.**— Present the circle. Ask the children to watch you trace around its edge with your finger. Encourage several children to do the same. Teach them to trace circles in the air, and on the desk with a finger. Play a game of hunting for circles and circular shapes in the room. Use the term "circle." Differentiate between the circle and sphere.

#### 9. DIRECTED OBSERVATION. SPACE RELATIONS — THE CIRCLE.

**Materials.**— Manila paper 8" x 10", crayons, one large circle for demonstration.

**Procedure.**— Review the tracing of circles in the air with a finger. Teach freehand drawing of circles on the blackboard, and on paper. Encourage large drawings.



## 10. DIRECTED OBSERVATION. SPACE RELATIONS — THE CIRCLE.

**Materials.**— Newsprint 8" x 10", scissors, large circle for demonstration.

**Procedure.**— Teach the cutting of freehand circles. This is a test of knowledge of circle and skill in cutting. Teach the correct use and handling of scissors. Encourage the children to compare their best cutting with a large circle. Save the best cuttings.

## 11. DIRECTED OBSERVATION. SPACE RELATIONS — THE CIRCLE.

**Materials.**— Circular patterns 3" or 4" in diameter, newsprint 8" x 10", pencils, scissors.

**Procedure.**— Teach the tracing and cutting of circles. Review the correct use and handling of scissors. Several cuttings should be made. This work requires careful supervision so that right habits may be established. Encourage the children to select their best cuttings.

## 12. DIRECTED OBSERVATION. RECOGNITION OF SHAPE — THE CIRCLE.

**Materials.**— Interesting objects circular in shape; such as, balls, fans, bags, tops, Japanese lanterns, fruits or vegetables; manila paper 8" x 10", crayons.

**Procedure.**— Present an object for study. This may be a lesson in drawing or freehand cutting. Stimulate interest by suggestive questions: "What shape is it? How shall I use it? What is its color? Can you draw its picture in the air with a finger? Can you draw a picture of it on paper with crayons?" Show the drawings. Encourage the children to compare them with the object and select the best.

## 13. DIRECTED OBSERVATION. TONE RELATIONS — COLOR CIRCLE.

**Materials.**— Color chart of six standard colors, white paper for demonstration, colored crayons, abundant color samples.

**Procedure.**— Tell a rainbow story. If possible, produce the rainbow with a prism. Teach, by demonstration, the position of each standard color in its relation to others in the color circle. Ask the children to select, from colored samples, those which match the standard colors. Encourage them to bring from home, samples of the standard colors.

## 14. DIRECTED OBSERVATION. TONE RELATIONS — COLOR CIRCLE.

**Materials.**— White paper 8" x 10", crayons, color chart.

**Procedure.**— Teach the children to make a color circle with crayons. Each color should be placed and colored freely with crayons.

## 15. DIRECTED OBSERVATION. RECOGNITION OF TONE.

**Materials.**— White paper 8" x 10", crayons, large samples of standard colors for demonstration.

**Procedure.**— Show a standard color. Stimulate interest by suggestive questions: "What color is it? Can you make a picture of something the same color?" Continue in a similar way with each standard color.

## OCTOBER

## Grade I.

ORDERLY ARRANGEMENTS OF MOVABLE MATERIAL, SUCH AS PEGS, SEEDS, SHELLS, LENTILS OR TABLETS GIVE THE CHILD AN OPPORTUNITY TO SEE THE DIFFERENCE BETWEEN ORDER AND DISORDER. A SERIES OF EXERCISES IN THE ARRANGEMENTS OF TABLETS IS PLANNED TO DEVELOP A SENSE OF ORDER. REPETITION IS THE MOST ELEMENTAL FORM OF ORDER. IT SHOULD BE FELT AND ENJOYED THROUGH OTHER RHYTHMIC SENSE IMPRESSIONS AS THOSE WHICH COME THROUGH MARCHING, SINGING, CLAPPING AND DANCING. BY UNDERSTANDING THE MODES OF ORDER, THE CHILD MAY BE LED TO RECOGNIZE THESE SAME LAWS IN NATURE AND ART. A SERIES IN THE APPRECIATION OF ART BEGINS THIS MONTH. IT AIMS TO CREATE A DESIRE AND LOVE FOR BEAUTIFUL PICTURES. ONE PICTURE IS TO BE ENJOYED AND STUDIED EACH MONTH. IF POSSIBLE, THAT PICTURE SHOULD BE APPROPRIATE TO THE SEASON OR MONTH. PROBLEMS IN CONSTRUCTIVE DESIGN ARE ARRANGED TO ORGANIZE ACTIVITIES SUGGESTED BY THE PLAY INSTINCT, TO DEVELOP ABILITY TO FOLLOW DIRECTIONS, TO DEVELOP THE POWER OF FREE EXPRESSION.

## 16. DIRECTED OBSERVATION. APPRECIATION OF ART.

**Materials.**— One picture of the grade for class study.

**Procedure.**— Select a picture appropriate to the month. Place it where all may see it. The children should look at it silently for several moments. Stimulate interest by suggestive questions: "Do you like the picture? Why? What do you see in the picture? Are there any people? How many? Who are they? Where are they? What are they doing? What colors do you see in the picture?"

## 17. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF REPETITION, THE CIRCLE.

**Materials.**— Circular tablets, manila paper 8" x 10".

**Procedure.**— Introduce Repetition of Shape in a Row. See aims for October. Direct the arrangement of circles at regular intervals in vertical and

horizontal rows: touching, near together, grouped. These should be well arranged on paper and left undisturbed until the series is complete. Encourage those who have failed by letting them see the best arrangements of others.

18. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF REPE-  
TITION, CIRCLES.

**Materials.**— Manila paper 6" x 12", circular tablets, pencils, crayons.

**Procedure.**— Encourage children to recall and make one of the arrangements of Lesson 17. Teach them to trace and color the arrangement. The one color used should be chosen by the pupil first from a color chart, then from the color box. Show the drawings and let the children select those which show the straightest row and the best coloring.

19. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTER-  
NATION, CIRCLES.

**Materials.**— Circular tablets, manila paper 8" x 10".

**Procedure.**— Introduce Alternation of Position and Number in Rows. Teach position: up, down, left, right, up and down to left and right. Guide the arrangements of Alternation of Position with suggestive questions: "Can you find the medium size circles in your box? Place one on your paper. Can you place another circle of the same size a little higher than the first one? Do you want it to touch the first one, or not quite touch? Take another. Where shall you place this one, and the next one? Can you complete the row? Can you make a different arrangement?" Guide the arrangements of Alternation of Number in a similar way.

20. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTER-  
NATION, CIRCLES.

**Materials.**— Circular tablets, manila paper 8" x 10".

**Procedure.**— Introduce Alternation of Size and Number in Rows. Guide the arrangements with suggestive questions. See Lesson 19. The medium and small size circles should be used for the arrangements. Encourage the children to discover different possibilities.

21. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTER-  
NATION, CIRCLES.

**Materials.**— Circular tablets, manila paper 6" x 12", pencils, crayons.

**Procedure.**— Encourage children to recall and make one of the arrangements of Lesson 20. Review the tracing and coloring of the arrangement. Guide the choice of two related colors. Teach Alternation of Color.

22. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTERNATION, CIRCLES.

**Materials.**— Blackboard, colored chalk.

**Procedure.**— Develop a community lesson. Ask a child to make a row of colored circles on the blackboard. Select another child to add smaller circles of a different color. Teach the use of a border line at the top and bottom of the row. Encourage the children to try several different arrangements.

23. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTERNATION, CIRCLES.

**Materials.**— Manila paper 6" x 12", crayons.

**Procedure.**— Using the color chart, guide children in the selection of two crayons of neighboring colors. Ask them to make a freehand row of large and small circles. Lesson 22 should help them to enrich the rows with border lines.

24. DIRECTED OBSERVATION. RECOGNITION OF ORDER — NATURE.

**Materials.**— Nature specimens showing Sequence of Repetition and Alternation, such as seed pods, simple leaf or berry sprays; manila paper 8" x 10", crayons.

**Procedure.**— Present the specimen. Review position. Stimulate interest by suggestive questions: "What is it? What is the color? Does it grow up or down? Are the leaves or berries arranged side by side, or one a little higher than the other? Count the berries or leaves. Are they all on one side of the stem? How many are on the right side? How many on the left side? What shape are the leaves or berries? Are they the same size?" Encourage the children to make a picture of the specimen. Show the drawings and compare with the specimen.

25. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "A Boy or Girl in the Room." A few suggestive questions will help the children to begin: "Can you draw a picture of a boy or girl in the room?" Show the papers and see if the children can guess from the evident characteristics whose picture was drawn.

26. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "A Little Boy or Girl Playing a Game." Stimulate interest by suggestive questions: "What game do you like to play? How do you play it? Do you play it alone or with someone? With whom? Where do you play it?"

## 27. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "What Does Mother Do?" Encourage the children to talk freely on what mother does to make them happy, how she cares for them, loves them, makes good things to eat, and pretty dresses and suits for them to wear. When the interest is aroused, ask them to make a picture of mother which will show her doing something to make them happy.

## 28. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "What Does Father Do?" Encourage the children to talk freely about what father does to provide for the comforts of the home. Stimulate interest by suggestive questions: "Does father go to work in the morning? Does he walk or ride? Does he carry anything with him? What kind of work does he do? Can you make a picture of father? What is he doing?"

## 29. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF PROGRESSION, CIRCLES.

**Materials.**— Circular tablets, manila paper 8" x 10".

**Procedure.**— Introduce Progression of Size. Direct the arrangement of the large, medium and small size circles in vertical and horizontal rows — progressing from small to large — progressing from large to small — progressing from small to large to small.

## 30. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF PROGRESSION, CIRCLES.

**Materials.**— Circular tablets, manila paper 8" x 10".

**Procedure.**— Introduce Progression of Size Within an Area. Review position. Direct the arrangement of circles progressing in size within a circular area — centers touching — top edges touching — bottom edges touching.

## 31. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF PROGRESSION, CIRCLES.

**Materials.**— Blackboard, colored chalk.

**Procedure.**— Teach progression of color from a color chart. Ask children to select three pieces of chalk showing progression of color. Select several children to draw and color on the blackboard examples of Progression of Size in a Row and in an Area. Teach the enrichment of the edges by adding appropriate border lines.

32. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF PROGRESSION, CIRCLES.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Guide children in the selection of three neighboring colors. Ask them to make a freehand drawing showing Progression of Size in a Row or in an Area. Encourage them to add an enriched border line to enclose the pattern.

33. DIRECTED OBSERVATION. RECOGNITION OF ORDER — NATURE.

**Materials.**— Nature specimens showing Sequences of Progression, such as seed pods, grasses, simple leaf and berry sprays, peacock feather.

**Procedure.**— Present the specimen. Follow suggestions given in Lesson 24. Encourage drawings which show truth and the spirit of growth.

34. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN.

**Materials.**— Manila paper 6" x 12", orange poster paper, 6" x 6", scissors.

**Procedure.**— Direct a community poster or border for the blackboard appropriate to Halloween. Encourage children to follow simple directions. Place the manila paper with its long edge parallel with the front edge of desk — hold it down with the left hand. Fold the paper on its short diameter, or fold the right end to meet the left end — crease — unfold — cut on crease. Teach freehand cutting of Jack-O-Lanterns from squares — final cuttings to be made from orange poster paper. Children should suggest the arrangement of the cuttings for the poster or blackboard border. If the arrangement is to show Sequence of Repetition, the Jack-O-Lanterns should be cut from the 6-inch squares. If the arrangement is to show Sequence of Alternation, two sizes of squares should be used for the cuttings. If Sequence of Progression is to be considered, use three sizes of squares from which to cut the Jack-O-Lanterns. Following the suggestions for arrangement given by the children, and using the best cuttings, the teacher may paste the parts of the poster.

35. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN.

**Materials.**— Poster paper 6" x 6" — orange and black, scissors.

**Procedure.**— Direct the making of a simple Halloween favor to be taken home by the children. Select one from those recommended.

**A Halloween Lantern.**— Black poster paper, 6" x 6". Place the square with one edge parallel with the front edge of desk — fold the vertical and horizontal diameters — unfold — fold the left and right vertical edges to meet the center vertical fold — unfold — fold the lower horizontal edge to meet the center horizontal fold — unfold. Cut off the strip along the lower horizontal fold — cut on each lower vertical fold as far as the long horizontal

fold. Fold to make a lantern. Paste the squares together at the bottom. To unite the sides of the lantern at the top, cut a string of Jack-O-Lanterns as follows: Fold the vertical diameter of a 6-inch square of orange poster paper — unfold — fold the left and right vertical edges to meet the center vertical fold. Cut off one strip — place with long edge parallel to front edge of desk — fold the right short edge to meet the left short edge — keep folded. Carry the right folded edge to meet the left open edges — while folded cut a Jack-O-Lantern from the square — leave a little of the folded edge on the left and right side. Cut, or draw, eyes, nose and mouth while square is folded — unfold. The Jack-O-Lanterns should be joined together. Paste around the top edge of the lantern to hold it together. Fold a strip of black or orange paper on its long diameter — cut on crease and attach one piece to lantern, with paste, to form a handle.

**Jack-O-Lanterns.**— Cut freehand circles. From the best one, make a Jack-O-Lantern. Attach this to a folded strip of paper, a splint, or a stick.

## NOVEMBER

### Grade I.

THE KEYNOTE FOR THIS MONTH IS THANKFULNESS. THE CREATIVE EXPRESSION SERIES IN REPRESENTATION AIMS TO AROUSE INTEREST IN PARTICULAR BUILDINGS WHICH SERVE AS IMPORTANT FACTORS IN SHAPING THE LIVES OF THE CHILDREN. IT SEEKS ALSO TO INSPIRE AN APPRECIATION AND THE SPIRIT OF GRATITUDE FOR THE MANY OPPORTUNITIES OF TODAY. THE WORK IN DESIGN SHOULD MEAN MORE THAN THE ORDERLY ARRANGEMENT AND DRAWING OF SHAPES. IT SHOULD HELP THE CHILDREN TO FEEL THE IMPORTANCE OF ORDER AND BALANCE AND HOW OUR LIVES ARE AFFECTED BY THEM. THE JOY OF COLOR AND ORDERLY ARRANGEMENT OF CONSTRUCTIVE PROBLEMS MAY EXPRESS THANKFULNESS FOR THE HARVEST.

#### 36. DIRECTED OBSERVATION. APPRECIATION OF ART — PICTURES.

**Materials.**— One color print, pages 9, 10.

**Procedure.**— Instructions, page 9.

#### 37. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "A House." Stimulate interest by suggestive questions: "Why do we live in a house? Does it have a door, windows, and a chimney? Why? Have you ever seen a man painting a house? What color? Can you draw a house in which you would like to live, and show the color?"

## 38. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "A Church." Stimulate interest by suggestive questions: "Does a church look like a house? Has it more than one door? Do the windows look like those in your house? Are there any steps? What is the color? Can you make a picture of a church?"

## 39. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "A School." Stimulate interest by suggestive questions: "Does a school look like a house — like a church? Has it more than one door? How many windows? What is the color?"

## 40. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "A Store." Stimulate interest by suggestive questions: "Does a store look like a house, a church, a school? Has it more than one door? How many windows? What color is the store?"

## 41. CREATIVE EXPRESSION. DESIGN — AXIAL BALANCE, CIRCLES.

**Materials.**— Circular tablets, manila paper 8" x 10".

**Procedure.**— Introduce axial balance with circles. See aims for November. Guide the arrangement of circles in left and right balance of a vertical axis: in 2 or 4 parts, in 1 or 3 parts.

## 42. CREATIVE EXPRESSION. DESIGN — AXIAL BALANCE, CIRCLES.

**Materials.**— Circular tablets, manila paper 8" x 10", pencils, crayons.

**Procedure.**— Encourage the children to recall and make one of the arrangements of Lesson 41. Review tracing and coloring of arrangements. Direct the choice of one color, and the use of black crayon with which to add enrichments.

## 43. CREATIVE EXPRESSION. DESIGN — CENTRAL BALANCE, CIRCLES.

**Materials.**— Circular tablets, manila paper 8" x 10".

**Procedure.**— Introduce Central Balance with circles. See aims for November. Review position. Guide the arrangements of circles in balance around a center: (a) in 4 parts — up, down, left, right; (b) in 4 parts — up to right, down to left, up to left, down to right; (c) in 8 parts combining (a) and (b). All arrangements should be left undisturbed on the drawing paper until the series is complete.



44. CREATIVE EXPRESSION. DESIGN — CENTRAL BALANCE, CIRCLES.

**Materials.**— Manila paper 8" x 10", circular tablets, pencils, crayons.

**Procedure.**— Encourage children to recall and make one of the arrangements of Lesson 43. Review tracing the arrangement. Teach repetition of color in balance around a center in 4 parts. Teach alternation of color in balance around a center in 8 parts. Using the color chart, guide the choice of one or two neighboring colors. Encourage the use of simple border lines to enclose the shape.

45. CREATIVE EXPRESSION. DESIGN — AXIAL OR CENTRAL BALANCE, CIRCLES.

**Materials.**— Blackboard, colored chalk.

**Procedure.**— Guide the choice of two neighboring colors from the colored chalk. Ask several children to draw freehand arrangements of Axial or Central Balance with colored chalk on the blackboard. These arrangements should be recalled from Lessons 41 and 43. Teach enrichments using dots and lines to enclose the shape. Encourage each child to offer suggestions to make the pattern grow.

46. CREATIVE EXPRESSION. DESIGN — CENTRAL BALANCE OR AXIAL BALANCE, CIRCLES.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Ask children to make a freehand arrangement of Axial or Central Balance using one color. Enrichments should be added with a neighboring color.

47. DIRECTED OBSERVATION. RECOGNITION OF ORDER — ART.

**Materials.**— Illustrative material showing Axial or Central Balance, such as simple embroideries, lace, patterns on dishes, or Indian patterns.

**Procedure.**— If the example is large, place it where the class may see it. If it is small, arrange groups of children to work from one example. Encourage children to tell how the pattern is put together and what shapes and colors are used. Pointing and tracing in the air with a finger will establish positions, directions and shapes. Guide the drawing of the example.

48. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "The First Thanksgiving." Tell the story, centering the interest around people. Ask the children to make a picture to illustrate the story.

## 49. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "Thankfulness." Stimulate interest by suggestive questions: "What does it mean to be thankful? For what are you thankful? Can you make a picture which will show something for which you are thankful?"

## 50. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons, a basket of fruit or vegetables.

**Procedure.**— Present a basket. Direct the study of the basket for proportion, shape, color and construction, and the study of the handle for position, size and shape. Guide the tracing of the shape in the air with a finger. Let children arrange fruit or vegetables in the basket. Direct study of the basket filled with the fruit or vegetables. Ask children to draw the basket filled with fruit or vegetables.

## 51. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN.

**Materials.**— Newsprint 8" x 10", poster paper 6" x 6", scissors, fruit or vegetables.

**Procedure.**— Present fruit or vegetables. Direct the study of these for shape and color. Teach freehand cutting of fruit or vegetables, using newsprint for practice work. Have the best cuttings used as patterns for colored paper fruit or vegetables. Save the best cuttings for the following lesson.

## 52. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN.

**Materials.**— Cuttings of fruit or vegetables from Lesson 51.

**Procedure.**— Guide the children in the assembling of the fruit or vegetable cuttings to form a border for the blackboard, or a fruit wreath. Consider the Modes of Design.

## 53. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN.

**Materials.**— Newsprint 8" x 10", scissors, manila paper 8" x 10".

**Procedure.**— Review the study of baskets, Lesson 50; or, present bowls for study. Teach cutting of baskets or bowls using newsprint for practice work. Encourage children to select their best cutting and use it as a pattern for their final basket or bowl. Save these cuttings for the following lesson.

## 54. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN.

**Materials.**— The cuttings of baskets or bowls from Lesson 53, paste, mounts.

**Procedure.**— Teach enrichment by adding simple colored paper borders to the basket or bowl patterns. Review the Modes of Design. Teach the placing and pasting of the patterns.

## 55. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN.

**Materials.**— Newsprint 8" x 10", poster paper 6" x 6", scissors.

**Procedure.**— Ask the children to suggest things to fill a Thanksgiving basket or bowl. Guide the cuttings and the arrangement in the mounted patterns of baskets or bowls from Lesson 54. These should be taken home before Thanksgiving.

## DECEMBER

## Grade I.

THIS IS THE MONTH OF ANTICIPATION, EXPECTANCY, AND THE JOY OF GIVING. ALL PHASES OF THE WORK CENTERS AROUND THE HOLIDAY SEASON. THE SQUARE IS INTRODUCED NOT ONLY TO PROVIDE THE CHILD WITH ANOTHER SHAPE CONSCIOUSNESS, BUT ALSO TO SHOW ITS IMPORTANCE AS A SHAPE WITH WHICH TO BUILD, TO CREATE OTHER SHAPES, AND TO PRODUCE SIMPLE GIFTS.

## 56. DIRECTED OBSERVATION. APPRECIATION OF ART — PICTURES.

**Materials.**— One color print, pages 9, 10.

**Procedure.**— Instructions, page 9.

## 57. DIRECTED OBSERVATION. SPACE RELATIONS — THE SQUARE.

**Materials.**— Large circle and large square of the same diameter, manila paper 8" x 10", crayons.

**Procedure.**— Present a circle and square for study. Trace the contour of each with a finger. Encourage children to compare and describe the characteristics of each. Teach the term "Square." Put the circle away. Ask children to draw squares in the air with a finger, at the blackboard, and on paper with crayons.

## 58. DIRECTED OBSERVATION. SPACE RELATIONS — THE SQUARE.

**Materials.**— Large square for demonstration, newsprint 8" x 10", scissors.

**Procedure.**— Teach the cutting of freehand squares. This is a test of knowledge of square and skill in cutting. Encourage the children to compare their cuttings with a large square in the room. Save the best cuttings.

## 59. DIRECTED OBSERVATION. SPACE RELATIONS — THE SQUARE.

**Materials.**— Three-inch squares, newsprint 8" x 10", pencils, scissors.

**Procedure.**— Review the correct use and handling of scissors. Teach tracing and cutting of squares. Ask children to trace and cut squares. Encourage many accurate cuttings. Save these for Lesson 60.

60. DIRECTED OBSERVATION. DESIGN — SEQUENCE OF REPETITION.

**Materials.**— Square tablets, newsprint 8" x 10", white paper 6" x 12", green poster paper 6" x 6", scissors, cuttings of squares from Lesson 59, paste.

**Procedure.**— Teach the modification of squares to form holly leaves. Fold a square on one diagonal. Keep folded and cut three or four freehand curves on the open edges. Unfold. A slight cutting may be made half way up upon the folded edge. The final cuttings should be made from green poster paper. Guide the arrangement of these cuttings to show Repetition in vertical or horizontal rows. The best arrangements should be pasted.

61. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — CLASSROOM BORDER.

**Materials.**— Manila paper 6" x 12", red and green poster paper 6" x 6", scissors.

**Procedure.**— Conduct a community lesson — the cutting and arranging of holly leaves and berries to form a classroom border. Fold and cut the manila paper to make two 6-inch squares. Use these for practice cutting. The best one may serve as a pattern from which to cut the final holly leaves from green poster paper. Encourage children to suggest the arrangement of these to form a border. Circles of appropriate sizes may be cut to suggest holly berries. These should be added to the pattern to enrich the border. Paste, as the children suggest, the arrangement for leaves and berries.

62. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Describe a Christmas tree — the length and direction of the branches, the color of the needles. Ask the children to make a picture of a Christmas tree.

63. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "Christmas Gifts." Stimulate interest by suggestive questions: "Have you asked Santa Claus to bring you something for Christmas? Can you make a picture of what you want?" Show the drawings and ask the children to guess what has been drawn.

64. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "Christmas Giving." Stimulate interest by suggestive questions: "To whom would you like to give a gift? What shall it be? Can you make a picture of a gift you would like to give mother, father, brother or sister?"

## 65. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "Christmas Tree With Decorations." Review the description of a Christmas tree, Lesson 62. Stimulate interest by suggestive questions: "How shall we decorate the tree? With what? Where shall we begin? What colors shall we use? Where shall we put the gifts? Can you make a picture of a Christmas tree with decorations?"

## 66. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTERNATION, BALANCE OR PROGRESSION.

**Materials.**— Newsprint 8" x 10", manila paper 8" x 10", red and green poster paper 6" x 6", scissors, paste.

**Procedure.**— Review cutting of holly leaves and berries. See Lessons 60, 61. Encourage the children to arrange the cuttings to show Sequence of Alternation, Balance or Progression. The newsprint should be used for practice work, and the poster paper for the final cuttings. Only the best arrangement should be mounted. Three-inch squares should be used for the cuttings.

## 67, 68, 69, 70. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — HOLIDAY GIFTS.

**Materials.**— Manila paper 8" x 10", newsprint 8" x 10", poster paper 6" x 6", scissors, paste, crayons.

**Procedure.**— Choose one or possibly two models from those recommended.

**Christmas Box.**— Fold the vertical and horizontal diameters of a 6-inch square of manila drawing paper, or poster paper 6" x 6". Fold the upper and lower edges to meet the center horizontal fold — fold the left and right edges to meet the center vertical fold — unfold. Make cuts on the folds which are left and right of the center fold, cutting from the lower edge as far as the first horizontal fold. Make similar cuts from the top of the paper to correspond with those at the bottom. Fold to form a box — paste the corners to complete box. The cover of the box may be made in the same way. Before the cover is pasted an appropriate design should enrich the top of the box.

**Christmas Cornucopia.**— Manila paper 8 inches square. Place square with one edge parallel with front edge of desk — fold the upper right corner to meet the lower left corner — unfold — fold the right vertical edge to meet the center diagonal fold, and the lower edge to meet the center diagonal fold — fold down the triangular corner at the upper left — unfold. Plan an Axial Balance unit for the triangular section. Color with appropriate coloring. Fold to form the cornucopia — tie or paste the overlapping sides at the back. Two of these may be made, forming a double cornucopia.

**Pocket=book.**— Poster paper 6'' x 6''. Fold the diagonals of the square—unfold—fold each corner to meet the center of the square, or the point where the diagonals cross one another. Keep the left, right and lower corners folded—unfold the upper corner—fold on the center horizontal fold. The upper corner, or triangular piece, becomes a flap—to be folded over the edges and down. Emphasize the edge of the pocket-book with an appropriate colored line parallel with the edge, and add a small circle to represent a clasp.

**Bag.**— Poster paper 6'' x 6''. Fold the diagonals of the square—fold each corner to meet the center of the square—unfold. Fold one diagonal—keep folded—place in a vertical position. On the upper and lower folded corners, make freehand cuts from the center fold, parallel with the outside oblique edges, and stopping at the short horizontal folds. On one of these corners, cut out the triangular piece along the short horizontal fold—unfold. Place the square on the desk, resting on one cut corner—fold left and right corners to meet in the center of the square—fold on the center horizontal fold—fold the triangular piece between the handles down to form a flap. Emphasize the shape of the bag and flap with an appropriate colored line parallel with the edge.

**Napkin=ring.**— Strips of manila and poster papers  $1\frac{1}{2}$ '' x 6'', scissors, crayons. Practice the construction of the napkin-ring with manila paper before making the final one with colored paper. Make a freehand cut a little distance in from the right short end, parallel to, and half way up. Make a similar cut down from the top parallel with the upper left end. Lock the ring together by fitting the cuts and carrying the edges inside. The final ring should be made of colored poster paper, which should be decorated before the cuts are made. Roll a 6-inch square of newsprint and insert in the ring to form a napkin.

**Christmas Tree Ornaments: Chains.**— Construct rings as for napkin-rings using strips of  $\frac{3}{4}$ '' x 6''. Insert one within the other before locking. One 6-inch square of poster paper folded and cut apart will give each child eight strips with which to construct a chain.

**Christmas Tree Ornaments of Cut Paper.**— Poster paper 6'' x 6''. Fold the diagonals of the square—keep both folded—modify the open outside edges with simple curves. Make a freehand cut from one folded edge, parallel with the curved outer edges, stopping a little distance from the opposite folded edge. Turn the paper over and repeat the process. This cut should be the same distance from the first cut as the first cut is from the outer edge. Make alternate cuts until the center of the square is reached. Unfold carefully and pull slightly downward. A bead or marble may be placed in the bottom to weight the ornament.

**Christmas Trees.**— Green and red poster paper 6" x 6". Fold a square on one diagonal. Make a freehand cutting of a Christmas tree. Mount on a sheet of black paper. Cut a freehand flower-pot from red poster paper in which to place the tree. Decorate the tree with freehand cuttings of candles. Consider balance in the arrangement of the candles.

## JANUARY

### Grade I.

WHILE THE CREATIVE WORK IS NOT LOST SIGHT OF THIS MONTH, THE GREATER PART OF THE WORK IS GIVEN TO DIRECTED OBSERVATION IN DESIGN AND REPRESENTATION. PROGRESS SHOULD BE SHOWN IN THE CHILD'S ABILITY TO OBSERVE AND EXPRESS.

#### 71. DIRECTED OBSERVATION. APPRECIATION OF ART — PICTURES.

**Materials.**— One color print, pages 9, 10.

**Procedure.**— Instructions, page 9.

#### 72. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons, a toy.

**Procedure.**— Present a toy. Direct the study for position, direction, shape, color and construction. Ask the children to make a picture of the toy. Teach them to compare their drawing with the toy by asking suggestive questions: "Does your drawing look like the toy? Why not? What did you forget? Did you use the right colors?" If time permits, let the children make another drawing.

#### 73. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons, a toy.

**Procedure.**— Conduct a lesson similar to Lesson 72, using another toy. Dolls make interesting drawings.

#### 74. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons, a toy.

**Procedure.**— Conduct a lesson similar to Lesson 72, using another toy, or repeat work of a previous lesson.

#### 75. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "Toys." Stimulate interest by suggestive questions: "Have you a toy at home which mother wouldn't let you

bring to school? Perhaps it was too large? Can you draw a picture of it?" Memory drawing gives the child an opportunity to draw a picture of a toy he knows and treasures.

76. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTERNATION, SQUARES.

**Materials.**— Square tablets, manila paper 8" x 10".

**Procedure.**— Introduce Alternation of Position and Size in Rows with squares. Guide the arrangements with suggestive questions: "Can you place a vertical or horizontal row of the medium size squares not touching one another? Can you find a place between the first and second square to place a small square? Will it be at the upper part, in the middle, or at the lower part? Can you find a place for other squares, which will complete the row?" After guiding the first arrangement, encourage the children to discover other possibilities of arrangement.

77. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTERNATION, SQUARES.

**Materials.**— Square tablets, manila paper 8" x 10".

**Procedure.**— Introduce Alternation of Size and Attitude in Row with squares. See Lesson 76 for suggestions. Many different arrangements may be made by changing the attitude of the squares; such as, turning the square to rest on a corner.

78. DIRECTED OBSERVATION. DESIGN — SEQUENCE OF ALTERNATION, SQUARES.

**Materials.**— Blackboard, colored chalk.

**Procedure.**— Ask a child to select a color and draw a row of squares on the blackboard. Encourage other children to add smaller squares and border lines with a neighboring color to enrich the pattern.

79. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTERNATION, SQUARES.

**Material.**— Manila paper 6" x 12", crayons.

**Procedure.**— Guide children in a selection of two opposite colors — R. and G., O. and B., Y. and V. Ask children to make a freehand row of large squares, using one color. The second color should be used to add smaller squares and enriched border lines.



## 80. DIRECTED OBSERVATION. RECOGNITION OF ORDER — ART.

**Materials.**— Illustrative material showing Sequence of Alternation, such as Indian patterns, simple textiles, ribbons, laces, or borders on dishes. These may be from the real materials, illustrations or photographs.

**Procedure.**— See Lesson 47 for suggestions.

## 81. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "A Gymnastic Game." Enter into the spirit of the game with the children. After the game has been played, ask the children to make a picture of a boy or girl in the class playing the game.

## 82. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", a toy, crayons.

**Procedure.**— Introduce a subject, "Child Playing With a Toy." Choose a child to play with a toy — as, tossing balloons, bouncing a ball, building with blocks, playing ring toss. The activity should involve simple movement of arms and legs. Teach children to look and think in an orderly way by suggestive questions: "Can you point to Mary's head, to her hands? Are her hands near her head? Can you point to Mary's feet? Are they near her hands? Can you point to the place on your paper to draw Mary's head? What color is her hair? How did she comb it this morning? Can you draw Mary's face and show her hair?" Point to her head, to her hands. "Can you draw her hands? Where does Mary's arm begin — near her face? Can you trace her arm in the air with a finger? Can you draw her dress?" Point to Mary's shoes and stockings. "What color are they? Can you draw her shoes and stockings? Can you draw the toy with which she is playing?"

## 83. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "Helpfulness." Stimulate interest by suggestive questions: "Do you help mother at home? Do you help father? What do you do? Can you make a picture of what you do to help at home?"

## 84. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "What do you do on Saturday?" Stimulate interest by suggestive questions: "Do you play on Saturday? With whom? Do you go away? Where? With whom? Do you ride or walk? What do you see? Can you make a picture of what you did one Saturday?"

85. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF REPETITION, SQUARES.

**Materials.**— Square tablets, manila paper 8" x 10".

**Procedure.**— Introduce Repetition in a Field with squares. Guide one arrangement of squares in orderly rows in vertical and horizontal directions to form a field. Encourage children to discover other arrangements.

86. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTERNATION, SQUARES.

**Materials.**— Square tablets, manila paper 8" x 10".

**Procedure.**— Introduce Alternation of Position and Size in a Field with squares. Guide one arrangement of the medium and small squares to show Alternation of Position and Size in a Field. Encourage children to make different arrangements.

87. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTERNATION, SQUARES.

**Materials.**— Square tablets, pencils, manila paper 8" x 10", crayons.

**Procedure.**— Encourage children to recall an arrangement of Lesson 86. Ask them to make one arrangement, to trace and color it with two neighboring colors. Guide the choice and distribution of the colors.

88. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTERNATION, SQUARES.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Ask children to make a freehand drawing of large and small squares in a field to show alternation of position and size.

89, 90. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN.

**Materials.**— Manila paper 8" x 10", crayons, scissors.

**Procedure.**— Select one model from the following recommendations.

**Number=block.**— Manila paper 8 inches square. Fold the vertical and horizontal diameters of the square — unfold — fold the left and right edges to meet the center fold or vertical diameter — unfold — fold the lower and upper edges to meet the center fold or horizontal diameter. The square is now folded into sixteen small squares. Cut off the strip of four small squares at the right — cut off the strip of three small squares at the bottom. Cut on each short vertical crease at top and bottom of square as far as the horizontal creases. Fold and paste the sides to form the box. Make another box in the same way for a cover. Slip one inside of the other to form a block. Draw a number on each side of the block from 1 to 6 with colored crayons. The edges may be emphasized with a crayon line. The blocks may be used as a game to correlate with the number work.

**Envelopes.**—Poster paper 6" x 6". Fold diagonals of the square — unfold — fold each corner to the center of the square — unfold. Place the square resting on one corner — carry this corner past the middle fold to the upper short horizontal fold — unfold. Fold left and right corners to the center — carry lower corner to upper short fold. Turn down and cut off the triangular piece which projects above the oblique edges at left and right — paste the sides of the envelope — turn down the flap. Fold and cut a piece of newsprint to fit into the envelope as a sheet of paper.

**Folder for Writing Paper.**—Manila paper 9" x 12" from Grade III. supply. Arrange, trace, and color squares in a field on one side of the drawing paper. See Lessons 85, 86, 87 for suggestions. When the pattern is complete, fold the paper on its short diameter, with the pattern on the outside.

## FEBRUARY

### Grade I.

THIS MONTH IS FULL OF INTEREST. ST. VALENTINE CLAIMS HIS PART IN BRINGING DELIGHT TO THE CHILD. THE EXERCISES IN DESIGN LEAD TO THE MAKING OF VALENTINES. PATRIOTISM IS THE THEME FOR THE SERIES IN REPRESENTATION.

#### 91. DIRECTED OBSERVATION. APPRECIATION OF ART — PICTURES.

**Materials.**— One color print, pages 9, 10.

**Procedure.**— Instructions, page 9.

#### 92. DIRECTED OBSERVATION. DESIGN — SEQUENCE OF PROGRESSION, SQUARES.

**Materials.**— Square tablets, manila paper 8" x 10".

**Procedure.**— Review Progression of Size in a Row and in an Area. Review position. Ask children to arrange squares in vertical and horizontal rows progressing in size from small to large, from large to small, from small to large to small. Ask children to arrange squares progressing in size within a square area, centers touching, bases or tops touching, centers moving up or down.

#### 93. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF PROGRESSION, SQUARES.

**Materials.**— Square tablets, manila paper 8" x 10".

**Procedure.**— Introduce Progression of Number with squares. Teach arrangements of squares which will progress in regular sequence 1, 2, 3, 4, and in even numbers 2, 4, 6, 8. Encourage children to discover different arrangements which might resemble the laying of stones or blocks.

94. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF PROGRESSION, SQUARES.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Review Progression of Size, Area and Number with squares. Using a color chart, guide children in their choice of three neighboring colors. Ask children to make a freehand drawing of one example of Progression. Black may be used for border lines and enrichments.

95. CREATIVE EXPRESSION. DESIGN — AXIAL BALANCE, SQUARES.

**Materials.**— Square tablets, manila paper 8" x 10", crayons.

**Procedure.**— Introduce Axial Balance with squares. First, guide an arrangement in 1 and 3 parts and in 2 and 4 parts. Encourage children to make many different arrangements using the medium and small squares.

96. CREATIVE EXPRESSION. DESIGN — CENTRAL BALANCE, SQUARES.

**Materials.**— Square tablets, manila paper 8" x 10", crayons.

**Procedure.**— Introduce Central Balance with squares. Ask children to arrange squares in balance around a center in 4 and 8 parts, and in 3 and 6 parts, using the medium size squares. Small squares may be added to enrich the arrangements.

97. CREATIVE EXPRESSION. DESIGN — CENTRAL OR AXIAL BALANCE, SQUARES.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Encourage children to recall an arrangement of Axial or Central Balance from Lessons 95 and 96. Using a color chart, guide the choice of one or two colors and black with which to make a freehand pattern with enriched border lines.

98. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN.

**Materials.**— Newsprint 8" x 10", scissors.

**Procedure.**— Introduce paper folding to form squares. Demonstrate the following: Place a piece of newsprint with one long edge parallel to front edge of desk — hold paper down with left hand — carry lower right corner upward until the right edge meets the upper edge — crease — cut off the extra strip — unfold. The remaining piece is a square. Fold diagonals of this square — cut on the creases making four smaller squares. Teach freehand cutting of hearts by folding each square on one diagonal. Encourage children to experiment with several cuttings of large, medium and small

hearts. Save the cuttings for following lessons to be used in arranging Repetitions, Alternations, Progressions and Balances; also, as patterns for Valentines.

99. CREATIVE EXPRESSION. DESIGN — ARRANGEMENT OF HEARTS.

**Materials.**— The cuttings of hearts from Lesson 98.

**Procedure.**— Ask children to arrange heart patterns to form Repetitions in a Row, Alternation of size, Progression in a row, Axial and Central Balance.

100, 101. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — VALENTINES.

**Materials.**— Newsprint 8" x 10", white paper 8" x 10", red poster paper 6" x 6", scissors, paste, crayons.

**Procedure.**— Teach the making of Valentines. Many suggestions will be given at Teachers' Meetings, and examples found in the Permanent Exhibit.

102. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— White paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "Story of the Flag." Present the flag. Tell the story of who made the first flag, and the meaning of the colors. Stimulate interest by suggestive questions: "Where is the blue field? What is in it? How many red stripes are there — how many white stripes? Which color is at the top — at the bottom — in the middle? How many red stripes are between the top and the middle red stripes? Between the middle and the bottom red stripes? How does the flag look when it is placed straight? How does it look when the wind blows it? Can you draw a picture of a flag which you have seen waving in the air?"

103. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "Salute to the Flag." Stimulate interest by suggestive questions: "Why do we love the flag? What do we do every morning to show that we love it?" After children have saluted the flag, ask them to make a picture of a boy or girl saluting the flag.

104. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "Boy Marching With a Flag." Choose a boy to demonstrate how soldiers carry the flag. Music will stimulate interest as the boy marches around the room with the flag. Ask children to watch the flag, and the boy's hands and feet as he marches. Encourage children to make their drawings show the boy marching and the flag waving.

## 105. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "A Parade." Stimulate interest by suggestive questions: "Have you ever seen a parade of soldiers? How were they dressed? Did they wear hats? What did they carry? How did they carry them? How many carried the flag? Was it a big flag? Did you hear music? Were there horses?" Ask the children to make a picture of a parade. Memory drawing gives the child an opportunity to draw his impression of a parade.

## MARCH

## Grade I.

THE INTRODUCTION, COMPARISON AND USE OF A NEW SHAPE WITH THOSE ALREADY STUDIED GIVES THE CHILD OPPORTUNITY FOR MORE VISUAL EXPERIENCE. THE RECTANGLE IS A BASIC SHAPE WHICH APPROXIMATES THE PROPORTION OF MANY ANIMALS. AS HUMANE WEEK OCCURS THIS MONTH, IT IS APPROPRIATE TO CENTER INTEREST AROUND THE STUDY OF ANIMALS.

## 106. DIRECTED OBSERVATION. APPRECIATION OF ART — PICTURES.

**Materials.**— One color print, pages 9, 10.

**Procedure.**— Instructions, page 9.

## 107. DIRECTED OBSERVATION. SPACE RELATIONS — THE RECTANGLE.

**Materials.**— Large square and rectangle for demonstration, manila paper 8" x 10", crayons.

**Procedure.**— Present the square and rectangle. Encourage children to compare and describe the characteristics of each. Teach the term, "Rectangle." Put the square away. Ask the children to draw rectangles in the air with a finger, and on paper with crayons.

## 108. DIRECTED OBSERVATION. SPACE RELATIONS — THE RECTANGLE.

**Materials.**— Newsprint 8" x 10", scissors, large rectangle.

**Procedure.**— Teach freehand cutting of rectangles. Watch for the correct use and handling of scissors. Encourage children to compare their cuttings with the large rectangle, and to select their best rectangle.

## 109. DIRECTED OBSERVATION. RECOGNITION OF SHAPE.

**Materials.**— Manila paper 8" x 10", and crayons for drawing; or newsprint 8" x 10" and scissors for freehand cutting of objects, such as window, door, window shade, handbag, pocketbook, suit case, towel with border or fringe.

**Procedure.**—Select an object appropriate for drawing or freehand cutting. Direct the study of the object for positions, directions, measures, proportions and shapes. Guide the drawing or the freehand cutting from the object.

110. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF REPETITION, RECTANGLES.

**Materials.**—Rectangular tablets, manila paper 8" x 10".

**Procedure.**—Introduce Repetition in a Row with Rectangles. Ask children to arrange rectangles in vertical and horizontal rows—touching, near together, grouped. Many different arrangements should be made.

111. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTERNATION, RECTANGLES.

**Materials.**—Rectangular tablets, manila paper 8" x 10".

**Procedure.**—Introduce Alternation of Size and Number in a Row with rectangles. Ask children to arrange rectangles in orderly rows showing Alternation of Size and Number.

112. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTERNATION, RECTANGLES.

**Materials.**—Manila paper 6" x 12", crayons.

**Procedure.**—Review Alternation of Size. Introduce Alternation of Shape in a Row with rectangles. The square is an appropriate shape to use with the rectangle. Using a color chart, guide the choice of two neighboring colors and black. Encourage children to make freehand patterns with enriched borders.

113. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF PROGRESSION, RECTANGLES.

**Materials.**—Rectangular tablets, manila paper 8" x 10".

**Procedure.**—Introduce Progression of Size, Number, and in an Area with rectangles.

114. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF PROGRESSION, RECTANGLES.

**Materials.**—Manila paper 8" x 10", crayons.

**Procedure.**—Encourage children to recall an arrangement of Lesson 113. Using a color chart, guide the choice of three neighboring colors and black. Ask the children to make freehand patterns, enclose them with an appropriate shape and enrich with dots and lines.

115. DIRECTED OBSERVATION. RECOGNITION OF ORDER —  
ART.

**Materials.**— Indian patterns, simple embroideries or lace patterns — showing Sequences of Repetition, Alternation or Progression — white paper 8" x 10", crayons.

**Procedure.**— Direct the study of the pattern for arrangement, considering the positions, directions, measures, shapes and proportion of the parts. Guide the children in the drawing of one pattern.

## 116. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "An Animal." Stimulate interest by suggestive questions: "Who has a pet animal? What is it? What is its name? Do you feed it? What does it like to eat? Do any animals live near you? What are they? Have you ever been to Franklin Park Zoo? What animals did you see?" Encourage the children to make a picture of some animal they know or have seen. Show the drawings. Let the children guess what animal has been drawn. Memory drawing gives the child an opportunity to draw his impression of an animal.

## 117. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Pictures and photographs of an animal, or the real animal, such as cat, dog, squirrel or rabbit; newsprint 8" x 10"; manila paper 8" x 10"; scissors.

**Procedure.**— Direct the study of an animal from the picture or real animal, (a) position of head, ears, legs and tail, (b) direction of body, head, legs and tail, (c) number, length, and width of ears, legs and tail, (d) proportion and shape of body, which may resemble a circle, square or rectangle. Put the picture or animal away. Ask the children to draw a picture of the animal on paper with a finger. Encourage them to cut a piece of paper to approximate the proportion of the animal. From this, the freehand cutting of the animal should be made. Practice work may be done with newsprint and final cuttings made from the manila paper.

## 118. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Same as Lesson 117.

**Procedure.**— The same animal may be used, but not the same picture. Study the animal in different attitudes. Follow directions given in Lesson 117.

## 119. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", scissors.

**Procedure.**— Demonstrate freehand cuttings of different animals and fowls, or animals in different attitudes. Stimulate interest by talking as you demonstrate, "I am thinking of an animal that I can cut from a square."



Cut the freehand square and the animal from the square. The rabbit and hen are based on the proportion of a square. Cut animals from rectangles. Rats, cats, dogs, goats, pigs, cows, and horses are based on the proportion of rectangles. See if the children can guess the animals cut. Put yours aside. Encourage the children to cut freehand animals from squares and rectangles. Show the cuttings and let the children guess the name of the animal.

120. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— No pictures or photographs should be present in this lesson. Ask the children to make a picture of an animal they would like for a pet. The results may show the influence of previous study or they may be pure fancy.

121. CREATIVE EXPRESSION. DESIGN — AXIAL BALANCE, RECTANGLES.

**Materials.**— Rectangular tablets, manila paper 8" x 10".

**Procedure.**— Introduce Axial Balance with rectangles. Guide the arrangement of rectangles in left and right balance of a vertical axis: (a) In even number of parts, 2, 4, 6; (b) in odd number of parts, 1, 3, 5. Encourage children to make different arrangements, using a combination of the small and medium size tablets.

122. CREATIVE EXPRESSION. DESIGN — CENTRAL BALANCE, RECTANGLES.

**Materials.**— Rectangular tablets, manila paper 8" x 10".

**Procedure.**— Introduce Central Balance with rectangles. Guide the arrangement of rectangles in balance around a center in 4 and 8 parts and 3 and 6 parts. Encourage children to make different arrangements, using a combination of the small and medium size tablets.

123. CREATIVE EXPRESSION. DESIGN — BALANCE, RECTANGLES.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Review Axial and Central Balance with rectangles. Using a color chart, guide the choice of one or two neighboring colors and black. Ask the children to make a freehand drawing of rectangles, showing Axial or Central Balance. Dots and lines should be added to enrich the pattern.

124. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "Kindness to Animals." Stimulate interest by suggestive questions: "Why should we be kind to animals?"

What can we do to help them? What does a dog do when he is happy? What does a cat do? Can you make a picture of a little boy or girl showing kindness to an animal?" Show the drawings. Encourage children to guess what kindness is shown.

125. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "An Animal Story." Tell the story. Dramatize different parts of it. Encourage children to make a picture of one part of the story.

126. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "The Wind." Stimulate interest by suggestive questions: "Do you like the wind? What does it do when it is angry? Do the birds like the wind? Where do they hide? What does the angry wind do to the trees? Does the wind make you walk or run? What does it do to your hat, scarf or skirt? Can you make a picture of the angry wind?"

127. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN —  
PIN WHEEL.

**Materials.**— Colored poster paper 6" x 6", scissors, pins, skewers, or sticks.

**Procedure.**— Direct the construction of the pinwheel as follows: Fold the diagonals of the square — unfold. Cut on each fold to within an inch of the center. Carry alternate corners to the center and pin to the skewer.

## APRIL

### Grade I.

THE CREATIVE EXPRESSION SERIES IN REPRESENTATION IS PLANNED TO LEAD THE CHILD INTO THE WORLD OF FANCY. THE ROAD TO THIS WORLD IS THROUGH SONG, POETRY AND LITERATURE. IT IS FOR THE TEACHER TO INSPIRE AND THE CHILD TO CREATE.

128. DIRECTED OBSERVATION. APPRECIATION OF ART — PIC-  
TURES.

**Materials.**— One color print, pages 9, 10.

**Procedure.**— Instructions, page 9.

129. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "The Rain." Stimulate interest by suggestive questions: "Do you like to go out in the rain? What keeps you

from getting wet? What color is your rain coat and umbrella? Are the grasses and flowers thankful for the rain? Why? When the sun comes out and it is still raining, what do you see in the sky? Is it beautiful? Can you make a picture of a little boy or girl out in the rain?"

### 130. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Select a story. Tell or read it to the children. It should be one with colorful descriptions and plenty of action. Be careful that pictures of the story do not influence the children's work. Dramatize the story before the drawings are made.

### 131. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Select a jingle, rhyme or poem appropriate to the month. If the selection is one which the children know, have them recite it before the picture is drawn.

### 132. DIRECTED OBSERVATION. SPACE RELATIONS — THE ELLIPSE.

**Materials.**— A large circle and large ellipse for demonstration, manila paper 8" x 10", crayons.

**Procedure.**— Present the circle and ellipse. Encourage children to compare and describe the characteristics of each. Teach the term "ellipse." Put the circle away. Ask children to draw ellipses in the air with a finger and to make freehand drawings of ellipses on paper and the blackboard.

### 133. DIRECTED OBSERVATION. SPACE RELATIONS — THE ELLIPSE.

**Materials.**— Large ellipse for demonstration, newsprint 8" x 10", scissors.

**Procedure.**— Teach freehand cutting of ellipses. Watch for correct use and handling of scissors. Encourage children to compare their cuttings with the large ellipse, and to select their best cutting. Save the best cuttings.

### 134. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTERATION, ELLIPSES.

**Materials.**— Elliptical tablets, manila paper 8" x 10".

**Procedure.**— Introduce Repetition in a Row with ellipses. Ask children to arrange ellipses in vertical and horizontal rows — touching, near together, grouped. Encourage children to discover many possibilities of arrangement.

135. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTERNATION, ELLIPSES.

**Materials.**— Elliptical tablets, manila paper 8" x 10".

**Procedure.**— Introduce Alternation of Size and Number in a Row with ellipses. Ask children to arrange ellipses in orderly rows with Alternation of Number and Size. Many arrangements should be made with vertical and horizontal rows, and records drawn on the blackboard.

136. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTERNATION, ELLIPSES.

**Materials.**— Manila paper 6" x 12", crayons.

**Procedure.**— Review Alternation of Size and Number. Introduce Alternation of Shape in a Row with ellipses. The circle is an appropriate shape to use with the ellipse. Guide the choice of two opposite colors and black. Encourage children to make freehand patterns with enriched borders.

137. CREATIVE EXPRESSION. DESIGN — AXIAL BALANCE, ELLIPSES.

**Materials.**— Elliptical tablets, manila paper 8" x 10".

**Procedure.**— Introduce Axial Balance with ellipses. Guide the arrangement of ellipses in left and right balance of a vertical axis — in even number of parts, 2, 4, 6; in odd number of parts, 1, 3, 5. Encourage children to make different arrangements using a combination of the small and medium size tablets.

138. CREATIVE EXPRESSION. DESIGN — CENTRAL BALANCE, ELLIPSES.

**Materials.**— Elliptical tablets, manila paper 8" x 10".

**Procedure.**— Introduce Central Balance with ellipses. Guide the arrangement of ellipses in balance around a center in 4 and 8 parts and 3 and 6 parts. Encourage children to find many possibilities, using a combination of the small and medium size tablets. Records should be made on the blackboard.

139. CREATIVE EXPRESSION. DESIGN — BALANCE, ELLIPSES.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Review Axial and Central Balance with ellipses. Using a color chart, guide a choice of two or three neighboring colors and black. Ask children to make a freehand pattern showing Axial or Central Balance using ellipses. Lines and dots should be used to enrich patterns.

## 140, 141, 142. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN.

**Materials.**—Poster paper or white drawing paper 6" x 6", scissors, crayons.

**Procedure.**—Select one model from the group recommended. Present a finished model for the children to see before giving directions.

**May Basket.**—Fold the diameters of a 6-inch square — unfold — fold the diagonals — unfold. Plan a border pattern around the edge of the square with colored crayons. The folds should assist in placing the units. Place the square parallel with the front edge of desk — carry the ends of the middle fold or horizontal diameter downward to meet the lower end of the vertical diameter — carry the upper left and right folded edges to meet the under folds. Fasten the center with a string to form two pockets or four pockets.

**May Basket.**—Fold the diameters of a 6-inch square — unfold — fold the right and left edges to the vertical diameter — open. Fold the upper and lower edges to the horizontal diameter — unfold. The square is now folded into sixteen small squares. Fold the lower right corner of the big square to the lower right corner of the upper small square — unfold. Fold the upper left corner of the large square to the upper left corner of the lower small square — unfold. Fold the lower left corner of the large square to the lower left corner of the upper right small square — unfold. Fold the upper right corner of the large square to the upper right corner of the lower small square. Make cuts on the vertical and horizontal diameters as far as the first fold. Stand the sides to the basket up — the base is square — paste the triangular laps, one inside and one outside the basket. Cut a freehand strip of paper an appropriate width for a handle — paste.

**Spring Poster — Community May Basket.**—Use manila paper 8" x 10", to make freehand cuttings of baskets. Select the best cutting to be mounted on a suitable mount. Place in an appropriate place in the room. Cut freehand rectangles from poster paper 6" x 6" — fold the long diameter and cut leaf shapes. Cut freehand circles — fold two or four times across the center and cut flower shapes. Consider the modes of order and principles of design in the arrangement of the flowers within the basket. Strips of paper should be cut and used as an enclosing frame for the poster.

**Garlands.**—Poster paper 6" x 6". Fold one diameter — cut apart — fold long diameter of each piece — cut apart. Fold one piece on its short diameter — keep folded — fold short folded edge to short open edges. Round the corners to form a circle — leave the center part of the two folded edges uncut. Fold one diameter of the circle. Make cuts forming elliptical shaped petals — unfold. Fold and cut the other strips of paper in a similar way. Paste these together to form a garland of flower shapes.

**Crowns.**— Manila paper 6" x 12". Fold paper on the short diameter. Make a freehand cutting of a crown for a May Queen. If the band is not long enough, paste on an extra strip. Choose the May Queen. Crown her and let the children adorn her with their garlands.

## MAY

### Grade I.

EVERY LEAF, FLOWER, BUSH AND TREE SINGS A SONG OF BEAUTY WITH THE AWAKENING OF SPRING. PLAN SOME WAY BY WHICH THE CHILD IN THE HEART OF THE CITY MAY FEEL A LITTLE OF THIS BEAUTY. AN APPROACH TO A LOVE FOR BEAUTY IS THROUGH THE RECOGNITION AND APPRECIATION OF THE LAWS OF ORDER WHICH HAVE BEEN STUDIED THROUGH THE YEAR IN THE DESIGN EXERCISES.

#### 143. DIRECTED OBSERVATION. APPRECIATION OF ART — PICTURES.

**Materials.**— One color print, pages 9, 10.

**Procedure.**— Instructions, page 9.

#### 144. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "A Tree." Stimulate interest by suggestive questions: "Is there a tree near your house — near the school? Where have you seen a tree? Do trees stand straight? Have they branches or arms — how many? Did you ever see a tree that pointed its arms up toward the sky? Can you hold your arms up like that tree? Did you ever see a tree that pointed its arms down toward the ground? Can you do the same with your arms? Did you ever see a tree that pointed its arms out to left and right? Can you make your arms point like that tree? What color are the arms? Does the tree look as it did in the winter? What do you see on the branches? What color are the leaves? Did you ever see a tree with beautiful flowers on the branches? Can you plant a little seed on your paper and make it grow into a big tree? How shall the arms of your tree point? Can you make the arms so beautiful with leaves and flowers that the birds will build a nest in your tree?"

#### 145. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons, pictures and photographs of various kinds of trees.

**Procedure.**— Direct the study of trees from pictures, photographs or from the real tree near the school. Discuss the number of parts, the direction, length and width of trunk and branches; the shape and pattern of the mass of foliage. Ask children to draw one of the trees.

## 146. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "Spring." Stimulate interest by suggestive questions: "What time of year is it? What grows in the Spring? Do you like the Spring? Why? What do you do in the Spring? Can you make a picture of what you would like to do or where you would like to go in the Spring?"

## 147. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Choose a spring song suitable for illustration. Ask the children to sing it, then draw the picture illustrating the song.

## 148. DIRECTED OBSERVATION. SPACE RELATIONS — DIRECTION, THE VERTICAL.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce the Vertical. Teach the term "vertical." Demonstrate vertical lines on the blackboard. Ask children to find examples of vertical directions in the room — the vertical edges of objects — things which follow a vertical direction — those which approach vertical lines. Encourage children to name examples found on the street or at home. Have vertical lines drawn in the air with a finger. Teach the drawing of freehand vertical lines on the blackboard and on paper. Work for freedom of movement and vigorous lines.

## 149. DIRECTED OBSERVATION. SPACE RELATIONS — DIRECTION, THE HORIZONTAL.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce the Horizontal Direction. Teach the term "horizontal." See Lesson 148.

## 150. DIRECTED OBSERVATION. DESIGN — LETTERING.

**Materials.**— Manila paper 6" x 12", crayons.

**Procedure.**— Introduce the study of letters composed of vertical and horizontal lines — I, L, T, H, E, F. Direct the study of these letters for positions, directions, measures and proportions. Each letter should be traced in the air with a finger before it is drawn on paper. Guide the freehand drawing of letters at the blackboard and on paper. Encourage large letters drawn with firm, bold strokes.

## 151. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons; Nature specimens, pictures or photographs of Nature.

**Procedure.**— Introduce freehand drawing of objects from Nature which will illustrate the letters drawn in Lesson 150. Suggestions: T stands for twig, tree, tiger, turtle; H stands for horse, hen; L stands for leaf, lily, lion; E stands for egg, elephant; F stands for flowers, fruits, fish, fox. Direct the planning of a page for a Nature Book. Consider the position of the paper and the placing of the letter. Choose one letter and an object to be cut. Using the color chart, guide the choice of an appropriate color. Ask children to place and draw the letter. Teach framing of the letter with an appropriate border line. Encourage children to consider the remaining space on the paper and make the drawing.

## 152. DIRECTED OBSERVATION. DESIGN — LETTERING.

**Materials.**— Manila paper 6" x 12", scissors, poster paper 6" x 6".

**Procedure.**— Introduce freehand cutting of letters studied in Lesson 150. Demonstrate how to cut letters. Guide the cutting with the following directions: Place the 6" x 12" paper parallel with front edge of desk — fold on the short diameter into halves — unfold and cut apart. Fold diameters of each square — unfold and cut apart. Fold vertical diameter of one small square — unfold — fold the right edge to the center fold — unfold and cut on this fold. This is the pattern for the rectangles, 3" x 2 $\frac{1}{4}$ ". Cut each small square to fit the pattern. Teach cutting straight line letters from these rectangles. Use manila paper for practice work. Cut final letters from colored poster paper. Save the best cuttings.

## 153. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Newsprint 8" x 10", poster paper 6" x 6", scissors.

**Procedure.**— Introduce freehand cutting of objects to illustrate the letters cut in Lesson 152. Suggestions: T stands for top, table, teapot, trumpet; H stands for house, horn, hat, hammer; L stands for ladder, light, locket; E stands for electric car, engine; F stands for fence, fan, flag, football. Choose one or two from those recommended, or objects showing striking silhouettes. These may be from objects studied in previous lessons, from memory, or from objects present. Use newsprint for practice, and poster paper for final cuttings. Save the cuttings for the next lesson.

154. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN —  
LETTER BOOK.

**Materials.**— Manila paper 8" x 10", cuttings from Lessons 152, 153, and poster paper 6" x 6", paste.



**Procedure.**— Consider the position of the paper and the amount of space required for binding. Guide the arrangements of the freehand cuttings of letters and objects to form a well-balanced page. Direct the pasting.

155. DIRECTED OBSERVATION. SPACE RELATIONS — DIRECTION, THE OBLIQUE.

**Materials.**— Manila paper 6" x 12", crayons.

**Procedure.**— Introduce the oblique direction. Teach the terms, "slanting" or "oblique." See Lesson 148 for suggestions.

156. DIRECTED OBSERVATION. DESIGN — LETTERING.

**Materials.**— Manila paper 6" x 12", crayons.

**Procedure.**— Introduce the study of letters composed of vertical, horizontal and oblique lines — A, K, M, N, V, W, X, Y, Z. See Lesson 150 for suggestions.

157. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons; Nature specimens, pictures or photographs of Nature.

**Procedure.**— Introduce freehand drawing of objects from Nature which will illustrate the letters drawn in Lesson 156. See Lesson 151 for suggestions.

158. DIRECTED OBSERVATION. DESIGN — LETTERING.

**Materials.**— Manila paper 6" x 12", poster paper 6" x 6", scissors.

**Procedure.**— Introduce freehand cutting of letters studied in Lesson 156. See Lesson 152 for suggestions.

159. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Newsprint 8" x 10", poster paper 6" x 6", scissors.

**Procedure.**— Introduce freehand cutting of objects to illustrate the letters cut in Lesson 158. See Lesson 153 for suggestions.

160, 161. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — LETTER BOOK.

**Materials.**— Manila paper 8" x 10", cuttings from Lessons 158 and 159, paste.

**Procedure.**— Guide the plan of a page for the letter book. See Lesson 154 for suggestions.

## 162. DIRECTED OBSERVATION. SPACE RELATIONS — CURVES.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce Curves. Teach the term, "curve." Demonstrate on the blackboard, circular and elliptical curves. See Lesson 148 for suggestions.

## JUNE

## Grade I.

IT IS RECOMMENDED THAT THE A B C AND NATURE BOOKLETS WHICH REACH COMPLETION THIS MONTH BE SENT TO THE JUNIOR RED CROSS TO CARRY HAPPINESS TO CHILDREN IN THE HOSPITALS.

## 163. DIRECTED OBSERVATION. DESIGN — LETTERING.

**Materials.**— Manila paper 6" x 12", crayons.

**Procedure.**— Introduce the study of letters composed of straight and curved lines — B, D, J, P, R, U. See Lesson 150 for suggestions.

## 164. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons; Nature specimens, pictures or photographs of Nature.

**Procedure.**— Introduce freehand drawing of objects from Nature which will illustrate the letters drawn in Lesson 163. See Lesson 151 for suggestions.

## 165. DIRECTED OBSERVATION. DESIGN — LETTERING.

**Materials.**— Manila paper 6" x 12", poster paper 6" x 6", scissors.

**Procedure.**— Introduce freehand cutting of letters studied in Lesson 163. See Lesson 152 for suggestions.

## 166. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Newsprint 8" x 10", poster paper 6" x 6", scissors.

**Procedure.**— Introduce freehand cutting of objects to illustrate the letters cut in Lesson 165. See Lesson 153 for suggestions.

167. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN —  
LETTER BOOK.

**Materials.**— Manila paper 8" x 10", cuttings from Lessons 165 and 166, paste.

**Procedure.**— Guide the plan of a page for the letter book. See Lesson 154 for suggestions.

## 168. DIRECTED OBSERVATION. DESIGN — LETTERING.

**Materials.**— Manila paper 6'' x 12'', crayons.

**Procedure.**— Introduce the study of the curved line letters — O, C, G, Q, S. See Lesson 150 for suggestions.

## 169. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Manila paper 8'' x 10'', crayons; Nature specimens, pictures or photographs of Nature.

**Procedure.**— Introduce freehand drawing of objects from Nature which will illustrate the letters drawn in Lesson 168. See Lesson 151 for suggestions.

## 170. DIRECTED OBSERVATION. DESIGN — LETTERING.

**Materials.**— Manila paper 6'' x 12'', poster paper 6'' x 6'', scissors.

**Procedure.**— Introduce freehand cutting of letters studied in Lesson 168. See Lesson 152 for suggestions.

## 171. DIRECTED OBSERVATION. REPRESENTATION.

**Materials.**— Newsprint 8'' x 10'', poster paper 6'' x 6'', scissors.

**Procedure.**— Introduce freehand cutting of objects to illustrate the letters cut in Lesson 170. See Lesson 153 for suggestions.

## 172. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — LETTER BOOK.

**Materials.**— Manila paper 8'' x 10'', cuttings from Lessons 170 and 171, paste.

**Procedure.**— Guide the plan of a page for the letter book. See Lesson 154 for suggestions.

## 173. DIRECTED OBSERVATION. DESIGN — COVER FOR NATURE BOOK.

**Materials.**— Manila paper 8'' x 10'', crayons.

**Procedure.**— Direct the arrangement of a cover for the Nature Book. Cut the 8'' x 10'' paper to measure 8'' x 9½''. Give each child a sheet of this size to be folded in the following way: Place the paper with one long edge parallel with front edge of desk — fold the horizontal diameter — unfold — fold the vertical diameter — unfold — fold the lower edge to meet the center fold — unfold — fold the left and right edges to meet the center fold — unfold. Fold the paper on its short diameter — with the paper

folded, make cuts from the center fold on the first and second creases, as far as the vertical crease — cut this piece out on the short vertical crease — unfold. The opening makes a helpful guide for placing the letters of the title. To apply the lettering, guide the children with the following directions: Fold the paper on its long diameter — place this folded edge over the top edge of a sheet of drawing paper, placed in a horizontal position. All edges at the right should be together — hold the paper firmly with the left hand — letter the title “Nature” or “Spring” within the opening. Each letter should touch the top and bottom edge of the opening — the first letter should touch the left edge, and the last letter the right edge of opening. An appropriate color should be chosen for the letters of the title.

#### 174. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — NATURE BOOK.

**Materials.**— Papers from Lessons 151, 157, 164, 169, string, strips of manila paper 1" x 8", pencils.

**Procedure.**— Direct the arrangement of the pages and cover for the Nature Book. Teach the binding of the book. The location of points for binding may be directed in the following way: Fold diameters of the strip of manila paper 1" x 8" — unfold — fold left and right short edges to meet the short center crease — unfold. Place this strip with top and left edges even with left edges of pages — hold firmly with left hand. Place a pencil point where the long vertical fold crosses the first short horizontal fold — push pencil point through the pages to make a hole. Make holes at the crossing points of vertical diameter and the second and third fold. Remove strip of paper. Push string through the holes with the pencil point — carry string up through the middle hole — down through the upper hole — pass the middle hole and carry string up through lower hole — down through center hole — pull gently and tie over the long center loop — push the knot into the hole.

#### 175. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — COVER FOR LETTER BOOK.

**Materials.**— Manila paper 6" x 12" or newsprint, poster paper 6" x 6", scissors.

**Procedure.**— Introduce freehand cutting of the letters A, B, C to be used as a title on the cover of the Letter Book. The rectangles from which to cut these letters may be obtained according to the suggestions given in Lesson 152, or a cardboard pattern 2" x 3" may be traced and cut for the rectangles. There should be sufficient practice in the cutting of these letters before the final cuttings are made from the poster paper. Save the cuttings for Lesson 176.

176. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN —  
LETTER BOOK.

**Materials.**— Papers from Lessons 154, 160, 161, 167, 172, strips of manila paper 1" x 8", pencils, manila paper 8" x 10", paste.

**Procedure.**— Direct the arrangement of the papers and cover for the Letter Book. See Lesson 174 for suggestion for binding. Points should be located on the cover before the A, B, C letters are pasted. Guide the placing and pasting of the letters, and binding of the book.

## 177. DIRECTED OBSERVATION. REPRESENTATION — NATURE.

**Materials.**— White paper 8" x 10", crayons, simple nature sprays.

**Procedure.**— Introduce Nature Drawing. Arrange nature sprays on white paper 8" x 10". Place these in an upright position where small groups of children may easily see them. Direct the study of the spray for position of flowers and leaves; direction of stems, petals and leaves; number, length, width and sizes of parts; shapes of flowers and leaves. If time permits, make other flower drawings.

## SEPTEMBER

## Grade II.

THE TIME ALLOTMENT OF 100 MINUTES PER WEEK FOR SECOND YEAR ART EDUCATION SHOULD BE DIVIDED INTO FIVE PERIODS OF TWENTY MINUTES EACH WEEK, ONE LESSON EACH DAY.

AN INFORMAL REVIEW OF TERMS MAY HAPPILY RECALL PREVIOUS STUDY OF DESIGN. AVOID A FORCED PRESENTATION. KEEP THE WORK SPIRITED WITH FREE DRAWING ON PAPER AND AT THE BLACKBOARD. QUESTIONS MAY CLARIFY AND QUICKEN POWERS OF OBSERVATION, MEMORY AND DISCRIMINATION. LESSONS ARE PLANNED AS DIRECTED OBSERVATION AND THE MONTH'S REVIEW SHOULD CLEARLY REVEAL TO A TEACHER THE NEEDS AND TENDENCIES OF A CLASS.

## 1. DIRECTED OBSERVATION. SPACE RELATIONS — TERMS.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Test the memory of children in relation to terms of position, direction and measure. By means of oral review, questions and suggestions, develop independence of attentive observation and lead toward individual drawing on paper, and community drawing at the blackboard. The lesson may develop into a lively and interesting game of question and answer, in which the answers may be both oral and graphic.

## 2. DIRECTED OBSERVATION. SPACE RELATIONS — SQUARE, RECTANGLES.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Stimulate memory of the square and other rectangles by means of discussion and drawing. Lead to the comparison of the relative position, direction and length of the edges. Interest children in comparing their drawings with perfect geometric shapes which the teacher may show them. Children may star their best results.

## 3. DIRECTED OBSERVATION. RECOGNITION — SQUARE, RECTANGLES.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— As a lesson in Recognition in Art, encourage interest in discovering modified geometric shapes of the square and other rectangles as they appear in objects in the room. Improve taste and discrimination by leading to the discovery of more interesting shapes in objects, pictures or photographs where rectangles are modified or enriched. Determine upon one example which all may learn to draw. Lead children to plan, place and develop drawings on paper. Emphasize shape and proportions. Select drawings for room exhibition.

4. DIRECTED OBSERVATION. SPACE RELATIONS — CIRCLE, ELLIPSE.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Stimulate memory of the circle and ellipse by means of discussion and representation. Develop discrimination by comparing relative proportions and contours of these shapes. Have freehand records made of the shapes and compare the results with model shapes. Children may start their best drawings.

5. DIRECTED OBSERVATION. RECOGNITION — CIRCLE, ELLIPSE.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Encourage the recognition of modified or approximate appearances of circular and elliptical shapes in Nature or Art, discovering these shapes from things within the room and from remembered things. Decide upon one example which all may learn to draw. Lead children to compare results with the object and select the best for exhibition.

6, 7. DIRECTED OBSERVATION. DESIGN — SEQUENCE OF REPETITION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Encourage children to recall simple occurrences of repetition of sound, motion, action, words or appearances. Stimulate memory of simple visual arrangements in Sequence of Repetition — direction or attitude, number, length, size, shape, color. Children should make individual inventive, rather than uniform records of each arrangement, using crayons, paper, and the blackboard. Use one color and black or two neighboring colors: G-B; B-V; V-R, chosen from a color chart.

8, 9. DIRECTED OBSERVATION. DESIGN — SEQUENCE OF ALTERNATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Review Sequence of Alternation — position, direction, number, length, size, shape, color. Follow the procedure of Lessons 6, 7. Use one color and black or two neighboring colors: R-O; O-Y; Y-G, chosen from a color chart.

10, 11. DIRECTED OBSERVATION. DESIGN — SEQUENCE OF PROGRESSION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Encourage discrimination of Sequence of Progression or Gradation of number, length, size, shape, color as in Lessons 6, 7, 8 and 9.

12, 13. DIRECTED OBSERVATION. DESIGN — CENTRAL BALANCE.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Review balance in relation to equilibrium, the centralizing of interest around a given point or idea. Encourage remembrance of simple visual arrangements of Central Balance: 4 and 8 parts; 3 and 6 parts; 5 parts. Use one color with black or two neighboring colors chosen from a color chart.

14. DIRECTED OBSERVATION. DESIGN — AXIAL BALANCE.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Review Axial Balance and the remembrance of simple visual possibilities of Axial Balance: in one part — pendant or supported; 2 parts — left or right, up and down of an axis or balancing point; 3 or more parts. Use neighboring colors and black, selected from a color chart.

15. DIRECTED OBSERVATION. APPRECIATION OF ART.

**Materials.**— One color print, pages 9, 10.

**Procedure.**— Instructions, page 9. Arrange picture in most attractive and interesting way possible. Develop interest in the story: "What does it say? How is it said? Why is it said? Why do you like it? Why do others like it?" "Who made the original painting and when did he live?" Dramatize the story and name colors found in the picture.

## OCTOBER

### Grade II.

ENCOURAGE CHILDREN TO USE AND ENJOY COLOR THROUGHOUT THE MONTH. REPRESENTATION AS DIRECTED OBSERVATION AND CREATIVE EXPRESSION AIMS TO DEVELOP RECOGNITION AND LOVE FOR ORDER IN NATURE AND TO AFFORD CHILDREN OPPORTUNITY TO EXPRESS MORE AND MORE CLEARLY TONES, SHAPES, DIRECTIONS AND ARRANGEMENTS ON WHICH THE UNITY OF NATURE DEPENDS. RECOGNITION AND APPRECIATION OF ART SHOULD LEAD CHILDREN TOWARD A BETTER UNDERSTANDING OF SIMPLE BEAUTY. CONSTRUCTIVE DESIGN AIMS TO ORGANIZE SEASONAL ACTIVITIES, AND TO TEACH REASONABLE ACCURACY, WITH FREEDOM OF EXPRESSION.

16. DIRECTED OBSERVATION. TONE RELATIONS — STANDARD COLORS, WARM AND COOL.

**Materials.**— White paper 8" x 10", crayons, color chart.

**Procedure.**— Awaken enthusiasm for color by showing many lovely, fresh, clear colored fruits, flowers and fabrics. Review color names, color families.



Using the relative value positions of the six standard colors, teach the warm and cool divisions. Find and name these from objects in the room and from remembered things. Have simple color records made by each child to fix these relationships.

17, 18. DIRECTED OBSERVATION. REPRESENTATION — CENTRAL BALANCE IN NATURE.

**Materials.**— White paper 8" x 10" or 6" x 12", front or top views of flowers, fruits, seeds.

**Procedure.**— Select simple, beautiful specimens showing Central Balance. Place these where all may see them clearly. Emphasize importance of a single, unchanging point of view when studying specimen. Carefully plan drawings and note relative positions, directions, measures, basic shapes. Strive for vigorous, colorful results about the same size as the specimens. Lead children to frequently compare drawings with specimens. Guide investigations for truths of appearance by leading questions on observing color, shape, increase or decrease in length, size or change in attitude. Present these in order of their importance in developing the drawing. Alternate observation with drawing.

19, 20. DIRECTED OBSERVATION. REPRESENTATION — AXIAL BALANCE IN NATURE.

**Materials.**— White paper 8" x 10" or 6" x 12", crayons; simple, beautiful specimens of leaves, fruits, flowers showing Axial Balance.

**Procedure.**— Arrange specimens so that they illustrate Axial Balance. Continue as in Lessons 17, 18.

21, 22. DIRECTED OBSERVATION. REPRESENTATION — SEQUENCE OF PROGRESSION, OF LENGTH OR SIZE IN NATURE.

**Materials.**— White paper 8" x 10" or 6" x 12", crayons; simple, interesting examples of twigs, leaves, flowers, seeds, showing Progression of Length or Size.

**Procedure.**— Follow directions similar to those in Lessons 17, 18.

23, 24. DIRECTED OBSERVATION. REPRESENTATION — SEQUENCE OF ALTERNATION IN NATURE.

**Materials.**— White paper 8" x 10" or 6" x 12", crayons; simple, interesting examples of alternation in leaves, stems, branches, seed-pods.

**Procedure.**— Arrange specimens to emphasize Alternation of Position, Attitude, Length, Size, Number or Color. Follow directions similar to those in Lessons 17, 18.

## 25. DIRECTED OBSERVATION. RECOGNITION OF ART.

**Materials.**— A number of drawings selected from the Nature series and a place to exhibit them.

**Procedure.**— Awaken interest in planning and arranging an exhibition of work from the Nature series. Develop recognition of simple truths of appearance as accuracy in recording relative positions, directions, measures, shapes, tones and laws of order. Select drawings which best show these features. Select drawings having good composition, order and beauty of arrangement on paper, including size of drawing. Select drawings done clearly and directly.

## 26, 27. CREATIVE EXPRESSION. REPRESENTATION — THE SCHOOL.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Stimulate visual imagination in relation to experiences and situations occurring frequently in life at school. Allow children to select any simple experience which appeals to them individually. Permit them to draw freely. A teacher may encourage and suggest in a way that will not interfere with the individual creative result desired. Encourage large, colorful, lively drawings.

## 28, 29. CREATIVE EXPRESSION. REPRESENTATION — THE HOME.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Discuss experiences and situations frequent in the home life of children. Allow them to select subjects which appeal to their visual imaginations and to express these freely.

## 30. DIRECTED OBSERVATION. RECOGNITION OF ART.

**Materials.**— Drawings selected from everyday experiences.

**Procedure.**— Awaken interest in planning and arranging the exhibition. Select co-operatively those drawings that tell the story in the most lively, colorful way; that show unity of idea in the most forceful, direct manner; that fill the spaces well and in which important things are well placed. Discuss action, appropriate color, groupings. Select the best for room exhibition.

## 31, 32, 33. DIRECTED OBSERVATION. REPRESENTATION — LIFE AND ACTION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Dramatize Life in action and determine the parts of the body most vital to action: — head, hands, feet; shoulders, waist; elbows, knees. Children may dramatize simple games or dances. Encourage children to

watch and memorize these motions, determining relative position of parts, general directions, shapes and colors of the masses. Lead children to draw rapidly with colored crayons, recording any action they may remember. Select the liveliest drawings.

34, 35. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN.

**Materials.**— Manila or white paper 6" x 12", crayons, scissors, 2-inch tablets of circle, square, rectangle; rules, pencils.

**Procedure.**— Introduce the rule and have children experiment testing the 2-inch measurement working from a definitely measured and ruled line. Permit each child to experiment individually with various combinations of the 2-inch tablets, to invent arrangements for Halloween, favors, cards or folders. Community layouts may demonstrate possible combinations. The teacher may show a few finished models and help to determine the placing of arrangements on paper. Emphasize accuracy in contacts of edges of shapes, in tracing, measuring, cutting, pasting and folding. Encourage originality in construction and decoration. Use formal, not realistic, shapes which conform to previous study of design.

## NOVEMBER

### Grade II.

THIS IS THE MONTH IN WHICH "THANKSGIVING" SHOULD BE MANIFEST AS GRATITUDE FOR SHELTER, FOOD, CLOTHING, BEAUTIES OF NATURE AND ABUNDANCE OF HEALTH. CREATIVE EXPRESSION IN REPRESENTATION AND DESIGN AIMS TO DEVELOP DISCRIMINATION IN RECOGNIZING THE SEMI-CIRCLE AS A BASIC SHAPE IN NATURE AND ART. THE USE OF THIS SHAPE IN DESIGN MAY PROMOTE LOVE OF ORDER AND HAPPY INVENTION. CONSTRUCTIVE DESIGN SHOULD PROMOTE UNDERSTANDING OF UNITY IN CONSTRUCTION, ARRANGEMENT, SHAPES AND TONES.

36. DIRECTED OBSERVATION. SPACE RELATIONS — SEMI-CIRCLE.

**Materials.**— Manila paper 8" x 10", pencil or dark crayon, large semi-circle.

**Procedure.**— Present a large semi-circle. Compare its likeness and unlikeness with other known shapes. Teacher and children may measure its height and compare it with its width. Develop shape sense by drawing in the air, on paper, and on the blackboard. Results may be compared with a model shape.

## 37. DIRECTED OBSERVATION. SPACE RELATIONS — SEMI-CIRCLE.

**Materials.**— Newsprint 8" x 10", scissors, semi-circles.

**Procedure.**— Review characteristics of the semi-circle. Allow children to trace several in the air. Encourage free cutting of semi-circles and comparison with model shapes.

## 38. DIRECTED OBSERVATION. RECOGNITION — SEMI-CIRCLE.

**Materials.**— Manila paper 8" x 10", crayons, objects, prints or photographs showing modified or approximate semi-circles in Nature or Art.

**Procedure.**— Arrange objects, prints, vegetables, photographs which will interest and lead children to discover the semi-circular shape in these and in remembered things. Select a simple, beautiful example which all may learn to draw. Determine proportion of height to width and have children make a large drawing.

## 39. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF REPETITION, SEMI-CIRCLE.

**Materials.**— Manila paper 6" x 12", crayons.

**Procedure.**— Review Repetition of Shape in a Row. Develop the lesson creatively, permitting each child initiative, freedom in laying tablets of one size: semi-circles touching, near together, overlapping. After arrangements are laid, permit each child to select one and to draw this freehand on paper. Shapes may approximate the size of tablets. Retain drawings for Lesson 40.

## 40. CREATIVE EXPRESSION. DESIGN, ENRICHMENT.

**Materials.**— Drawings from Lesson 39, crayons.

**Procedure.**— Drawings of basic layouts, Lesson 39, may be placed on the board or on large paper by the more inventive children and may be developed with colored chalk in rhythmic cycles of repetition of shapes, dots and related lines. Discuss enrichments and awaken interest in the growth and unity of pattern. Note its relation to embroidery, ribbon, bands of lace and other designs. Teachers who feel the inherent logic and beauty of design will communicate it to their classes. Children should develop designs individually and not consciously copy those of others. Use two neighboring cool colors and black selected from a color chart.

41, 42. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTERNATION, SEMI-CIRCLES.

**Materials.**— Manila paper 6" x 12", semi-circular tablets, crayons.

**Procedure.**— Permit children to experiment creatively, arranging semi-circular tablets in rows with alternations of position, attitude, number, size. Similar arrangements may be drawn freehand and enriched as in Lessons 39, 40. Use two neighboring warm colors and black selected from a color chart.

43, 44. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF PROGRESSION OF SIZE, SEMI-CIRCLE.

**Materials.**— Manila paper 8" x 10", crayons, semi-circular tablets.

**Procedure.**— Teach or review Sequence of Progression of Size in horizontal and vertical rows using three sizes of semi-circular tablets. Follow directions similar to those in Lessons 39, 40.

45. DIRECTED OBSERVATION. RECOGNITION OF ART.

**Materials.**— Selected designs from Lessons 39–44.

**Procedure.**— Arrange an exhibition. Ask each child to select the design he likes best and to decide why he likes it. Discuss designs that illustrate: (a) orderly arrangement of basic shapes, sizes, straightness of rows; (b) appropriate placing of additional dots, shapes, harmonious movements of enriching lines; (c) grouping of parts for unity; (d) beauty of color. Encourage children to redraw the design with a better understanding.

46, 47. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject. "A House"— that shelter for which all are thankful. Encourage children to draw a house such as they have seen, recalling the direction and repetition of the shapes and lines, and expressing pride in bold, direct drawing. Ask children to look carefully at their own houses from a viewpoint across the street and to remember what they have seen for use at the next drawing lesson. In this Lesson, 47, promote the drawing of houses that tell more truth about "Our House."

48, 49. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "Homes of Other People." Encourage children to use any new knowledge each has gained in relation to the appearance and construction of houses: doors, windows, blinds, shutters, fire escapes, roof lines, chimneys, dormer windows, gables. Each drawing should show increasing power of expression.

## 50. CREATIVE EXPRESSION. REPRESENTATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Vividly describe "First American Homes" — the log cabin of the Puritan and the wigwam of the Indian. Show pictures of these homes. Allow children to draw one of these early homes.

## 51, 52, 53, 54. CREATIVE EXPRESSION. CONSTRUCTIVE DESIGN — POSTERS.

**Materials.**— Newsprint 8" x 10", scissors, paste, poster paper 9" x 12", fruits, vegetables, or pictures of the "Mayflower."

**Procedure.**— Consider the proportions and characteristics of fruits or vegetables. Encourage children to cut similar shapes from newsprint. Teach the free cutting of basket or bowl shapes based on the semi-circle. Criticise and save best cuttings. With the children, plan a poster, classroom border, or harvest favor. This may be designed from free cuttings to suggest decorative baskets of fruit or vegetables. Ships and waves symbolizing the adventure of Pilgrims may be used with consideration for previous study of shapes and design. Free cuttings from newsprint may be re-cut from poster paper. The class should direct the arrangement of the poster. The pasting may be done by the teacher or a pupil.

## 55. DIRECTED OBSERVATION. APPRECIATION OF ART.

**Materials.**— One color print, pages 9, 10.

**Procedure.**— Instructions, page 9.

## DECEMBER

## Grade II.

LITTLE CHILDREN WELCOME THIS MONTH OF SURPRISES, EXPECTANCY AND FEASTING. CONSTRUCTIVE DESIGN IN SIMPLE GIFTS AND THE ADAPTATION OF DECORATIVE DESIGN TO THESE GIFTS AFFORDS OPPORTUNITY FOR WIDE CREATIVE EXPERIENCE AND WORTHY PRACTICE FOR THE GIVING OF ONE'S BEST EFFORTS. THIS DEFINITE USE FOR DESIGN SHOULD STIMULATE CONSISTENT, CREATIVE EXPRESSION.

## 56, 57. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF PROGRESSION, SEMI-CIRCLE.

**Materials.**— Manila paper 8" x 10", crayons, semi-circular tablets.

**Procedure.**— Teach or review Sequence of Progression of Size in an Area using three sizes of tablets: sequence of progression in an area with straight sides touching; centering each of the three tablets on a common center;

arranging one within the other with the centers progressing either upward or downward. Allow each child to select the arrangement he prefers and to draw it freehand ready for Lesson 57, in which he may add enrichments as in previous lessons. Use two neighboring colors and black selected from a color chart.

58, 59. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF PROGRESSION OF NUMBER, SEMI-CIRCLE.

**Materials.**— Manila paper 8" x 10", crayons, semi-circular tablets.

**Procedure.**— Allow children to experiment laying Progressions of Number arranged in Axial Balances: 1, 2, 3; 2, 4, 6; 1, 3, 5. Tablets may touch, may be near together, may overlap. Guide children in the selection of one interesting arrangement to be drawn, enriched and unified freehand in Lesson 59. Use two contrasting colors and black, selected from a color chart: Y-V; O-B; R-G.

60. CREATIVE EXPRESSION. DESIGN — CLASSROOM BORDER.

**Materials.**— Newsprint 8" x 10", scissors.

**Procedure.**— Conduct a community lesson — the free cutting and planning of shapes for a classroom border. Have children use modified geometric shapes with which they are familiar. Save the most interesting cuttings for Lesson 61.

61. CREATIVE EXPRESSION. CONSTRUCTIVE DESIGN — CLASSROOM BORDER.

**Materials.**— Poster paper 9" x 12", scissors, paste.

**Procedure.**— Cuttings saved from Lesson 59 may be used as patterns when cutting poster paper shapes in as many duplicates as are needed for the sequences of repetition and progression that will make up a classroom border. Assemble borders as directed in Lesson 51.

62, 63. CREATIVE EXPRESSION. DESIGN — CENTRAL BALANCE, SEMI-CIRCLE.

**Materials.**— Manila paper 8" x 10", crayons, semi-circular tablets.

**Procedure.**— Teach or review Central Balance. Permit each child to experiment creatively, laying semi-circular tablets in central balance in 4 and 8 parts. Lead the arrangement and inversion of these in opposite groups of balances: — up balanced by down; left balanced by right; up to the right balanced by down to the left; up to the left balanced by down to the right. Allow each child to select his choice and to draw it freehand for Lesson 63, in which enrichments may be added. Use two neighboring colors and black, selected from a color chart.

64, 65. CREATIVE EXPRESSION. DESIGN — AXIAL BALANCE, SEMI-CIRCLES.

**Materials.**— Manila paper 8" x 10", crayons, semi-circular tablets.

**Procedure.**— Teach or review Axial Balance and its recognition in objects that are pendent from or supported on a visible axis. Encourage children to experiment creatively laying axial arrangements involving 1, 2, 3, or more parts. Proceed to have children draw, enrich, unify and complete designs as previously suggested.

66, 67, 68, 69. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — HOLIDAY GIFTS.

**Materials.**— Manila or newsprint paper 8" x 10" for practice, white paper 6" x 12" or 8" x 10", poster paper 9" x 12", scissors, paste, crayons, rules.

**Procedure.**— Select one or possibly two models from those recommended. Note suggestions at teacher's meetings and in the permanent exhibition. Proceeding from a definitely measured and ruled line, and using the square, rectangular and semi-circular tablets as shapes, encourage children to originate the constructive design for boxes and gifts suitable for the holidays. Example,— on 6" x 12" paper draw a 12-inch line 2 inches from one long edge; at 4-inch side of line trace five 2-inch squares, one edge of each touching the line, one edge touching the next square. At one side of this row, trace four adjacent squares; at opposite side trace four adjacent semi-circles. Cut on outside lines, fold on remaining lines, slash three 2-inch folds between squares of four in a row, paste. This constructive design admits of six possibilities — a cubical box with semi-circular curves on four sides, or two ends; with four or two laps; with two or four wings. Decorate gifts with adaptations of design from any previous study, drawn before pasting is finished and first planned and practiced within areas such as will be decorated on the final gifts.

**Crystal Box.**— Measure and cut a 7-inch square — fold the diameters — fold the diagonals — fold each corner to center of square — unfold — cut on half of one diameter from edge to center of square — punch holes for cord or raffia on diagonals in four outside corners of square — thread 15-inch strand of raffia or cord through punched holes to close and suspend crystal box.

**Triangular Box.**— From 6" x 12" paper, fold and cut 3" x 12" paper — fold long diameter — unfold — fold short diameter — unfold — fold ends to short diameter. You now have eight  $1\frac{1}{2}$ " x 3" rectangles. Fold short diameter of a  $1\frac{1}{2}$ " x 3" piece of practice paper — use this as a guide for placing points on one 3-inch edge of one row of rectangles — draw oblique lines from these points to the intersections of nearest folds — cut on these lines to get a row of four  $1\frac{1}{2}$ " x  $1\frac{1}{2}$ " x 3" triangles — fold and paste to make triangular box.



**Double Cornucopia.**—Fold diagonals of an 8-inch square — cut on one diagonal to get two triangles — fold right angle edges to the fold already in center of the triangle — crease — unfold — slip outside triangles one over the other to form a triangular cornucopia. Cut away projecting pieces (triangles). Repeat with second triangular paper — place cornucopias back to back — punch holes for cord — tie with 12-inch cord or raffia — knot ends together and loop through holes in cornucopias.

**Bon Bon.**— Measure and cut one piece of manila paper 6" x 8" — measure and draw a line 3 inches from and parallel to one 6-inch end of paper, roll paper and paste end at this line to make a  $1\frac{3}{4}$ -inch cylinder. Cover cylinder with 8" x 10" newsprint or poster paper on which designs, as Repetition in Rows, have been repeated at 1-inch intervals. Fill bon bon — fold in or tie ends.

**Notebook.**— Fold short diameters of two sheets of 6" x 9" ruled paper, item 7 — cut on short diameter — slip one piece inside the other to make folio for notebook. Measure and cut 6" x 9" paper for cover — fold short diameter and cut on fold to give two papers  $4\frac{1}{2}$ " x 6" — fold short diameters of these papers — use one for practice and one for cover of notebook. Bind book with three hole sewing — out at center, in at one end, out at the other end, in at center, tie over long inside stitch.

#### 70. DIRECTED OBSERVATION. APPRECIATION OF ART.

**Materials.**— One color print, pages 9, 10.

**Procedure.**— Instructions, page 9.

## JANUARY

### Grade II.

REPRESENTATION AS DIRECTED OBSERVATION AND CREATIVE EXPRESSION WILL, THIS MONTH, STIMULATE THE RECORDING OF RELATIVE TRUTHS OF APPEARANCE FROM OBSERVATION, MEMORY AND IMAGINATION. THE RECOGNITION AND APPRECIATION OF ORDER AND BEAUTY WITH A BETTER COMMAND OF MEDIUMS OF EXPRESSION SHOULD BE MANIFEST IN PICTURING FAMILIAR, VERY INTIMATE AND IMAGINATIVE EXPERIENCES OF CHILDHOOD.

#### 71. CREATIVE EXPRESSION. REPRESENTATION — THE HOLIDAYS.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "Our Christmas Tree," or "A Holiday Feast." Stimulate imagination of children by recalling beauties of a Christmas tree and its colorful decorations, toys and lights. Ask them to draw the most beautiful tree they can remember or imagine. If another subject has more appeal for the class, develop it in a similar manner.

## 72, 73, 74. DIRECTED OBSERVATION. REPRESENTATION — TOYS.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Call for a loan exhibition of toys. Exhibit one interesting toy and discuss its structure, shapes, tones, positions, directions and relative sizes of the toy and its parts. Lead children to plan orderly ways of developing drawings of toys in large, colorful sketches. Have them frequently compare their drawings with the toy. Avoid foreshortening and perspective, but encourage recording relative proportions, structure and tone.

## 75. DIRECTED OBSERVATION. RECOGNITION OF ART.

**Materials.**— Drawings from Lessons 71, 72, 73, 74.

**Procedure.**— Assign the planning and arranging of an exhibit, and group the drawings of each toy with the toy itself. Discuss and select drawings which best illustrate: truth telling of relative positions, directions, measures and shapes of toy and its parts; truth telling about the structure of the toy; good composition in placing and size of drawing; clear, direct drawing and good coloring.

## 76. CREATIVE EXPRESSION. REPRESENTATION — TREES.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Introduce a subject, "Trees," as oral description from memory and imagination. Allow children to impersonate trees in the seasons, storms and sunlight; and to draw the loveliest trees they can imagine.

## 77. CREATIVE EXPRESSION. REPRESENTATION — TREES.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Interest children in the appearance of trees by reading stories and poems about trees and by questions: "Can you draw a tree without its leaves? What color are the trunk and branches? Do we find progression in a tree? Can you show this in your drawing? In your drawing, tell all you can about order and beauty of trees."

## 78. CREATIVE EXPRESSION. REPRESENTATION — TREES.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Lead children through question and suggestion to gain more vital, imaginative ideas about trees; "Can you draw a tree with leaves and blossoms? What colors will you use? Can you draw a tree in a snow storm? In your picture, tell about the life and beauty of trees, the time of year and the time of day."

## 79. CREATIVE EXPRESSION. REPRESENTATION — TREES.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Appeal to the creative imagination through poetry and questions: "A tree is a design — what kinds of design can you show when drawing a tree? Can you remember and draw a tree with the wind blowing its branches? Can you show the rain coming down, or the leaves falling? Can you show which way the wind was blowing? Did the wind blow the rain? Did it blow the leaves? What colors will you use? Tell me all you can about this in your drawing."

## 80. DIRECTED OBSERVATION. REPRESENTATION — TREES.

**Materials.**— Manila paper 8" x 10", crayons, pictures and photographs of beautiful trees.

**Procedure.**— Stimulate interest in the actual appearance of trees. Look at real trees if possible; if not, use pictures of trees in different seasons of the year. Study them as designs. Develop feeling for shapes, division into masses of trunk and foliage, character of edges of foliage masses, progression of sizes, widths and lengths. Have group drawings made on the blackboard, and individual drawings on paper.

## 81. DIRECTED OBSERVATION. RECOGNITION OF ART.

**Materials and Procedure** similar to Lesson 75.

## 82. CREATIVE EXPRESSION. REPRESENTATION — THE STREET.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Consider with children their everyday experiences when going to and coming from school. Permit each child to select his own experience and to illustrate it in a colorful and spirited manner. These drawings should call for an active exercise of the memory and imagination.

## 83, 84. DIRECTED OBSERVATION. REPRESENTATION — SHOPPING AND MARKETING.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Encourage lively interest in dramatizing and then drawing scenes and activities of shopping and marketing. Emphasize life, action and color. Permit children to dramatize with simple costuming and accessories — bags, baskets, bundles all help to vitalize and sharpen imagination. Lead children to observe phases of the dramatization and to draw these from memory.

85, 86, 87, 88. DIRECTED OBSERVATION. REPRESENTATION — KINDNESS, HELPFULNESS, COURTESY.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Discuss ways of exemplifying qualities of kindness, helpfulness and courtesy. Dramatize and then draw simple incidents which may illustrate these ethical attributes. Follow directions similar to Lessons 83, 84.

89. DIRECTED OBSERVATION. RECOGNITION OF ART.

**Materials.**— Drawings from Lessons 82-88.

**Procedure.**— Assign the organization of an exhibit to a group of children. Have the drawings grouped by subjects. Lead the class in a discussion to compare and select drawings that well express: life and motion, shown in most lively, natural, colorful ways; truth of relative positions, directions, shapes and colors of parts and the whole; good size and arrangement; clear, direct expression of ideas.

90. DIRECTED OBSERVATION. APPRECIATION OF ART.

**Materials.**— One color print, pages 9, 10.

**Procedure.**— Instructions, page 9.

## FEBRUARY

### Grade II.

THIS MONTH'S STUDY DEVELOPS CREATIVE EXPRESSION IN DESIGN WITH THE ADAPTATION OF THIS STUDY TO THE FESTIVAL OF ST. VALENTINE, IN WHICH LITTLE CHILDREN MANIFEST SUCH HAPPY INTEREST. LESSONS ARE PLANNED TO DEVELOP INITIATIVE, INVENTIONS AND INDEPENDENT POWER TO ENRICH, UNIFY AND COMPLETE DESIGNS. THIS CREATIVE EXPRESSION WITH STRAIGHT AND CURVED LINES SERVES AS AN INTRODUCTION TO LETTERING.

91. DIRECTED OBSERVATION. SPACE RELATIONS — PARALLELS.

**Materials.**— Manila paper 8" x 10" or 6" x 12", crayons.

**Procedure.**— Teach the Parallel Relation of straight lines and curves in vertical, horizontal and oblique combinations. Children may find objects in the room which involve these relationships of direction and interval. Allow children to experiment at the blackboard and on paper, making sets of long lines and curves in parallel relationships. Suggest that these be made in the eight attitudes, up, down, left, right, up and down to left and right. Curves may be inverted to curve outward and inward in all these attitudes.

92. CREATIVE EXPRESSION. DESIGN — REPETITION IN ROW,  
CURVES.

**Materials.**— Manila paper 8" x 10" or 6" x 12", crayons.

**Procedure.**— Continue interest in the occurrence of parallel curves in Design and encourage children to find these in architecture, embroidery, and on china. Allow children to experiment drawing and repeating parallel curves for basic arrangements in borders: touching to form scallops, near together, overlapping; continue to enrich, unify and complete these into satisfactory borders. Use two related colors with black, selected from a color chart.

93. CREATIVE EXPRESSION. DESIGN — ALTERNATION IN ROW,  
CURVES.

**Materials.**— Manila paper 8" x 10" or 6" x 12", crayons.

**Procedure.**— Encourage children to experiment by drawing a series of parallel curves as basic arrangements for Design developments. Illustrate sequence of alternation: (a) of attitude (curves touching to form meander), (b) of position (up and down or right and left), (c) of length (short, long), (d) of number. Lead children to enrich and unify designs.

94. CREATIVE EXPRESSION. DESIGN — CENTRAL BALANCE,  
CURVES.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Interest children in inverting parallel curves around a center to form balanced arrangements of 4, 3, 5 parts. Experiment with group and individual expressions.

95. CREATIVE EXPRESSION. DESIGN — AXIAL BALANCE,  
CURVES.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Interest children in balancing and inverting sets of parallel curves to form left and right arrangements in Axial Balance; up and down balances may also be invented.

## 96. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN.

**Material.**— Newsprint 8" x 10", scissors.

**Procedure.**— Teach or review folding and cutting outlined in Grade I., Lesson 98.

97. CREATIVE EXPRESSION. CONSTRUCTIVE DESIGN — VALEN-  
TINES.

**Material.**— Free cuttings from Lesson 96, manila paper 8" x 10", pencils, crayons.

**Procedure.**— Encourage the laying and tracing of heart shapes as designs for valentines which shall test the child's understanding of orderly and consistent arrangement.

98. CREATIVE EXPRESSION. CONSTRUCTIVE DESIGN — VALENTINES.

**Material.**—White paper 8" x 10", red poster paper 6" x 9", crayons, scissors, paste.

**Procedure.**—Continuing Lesson 97, encourage children to complete valentines. Note suggestions given at teachers' meetings and found in Permanent Exhibition. Careful attention should be given to the adaptation of previous design study. Simple 1-inch measuring with the rule should be used as an aid when constructing valentines.

99. DIRECTED OBSERVATION. DESIGN — LETTERING.

**Material.**—Ruled manila paper 6" x 9", Item 50; pencils or crayons.

**Procedure.**—By drawing at the blackboard, introduce letters based on the horizontal and vertical directions. Teach the drawing of such letters as I, T, L, H, F, E, and words composed of these as FILL, HILL, FIT, HIT, IF. Note the positions, directions and relative lengths required. Children may draw on the board and on lined paper.

100. DIRECTED OBSERVATION. DESIGN — LETTERING.

**Materials.**—See Lesson 99.

**Procedure.**—Introduce letters based on the vertical, horizontal and oblique directions. Children may experiment in drawing N, M, A, V, W, X, Y, Z, K, and words composed of these as VAN, MAN, WAY, WALK, WANT, MANY. Carefully watch for the vertical attitude and balance of lettering.

101, 102. DIRECTED OBSERVATION. DESIGN — LETTERING.

**Materials.**—See Lesson 99.

**Procedure.**—Introduce letters based on curved lines. Allow children to experiment in drawing D, P, R, B, O, Q, C, G, J, U, S, and words composed of these as BROOK, BROAD, PRAY, PRAISE, QUILT, DROP, JUST, DOG, ROB, ROD, JUG, JUDGE, ROOST, DRY.

103, 104. CREATIVE EXPRESSION. DESIGN — LETTERING.

**Materials.**—See Lesson 99.

**Procedure.**—Building on previous study, teach children to experiment in lettering their names, days of the week or month. Carefully watch the spacing of letters in words. When a name is well spaced, the child may locate the visual center of the name, noting on what letter or between which letters this center occurs. This point of balance may serve as a guide when lettering names on drawing envelopes. Names may be lettered in one direction — from left to right — and by using the practice paper as a guide. First names are more essential than family names in Grade II.

## 105. DIRECTED OBSERVATION. APPRECIATION OF ART.

**Materials.**— One color print, pages 9, 10.

**Procedure.**— Instructions, page 9.

## MARCH

## Grade II

SEEK TO STIMULATE VISUAL IMAGINATION AND TO INCREASE FREEDOM AND JOY IN EXPRESSING IDEAS WHICH MAY ARISE FROM LITERATURE. DEVELOP BETTER UNDERSTANDING OF ORDER AND LOVE FOR BEAUTY BY TEACHING APPROPRIATE WAYS OF ORGANIZING AND PRESERVING SCHOOL MATERIAL IN BOOKLETS. ENCOURAGE PRIDE IN WORK WELL DONE.

## 106, 107, 108, 109. CREATIVE EXPRESSION. REPRESENTATION — STORIES, POEMS, SONGS.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— A measured 1-inch margin should be drawn parallel to the left 8-inch edge of every paper to allow for binding space in Lessons 122–126. Consider with the children incidents from stories, poems and songs that readily lend themselves to illustration in drawings that shall develop resources of pure fancy, imagination and memory. Allow each child to select an incident and to illustrate it in his own way. Kindly criticism of drawings may stimulate children to better drawing of the same incident at another lesson. Lead children to realize in a simple way that a picture should have the basic plan, enrichment, and unity of Design.

## 110, 111, 112, 113, 114. DIRECTED OBSERVATION. REPRESENTATION — DRAMATIZATION.

**Materials.**— Manila paper 8" x 10", crayons.

**Procedure.**— Encourage children to express through dramatization incidents and ideas from literature of the grade. Accessories helpful to such expression may be used in simple costuming and in arranging the settings. Pictures for research in relation to historical or geographical details may help to enrich the performances. Guide children in costuming themselves and in grouping and dramatizing the selected incidents. Permit each child to observe and then to picture any phase of the story portrayed. He may add his own details to heighten the effect and to give the setting he wishes to express. All drawings should be from memory as a test of repeated observation. Encourage dramatic action, good proportion, and as direct, truthful drawing as possible in these sketches. A line similar to that in Lessons 106–109 should be drawn in Lessons 110–114.

## 115. DIRECTED OBSERVATION. RECOGNITION OF ART.

**Materials.**— Drawings selected from Lessons 110-114.

**Procedure.**— Follow directions similar to those in Lessons 75 and 87.

## 116-120. CREATIVE EXPRESSION. REPRESENTATION — SPRING.

**Materials.**— Manila or white paper 8" x 10", crayons.

**Procedure.**— A measured 1-inch margin should be drawn parallel to the left 8-inch edge of every paper to allow for binding space in Lessons 122-126. By means of carefully selected pictures, explain realistic and fanciful ways of expressing ideas in pictured forms. Oral descriptions, stories, poems, songs and rhymes may all contribute ideas of spring — budding trees, growing grass and flowers, coming of birds, showers, blue skies and wind blown clouds. Allow children to picture their ideas of spring in realistic or fanciful sketches. Only one type of sketch should be made in one lesson. Accent edges of paper and binding margin with a dark crayon line. Afford time for criticism and selection of drawings that well express facts, that are well composed as designs, that are attractive in color, and that are very interesting in imaginative ideas.

## 121. DIRECTED OBSERVATION. RECOGNITION OF ART.

**Materials.**— Drawings selected from Lessons 116-120.

**Procedure.**— Follow directions similar to those in Lessons 75 and 89. Lead children to select drawings for booklets to be made in Lessons 122-126. Five drawings on white paper or five on manila paper are enough for one book. Do not combine white and manila papers.

122-126. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN —  
BOOKLETS.

**Materials.**— Drawings from Lessons 106-120, white or manila paper 8" x 10", pencils, rules, crayons, string.

**Procedure.**— End Paper. Teach children to measure and rule a 1-inch margin at one 8-inch end of a cover paper. Accent this line and the edges of paper with dark crayon lines. Have the 8" x 9" space decorated as an end paper for the booklet, adapting any previous study of design.

**BINDING:** Teach children to measure and cut a 1" x 8" strip of paper and to fold on its long diameter. Have points measured and placed on this fold at 2 inches, 4 inches, 6 inches. Using this as a guide, have points pricked through covers and pages for booklet. Using pencil point, increase size of holes to take string used for binding. String 18 inches long may be threaded into a needle or forced through holes with a pencil point — up at one end hole, over 8-inch edge, up at same hole — down at middle hole, over 8-inch edge, down at same hole — up at second end hole, over 8-inch edge, up at same hole — down at middle hole — tie on back of booklet near hole one.



**TITLE:** Plan and letter a title on the cover. On 8" x 10" manila paper have children measure, draw and cut a mask to serve as a guide when locating the title. Draw one line 2 inches and one line 3 inches from and parallel to one 10-inch edge of 8" x 10" manila paper. Fold short diameter of paper — unfold — measure and draw 1-inch lines connecting parallel lines already drawn — 1-inch lines to be 2 inches from 8-inch ends of paper — refold diameter — cut away 1" x 6" rectangle to make mask. Place mask over booklet cover and letter title through opening in mask — color of lettering and color of binding may correspond.

127. DIRECTED OBSERVATION. APPRECIATION OF ART.

**Materials.**— One color print, pages 9, 10.

**Procedure.**— Instructions, page 9.

## APRIL

### Grade II.

A NEW BASIC SHAPE, THE OVAL, IS INTRODUCED THIS MONTH FOR RECOGNITION IN NATURE AND ART. BECAUSE OF ITS SIMILARITY TO THE ELLIPSE, TIME IS ALLOWED FOR CAREFUL STUDY AND COMPARISON. CREATIVE DESIGN BUILDS ABOUT THIS SHAPE WITH ENRICHMENTS AND ADAPTATIONS FOR CONSTRUCTIVE DESIGN IN SPRING FAVORS.

128. DIRECTED OBSERVATION. SPACE RELATIONS — OVAL.

**Materials.**— Manila paper 8" x 10", crayons, large oval for demonstration.

**Procedure.**— Present the large oval for observation. Question its likeness and unlikeness to other known shapes. Lead towards a discovery of its proportions and contour. Develop shape sense by tracing with a finger in the air to get the muscular feeling for its contour. Allow children to experiment drawing this shape at the blackboard and on paper. Compare results with model shape and check best drawings.

129. DIRECTED OBSERVATION. SPACE RELATIONS — OVAL.

**Materials.**— Newsprint 8" x 10", scissors, 2-inch ovals, pencils.

**Procedure.**— Review characteristics of the oval and follow directions similar to those in Lesson 37. Compare cuttings with objects, fruits, and vegetables using shapes that are modified or approximate ovals.

130. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF REPE-  
TITION IN ROW, OVALS.

**Materials.**— Manila paper 6" x 12", crayons, oval tablets.

**Procedure.**— Follow directions similar to those in Lessons 39 and 40.

131. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF ALTERNATION IN ROW, OVALS.

**Materials.**— Manila paper 6'' x 12'', crayons, oval tablets.

**Procedure.**— Follow directions similar to those in Lessons 41 and 42.

- 132, 133. CREATIVE EXPRESSION. DESIGN— CENTRAL BALANCE, OVALS.

**Materials.**— Manila paper 8'' x 10'', crayons, oval tablets.

**Procedure.**— Follow directions similar to those in Lessons 62 and 63.

- 134, 135. CREATIVE EXPRESSION. DESIGN — CENTRAL BALANCE, OVALS.

**Materials.**— Manila paper 8'' x 10'', crayons, oval tablets.

**Procedure.**— Follow directions similar to those in Lessons 62 and 63 and develop in three and five parts.

- 136, 137. CREATIVE EXPRESSION. DESIGN — AXIAL BALANCE, OVALS.

**Materials.**— Manila paper 8'' x 10'', crayons, oval tablets.

**Procedure.**— Follow directions similar to those in Lessons 64 and 65.

138. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF PROGRESSION OF SIZE IN AREA, OVALS.

**Materials.**— Manila paper 8'' x 10'', crayons, oval tablets.

**Procedure.**— Follow directions similar to those in Lesson 56. As only one lesson is assigned for this study, children may develop designs as a community experience.

139. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF PROGRESSION OF SIZE IN ROW, OVALS.

**Materials.**— Manila paper 6'' x 12'', crayons, oval tablets.

**Procedure.**— Follow instructions similar to those in Lessons 43 and 44.

140. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF PROGRESSION OF NUMBER, OVALS.

**Materials.**— Manila paper 8'' x 10'', crayons, oval tablets.

**Procedure.**— Follow directions similar to those in Lessons 58 and 59.

## 141, 142. CREATIVE EXPRESSION. CONSTRUCTIVE DESIGN.

**Materials.**— Classroom Posters: newsprint 8" x 10", scissors, poster paper 9" x 12", white paper 8" x 10", paste. Spring Favor: white paper 6" x 12", crayons, pencil, rules, paste.

**Procedure.**— Select either the Poster or Favor for construction.

**POSTER:** Teach free cutting of flower and leaf shapes as modifications of basic geometric shapes. Teach free cutting of basket and bowl shapes of refined proportions suitable to hold an arrangement of these flower and leaf shapes for a classroom poster. Class may choose best basket or bowl, flower and leaf shapes to serve as patterns from which to cut poster paper shapes. Teacher may paste these duplicate shapes as class directs the assembling of a design. Poster may be assembled on large white paper which has been pasted together to make a background of suitable size. Note suggestions at teachers' meetings and in Permanent Exhibition.

**SPRING FAVOR:** Teach children to place 5 points 2 inches apart on 12-inch edges of 6" x 12" white paper and to rule 6-inch lines connecting opposite points. Fold long diameter of sheet — fold one long edge to this diameter — cut on this last fold and discard the  $1\frac{1}{2}$ " x 12" strip — cut 5 slashes  $1\frac{1}{2}$  inches long from long edge to diameter fold — fold on all lines — overlap and paste 2" x 3" ends and six  $1\frac{1}{2}$ " x 2" tabs for bottom of pentagonal favor. A similar favor  $1\frac{1}{2}$  inches high in place of 3 inches high may be made from 3" x 12" paper without discarding  $1\frac{1}{2}$ " x 12" strip. Decorative designs may be adaptations of any previous study using oval shapes. Favors may be designed as in Lessons 66–69, using constructive designs which may be similar but which do not repeat work of that period.

## MAY

## Grade II.

THIS MONTH'S WORK FEATURES ANIMAL LIFE AS AN IMPORTANT INTEREST. RECORDS OF OBSERVATIONS REPRESENTING CHARACTERISTIC ATTITUDES, ACTIONS, TYPES, GENERAL AND RELATIVE PROPORTIONS MAY CENTER ABOUT A STORY, LOCALITY, LEGEND, MUSEUM OR SEASONAL ATTRACTION. A NEW BASIC SHAPE, THE RIGHT TRIANGLE, IS INTRODUCED FOR RECOGNITION AND BUILDING IN CREATIVE DESIGN.

## 143, 144, 145. CREATIVE EXPRESSION. CONSTRUCTIVE DESIGN — MAY BASKET.

**Materials.**— Manila paper for practice, white paper 6" x 12" for finished work, pencils, scissors, rules, tablets, crayons, paste.

**Procedure.**— Working from a definitely measured and ruled line, and using pressboard tablets, and through measuring and folding, develop constructive design for May baskets. Decorative designs may be adaptations of previous

study done in two contrasting tones selected from a color chart. Note suggestions made at teachers' meetings, and in Lessons 66-69, 141-142, and the Permanent Exhibition. A classroom community May Basket similar to that in Lessons 141-142 may answer a creative urge of the season if it has not been designed in April.

146-153. DIRECTED OBSERVATION. REPRESENTATION — ANIMALS.

**Materials.**— Manila paper 8" x 10", crayons — or — newsprint 8" x 10", scissors, poster paper 9" x 12", paste.

**Procedure.**— Introduce a subject around which to center representation of animal life. Drawing or free cutting may be the medium of expression, but decide which is most needed by the class. Subjects such as: Noah's Ark, Domestic Pets, The Farm, Wild Animals, The Zoo, The Circus, have an appeal for children. In presenting this series of lessons, encourage comparison of sizes, characteristic attitudes, color and action. Lead children to make observations from living animals at home, in the classroom, on the street, at parks, at museums, from pictures, prints, and photographs. Encourage direct expression after observation, but no copying. Free cutting or drawing should be the child's expression in representation of facts learned from observation. First cuttings may be re-cut from poster paper and assembled in a classroom design or community poster.

154. DIRECTED OBSERVATION. APPRECIATION OF ART.

**Materials.**— One color print, pages 9, 10.

**Procedure.**— Instructions, page 9.

155, 156. DIRECTED OBSERVATION. SPACE RELATIONS — RIGHT TRIANGLE.

**Materials and Procedure.**— Follow directions similar to those in Lessons 128, 129, using right triangles.

157. DIRECTED OBSERVATION. RECOGNITION OF ART.

**Materials and Procedure.**— Follow directions similar to those in Lesson 38.

158-161. CREATIVE EXPRESSION. SEQUENCES OF REPETITION IN A ROW AND ALTERNATION IN A ROW — RIGHT TRIANGLE.

**Materials and Procedure.**— Follow directions similar to those in Lessons 39-42.

162. DIRECTED OBSERVATION. RECOGNITION OF ART.

**Materials and Procedure.**— Follow directions similar to those in Lesson 45.

## JUNE

## Grade II.

DESIGN SHOULD BE VERY RICH THIS MONTH AS A PROOF OF CREATIVE POWER GAINED FROM THE YEAR'S STUDY. ENCOURAGE CREATIVE FREEDOM, MORE ORDERLY ENRICHMENTS AND BETTER TONE RELATIONS.

163, 164. CREATIVE EXPRESSION. CENTRAL BALANCE — RIGHT TRIANGLE.

**Materials.**— Manila paper 8" x 10", crayons, right triangular tablets.

**Procedure.**— Follow directions similar to those in Lessons 62, 63.

165, 166. CREATIVE EXPRESSION. CENTRAL BALANCE — RIGHT TRIANGLE.

**Materials.**— Manila paper 8" x 10", crayons, right triangular tablets.

**Procedure.**— Follow directions similar to those in Lessons 62, 63, using three and six parts.

167, 168. CREATIVE EXPRESSION. SEQUENCE OF PROGRESSION OF SIZE IN AREA — RIGHT TRIANGLE.

**Materials.**— Manila paper 8" x 10", crayons, right triangular tablets.

**Procedure.**— Follow directions similar to those in Lessons 56, 57.

169, 170. CREATIVE EXPRESSION. SEQUENCE OF PROGRESSION OF SIZE IN A ROW — RIGHT TRIANGLE.

**Materials.**— Manila paper 8" x 10", crayons, right triangular tablets.

**Procedure.**— Follow directions similar to those in Lessons 43, 44.

171, 172. CREATIVE EXPRESSION. SEQUENCE OF PROGRESSION OF NUMBER — RIGHT TRIANGLE.

**Materials.**— Manila paper 8" x 10", crayons, right triangular tablets.

**Procedure.**— Follow directions similar to those in Lessons 58, 59.

173. DIRECTED OBSERVATION. RECOGNITION OF ART.

**Materials.**— Designs selected from Lessons 163-172.

**Procedure.**— Follow directions similar to those in Lesson 45.

## 174. DIRECTED OBSERVATION. APPRECIATION OF ART.

**Materials.**— One color print, pages 9, 10.

**Procedure.**— Instructions, page 9.

175-177. DIRECTED OBSERVATION. REPRESENTATION —  
NATURE.

**Materials.**— Manila or white paper 8" x 10", crayons, simple nature sprays.

**Procedure.**— Review nature sketching as outlined in October. Direct the study, for position, of flowers and leaves — directions of stems, flowers and leaves; number, length, width, size and any other Sequences of Progression.

## SEPTEMBER

## Grade III.

THE TIME ALLOTMENT OF 120 MINUTES PER WEEK FOR THIRD YEAR ART EDUCATION SHOULD BE DIVIDED INTO FOUR PERIODS OF THIRTY MINUTES EACH WEEK.

THE WORK OF THIS MONTH, LARGELY REVIEW, INCLUDES SPACE RELATIONS, TONE RELATIONS, REPRESENTATION AND CONSTRUCTIVE DESIGN. THROUGH LESSONS IN SPACE RELATIONS, A RESPONSE TO DIFFERENT POSITIONS AND DIRECTIONS IS ESTABLISHED AND THE GEOMETRIC SHAPES ARE RECOGNIZED AS BASIC SHAPES IN NATURE AND ART, AND HABITS OF ATTENTIVE OBSERVATION AND ACCURATE EXPRESSION ARE DEVELOPED. BY MEANS OF ADDED KNOWLEDGE, THE CHILD'S LOVE AND APPRECIATION OF COLOR IN NATURE AND ART IS INCREASED. BY CONSTRUCTING OBJECTS THE DESIRE TO PLAN WELL AND TO THINK INDEPENDENTLY IS DEVELOPED.

1. DIRECTED OBSERVATION. SPACE RELATIONS — STRAIGHT AND CURVED LINES.

**Materials.**— Manila paper 9" x 12", pencils, objects. Pictures of objects showing straight or curved parallel edges may be placed about the room.

**Procedure.**— Make the schoolroom environment rich in material illustrating the subject. Review vertical, horizontal and oblique directions. Children may trace these directions in the air and draw on the blackboard. Review parallels. Lead children to discover and to trace in the air examples of parallel horizontal, vertical, and oblique directions before making accurate freehand drawings of straight and curved parallel lines on paper. Use bold gray lines.

2. DIRECTED OBSERVATION. SPACE RELATIONS — GEOMETRIC SHAPES.

**Materials.**— Manila paper 9" x 12", pencils, examples of the geometric shapes. Objects or illustrations based on these shapes may be placed about the room as if by chance.

**Procedure.**— Lead children to recall and find examples of circles, squares, rectangles, ellipses, semi-circles, ovals, and modifications of these shapes. Freehand drawings of some of these geometric shapes should be made on paper and at the blackboard. Emphasize good arrangement. Drawing paper should be placed on the desk with edges parallel to the edges of the desk. Good posture is essential during drawing lessons. Tablets are used this year for reviewing and teaching shapes, for experimental arrangement in design, but not for tracing.

### 3. DIRECTED OBSERVATION. SPACE RELATIONS — TRIANGLES.

**Materials.**— Manila paper 9" x 12", pencils, examples of triangular shapes found in Nature and in Art, large triangular shaped papers or cards.

**Procedure.**— Present or review the right, the equilateral and the isosceles triangles. Direct attention to their points of similarity and analyze their points of difference. Children may draw these shapes on paper and at the blackboard.

### 4. DIRECTED OBSERVATION. TONE RELATIONS — SIX STANDARD COLORS.

**Materials.**— A color chart, good examples of color in Art: textiles, pottery, baskets, pictures, colored papers; in Nature: brilliant flowers, leaves, fruits, vegetables.

**Procedure.**— Review the six colors and teach their position in the color circle. Lead children to discover that some colors are lighter than the standards. A search for light and dark colors in the material provided will arouse keen interest. Encourage children to contribute to a color collection of beautiful tones. Children should share with the teacher in collecting samples of colors.

### 5. DIRECTED OBSERVATION. TONE RELATIONS — COLOR SCALE OF THREE VALUES.

**Materials.**— White paper 9" x 12", crayons, color chart; examples of textiles, beads, pottery, vegetables, fruits, flowers, leaves showing gradation of tone; good color prints showing summer and winter coloring in landscapes.

**Procedure.**— Quickly review color names with recognition of six colors. Fold or cut paper to 6" x 9" size. Encourage children to find in the examples provided, first — red, orange, yellow; second — lighter and darker tones of these colors. Plan a graded color scale of three steps, as follows: place chosen color in the middle, lighter tone a little above and darker tone a little below. Pupils in one row may make similar scales,— light and dark tones of red, orange or yellow. Colors are made lighter by using the crayon lightly and darker by using black with the color. Teachers may demonstrate with blackboard chalks or with crayons on white paper. Arrange tones in an informal scale, gradations of light and dark tones without enclosing shapes.

### 6. DIRECTED OBSERVATION. TONE RELATIONS — COLOR SCALE OF THREE VALUES.

**Materials.**— Same as in Lesson 5.

**Procedure.**— The same as in Lesson 5, using green, blue and violet.



7. DIRECTED OBSERVATION. TONE RELATIONS — BLACK, WHITE AND GRAY

**Materials.**— White paper 6" x 9", black crayon, birds, feathers, textiles, pottery for color reference, a color scale.

**Procedure** — Children may recognize and locate black, white, and gray in materials for color reference. Many different values of gray will be found. By searching, a half-way step between black and white — called middle gray — may be located. Develop an informal scale of white (the white paper), middle gray, and black.

8. DIRECTED OBSERVATION. REPRESENTATION — COLOR IN NATURE.

**Materials.**— White paper 9" x 12", crayons, nature specimens: grasses, sedges, weeds, berry sprays, leaves, flowers, fruits, vegetables.

**Procedure.**— Select simple specimens, or simplify specimens by elimination of some leaves, flowers or berries. Co-operate with school garden teachers. Place examples where they may be clearly seen by all pupils. Teach structure and growth. Children should study growth of stem, leaves, flower or fruit and their relation to visual elements: position, direction, attitude, measure, proportion, and shape, and to the laws of order: repetition, sequence and balance. Encourage children to carefully observe light and dark tones in specimens and to draw them freely with crayons. Good arrangement on the paper should be emphasized.

9. DIRECTED OBSERVATION. REPRESENTATION — COLOR IN NATURE.

**Procedure.**— The same as in Lesson 8, with emphasis on the richness and brilliancy of color.

10. DIRECTED OBSERVATION. REPRESENTATION — COLOR IN NATURE.

**Procedure.**— The same as in Lesson 8, drawing leaves, flowers, fruits or vegetables. Teach children to manipulate one color over another when one crayon alone does not produce the desired tone. Questions: "Is the color light? Is it dark? Is it more red or more blue?"

11. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — ONE-INCH AND ONE-HALF-INCH MEASURES.

**Materials** — Manila paper 9" x 12", pencils, leatherboard rules.

**Procedure.**— Review or teach the use of a rule as a means of establishing distances between any two given points. Review 1-inch measure. Emphasize the fact that 1 inch on a rule is located not only at the beginning of a

rule, but that the length, 1 inch, may be found in any part of the rule. Teach  $\frac{1}{2}$ -inch measure. Children may locate  $\frac{1}{2}$  inches on the rule, and draw lines of  $3\frac{1}{2}$  inches,  $6\frac{1}{2}$  inches, etc. Objects may be measured, each child making a record on paper of some definite lengths by laying off the number of inches and half-inches on a straight line.

12. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN —  
MEASURING AND LAYING OFF GIVEN DISTANCES.

**Materials.**— Manila paper 9" x 12", rules, pencils.

**Procedure** — The lesson is similar to Lesson 11, with emphasis on directions for laying off any given distance. Explain the correct way to make a point when indicating a definite measurement. Teach the construction of a rectangle by laying off definite distances and working from one corner of the paper; or, teach the construction of a square based on a working line. After experimentation, a square or rectangle one-half or twice the size of the first ones may be constructed. Well arranged papers are to be encouraged.

## OCTOBER

### Grade III.

THE MONTH OF BRILLIANT COLOR EFFECTS IN NATURE MAY BE AMPLIFIED BY STUDY OF RICH COLOR COMBINATIONS FOUND IN TEXTILES AND OTHER OBJECTS MADE BY MAN, AND ALSO BY STUDYING REPRODUCTIONS OF FINE WORKS OF ART. LETTERING IS INTRODUCED THAT WORDS OR GROUPS OF WORDS MAY BE CORRECTLY SPACED, THUS ACQUIRING BEAUTY OF ARRANGEMENT.

13. DIRECTED OBSERVATION. RECOGNITION OF ART.

**Procedure.**— Display as many as possible of the nature drawings made in Lessons 8, 9, 10. Arrange in the same group those drawings made from the same kind of plant. If possible, have in the room some of the same varieties of specimens. Criticism of this art exhibit should come from the children and should be conducted in a happy, helpful spirit. Suggestive questions: "Which drawings look most like the specimen? Why? Which look as if they would grow? Are the leaves and blossoms the right shape? Which are the most beautiful in color?" Display for a few days several of the best papers selected by the class.

14, 15, 16, 17. DIRECTED OBSERVATION. REPRESENTATION —  
COLOR IN NATURE.

**Procedure.**— Conduct lessons similar to previous nature lessons, using colorful leaves, berry sprays, fruits or vegetables. Gradation of light and

dark tones is stressed this year, but the recognition of gradations from one color to another color should be encouraged whenever such effects occur and are recognized in specimens.

18, 19. DIRECTED OBSERVATION. REPRESENTATION — RECOGNITION OF TONE, COLOR IN ART.

**Materials.**— White paper 9" x 12", crayons, textiles, ribbons, printed papers, Indian pottery, Japanese lanterns illustrating repetition of shape and tone.

**Procedure.**— Select examples simple enough for children to translate and place them where they may be plainly seen. Teach children to plan the arrangement on paper and then to study the steps by which a pattern is developed: "What colors are used and what are the shapes of the spots of color?" Drawings should be developed freely with crayons.

20. DIRECTED OBSERVATION. APPRECIATION OF ART.

**Materials.**— One color print, page 11.

**Procedure.**— Instructions, page 9. Arrange picture in most attractive and interesting way possible. Develop interest in the story: "What does it say? How is it said? Why is it said? Why do others like it?" Dramatize the story and name tones found in the picture. "Who made the original painting and when did he live?" Stimulate in the children a desire to know more about pictures. The story of the picture may be told by the children. The teacher should add her contribution by directing the pupils' attention to the way in which the artist has told the story — making the picture of interest by using masses of light and dark tones, by placing dark trees, buildings or people against light, or light against dark, and by using lines which direct attention into the picture. Good works of Art in the room or in the building, which are within the children's comprehension, may be studied sometime during the year. If the artist is well known, his name and the kind of pictures he loved to paint may be taught through recognition of pictures other than the one studied.

21. DIRECTED OBSERVATION. DESIGN — LETTERING.

**Materials.**— Ruled manila paper 6" x 9" — Item 50, pencils, lettering chart.

**Procedure.**— Review letters as grouped in previous lessons by drawing at the blackboard. Direct children to observe the direction of lines and the proportions in height and width of the different letters. Height of letters may be one or two spaces. When two spaces are used on the lined paper, the middle line will serve as a guide to show that some letters cross above and some below the middle. Direct the freehand drawing of letters made with vertical and horizontal lines, letters requiring oblique lines, letters made with all

curved lines and those made with straight and curved lines. Each group of letters should be arranged in a horizontal row and each letter should be drawn several times.

22. DIRECTED OBSERVATION. DESIGN — LETTER GROUPING.

**Materials.**— Ruled manila paper 6" x 9", pencils, lettering chart.

**Procedure.**— Demonstrate on the blackboard the grouping of letters to form words. Follow this study with practice lettering on paper. Choose short words which may be made by combining letters from the first group of straight line letters. See Lessons 99–104, Grade II. Children should consider direction of lines, proportion, size, and the relation of one letter to the next letter.

23, 24. DIRECTED OBSERVATION. DESIGN — LETTERING OF CHILD'S NAME.

**Materials.**— Manila paper 9" x 12", pencils.

**Procedure.**— Direct lettering of the child's name in sizes suitable for the drawing envelopes. If the name is long, the first initial and last name may be used. Spaces between individual letters should be slight. Spaces between words should be equal to the letter M. Blank spaces should occur between lines of lettering. Note letter proportions on chart. Save papers for Lesson 25.

25. DIRECTED OBSERVATION. DESIGN — LETTERING ON ENVELOPES.

**Materials.**— Drawing envelopes 10" x 13", rules, scissors, pencils. Lettering papers from last lesson.

**Procedure.**— Direct the lettering of names on drawing envelopes, each child working from the best arrangement made in Lesson 24. Cut the strip with lettered name from the drawing paper, fold to find center of name, place center of paper to correspond with vertical center of envelope and just above place where name is to be lettered on the envelope.

26. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN.

**Materials.**— Manila paper 9" x 12", rules, pencils, scissors.

**Procedure.**— Review the use of a rule, measuring definite distances to include inches and half-inches, and the construction and cutting of rectangles, squares and triangles. Encourage truth telling work by children, but avoid arbitrary dictation.

## 27, 28. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN.

**Materials.**— Manila paper 9" x 12", rules, pencils, scissors, paste.

**Procedure.**— From among the constructive design suggestions for December, select one article such as the tray, square, or triangular bon bon, or wing box for practice construction and adaptation of 1 inch and  $\frac{1}{2}$  inch. Teach children to lay off the measures, rule lines, cut, fold and paste the article as outlined under the titles named.

## NOVEMBER

## Grade III.

THE MONTH'S STUDY REVIEWS AND STIMULATES NEW CREATIVE EXPRESSION IN DESIGN, FEATURING SEQUENCES OF REPETITION AND OF ALTERNATION IN A ROW AND IN A FIELD. THE METHOD BUILDS THE WHOLE DESIGN STEP BY STEP. EACH CHILD CHOOSES A COLOR AND A SHAPE, EITHER GEOMETRIC OR MODIFIED. THE SHAPE IS REPEATED AT REGULAR INTERVALS IN A VERTICAL OR HORIZONTAL DIRECTION, PRODUCING A SIMPLE SEQUENCE OF REPETITION IN A ROW. A LIGHTER OR DARKER TONE OF THE SAME COLOR OR ANOTHER COLOR IS CHOSEN. USING THIS TONE, A NEW SHAPE OR A DIFFERENT SIZE OR NUMBER OF THE SAME SHAPE IS REPEATED IN THE SPACES BETWEEN THE FIRST ROW OF SHAPES, PRODUCING A SEQUENCE OF ALTERNATION.

ENRICHMENT IS OBTAINED BY USING VALUES OF THE CHOSEN COLORS, OR BLACK. SINGLE LINES, GROUPS OF LINES, OR SMALL SHAPES MAY BE USED. UNIFY THE DESIGN WITH BORDERS CLOSELY RELATED TO THE PATTERN.

THE SAME METHOD IS FOLLOWED FOR SEQUENCES OF REPETITION AND ALTERNATION IN A FIELD. THE SHAPE IN THIS CASE IS REPEATED IN A ROW, THEN IN ANOTHER ROW, UNTIL THE FIELD IS COVERED WITH SHAPES AT REGULAR INTERVALS.

CRITICISM OF PUPILS' WORK BY THE PUPILS MAY ANSWER QUESTIONS: "IS THE DESIGN PLANNED CORRECTLY? DO THE SHAPES LOOK WELL TOGETHER? DO THEY FILL THE SPACES WELL? IS THE COLOR GOOD? DOES IT MAKE A BEAUTIFUL DESIGN?"

29. DIRECTED OBSERVATION. RECOGNITION OF ART —  
SEQUENCE OF REPETITION IN A ROW WITH ALTERNATION.

**Materials.**— Manila paper 9" x 12", illustrative material showing Repetition or Repetition with Alternation; plants, sprays, flowers, lace, embroidery, baskets, bowls with border designs.

**Procedure.**— Encourage children to discover Repetition with Alternation in illustrative material. Teach them to recognize and to draw the structural development of the plant or pattern. This study may include Sequences of Alternation in Number, Length, Width, Size, Position or Shape.

30. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF REPETITION IN A ROW WITH ALTERNATION OF POSITION AND SIZE.

**Materials.**— Manila paper  $4\frac{1}{2}''$  x  $12''$ , crayons.

**Procedure.**— Fold and cut  $4\frac{1}{2}''$  x  $12''$  from the  $9''$  x  $12''$  paper. Children may create Sequence of Repetition in Rows in which their inventive expression will show Alternation of Position and Size. Use one color and black and enrich with lines and dots.

31, 32. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — THE FIRST MEETING HOUSE AND FORT.

**Materials.**— Construction paper  $9''$  x  $12''$ , rules, scissors, pencils, pictures of First Meeting House and Old Fort, 1621.

**Procedure.**— Using rule and pencil, have points measured and placed on 12-inch edges of paper  $2\frac{1}{2}$  inches from all four corners — rule two 9-inch lines connecting opposite points. On 9-inch edges have points placed  $2\frac{1}{2}$  inches and 3 inches from all four corners — rule four 12-inch lines connecting opposite points. Cut out four rectangles  $\frac{1}{2}''$  x  $2\frac{1}{2}''$  and fold on all remaining lines — fold paper to show “flat roof and batilments.” Unfold and plan openings for “ordnance” by placing points on 12-inch lines  $4\frac{1}{2}$  inches and 5 inches from ends of lines — refold and cut  $\frac{1}{2}$ -inch slashes at these points — fold these  $\frac{1}{2}$ -inch double squares and pasté them to the flat roof — fold and paste ends of Old Fort — cut away  $\frac{1}{2}''$  x  $3''$  tabs at lower edge of ends. Before any pasting is done, plan and draw a horizontal row of “loop holes” on long sides of building, large door at one end, and color the building to resemble heavy log construction.

“The old fort and first meeting house, 1621.

“This somer they builte a forte with good timber, both strong and comly, which was of good defence, made with a flat rofe and batilments, on which their ordnance were mounted, and wher they kepte constant watch, especially in time of danger. It served them allso for a meeting house.”

— WILLIAM BRADFORD.

33, 34. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF REPETITION IN A ROW WITH ALTERNATION OF POSITION, NUMBER AND SHAPE.

**Materials.**— Manila paper  $4\frac{1}{2}''$  x  $12''$ , crayons.

**Procedure.**— Building on the information gained in Lessons 29, 30, develop lessons in which children will use two shapes drawn in Sequence of Repetition in a Row with Alternation of Position, Number and Shape. Encourage freedom of arrangement by allowing children to work in groups or in succession at the blackboard and at their desks. Consider possible enrichments and

arouse interest in the growth and unity of pattern. Shapes may be drawn with one color, using a darker tone of the same color or black for accent and enrichment.

35, 36. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF REPETITION IN A ROW WITH ALTERNATION OF ATTITUDE AND TONE.

**Materials.**— Manila paper  $4\frac{1}{2}'' \times 12''$ , crayons, illustrative material.

**Procedure.**— Continue to develop creative patterns using two shapes in Sequence of Repetition in a Row with Alternation of Attitude and Tone. From a color chart the children may select two warm colors, such as R and O, or two cool colors, such as B and G, to be used with black. Border lines may enrich and unify the design.

37, 38. CREATIVE EXPRESSION. DESIGN — REPETITION IN A ROW SHOWING OVERLAPPING OF SHAPES.

**Procedure.**— Call attention to the material provided, as in Lesson 29, and to similar arrangements of Repetition in a Row showing overlapping of shapes which may occur on the children's clothing. Repetition may be in horizontal or vertical rows using equilateral or isosceles triangles. From a color chart select two tones of one color with a dark tone of the opposite color, thus using warm and cool colors; for example,— light and dark orange and a darker tone of blue for enrichment.

39, 40. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — INDIAN HEADDRESS OR PURITAN BONNET.

**Indian Headdress.**

**Materials.**— Construction paper  $9'' \times 12''$ , rules, scissors, crayons, pencils. Indian illustrations: Pictures, feathers, bead work, blankets, baskets.

**Procedure.**— Interest children in the illustrative material, noting designs and colors which Indians used. Place paper with 12-inch edge at top — on left and right 9-inch edges lay off from the bottom  $\frac{1}{2}$  inch,  $1\frac{1}{2}$  inches, 2 inches — connect opposite points. On the line 2 inches from the bottom and on the top long edge of paper, beginning at the left, lay off  $\frac{1}{2}$  inches across the paper — connect opposite points with 7-inch lines — find the line in the middle of the top edge — lay off  $\frac{1}{2}$  inch from the top on this line — draw from this point to the points where the next vertical lines on left and right of center touch top edge — cut out this triangle. From these last points, draw oblique lines, right and left, to points 5 inches from top on the 9-inch edges. Each feather is 1 inch wide. Two feathers touch the top edge. The apex and outside slanting edge are on the long oblique line. Make the opposite short slant of each feather balance the lines given. Cut on long

oblique lines, then on center vertical line from top to horizontal band — cut between other feathers, every other line. Cut other oblique edges of feathers. To lengthen headband cut a strip of paper 2" x 12" and paste the ends. Coloring — use a progression of warm colors — red, orange, yellow for the feathers, with strokes slanting toward center of feather. Starting at center of the band, draw a square or two equilateral triangles facing each other — to the right and left draw a Repetition in a Row showing overlapping of triangles. Use colors in the feathers and black for accent.

### Puritan Bonnet.

**Materials.**— White paper 9" x 12", rules, scissors, pencils, pictures of Puritans with white caps.

**Procedure.**— Teach children to measure and cut a 9-inch square. Lay off  $1\frac{1}{2}$  inches down from the top on the left and right edges — connect these points — fold on the vertical diameter — open and fold bottom edge up to line  $1\frac{1}{2}$  inches from top — turn over and place folded edge at top — fold upper left and upper right folded half until they coincide with the center fold — fold up all the paper below the triangles. Force the fingers under the last fold up into the bonnet toward the top and turn it over. By pasting two pieces of drawing paper together, a bonnet large enough for a child may be constructed.

41. DIRECTED OBSERVATION. APPRECIATION OF ART — PICTURES SUGGESTIVE OF THE SEASON — HARVEST, THANKSGIVING, PILGRIM AND INDIAN PICTURES. SEE LESSON 20.

42. CREATIVE EXPRESSION. DESIGN — MODIFICATION OF GEOMETRIC SHAPES.

**Materials.**— Manila paper 9" x 12", pencils, triangular tablets, illustrative material — objects based on the geometric shapes with emphasis on triangles.

**Procedure.**— Review the three kinds of triangles: right, equilateral and isosceles triangles. The lesson may begin at the blackboard with as many children working as possible. The shapes are to be modified in an orderly manner by using curves — circular or elliptical, curving either in or out of the shape. Several modifications may be drawn in outline on drawing paper. Save papers for future reference in December.

43, 44. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF PROGRESSION OF SIZE AND TONE IN A ROW.

**Materials.**— Manila paper 9" x 12", crayons, color chart.

**Procedure.**— A simple modification of the equilateral or isosceles triangle may be used in a Sequence of Progression of Size and Tone. Recall shapes



modified in the last lesson. The shapes may be built on a vertical or horizontal axis, touching or overlapping. The progression or gradation is from small to large or from large to small. Three sizes of the same shape should be used. Single inversion may be encouraged. From a color chart select for coloring a progression of warm colors — yellow, orange, red. Enrich and unite shapes with black.

## DECEMBER

### Grade III.

DESIGN THIS MONTH WILL COMBINE CREATIVE EXPRESSION WITH DIRECTED OBSERVATION, THE PURPOSE BEING TO CREATE BEAUTY IN CONSTRUCTED OBJECTS. GOOD STRUCTURE IS MOST ESSENTIAL. DESIGNS APPROPRIATE TO THE SUBJECT, TO THE MATERIAL, AND TO THE CONSTRUCTION MAY BE USED WITH ADAPTATIONS OF SEQUENCES OF REPETITION, ALTERNATION AND PROGRESSION, AXIAL AND CENTRAL BALANCES.

#### 45. CREATIVE EXPRESSION. DESIGN — PROGRESSION OF NUMBER.

**Materials.**— Manila paper 9" x 12", triangular tablets.

**Procedure.**— Children may choose a shape, the equilateral or isosceles triangle. Direct children to make several arrangements with tablets on 9" x 12" paper. Progression will be 1, 2, 3, 4, 5; 2, 4, 6, 8, 10; 1, 3, 5, 7, 9. The progression may be either from above, increasing downward, or from below, increasing upward.

#### 46. CREATIVE EXPRESSION. DESIGN — PROGRESSION OF NUMBER.

**Materials.**— Manila paper 9" x 12", crayons.

**Procedure.**— Freehand crayon designs showing Progression of Number and Position may be drawn at the blackboard and on paper. Encourage children to recall arrangements made in Lesson 45, and to invent new arrangements. From a color chart children may select one color and a darker tone of the opposite color for enrichment, as light red and a darker green, or orange and a darker blue. Save papers as suggestions for holiday decorations.

#### 47, 48. CREATIVE EXPRESSION. DESIGN — PROGRESSION IN AN AREA.

**Materials.**— Manila paper 9" x 12", crayons, illustrative material showing Progression in an Area.

**Procedure.**— Display best results from Lesson 42. Encourage children to draw a large triangular shape which they may modify or enrich. Within this

shape they may develop Progression in an Area. Drawings may be developed at the blackboard and on paper. Designs should show an understanding of progression of warm or cool colors. Black may be added in the enrichment.

49, 50, 51, 52. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — HOLIDAY GIFTS.

**Materials.**—The materials for each article are described with the instructions for its design.

**Procedure.**—From among the following articles, select one or two for construction and decoration for the holidays. Teach the constructive process or review the work of Lessons 26, 27, 28, using manila paper, rules, pencils, scissors and paste. Repeat the steps, using white or poster paper and an adaptation of previous design study. Have the creative design finished before children do the final pasting.

**Triangular Bon Bon.**—From manila paper teach children to measure, rule and cut a 6" x 7" rectangle. On 6-inch edges have points placed at  $1\frac{1}{2}$  inches, 3 inches,  $4\frac{1}{2}$  inches — rule 7-inch lines connecting opposite points — fold on lines — paste overlapped end to make hollow triangular tube. Children may measure and cut 6" x 9" thin poster paper for covering bon bon. Place points on 6-inch edges at  $1\frac{1}{2}$  inches, 3 inches,  $4\frac{1}{2}$  inches — rule 9-inch lines connecting opposite points — fold on lines. This covering paper will be enriched with creative design before pasting. Paper ends of equal length will be tucked inside after paste is dry and bon bon has been filled.

**Square Bon Bon.**—Teach children to measure, draw, and cut a  $7\frac{1}{2}$ " x 9" piece of white paper. On the  $7\frac{1}{2}$ -inch edges have points placed at  $1\frac{1}{2}$  inches, 3 inches,  $4\frac{1}{2}$  inches, 6 inches — rule lines to connect opposite points. On 9-inch edges have points placed  $1\frac{1}{2}$  inches from each corner — rule  $7\frac{1}{2}$ -inch lines to connect opposite points — cut on all  $1\frac{1}{2}$ -inch lines from  $7\frac{1}{2}$ -inch edges to the  $7\frac{1}{2}$ -inch lines — fold on all lines to make square end box. Cut away two  $1\frac{1}{2}$ -inch squares, one each at opposite ends of one outside  $1\frac{1}{2}$ " x 6" rectangle. Paste  $1\frac{1}{2}$ " x 6" lap inside with  $1\frac{1}{2}$ -inch squares overlapping at ends.

**Cornucopia.**—Teach children to measure, draw and cut a  $7\frac{1}{2}$ -inch square of white paper. Fold one diagonal of this square — unfold — fold one  $7\frac{1}{2}$ -inch edge to the diagonal — fold adjacent  $7\frac{1}{2}$ -inch edge to diagonal — slip these right triangles over each other and paste — cut a small opening at upper end of diagonal fold to slip over twig on Christmas tree. Creative Design for one triangular face should be practiced within a similar shape. Edges may be accented with crayon lines.

**Classroom Border.**—Continue teaching the measuring and ruling of lines to construct triangles. Use a working line drawn parallel to and 1 inch from

the 6-inch edge of 6" x 9" paper. Measure and draw 9-inch diameter of paper — place points at 2 inches each side of diameter on working line and a point  $5\frac{1}{2}$  inches above this line on diameter — rule lines connecting these three points to make an isosceles triangle. Repeat process on second paper, using points at  $2\frac{1}{2}$  inches each side on diameter. Cut on lines of triangles to make patterns of 5" x 6" x 6" and 4" x  $5\frac{1}{2}$ " x  $5\frac{1}{2}$ " triangles. On 9" x 12" paper measure and rule a 12-inch working line 1 inch from one edge of paper — measure and draw 9-inch diameter of paper — fold larger triangle on altitude line — place this on 9-inch diameter of 9" x 12" paper — place base of triangle on working line, and trace shape. Trace smaller triangle at left and right, having one long edge common to both sizes of triangles — accent lines with pencil, and rule — cut out five-sided shape and use as pattern from which to cut red paper cornucopias. Cut 8-inch circles of white paper against which to mount cornucopias filled with sprays of evergreen. See Permanent Exhibition.

**Tree Ornament.**— Using 9" x 12" paper, teach children to measure and cut a 3" x 12" piece — measure and place points  $1\frac{1}{2}$  inches apart on 3-inch and 12-inch edges of paper — rule lines connecting opposite points — cut on 12-inch line — fold on  $1\frac{1}{2}$ -inch lines to make two 12-inch folded strips of eight squares each. Refold strips in a zigzag — hold two strips at right angles — overlap first two squares — fold alternately one square over the next, proceeding upward or downward to make an accordion fold. Thread a looped piece of worsted or brilliant cord through the center of the folded strips. A bead at the top and bead with tassel at the bottom will add interest to the ornament.

### Drinking Cups and Folder.

**Materials.**— Construction paper 9" x 12", rules, pencils, scissors.

**Procedure.**— Measure and cut a 7-inch square for a folded cup, pupils working from one corner of a 9" x 12" paper. Fold one diagonal of 7-inch square — place paper with fold toward worker — measure  $\frac{1}{2}$  inches from right and left angles of triangle, placing points on oblique edges of paper — repeat on opposite side of paper — fold lower right corner to touch point on left edge — turn paper over — fold lower right corner as before — fold down triangles at top, one on each side — tuck each into a folded corner. Repeat to make second cup. Measure and cut 8" x  $9\frac{1}{2}$ " rectangle for folder, using white or construction paper. Measure and rule lines parallel with and  $2\frac{1}{2}$  inches from all four edges of paper — cut away  $2\frac{1}{2}$ -inch squares from each corner — fold on lines. Decorate folder with adaptation of design or plan a decorative seal. The folder may be made from a 6-inch square of paper folded on the diameters and diagonals and folded from the end of one diameter to the end of the next diameter, a seal closing the four triangular laps and an axial balance design decorating the  $4\frac{1}{4}$ -inch square surface.

### Picture or Calendar Mount.

**Materials.**— White or construction paper 9" x 12", rules, pencils, scissors.

**Procedure.**— Measure and cut three papers, one  $4\frac{1}{2}$ " x  $7\frac{1}{2}$ "; one 4" x  $7\frac{1}{2}$ "; one  $4\frac{1}{2}$ " x 8". Place one 4" x  $7\frac{1}{2}$ " paper on one  $4\frac{1}{2}$ " x  $7\frac{1}{2}$ " paper, long diameters at right angles, ends projecting equally — fold one end of under paper over upper paper — repeat with opposite end — turn both papers over — fold one end of under paper over upper paper — repeat with opposite end — separate papers — recrease folds — lock ends of one folded paper into folded ends of other paper. Measure and draw a light pencil line 2 inches from and parallel to the ends of a  $4\frac{1}{2}$ " x 8" paper or a 4" x  $8\frac{1}{2}$ " paper — fold on lines — unfold — place a point  $\frac{1}{2}$  inch from corner on  $4\frac{1}{2}$ -inch or 4-inch end of paper — repeat on opposite end — draw oblique lines to connect point with ends of  $4\frac{1}{2}$ -inch line — cut on oblique lines — slip paper through folded unit to make support for picture mount — "tip on" one appropriate picture  $2\frac{1}{2}$ " x  $3\frac{1}{2}$ ", or a calendar pad of this size. A decorative border done in colored crayon may surround the calendar pad.

**Tray.**— Using 9" x 12" paper, teach children to measure, draw and cut a 6" x 9" rectangle. On the 9-inch edges place points at 1 inch, 2 inches, 7 inches, 8 inches, and connect opposite points with carefully ruled lines. On the 6-inch edges place points at 1 inch, 2 inches, 4 inches, 5 inches, and rule lines to connect opposite points. Cut away three outside 1-inch squares from four corners and cut on 1-inch line at ends of 1" x 2" rectangles. Fold all lines — paste 1-inch square laps to make tray 1 inch deep, having 1" x 2" and 1" x 5" wings or having these pieces folded inside to reinforce tray. Design may be located in bottom of tray, 2" x 5" rectangle, or it may occur as a simple repetition in a row, 1 inch wide on outside or on wings of tray.

**Notebook.**— Teach children to measure and cut  $3\frac{1}{2}$ " x 9" drawing paper or poster paper cover — fold short diameter. Teach children to measure and cut six  $3\frac{1}{2}$ " x 10" pieces from Item 3 ruled paper — cut away the wide margin at top of these pieces — fold  $3\frac{1}{2}$ -inch diameter of each — slip one inside another to make pages. Fold short diameter of one  $3\frac{1}{2}$ -inch strip cut from top of 10-inch pieces — fold ends to this diameter — mark folds — use this as guide to locate three holes for sewing when binding pages in cover of notebook. In binding, use 12-inch split raffia or cord — out at one end hole, in at center hole, out at second end hole, in at center hole, tie in hard knot near center hole.

**Wing Box.**— Teach the measuring and cutting of a  $6\frac{1}{2}$ -inch square of paper. On each edge of the square have points placed at  $2\frac{1}{2}$  inches and 4 inches, which locates points  $2\frac{1}{2}$  inches from each corner of all four edges of square. Draw lines to connect these points, making four  $2\frac{1}{2}$ " x 3" triangles. Draw

four lines to connect ends of bases of opposite triangles. Fold all lines — cut one line of each 1-inch triangle — refold box with triangular wings projecting.

53. DIRECTED OBSERVATION. APPRECIATION OF ART — PICTURES SUGGESTIVE OF THE SEASON.

**Materials.**— One color print, pages 11.

**Procedure.**— Instructions, page 9.

54, 55, 56. CREATIVE EXPRESSION. DESIGN — HOLIDAY GIFTS.

**Materials.**— White or manila paper 9" x 12", pencils, crayons.

**Procedure.**— Teach children to plan and practice designs suitable for articles made in constructive design. Patterns must be practiced and built up within the same size areas as those on the constructed gifts. Choose a type of design appropriate for the space to be decorated,— border, field, Progression in an Area, Central or Axial Balance. The circle, square, rectangle, triangle or modifications of any one may be used as shapes. Axial Balances may be built from curved lines, showing progression of length and number. Edges may be accented with lines of color. Using a color chart, select color combinations based on previous study. From among the practiced designs children may choose one to be repeated on the gift.

## JANUARY

### Grade III.

THE STUDY OF REPRESENTATION SHOULD ENCOURAGE AND PROMOTE TRUTH IN REPRESENTING FACTS AND APPEARANCES, TRUTH IN EXPRESSING IDEAS. LESSONS MAY BE APPROACHED AND DEVELOPED THROUGH THE AVENUES OF:

**Observation,** as training powers of observation and judgment. Real contacts are necessary in order to clarify and impress principles. Drawing may be in line or color.

**Memory.**— Drawing from memory, things which are both in and out of school.

**Observation and Memory.**— Drawing from memory after having been directed to carefully observe something.

**Memory and Imagination.**— Giving opportunity for initiative and self-expression. Drawings representing experiences of school, family or out-of-door life; also stories and rhymes to supplement language, history or geography.

**Imagination.**— Drawings representing animals, birds, characters and objects drawn from fancy or imagination. Drawings representing imaginative incidents and happenings.

57. DIRECTED OBSERVATION. STUDY OF PEOPLE.

**Materials.**— Manila paper 9" x 12", crayons.

**Procedure.**— Demonstrate with children in action. Teach positions, directions, measures, proportions and shapes, colors and values. Direct children to observe lines which give the most action in the different attitudes featured. Use the method of "tracing in the air" by having children trace with the finger the principal directions and shapes, first in the air, then on paper, before making large spontaneous drawings with crayons. This method is to be followed for acquiring knowledge when the object is present. Suggest improvement through kindly, constructive criticism. Direct the selection of the best papers.

58. DIRECTED OBSERVATION. STUDY OF PEOPLE.

**Procedure.**— Same as in Lesson 57, with emphasis on characteristic proportions.

59, 60. DIRECTED OBSERVATION. STUDY OF PEOPLE.

**Materials.**— Manila paper 9" x 12", crayons.

**Procedure.**— Continue the study of characteristic proportions when drawing people. Call attention to the attitude of the head when looking up at a bird or flying machine, when looking down at a baby, or animal. The line and mass of the hair often helps to explain the attitude of the head. Encourage the study of a variety of attitudes of the body, arms and legs to express action.

61. DIRECTED OBSERVATION AND MEMORY. GROUPS OF CHILDREN.

**Materials.**— Manila paper 9" x 12", crayons.

**Procedure.**— Dramatize a game or home activity. Use the method of tracing in the air. Review position, direction, measure and shape in relation to grouping. Drawing some children in front of other children is the new problem. The nearer children should be drawn first, then those who are partly hidden by the nearer ones.

62. CREATIVE EXPRESSION AND MEMORY. GROUPS OF PEOPLE IN ACTION.

**Materials.**— Manila paper 9" x 12", crayons.

**Procedure.**— Encourage children to recall particular activities of people at work or at play. Choose one subject from those suggested by the class.

Each child may draw one incident illustrating a group of people in action. The result should be a large, spontaneous, life-like drawing of a group of people.

63. DIRECTED OBSERVATION AND MEMORY. STUDY OF ANIMALS IN ACTION.

**Materials.**— Manila paper 9" x 12", crayons.

**Procedure.**— Encourage children to recall the characteristics of an animal. "What is the direction of the back? What shape is the body? Is the tail long or short, bushy or slender? What are the directions of the legs when he walks, runs, or hops?" Memory may be stimulated by tracing with the finger on the paper before drawing to locate positions, directions, size. When possible, have an animal in the classroom, the children making several quick drawings, showing action with a few lines.

64. DIRECTED OBSERVATION AND MEMORY. ANIMALS IN ACTION.

**Materials.**— Manila paper 9" x 12", crayons.

**Procedure.**— When possible, visit the birds, fishes and animals in Franklin Park Zoo, the Aquarium at City Point, the Children's Museum, or other interesting collections to acquire information and then to record the facts. Photographs and pictures may be used as books are used and referred to for information, but never used for copying, as the course is planned to develop individual expression.

65. DIRECTED OBSERVATION. APPRECIATION OF ART — PICTURES OF ANIMALS AND CHILDREN.

**Materials.**— One color print, page 11.

**Procedure.**— Instructions, page 9.

66. CREATIVE EXPRESSION. EVERY DAY EXPERIENCES.

**Materials.**— Manila paper 9" x 12", crayons.

**Procedure.**— Suggestive subjects showing action: games, recreation, home life, care of animals, citizenship. Encourage children to describe, recall, or dramatize a familiar and happy incident. Emphasize the center of interest by size and color of the group. Follow this method in all creative work of this grade. The results should be spontaneous, individual expressions of definite ideas. Gradual improvement should be developed through constructive criticism from the teacher and the class.

67. CREATIVE EXPRESSION. EVERY DAY EXPERIENCES.

**Procedure.**— Same as in Lesson 66, repeating the subject but changing the incident.

## 68, 69. CREATIVE EXPRESSION. EVERY DAY EXPERIENCES.

**Procedure.**—Same as in Lessons 66, 67, with change of subject which should include drawing of people and animals.

## 70. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — TOY THEATRE.

**Materials.**—Construction paper 9" x 12", rules, pencils, scissors, paste.

**Procedure.**—Teach the measuring and ruling of lines  $\frac{1}{2}$  inch from and parallel to the 9-inch ends of two sheets of construction paper — fold on lines. Teach measuring and cutting of two pieces of construction paper 5" x 9" and drawing of lines on these papers 2 inches from one 9-inch edge. Teach measuring and cutting two pieces of paper 4" x 9" and drawing of a line  $\frac{1}{2}$  inch from one 9-inch edge of each piece — fold on lines.

## 71, 72. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — TOY THEATRE.

**Materials.**—From Lesson 70: Two 4" x 9" papers for wings; two 5" x 9" papers for theatre ends; two 9" x 12" papers for back drop and stage front. Crayons, paste.

**Procedure.**—Select a story to be dramatized on the toy stage. On 4" x 9" papers draw trees, vines, castle walk, or other objects needed to picture the desired scene and modify one edge of each paper by cutting. Paste  $\frac{1}{2}$ " x 9" fold at the line drawn on 5" x 9" paper — repeat but reverse on the opposite end and wing. On one 9" x 12" paper have children picture the back drop by drawing windows, doors, hills and clouds, sky and water, furniture and utensils, or whatever will picture the desired scene. On one 9" x 12" paper plan, measure, draw and cut the stage front, using 1-inch and  $\frac{1}{2}$ -inch measures to make the arched opening. Paste  $\frac{1}{2}$ -inch folded ends of 9" x 12" papers to the 5" x 9" papers to complete theatre 5" x 11". Theatres may be folded flat and saved for continued work in March.

## FEBRUARY

## Grade III.

THIS MONTH'S STUDY OF DESIGN OFFERS AN OPPORTUNITY FOR ORIGINALITY AND INVENTIVENESS. DESIGN PROBLEMS ARE PLANNED TO EMPHASIZE SEQUENCES OF PROGRESSION IN AXIAL AND CENTRAL BALANCES. BY RECOGNIZING THE LAWS OF ORDER IN NATURE AND ART, A BETTER UNDERSTANDING OF DESIGN IS DEVELOPED.

## 73. CREATIVE EXPRESSION. DESIGN — INVENTION OF SHAPES.

**Materials.**—Manila paper 9" x 12", crayons, many examples of Art and Nature showing various shapes.



**Procedure.**— Review at the blackboard curves: circular, elliptical and spiral. A search for curved line shapes among the illustrative materials provided is to be encouraged. Stimulate children to invent shapes by experimenting with combinations of different curves. Many shapes may be drawn on paper using one color.

#### 74. CREATIVE EXPRESSION. DESIGN — AXIAL BALANCE.

**Materials.**— Manila paper 9" x 12", crayons, drawings from Lesson 73, illustrative material showing simple arrangements of Axial Balance.

**Procedure.**— Review or introduce Axial Balance. Use many illustrations to make the idea clear. Locate the vertical axis. Build on 1, 2 or 3 structural lines. The shapes may be selected from the shapes invented in Lesson 73. Several arrangements may be made on the paper, using one color and black.

#### 75. CREATIVE EXPRESSION. DESIGN — AXIAL BALANCE WITH PROGRESSION OF NUMBER AND SIZE.

**Materials.**— Manila paper 9" x 12", crayons.

**Procedure.**— Direct the children to plan an Axial Balance unit on a vertical axis, the structural lines — either straight or curved — extend to right and left of the axis, increasing or decreasing in length. The children may then choose a shape and arrange in rows on the structural lines, increasing or decreasing in number. Several arrangements may be made on the paper. From a color chart, select tones of one color with the opposite color for enrichment.

#### 76. CREATIVE EXPRESSION. DESIGN — AXIAL BALANCE WITH PROGRESSION OF NUMBER AND SIZE.

**Procedure.**— Complete Lesson 75, or plan a similar design, using a progression of color: yellow, orange, red; or green, blue, violet; enrich with black.

#### 77. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — VALENTINE.

**Materials.**— White paper 9" x 12", scissors, rules, pencils. Select (1), (2) or (3) for construction.

**Procedure.**— (1) Select one type of valentine from among the suggestions outlined, those shown at teachers' meetings and in the Permanent Exhibition. Teach measuring and drawing of long diameter of paper and measuring drawing and cutting of 1" x 9" strip at end of paper. Using 1" x 9" paper as measuring strip, place one end at corner of 9" x 11" paper and one end on diameter line already drawn — thus setting off a point on diameter line 9 inches from two corners of 9-inch end of paper. Draw oblique lines to connect point with corners to make a 9-inch equilateral triangle — cut out

this triangle. Place points at  $4\frac{1}{2}$ -inch centers of 9-inch sides of triangle — draw three lines, each  $4\frac{1}{2}$  inches long, to subdivide 9-inch triangle into four smaller  $4\frac{1}{2}$ -inch equilateral triangles — fold on three lines last drawn. Triangles with center axis line should be on outside front and back of four fold triangular paper. Place folded edge at top — lay off on vertical center line a point  $\frac{1}{2}$  inch from top —  $\frac{1}{2}$  inch to right and left of center line on fold —  $\frac{1}{2}$  inch from right and left ends of triangle, placing points on two edges. Using points as guides, draw and cut curves to make folded triangles resemble heart shapes. Save papers for Lesson 78. (2) Teach the measuring and cutting of a 6-inch square of manila paper — draw one diagonal and place a point on this line 6 inches from one end — draw two oblique lines to the free corners of square — cut out  $4\frac{1}{2}'' \times 6'' \times 6''$  triangles — fold 6-inch edges together and modify triangles by drawing and cutting to resemble heart shapes. Repeat drawing and cutting 6-inch square, using white paper, and rule one diagonal. Trace heart pattern on white paper, edges of pattern touching diagonal of square — cut out and fold. Accent all edges, using red crayon, and save for Lesson 78. (3) Teach the measuring and drawing of the 9-inch diameter of  $9'' \times 12''$  paper and the drawing of one diagonal of a  $6'' \times 9''$  half of the paper — fold on the short diameter with diagonal line outside. Encourage taste training and discrimination in establishing proportions for a rectangle of smaller size than  $6'' \times 9''$ , using the diagonal as a means of definite measure. Encourage individuality and reasonable accuracy in establishing, measuring, ruling and cutting this rectangle. Use this folded paper for a valentine to be decorated in Lesson 78.

#### 78. CREATIVE EXPRESSION. DESIGN — VALENTINE, PROGRESSION OF SIZE OR NUMBER.

**Materials.**— Manila paper  $9'' \times 12''$ , crayons, valentines constructed in Lesson 77, drawing papers from previous lessons illustrating Axial Balance with Progression of Size and Number.

**Procedure.**— Children may select suitable units from their Axial Balance papers. The size and proportion must be made to harmonize with the shape of the valentine. The progression of shapes may be changed to a progression of heart shapes. Red may predominate. Black may be used very sparingly as enrichment. A valentine message may be lettered inside. Follow the practice on manila paper with drawing of design on the white paper valentine.

#### 79. DIRECTED OBSERVATION. RECOGNITION OF ART.—THE LAWS OF ORDER IN NATURE AND ART.

**Materials.**— White paper  $9'' \times 12''$ , crayons, illustrative material for study — Nature or Art.

**Procedure.**— Present many examples illustrating the Laws of Order, Sequences of Repetition, Alternation, Progression, Axial and Central Balance.

Place emphasis on recognition of Progression and Axial Balance. Suggestive material: winter trees, shells, potted plants, pottery, baskets, embroidery, lace, jewelry, cutlery, toys. Encourage the selection, study and drawing of one good example. Pencil or crayon may be used according to the subject selected.

80. DIRECTED OBSERVATION. RECOGNITION OF ART — THE LAWS OF ORDER IN NATURE AND ART.

**Procedure.**— Complete Lesson 79, or choose another example to discuss and draw.

81. CREATIVE EXPRESSION. DESIGN — CENTRAL BALANCE.

**Materials.**— Manila paper 9" x 12", crayons.

**Procedure.**— Teach Central Balance in 4, 8, and 12 parts. Plan structural lines, building from the center out. Children may choose a shape similar to the isosceles triangle, placing the largest shapes on structural lines, with smaller shapes between. From a color chart, lead children in the choice of related colors with the opposite of one of the colors: yellow, green and violet. Plan to show a progression of value.

82. CREATIVE EXPRESSION. DESIGN — CENTRAL BALANCE.

**Procedure.**— Complete Lesson 81 by enriching designs with a dark value of one of the colors used.

83. DIRECTED OBSERVATION. RECOGNITION OF THE LAWS OF ORDER.

**Procedure.**— Same as in Lesson 79, with emphasis on Central Balance.

84. DIRECTED OBSERVATION. APPRECIATION OF ART.

**Material.**— One color print, page 11.

**Procedure.**— Instructions, page 9.

## MARCH

### Grade III.

“If hand and eye you deftly train,  
Firm grows the will and keen the brain.”— GOETHE.

85, 86, 87, 88, 89, 90. DIRECTED OBSERVATION. REPRESENTATION — PLAY THINGS OR WORK THINGS.

**Materials.**— Manila paper 9" x 12", pencils, or crayons.

**Procedure.**— Demonstrating with a toy or a utensil, teach the proportions, shapes and construction as observed in an object. Consider the colors and values. Children will enjoy a study series of things which are related in kind,

such as play things: toy animals, dolls, drums, toy vehicles, boats, automobiles, trains; work things: baskets, as — work basket, fruit basket, market basket; several kinds of bags, several kinds of brushes. Stimulate a genuine interest in the object or article to be drawn and in every instance direct a careful observation of the object before it is drawn. Draw only such objects as can be brought into the classroom for observation. After careful and kindly criticism have a second lesson in drawing from the same object.

91, 92. DIRECTED OBSERVATION. REPRESENTATION —  
MEMORY DRAWING.

**Materials.**— Manila paper 9" x 12", pencils or crayons.

**Procedure.**— Direct the children at a previous session of school to carefully observe a piece of furniture, an automobile, truck, or other object of large, simple proportions. Urge children to recall the object observed and to show by tracing in the air the general proportions. Encourage large drawings and class criticism of results.

93. DIRECTED OBSERVATION. APPRECIATION OF ART — A  
STORY-TELLING PICTURE DEPICTING ACTION.

**Material.**— One color print, page 11.

**Procedure.**— Instructions, page 9.

94. CREATIVE EXPRESSION. REPRESENTATION — STORIES OR  
POEMS.

**Materials.**— Manila paper 9" x 12", crayons.

**Procedure.**— Consider stories and rhymes studied in this grade. Select one for illustration, picturing a specific incident in the story. Interest may be stimulated through dramatization, individual interpretations and descriptions. The results should be spontaneous and original and should show increased power of expression. Encourage simple, bold drawings expressing action.

95. CREATIVE EXPRESSION. REPRESENTATION.

**Procedure.**— Same as in Lesson 94, subject being the same but with change of incident.

96, 97. CREATIVE EXPRESSION. REPRESENTATION — STORY  
OR RHYME.

**Materials.**— White paper 9" x 12", crayons.

**Procedure.**— Choose a story requiring a simple setting or a background. Explain how sky and ground or sky and water may be suggested, also a method of representing sky if a tree, house or a person hides part of the sky. Show good pictures for demonstration, but not for copying.

98, 99, 100. CONSTRUCTIVE DESIGN. TOY THEATRE.

**Materials.**— Drawing paper 9" x 12", rules, scissors, paste, crayons.

**Procedure.**— Continue and complete construction of the toy theatre from Lesson 72. By means of cutting, drawing and modeling, encourage each child to individually develop the picturing of some scene from a selected story, or the dramatization of pure fancy and imagination. Trees, rocks, castles, buildings, furniture, chimneys, fireplaces, utensils, fairies, gnomes, birds, giants, men, women, children and animals may all serve as character, and properties.

## APRIL

### Grade III.

THIS MONTH'S STUDY OF DESIGN FEATURES A REVIEW AND A NEW STUDY OF CENTRAL BALANCE, ALSO SEQUENCES OF REPETITION IN A FIELD. TABLETS IN THREE SIZES MAY BE USED FOR LAYING A VARIETY OF ARRANGEMENTS TO TEST AND TO STIMULATE ABILITY TO BUILD CREATIVELY AND INDIVIDUALLY. THESE ARRANGEMENTS MAY BE RECALLED WHEN CHILDREN ARE DESIGNING WITH COLORED CRAYONS AND THE WORK MAY BE ENRICHED AS THE INDIVIDUAL CHILD'S IMAGINATION URGES HIM TO EXPRESS LINES AND SHAPES IN ACCORDANCE WITH HIS UNDERSTANDING OF THE LAWS OF ORDER.

101. CREATIVE EXPRESSION. DESIGN — CENTRAL BALANCE.

**Materials.**— Manila paper 9" x 12", pencils, rules, crayons, a large right triangle, an equilateral triangle and an isosceles triangle.

**Procedure.**— Teach or review the three triangles. Demonstrating with triangles, direct children to first compare the three triangles, and second, to select the particular triangle within which a Central Balance unit may be arranged. Children may draw equilateral triangles and light lines from the corners to the middle of the sides. A three-part Central Balance unit may then be created on the structural lines, using one color only.

102. CREATIVE EXPRESSION. DESIGN — CENTRAL BALANCE.

**Procedure.**— Complete Lesson 101 by adding enrichment.

103, 104. CREATIVE EXPRESSION. DESIGN — CENTRAL BALANCE in 3, 6, AND 9 PARTS.

**Materials.**— Manila paper 9" x 12", crayons, examples of Central Balance.

**Procedure.**— Present examples of Central Balance. Allow children to select units illustrating Central Balance and let them determine the number of parts in each. Suggest arrangements of structural lines working from the

center out. The lines may be drawn very lightly with pencil or with a very light value of one of the colors to be used in the design. Plan in 3 parts, 6 parts or 9 parts. The same colored shape should be repeated around the center 3, 6 or 9 times, according to the structural lines planned. Enrich by using a value of an opposite color, or black.

105, 106. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF REPETITION IN A FIELD.

**Materials.**— Manila paper 9" x 12", crayons.

**Procedure.**— Plan a Sequence of Repetition in a Field. Follow the method outlined in introduction for November. Color — rich and colorful: one color and its opposite selected from a color chart. Enrichment should tend to unite the spots or units of the field.

107. CREATIVE EXPRESSION. DESIGN — SEQUENCE OF REPETITION WITH ALTERNATION.

**Materials.**— Manila or white paper 9" x 12", crayons.

**Procedure.**— Proceed as in Lessons 105, 106, repeating one shape at a time over the entire field. Emphasize progression and movement. Color: one color with its opposite selected from a color chart and not the same group used in Lessons 105, 106.

108. CREATIVE EXPRESSION. DESIGN.

**Procedure.**— Complete Lesson 107. Enrichment of lines, dots, or small shapes should unite the spots or units of the field. Use a dark value of one of the colors or black.

109. DIRECTED OBSERVATION. RECOGNITION OF ART.

**Material.**— Fabrics, papers, ribbons, as illustrative material; crayons, white or manila paper.

**Procedure.**— Encourage children to select and analyze Sequences of Repetition as found in field patterns on pupils' clothing, fabrics, papers, and other available illustrative material. Children may draw from one well-chosen example.

110, 111. CREATIVE EXPRESSION. CONSTRUCTIVE DESIGN.

**Materials.**— Airplane: Construction paper 9" x 12", pencil, rule, scissors, paste. Spring Souvenir: White paper 9" x 12", poster paper, scissors, paste.

**Procedure.**— Select either the airplane or the spring souvenir for constructive design study.

**Airplane.**—Teach the measuring and cutting of  $5\frac{1}{2}$ -inch squares of construction paper. On two opposite edges of a square, lay off points 2 inches from corners — rule two lines to connect opposite points — fold one diameter of square parallel with lines. On second pair of opposite edges of paper, lay off points at  $\frac{1}{2}$  inch,  $2\frac{1}{2}$  inches,  $3\frac{1}{2}$  inches and rule lines to connect opposite points. Place points 1 inch from each end of line drawn  $2\frac{1}{2}$  inches from one end of paper and similar points on edge of paper, that is, 3 inches from this line — connect points with 3-inch lines. Cut away two small rectangles  $\frac{1}{2}'' \times 2''$ . Place paper with projecting piece at the top. Measuring from lower end of vertical lines, drawn 2 inches from right and left edges — place points at 1 inch and 2 inches, and on right and left edge of paper place points 1 inch above lower corners. Draw oblique lines and cut out shape as indicated on plate. Note the curves and rounded corners. Fold on lines indicated and paste  $\frac{3}{4}'' \times 5\frac{1}{2}''$  surfaces together. A small paper fastener on the nose of the paper airplane helps to balance the ship when it “takes off” as thrown from the hand.

**Spring Souvenir.**—Review or teach Lesson 77, suggestion 3, the proportioning of a rectangle. Plan a circular, rectangular, or elliptical area and its location on the first established rectangle. Within this shape plan an individual or a classroom spring souvenir or decorative panel using poster paper and shapes that are modifications of geometric shapes and that are arranged according to principles studied. Encourage the oral use of terms when developing this work.

#### 112. DIRECTED OBSERVATION. APPRECIATION OF ART.

**Materials.**—One color print, page 11.

**Procedure.**—Instructions, page 9.

### MAY

#### Grade III.

THIS IS THE SEASON WHEN LIFE IN THE OPEN, THE GREAT OUT-OF-DOORS, FESTIVALS, PAGEANTS, PARADES, PARTIES AND EXCURSIONS, WITH THEIR EXHILARATING ACTION AND CHARMING COLOR MAY SATISFY THE CHILD'S DESIRE FOR CREATIVE EXPRESSION IN REPRESENTATION. TEACHERS SHOULD ENCOURAGE FREEDOM, STIMULATE IMAGINATION, GUIDE BUT NOT DICTATE THE PROCEDURE.

#### 113. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — MAY OR BIRTHDAY BASKET.

**Materials.**—White paper  $9'' \times 12''$ , rules, scissors, pencils.

**Procedure.**—Select one of the constructive design suggestions and teach children to make and then to decorate it.

**Square Basket.**—Teach the measuring, ruling, and cutting of a 1" x 12" paper. Measure and draw a 12-inch line through the center. Save strip for basket handle. Measure and cut a 7½-inch square. Divide each side of square into three parts of 2½ inches each — draw lines connecting opposite points — fold on these lines, always folding toward the center. This gives nine squares — lightly number each square 1 to 9 — beginning with upper left square with number 1 and making center square number 9. Cut two sides of opposite squares, such as, numbers 2 and 6 or 4 and 8. By changing measurements, different proportioned baskets may be made. Save for Lesson 114.

**Triangular Basket** — Measure and cut a 6" x 9" paper and draw the diameters. Draw one diagonal of each quarter locating lines between ends of diameters. Lay off two points on each 9-inch edge 2 inches from corners of paper — draw oblique lines between these points and ends of long diameter — cut on these lines — fold short diameter and four oblique lines — slip small triangles one over the other and paste, or punch holes for cord.

#### 114. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — MAY BASKETS.

**Materials** — Basket and handle constructed in last lesson, rules, scissors, paste, pencils, crayons.

**Procedure.**—Decorate squares 2 and 6, 4 and 8, with Central Balance in 4 or 8 parts. Refer to previous lessons on Central Balance in 4 and 8 parts. Plan light structural lines. Decorate handle with Central Balance unit in center of handle or use lines on or near the edges. Use two related colors or two related colors with the opposite of one for enrichment. Measure and fold 2½ inches from each end of handle and paste this 2½-inch part down the center of the inside of two opposite squares. The triangular basket may be decorated in a similar manner. Refer to Lessons 101, 103, for method and have either a warm or a cool combination of colors used with black for enrichment.

#### 115. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — HEADDRESS FOR MAY FESTIVAL OR BIRTHDAY PARTY.

**Materials.**—White paper 9" x 12", rules, scissors, pencils, crayons.

**Procedure.**—Measure and cut a 4-inch or 4½" x 12" and a 1½" x 12" paper — fold short diameter of wider paper and working from the center build a design for the headdress — use Sequences of Repetition with Progression or Gradation of Size. Refer to Permanent Exhibition and models shown at teachers' meetings for suggestions.



## 116. DIRECTED OBSERVATION. REPRESENTATION — STUDY OF TREES.

**Materials.**— Illustrations showing structure, shapes, and tones of trees, manila paper 9" x 12", crayons or pencils.

**Procedure.**— It may be possible to take the children to a neighboring street or park to study trees and to enjoy, through careful observation, the characteristics of growth, such as: trunk, branches, twigs and foliage. Children may recognize Sequences of Repetition, Alternation, Progression and Balance; trace in the air with finger the tree or trees studied; draw on paper one or more records of these observations.

## 117. DIRECTED OBSERVATION. REPRESENTATION — OBSERVATION AND MEMORY, STUDY OF TREES.

**Materials.**— Manila paper 9" x 12", crayons.

**Procedure.**— Previous to this lesson children should be directed to observe carefully the same tree studied in the last lesson. If this is not possible, each child may study any tree near the school or home. Before drawing on paper, each child may demonstrate by tracing in the air the structural growth and general shape of the tree he is going to draw. Next he may trace with his finger the directions and shapes on his paper. The last step will be to draw one large tree with colored crayons. Encourage class criticism for structural growth, shape and color. In case there are no trees in the neighborhood, children may accumulate information by study of photographs and pictures of trees.

## 118. CREATIVE EXPRESSION. REPRESENTATION—MEMORY AND IMAGINATION.

**Materials.**— Manila paper 9" x 12", crayons.

**Procedure.**— Stimulate the children's interest in expressing ideas about trees, such as, a tree in the wind, a tree full of blossoms, a make-believe tree, the most beautiful tree one can think of, the trees in the park. Stories and rhymes may furnish suggestions. The result should be a large, colorful, original drawing well placed on the paper.

## 119. DIRECTED OBSERVATION. REPRESENTATION — CHILDREN IN COSTUME.

**Materials.**— White paper 9" x 12", crayons.

**Procedure.**— When possible, encourage a few children to wear attractive costumes. Otherwise select children wearing bright, colorful, dresses or suits. By adding a scarf, belt, sash or headdress, a costume may be modified to fit the needs of the particular subject chosen. By dramatization or impersonation of some incident, more spontaneity is obtained. The attitude should

not be limited to one view of the figure. Direct children to observe and trace in the air the attitude of the figure, and the proportion of head with reference to different parts of the body and the costume. Encourage beauty in color and shape.

120. DIRECTED OBSERVATION. REPRESENTATION — CHILDREN,  
IN COSTUME, SHOWING ACTION.

**Materials.**— White paper 9" x 12", crayons.

**Procedure.**— Continue as in Lesson 119, with emphasis on life and action. Children may draw an appropriate setting.

121. DIRECTED OBSERVATION. REPRESENTATION — CHILDREN  
IN THE COSTUMES OF DIFFERENT COUNTRIES OR OF LONG  
AGO.

**Materials.**— White paper 9" x 12", crayons.

**Procedure.**— Same as in previous lessons. Choose costumes of some countries studied in Grade III. If costumes are not available, select children wearing simple, interesting, colorful clothes. Pictures may be studied for information but not copied.

122. CREATIVE EXPRESSION. IMAGINATION.

"Imagination is as much a normal and integral part of human activity as is muscular movement."— JOHN DEWEY.

**Materials.**— White paper 9" x 12", crayons.

**Procedure.**— Stimulate the child's interest in expressing imaginative or purely fanciful ideas, such as, fairies, giants, mermaids or the world of "make believe." Choose a subject and tell the story or incident. All the children may illustrate the same incident, but each child should give to his picture his own interpretation. Encourage large colorful drawings.

123. CREATIVE EXPRESSION. IMAGINATION.

**Procedure.**— Complete Lesson 122 or choose a new subject. Refer to "Grade III., General Syllabus," for rhymes and poems. One phrase will often furnish a good subject for illustration.

124, 125. CREATIVE EXPRESSION. IMAGINATION.

**Materials.**— White paper 9" x 12", crayons.

**Procedure.**— Choose a subject for illustration. Encourage children to work independently, each child expressing himself in his own personal way. Suggestions: A trip to the moon, walking on the bottom of the sea, a song in the woods, sailing in a cloud.

## 126, 127. CREATIVE EXPRESSION. IMAGINATION.

**Materials.**— White paper 9" x 12", crayons.

**Procedure.**— Allow the children to think of words which will suggest a picture story, not a story they have read. From among the words named by the class one may be chosen. Each child may draw the picture which the subject suggests to him: joy, kindness, courage, helpfulness, astonishment, generosity, speed, rest.

## 128. DIRECTED OBSERVATION. APPRECIATION OF ART.

**Materials.**— One color print, page 11.

**Procedure.**— Instructions, page 9.

## JUNE

## Grade III.

THE WORK FOR JUNE SHOULD MANIFEST THE PROGRESS MADE BY THE CLASS DURING THE YEAR. DESIGNS SHOULD BE RICHER, DRAWINGS SHOULD BE TRUER. TWO INTERESTING STUDIES COMPLETE THE YEAR'S WORK: A BOOKLET FOR THE JUNIOR RED CROSS AND A HEALTH POSTER. THESE PROBLEMS SUMMARIZE THE PRINCIPLES AND LAWS WHICH HAVE BEEN EMPHASIZED.

## 129. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — BOOKLET.

**Materials.**— Manila paper 9" x 12" ruled manila paper 6" x 9" — Item 50, pencils, rules.

**Procedure.**— Study simple booklets and the manner of binding them. Lead children to plan a booklet and its binding using 9" x 12" paper and Japanese binding with back and end stitching — using three holes on the 9-inch or the 12-inch edge. Measure and rule lines  $\frac{1}{2}$  inch from and parallel to one 9-inch and one 12-inch edge of the paper. On these lines place points at the middle and 2 inches from each end — prick these points through paper — save paper for guide when marking and binding booklet in Lesson 136. On ruled manila paper, plan and letter a title for the booklet using a lettering chart as a guide.

## 130. CREATIVE EXPRESSION. DESIGN — LETTERING.

**Materials.**— Manila paper 9" x 12", crayons, pencils.

**Procedure.**— Building on the practice lettering done in Lesson 129, plan, locate and letter a title page for the booklet. Consider the size, proportion and balance of the title in relation to the page. Part of the class should plan pages for a 9-inch binding and part for a 12-inch binding. Letter both pages with pencil or crayon, using bold strokes. Save papers for Lesson 136.

## 131, 132, 133, 134. DIRECTED OBSERVATION. REPRESENTATION — NATURE.

**Materials.**— Manila paper 9" x 12", crayons, nature specimens.

**Procedure.**— Study available nature material: Flowers, trees, vines, plants. Direct children in drawing these things, placing emphasis on structural growth and color. Review tracing in the air before drawing on paper. Lead the class in the selection of drawings for binding in booklet in Lesson 136.

## 135. CREATIVE EXPRESSION. DESIGN — BOOKLET COVER.

**Materials.**— Drawings from Lessons 105-108, manila paper 9" x 12", crayons.

**Procedure.**— Guide children in the selection of field patterns from Lessons 105-108 for the booklet cover and have them accent or enrich the selected drawings, or have the class design new field patterns. When children are designing new covers, guide the design creation as Repetition and Alternation in a Field. Progressions with change of size and number may be encouraged with alternation of Color. When selecting drawings for booklet pages, the growth of the design and the type of drawings selected will determine the location for the binding on a 9-inch or a 12-inch edge. Pages may be selected from drawings illustrating stories, rhymes, animals, toys or flowers.

## 136. DIRECTED OBSERVATION. CONSTRUCTIVE DESIGN — BOOKLET BINDING.

**Materials.**— One sheet of each child's Creative Design in attractive field pattern 9" x 12", title page, one sheet manila paper 9" x 12" for final page, a number of drawings 9" x 12", string, raffia or thread, pencils.

**Procedure.**— Using paper from Lesson 129 as a guide, have children prick holes for binding at edges of pages for booklet. Select and arrange pages,— cover, title page, drawings, plain paper for back cover, a total of ten or twelve papers. Booklets may be bound by individual pupils or by groups working at a table. Binding cord should be 32 inches long. A pencil will answer as a tool with which to push string through holes in paper. Large eye needles may be used if available. The method of binding is a review of work taught in first and second year classes. Pass the binding cord up at end hole — over back — up at same hole — down at middle hole — over back — down at same hole — up at second end hole — over back — up at same hole — over end of back — up at end hole — down at middle — up at end hole — over end of book — tie in secure knot on back of book near first hole. Finished books may be sent to the Junior Red Cross.

## 137. CREATIVE EXPRESSION. DESIGN — POSTER.

**Materials.**— Manila paper 9" x 12", pencils, and examples of large, simple lettering.

**Procedure.**— Consider subjects for a poster to promote interest in: Gardens, Health, Citizenship, Home Activities, School Life. Choose one short word, under one of these headings, which will arrest attention. The thought may be completed by the design motif used for decoration. Encourage children to make freehand suggestions for the poster by drawing at the blackboard and on paper. The chosen word may be lettered near the top using letters 2 inches or  $2\frac{1}{2}$  inches high, and a decorative unit below, balanced on a vertical center line, thus making an Axial Balance. Fruit, vegetables, flowers, trees, houses, animals or children may be used in the design. Save papers for class criticism and future work. One large classroom poster may be made, as community work, if preferred. When such a plan is followed, all children will work on the same specific problem each lesson and the best drawings or cuttings may be chosen for the large poster. Paper cutting from colored paper is preferable to cut-out crayon drawings.

138, 139. CREATIVE EXPRESSION. DESIGN — POSTER.

**Materials.**— Manila or white paper 9" x 12', pencils, rules, scissors; examples of large, simple lettering, and drawings made in Lesson 137.

**Procedure.**— Teach the measuring and ruling of a  $\frac{1}{2}$ -inch margin on one 9-inch and two 12-inch edges and a 1-inch margin on the second 9-inch edge of paper; draw one long diameter. Plan the lettering by drawing light horizontal lines, leaving a narrow space between top margin line and top of letters and the same space at right as at left of the word. Plan very simple, bold double line letters 2 inches or  $2\frac{1}{2}$  inches in height on a strip of paper. Letters may be  $\frac{1}{2}$  inch or more in thickness according to number of letters in the word. Draw letters on the poster and color in one tone. In a community poster the letters will be larger and may be cut freehand.

140, 141, 142. CREATIVE EXPRESSION. DESIGN — AXIAL BALANCE, UNIT FOR POSTER.

**Materials.**— Papers from Lessons 137, 138, 139, pencils, crayons.

**Procedure.**— Display first papers on which ideas for poster decoration were planned. Conduct a class criticism considering: Expression of the idea, balance of shapes, space filling, and good drawing. Direct children to draw the original design or make a new design on the poster. The letters and design should not touch each other. Neighboring colors or one color with its opposite may be chosen from a color chart. If a class poster is made instead of individual posters, children may cut shapes for the Axial Balance design, using fruit, flowers, trees, animals or figures for the shapes in the design. The several parts of the poster may be pasted on a background made up of white, manila or colored papers pasted together to make a background of proper size.



SCHOOL DOCUMENT NO. 10—1928  
BOSTON PUBLIC SCHOOLS

ANNUAL STATISTICS OF THE  
BOSTON PUBLIC SCHOOLS

SCHOOL YEAR 1927-1928



CITY OF BOSTON  
PRINTING DEPARTMENT  
1928





## TABLE OF CONTENTS.

	PAGE
Introduction . . . . .	5-6
Attendance Officers . . . . .	42
Boston Clerical School . . . . .	16, 20-21, 42
Boston Trade School . . . . .	16, 20-21, 42
Certificates Issued to Working Children . . . . .	62
Continuation School . . . . .	42, 52
Day Schools:	
Admissions, September, 1927, Teachers College, High and Latin Schools . . . . .	37-38
Ninth Grade Intermediate Classes . . . . .	39
Ages and Grades of Pupils, October 1, 1927 . . . . .	18-21
Average Attendance . . . . .	8, 9-15
Average Membership . . . . .	5, 8, 9-15
Conservation of Eyesight Classes (semi-blind) . . . . .	6, 42
Day School for Immigrants . . . . .	42, 51
Disciplinary Day School . . . . .	16, 20-21, 42
Enrollment on June 30, 1928 . . . . .	7
Graduates, June, 1928, The Teachers College, High and Latin Schools . . . . .	31
September, 1928 (Summer Review Schools) . . . . .	33
Horace Mann School . . . . .	16, 20-21, 42
Hospital Classes . . . . .	6
Kindergartens, Number of Morning and Afternoon . . . . .	40
Membership and Attendance . . . . .	13-15
Mechanic Arts Classes . . . . .	6
Non-promotions, Elementary and Intermediate, June, 1928 . . . . .	26-29
Elementary, September, 1928 (Summer Review Schools) . . . . .	36
Open-air Classes . . . . .	6
Parochial Schools . . . . .	6, 63
Practical Arts Classes . . . . .	52
Promotions, Elementary and Intermediate, June, 1928 . . . . .	22-25
Elementary, September, 1928 (Summer Review Schools) . . . . .	35
Pupils Finishing Eighth Grade in June, 1928, Number of . . . . .	32
September, 1928 (Summer Review Schools) . . . . .	34
Pupils per Teacher, Number of . . . . .	30
Registration, Average Number belonging, Average Attend- ance, etc. . . . .	5, 8, 9-16
Registration, Summary of . . . . .	7
Special Classes . . . . .	6, 18-19, 42
Special English Classes . . . . .	6
Speech Improvement Classes (Stammerers) . . . . .	6, 42

	PAGE
Day Schools ( <i>Continued</i> ):	
Summaries . . . . .	7-8
Trade Schools . . . . .	16, 17, 20-21, 42
Ungraded Classes . . . . .	6, 18-19
Evening Schools:	
Ages and Grades — High Schools . . . . .	46
Elementary Schools . . . . .	47
Grand Total . . . . .	49
Non-English Speaking Pupils . . . . .	50
Trade Schools . . . . .	48
Extension of Term . . . . .	51
Registration, Average Number Belonging, Average Attendance, etc. . . . .	44-45
Summary . . . . .	43
Extended Use of Public Schools . . . . .	42, 56-61
Licensed Minors, Supervisor of . . . . .	42
Minors, Registration of . . . . .	63
Playgrounds . . . . .	54
Practical Arts Classes (day) . . . . .	52
School Districts, Number of . . . . .	40
Schoolhouse Summary . . . . .	55
School Nurses . . . . .	42
School Physicians . . . . .	42
Summer Review Schools . . . . .	6, 33-36, 53, 54
Summer Vacation Schools . . . . .	53
Trade School for Girls . . . . .	16, 17, 20-21, 42
Teachers:	
Elementary . . . . .	41
High and Latin . . . . .	41
Kindergarten . . . . .	41
The Teachers College . . . . .	40
Summary, All Teachers, June 30, 1928 . . . . .	40
Supervisors and Directors, June 30, 1928 . . . . .	42

IN SCHOOL COMMITTEE,  
BOSTON, November 5, 1928.

*To the School Committee:*

I submit herewith the nineteenth annual report of the statistics of the Boston Public Schools.

The total registration in all schools during the year was 164,714; the average membership, 141,709; and the average number in daily attendance, 130,155. The total registration was 313 less than during the school year next preceding. The total registration was distributed as follows:

Regular day schools . . . . .	141,809
Evening schools . . . . .	15,372
Continuation School . . . . .	6,457
Day School for Immigrants . . . . .	1,076

The number of pupils registered in the summer review schools was 8,161. This total 8,161 is not included in the total registration because, with few exceptions, these pupils were registered in the public day schools during the term ending June, 1928.

The high and Latin schools showed an increase in registration of 825 pupils. The registration for the intermediate ninth grade of the elementary schools showed a total registration of 4,082, making a new total increase in high and Latin schools of 1,394. The elementary grades (exclusive of the ninth) showed a decrease of 627 pupils. The Continuation School showed a decrease of 810 pupils, and the special schools an increase of 51. The Teachers College of the City of Boston showed an increase of 17 pupils; kindergartens showed an increase of 264 pupils; evening schools showed a decrease of 492 pupils; and the Day School for Immigrants showed a decrease of 110 pupils.

The average number belonging in all day schools was 128,735, an increase of 1,577.

The total number of principals and teachers, including the members of the supervising staff, in the employ of the city June 30, 1928, was 4,352 — 92 more than on the corresponding day of the preceding year. The day high and Latin schools had 31 additional teachers; the day elementary schools, 16 additional; the kindergartens had 313 teachers, 144 of whom served two sessions, which was the equivalent of 454 teachers. Last year the kindergartens were operated with the equivalent of 424 teachers. Of the total number, 4,352 — 868 were men and 3,484 women. The average number of pupils per teacher in The Teachers College was 17; in the day high and Latin schools, 25; in the grades, 39; and in the kindergartens, 21.

The number of classes of special types in the day elementary schools and the number of pupils belonging at the end of the school year were as follows:

	Number of Classes.	Number Belonging.
Conservation of Eyesight Classes.....	11	133
Hospital Classes, including Boston City Hospital, Boston Sanatorium, and Long Island Hospital Schools; also classes conducted at the House of the Good Samaritan, Prendergast Preventorium, and Robert Breck Brigham Hospital.....	7	144
Open-air Classes.....	12	339
Mechanic Arts Classes.....	15	471
Rapid Advancement Classes.....	3	119
Special Classes.....	126	1,941
Special English Classes.....	2	32
Speech Improvement Classes (stammerers) (23 centers).....	111	1,947
Ungraded Classes.....	5	202
Fort Strong.....	1	17
Deer Island.....	1	10

Summer review schools were opened June 25 and were continued in session six days per week, up to and including August 10, 1928. There was one summer review high school conducted in the English High School-house. There were two summer review intermediate schools and ten summer review elementary schools.

Following is the summary of the distribution of children of public school grade in all day schools of the city for the past six years, based on the daily average number belonging:

SCHOOL YEAR.	1922-23.	1923-24.	1924-25.	1925-26.	1926-27.	1927-28.
Public schools. . .	121,161	123,086	125,115	125,789	127,158	128,735
Parochial schools.	26,034	26,522	27,213	28,013	28,552	28,839

Respectfully yours,

JEREMIAH E. BURKE,  
*Superintendent of Public Schools.*

GENERAL SUMMARIES.

AVERAGE MEMBERSHIP SCHOOL YEARS 1923-24 TO  
1927-28.

DAY SCHOOLS.	1923-24.	1924-25.	1925-26.	1926-27.	1927-28.
The Teachers College of the City of Boston.....	487	653	724	772	789
High and Latin.....	20,637	21,355	21,278	21,347	22,332
Elementary Grades.....	92,464	93,105	93,466	94,470	94,712
Kindergartens.....	8,223	8,612	8,801	9,041	9,207
Special Schools.....	1,275	1,390	1,520	1,528	1,695
Totals.....	123,086	125,115	125,789	127,158	128,735
Increase over previous years..	1,925	2,029	674	1,369	1,577

ENROLLMENT OF JUNE 30 OF EACH OF THE LAST FIVE YEARS

DAY SCHOOLS.	1924.	1925.	1926.	1927.	1928.
The Teachers College of the City of Boston.....	487	651	689	771	784
High and Latin.....	19,370	20,097	20,020	20,339	21,267
Elementary Grades.....	92,237	92,656	93,260	94,671	94,810
Kindergartens.....	8,910	9,147	9,452	9,348	9,916
Special Schools.....	1,144	1,199	1,284	1,290	1,500
Totals.....	122,148	123,750	124,705	126,419	128,277

TOTAL REGISTRATION.

*School Year Ending June 30, 1928.*

	Boys.	Girls.	Total.
The Teachers College of the City of Boston.....		805	805
High and Latin.....	12,306	11,896	24,202
Elementary Grades.....	53,195	50,429	103,624
Kindergartens.....	5,609	5,498	11,107
Special Schools.....	857	1,214	2,071
Totals.....	71,967	69,842	141,809

## SUMMARY.

*School Year Ending June 30, 1923.*

SCHOOLS	Total Registration.	Average Number Belonging.	Average Attendance.	Per Cent of Attendance.
The Teachers College of the City of Boston	805	789	774	98
High and Latin . . . . .	24,202	22,332	20,790	93
Elementary Grades . . . . .	103,624	94,712	88,469	93
Kindergartens . . . . .	11,107	9,207	7,451	81
Totals . . . . .	139,738	127,040	117,484	92
Special Schools . . . . .	2,071	1,695	1,545	91
<b>All day schools (except the Continuation School and Day School for Immigrants),</b>	<b>141,809</b>	<b>128,735</b>	<b>119,029</b>	<b>92</b>
Evening High . . . . .	7,356	4,238	3,362	79
Evening Elementary . . . . .	6,485	3,454	2,829	82
Boston Trade School (Evening Classes) . .	1,531	772	609	79
Totals . . . . .	15,372	8,464	6,800	80
Continuation School . . . . .	6,457	3,995	3,918	98
Day School for Immigrants . . . . .	1,076	515	408	79
Total of all Day and Evening Schools,	164,714	141,709	130,155	92

## DAY SCHOOLS.

THE TEACHERS COLLEGE OF THE CITY OF BOSTON,  
LATIN AND HIGH SCHOOLS.*School Year Ending June 30, 1928.*

SCHOOLS.	Total Registration.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per Cent of Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
The Teachers College of the City of Boston.....	805		789	789		774	774	15	98
High and Latin:									
Public Latin.....	1,805	1,728		1,728	1,641		1,641	87	95
Girls' Latin.....	1,057		982	982		938	938	44	96
Brighton High.....	962	465	502	967	429	466	895	72	93
Charlestown High.....	1,045	470	452	922	440	418	858	64	93
Dorchester High School for Boys.....	1,963	1,718		1,718	1,577		1,577	141	92
Dorchester High School for Girls.....	2,064		1,926	1,926		1,749	1,749	177	91
East Boston High.....	1,148	507	543	1,050	473	507	980	70	93
English High.....	2,717	2,551		2,551	2,337		2,337	214	92
Girls' High.....	2,193		1,972	1,972		1,811	1,811	161	92
High School of Commerce.....	1,214	1,129		1,129	1,082		1,082	47	96
High School of Practical Arts.....	964		776	776		716	716	60	92
Hyde Park High.....	1,117	500	489	989	470	460	930	59	94
Jamaica Plain High.....	1,303	368	883	1,251	352	841	1,193	58	95
Mechanic Arts High.....	1,697	1,475		1,475	1,406		1,406	69	95
Memorial High School for Girls.....	1,964		1,972	1,972		1,802	1,802	170	91
South Boston High.....	989	387	537	924	368	507	875	49	95
Totals, High and Latin.....	24,202	11,298	11,034	22,332	10,575	10,215	20,790	1,542	93
Grand Totals.....	25,007	11,298	11,823	23,121	10,575	10,989	21,564	1,557	93

## ELEMENTARY GRADES.

*School Year Ending June 30, 1928.*

SCHOOL DISTRICTS.	Total Registration.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per Cent of Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Abraham Lincoln . . . . .	1,573	637	745	1,382	594	691	1,285	97	93
Agassiz . . . . .	817	665	76	741	633	69	702	39	95
Bennett . . . . .	2,695	1,207	1,188	2,395	1,121	1,096	2,217	178	93
Bigelow . . . . .	1,171	930	146	1,076	897	136	1,033	43	96
Blackinton . . . . .	887	423	411	834	401	389	790	44	95
Bowditch . . . . .	1,108	246	785	1,031	225	740	965	66	94
Bowdoin . . . . .	1,081	254	533	787	235	502	737	50	94
Chapman . . . . .	1,245	574	506	1,080	537	473	1,010	70	94
Charles Sumner . . . . .	1,172	530	557	1,087	499	520	1,619	68	94
Christopher Gibson . . . . .	1,208	572	598	1,170	529	546	1,075	95	92
Dearborn . . . . .	1,909	935	704	1,639	882	657	1,539	100	94
Dillaway . . . . .	1,361	260	819	1,079	239	769	1,008	71	93
Donald McKay . . . . .	1,084	527	453	980	516	439	955	25	97
Dudley . . . . .	1,162	839	233	1,072	787	212	999	73	93
Dwight . . . . .	896	543	197	740	512	176	688	52	93
Edmund P. Tileston . . . . .	1,529	729	725	1,454	674	659	1,333	121	92
Edward Everett . . . . .	1,649	765	719	1,484	728	682	1,410	74	95
Elihu Greenwood . . . . .	1,667	764	771	1,535	720	723	1,443	92	94
Eliot . . . . .	1,953	1,448	489	1,937	1,404	466	1,870	67	97
Emerson . . . . .	1,279	645	564	1,209	608	523	1,131	78	94
Emily A. Fifield . . . . .	1,126	510	525	1,035	481	490	971	64	94
Everett . . . . .	1,097	211	669	880	196	629	825	55	94
Francis Parkman . . . . .	881	411	395	806	393	374	767	39	95
Frank V. Thompson . . . . .	1,495	644	722	1,366	583	653	1,236	130	90
Franklin . . . . .	1,027	242	648	890	224	607	831	59	93
Frederic W. Lincoln . . . . .	646	507	101	608	485	95	580	28	95
Gaston . . . . .	995	163	793	956	148	752	900	56	94
Gilbert Stuart . . . . .	836	397	329	726	371	306	677	49	93
Grover Cleveland . . . . .	760	350	375	725	332	345	677	48	93
Hancock . . . . .	1,753	339	1,171	1,510	323	1,124	1,447	63	96
Harvard-Frothingham . . . . .	1,297	551	518	1,069	518	484	1,002	67	94
Henry Grew . . . . .	1,280	600	561	1,161	566	527	1,093	68	94



## ELEMENTARY GRADES.

*School Year Ending June 30, 1928.—Continued.*

SCHOOL DISTRICTS.	Total Registration.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per Cent of Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Henry L. Higginson...	1,138	527	493	1,020	480	449	929	91	91
Henry L. Pierce.....	1,156	566	577	1,143	524	534	1,058	85	93
Hugh O'Brien.....	1,978	1,041	740	1,781	989	691	1,680	101	94
Hyde.....	837	177	514	691	159	483	642	49	93
Jefferson-Comins.....	1,553	680	669	1,349	647	636	1,283	66	95
John A. Andrew.....	1,124	625	495	1,120	595	465	1,060	60	95
John Cheverus.....	816	415	368	783	392	345	737	46	94
John Marshall.....	1,594	821	687	1,508	758	627	1,385	123	92
John Winthrop.....	1,751	865	854	1,719	802	779	1,581	138	92
Joseph H. Barnes.....	1,074	532	572	1,104	498	529	1,027	77	93
Julia Ward Howe.....	1,271	662	564	1,226	608	518	1,126	100	92
Lawrence.....	886	598	156	754	579	149	728	26	97
Lewis.....	1,054	504	507	1,011	463	460	923	88	91
Longfellow.....	1,482	748	703	1,451	679	642	1,321	130	91
Lowell.....	1,175	554	528	1,082	529	501	1,030	52	95
Martin.....	841	347	343	690	327	320	647	43	94
Mary Hemenway.....	1,882	862	901	1,763	813	842	1,655	108	94
Mather.....	2,487	1,157	1,041	2,198	1,089	972	2,061	137	94
Michelangelo.....	976	480	428	908	466	411	877	31	97
Minot.....	918	397	366	763	374	343	717	46	94
Norcross.....	1,157	190	818	1,008	177	771	948	60	94
Oliver Hazard Perry...	758	361	351	712	343	331	674	38	95
Oliver Wendell Holmes,	1,040	530	519	1,049	490	477	967	82	92
Phillips Brooks.....	1,750	826	779	1,605	751	709	1,460	145	91
Prescott.....	812	376	339	715	353	317	670	45	94
Prince.....	1,341	540	555	1,095	494	507	1,001	94	91
Quincy.....	1,023	645	250	895	609	230	839	56	94
Rice.....	1,037	568	395	963	540	373	913	50	95
Robert Gould Shaw...	1,986	991	909	1,900	930	848	1,778	122	94
Robert Treat Paine...	986	453	443	896	407	396	803	93	90
Roger Wolcott.....	2,100	1,028	1,020	2,048	923	913	1,836	212	90
Samuel Adams.....	2,539	1,193	1,166	2,359	1,136	1,104	2,240	119	95

## ELEMENTARY GRADES.

*School Year Ending June 30, 1928.—Concluded.*

SCHOOL DISTRICTS.	Total Registration.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per Cent of Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Sherwin.....	1,050	735	185	920	686	170	856	64	93
Shurtleff.....	1,164	260	832	1,092	238	773	1,011	81	93
Theodore Lyman.....	1,424	729	599	1,328	693	566	1,259	69	95
Theodore Roosevelt...	1,568	692	766	1,458	646	709	1,355	103	93
Thomas Gardner.....	1,624	785	716	1,501	748	680	1,428	73	95
Thomas N. Hart.....	847	683	159	842	651	148	799	43	95
Ulysses S. Grant.....	1,265	586	564	1,150	554	534	1,088	62	95
Warren-Bunker Hill...	1,791	836	770	1,606	786	723	1,509	97	94
Washington.....	1,243	494	520	1,014	451	476	927	87	91
Washington Allston...	1,460	667	623	1,290	625	576	1,201	89	93
Washington Irving....	1,099	482	534	1,016	462	507	969	47	95
Wells.....	1,552	517	903	1,420	478	842	1,320	100	93
Wendell Phillips.....	901	863	57	920	809	51	860	60	93
William E. Endicott...	1,528	753	749	1,502	675	668	1,343	159	89
William E. Russell....	935	427	447	874	403	419	822	52	94
William L. Garrison...	1,012	557	469	1,026	495	416	911	115	89
Totals.....	103,624	48,743	45,969	94,712	45,685	42,784	88,469	6,243	93

## KINDERGARTENS.

*School Year Ending June 30, 1928.*

SCHOOL DISTRICTS.	Total Registration.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per Cent of Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Abraham Lincoln.....	51	23	27	50	16	19	35	15	70
Agassiz.....	59	27	22	49	20	16	36	13	73
Bennett.....	384	158	146	304	121	109	230	74	76
Bigelow.....	87	32	35	67	28	28	56	11	84
Blackinton.....	93	42	40	82	34	33	67	15	82
Bowditch.....	155	69	75	144	53	62	115	29	80
Bowdoin.....	130	56	48	104	47	40	87	17	84
Chapman.....	185	72	82	154	60	68	128	26	83
Charles Sumner.....	202	75	89	164	58	72	130	34	79
Christopher Gibson.....	87	39	44	83	30	35	65	18	78
Dearborn.....	178	72	54	126	57	40	97	29	77
Dillaway.....	186	76	75	151	60	62	122	29	81
Dudley.....	143	60	49	109	50	40	90	19	83
Dwight.....	88	31	37	68	24	30	54	14	79
Edmund P. Tileston.....	137	53	74	127	41	59	100	27	79
Edward Everett.....	154	68	55	123	55	44	99	24	80
Elihu Greenwood.....	195	92	76	168	72	60	132	36	79
Eliot.....	234	100	83	183	88	74	162	21	89
Emerson.....	148	54	62	116	45	51	96	20	82
Emily A. Fifield.....	91	41	40	81	36	34	70	11	86
Everett.....	74	26	20	46	19	16	35	11	76
Francis Parkman.....	91	48	36	84	42	31	73	11	87
Franklin.....	111	47	46	93	37	36	73	20	78
Frederic W. Lincoln.....	94	40	39	79	35	35	70	9	89
Gaston.....	83	28	49	77	24	40	64	13	83
Gilbert Stuart.....	158	60	53	113	45	39	84	29	74
Hancock.....	420	160	162	322	140	142	282	40	88
Harvard-Frothingham.....	207	77	62	139	63	49	112	27	81
Henry Grew.....	195	65	75	140	52	58	110	30	79
Henry L. Higginson.....	267	118	113	231	93	92	185	46	80
Henry L. Pierce.....	131	65	64	129	50	52	102	27	79
Hugh O'Brien.....	156	87	60	147	69	50	119	28	81

## KINDERGARTENS.

*School Year Ending June 30, 1928. — Continued.*

SCHOOL DISTRICTS.	Total Registration.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per Cent of Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Hyde.....	140	52	59	111	39	46	85	26	77
Jefferson-Comins.....	208	67	85	152	56	71	127	25	84
John A. Andrew.....	83	37	41	78	30	35	65	13	83
John Cheverus.....	112	41	51	92	33	42	75	17	82
John Marshall.....	188	77	87	164	64	71	135	29	82
John Winthrop.....	156	66	62	128	54	47	101	27	79
Julia Ward Howe.....	95	37	34	71	30	27	57	14	80
Lawrence.....	80	23	29	52	20	23	43	9	83
Longfellow.....	249	109	110	219	86	90	176	43	80
Lowell.....	140	71	66	137	60	56	116	21	85
Martin.....	169	50	68	118	41	57	98	20	83
Mary Hemenway.....	170	72	67	139	56	51	107	32	77
Mather.....	284	106	120	226	92	105	197	29	87
Minot.....	62	25	27	52	21	22	43	9	83
Norcross.....	117	42	44	86	32	36	68	18	79
Oliver Hazard Perry.....	72	31	30	61	25	24	49	12	80
Phillips Brooks.....	189	81	73	154	65	58	123	31	80
Prescott.....	58	28	32	60	19	22	41	19	68
Prince.....	80	37	37	74	27	24	51	23	69
Quincy.....	216	80	69	149	65	56	121	28	81
Rice.....	48	21	19	40	17	15	32	8	80
Robert Gould Shaw.....	215	90	86	176	72	69	141	35	80
Robert Treat Paine.....	136	62	43	105	47	33	80	25	76
Roger Wolcott.....	299	123	126	249	101	104	205	44	82
Samuel Adams.....	375	186	194	380	151	154	305	75	80
Sherwin.....	109	48	53	101	40	44	84	17	83
Shurtleff.....	137	73	69	142	61	57	118	24	83
Theodore Lyman.....	174	76	64	140	64	55	119	21	85
Theodore Roosevelt.....	74	22	32	54	18	25	43	11	80
Thomas Gardner.....	166	75	62	137	61	51	112	25	82
Thomas N. Hart.....	100	56	52	108	44	42	86	22	80
Ulysses S. Grant.....	191	70	86	156	59	71	130	26	83

## KINDERGARTENS.

*School Year Ending June 30, 1928.— Concluded.*

SCHOOL DISTRICTS.	Total Registration.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per Cent of Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Warren-Bunker Hill.....	196	87	80	167	70	64	134	33	80
Washington Allston.....	122	63	40	103	49	32	81	22	79
Wells.....	288	123	120	243	99	98	197	46	91
Wendell Phillips.....	50	19	21	40	16	19	35	5	88
William E. Endicott.....	297	132	129	261	106	103	209	52	80
William E. Russell.....	162	70	59	129	58	46	104	25	81
William L. Garrison.....	126	52	48	100	41	37	78	22	78
Totals.....	11,107	4,641	4,566	9,207	3,753	3,698	7,451	1,756	81

## SPECIAL SCHOOLS.

*School Year Ending June 30, 1928.*

SCHOOL DISTRICTS.	Total Registration.	AVERAGE NUMBER BELONGING.			AVERAGE ATTENDANCE.			Average Absence.	Per Cent of Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Horace Mann School.....	153	77	72	149	71	66	137	12	92
Boston Clerical School.....	505	.....	399	399	.....	366	366	33	92
Boston Disciplinary Day School,	69	81	.....	81	67	.....	67	14	83
Boston Trade School.....	711	611	.....	611	565	.....	565	46	92
Trade School for Girls.....	633	.....	455	455	.....	410	410	45	90
Totals.....	2,071	769	926	1,695	703	842	1,545	150	91

## TRADE SCHOOLS.

*Total Registration by Departments, School Year Ending June 30, 1928.*

## BOSTON TRADE SCHOOL.

DEPARTMENT.	DAY.		Evening.
	Complete Enrollment.	Original Enrollment.	
Automobile mechanics.....	116	113	141
Electrical.....	107	106	153
Machine.....	93	92	181
Masonry.....	23	21	.....
Plumbing.....	84	84	154
Printing.....	90	87	74
Sheet metal.....	44	44	102
Woodworking.....	154	153	152
Bricklaying.....	.....	.....	83
Drawing.....	.....	.....	118
Firing and engineering.....	.....	.....	52
Furniture design.....	.....	.....	28
Ignition.....	.....	.....	51
Painting and graining.....	.....	.....	102
Paperhanging.....	.....	.....	58
Welding.....	.....	.....	82
Totals.....	711	700	1,531

TRADE SCHOOL FOR GIRLS.

DEPARTMENT.	Day.	Extension.	Total.
Dressmaking .....	380	4	384
Millinery .....	92	6	98
Operating .....	162	21	183
Catering .....	76	2	78
Totals .....	710	33	743

*Summer Term, 1928.*

Total registration . . . . .	214
Average number belonging . . . . .	192
Average attendance . . . . .	175
Per cent of attendance . . . . .	91
Average daily number of teachers . . . . .	16
Part-time extension:	
Number enrolled . . . . .	11
Hours of attendance . . . . .	790

DISTRIBUTION OF PUPILS IN RESPECT BOTH  
The Age Given is That

Teachers College.	GRADES.		4 Years and Under.	5 Years.	6 Years.	7 Years.	8 Years.	9 Years.
			Females					
	All Grades.....	Females						
	Totals.....							
High and Latin Schools.	Post-Graduate Course.....	Boys.....						
		Girls.....						
	Special Pupils.....	Boys.....						
		Girls.....						
	Fourth-Year Group.....	Boys.....						
		Girls.....						
	Third-Year Group.....	Boys.....						
		Girls.....						
	Second-Year Group.....	Boys.....						
		Girls.....						
First-Year Group.....	Boys.....							
	Girls.....							
V. Class Latin Schools.....	Boys.....							
	Girls.....							
VI. Class Latin Schools.....	Boys.....						1	
	Girls.....							
	Totals.....							1
Inter-mediate.	Ninth Grade.....	Boys.....						
		Girls.....						
	Totals.....							
Elementary Schools.	Eighth Grade.....	Boys.....						
		Girls.....						
	Seventh Grade.....	Boys.....						1
		Girls.....						2
	Sixth Grade.....	Boys.....						94
		Girls.....						2
	Fifth Grade.....	Boys.....				1		96
		Girls.....				3	71	1,835
	Fourth Grade.....	Boys.....				74	110	2,055
		Girls.....				79	1,929	2,200
	Third Grade.....	Boys.....				79	2,104	2,029
		Girls.....			79	2,299	1,952	817
	Second Grade.....	Boys.....			91	2,507	1,802	637
		Girls.....			77	2,856	2,329	641
	First Grade.....	Boys.....	97	3,831	2,316	2,017	520	114
		Girls.....	108	3,611	1,970	382	74	8
	Ungraded Classes.....	Boys.....		2	1	5	19	32
		Girls.....		1	1	15	4	4
Special Classes.....	Boys.....		4	8	66	114	166	
	Girls.....		1	9	36	77	97	
	Totals.....		205	7,618	10,275	10,315	9,482	10,352



TO AGE AND TO GRADE, OCTOBER 1, 1927.  
of October 1, 1927.

10 Years.	11 Years.	12 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years.	20 Years.	21 Years and Over.	Totals.
					1	20	161	194	227	139	53	795
					1	20	161	194	227	139	53	795
						11	54	52	41	18	13	189
						9	42	24	7	2		85
						1	23	18	13	4		59
			1	2	89	763	810	323	64	12	5	2,069
			10	105	191	955	835	240	39	7	3	2,270
			6	120	1,171	1,048	444	98	13	2	2	2,738
			127	1,237	1,416	645	301	61	11	5	4	2,727
		5	139	1,324	1,493	412	78	19	2			3,469
		2	86	1,028	551	142	36	6	1	1		2,690
	2	66	874	1,010	425	133	26	3	2			2,554
	81	874										
	12	90	52	8	1							163
	4	55	35	1	1							96
14	153	70	23	2	1							263
9	97	64	13	4								188
<b>23</b>	<b>268</b>	<b>433</b>	<b>2,136</b>	<b>4,841</b>	<b>6,330</b>	<b>5,193</b>	<b>2,812</b>	<b>867</b>	<b>206</b>	<b>55</b>	<b>28</b>	<b>23,193</b>
		64	608	722	355	85	14	5				1,853
	1	72	757	777	317	82	15					2,021
	<b>1</b>	<b>136</b>	<b>1,365</b>	<b>1,499</b>	<b>672</b>	<b>167</b>	<b>29</b>	<b>5</b>				<b>3,874</b>
	100	1,367	1,705	1,004	430	84	15	2				4,707
4	107	1,592	1,825	891	336	61	13	1				4,830
79	1,382	1,760	1,242	574	183	39	8					5,268
93	1,699	1,839	996	413	133	19	3	1				5,198
1,767	1,949	1,092	579	244	87	16						5,829
2,005	1,861	864	431	147	53	6						5,465
2,103	1,052	505	168	70	20	7	1					5,833
1,981	842	292	135	50	15	5	1					5,489
1,002	361	156	49	18	9		1					5,799
794	259	79	42	7	7							5,400
242	53	7	6	2		1						5,458
137	32	4	7	2	2							5,221
23	6	2	1									6,087
27	3	3	1	1								5,721
12	4	1	2									6,847
3												6,149
34	33	20	10	4	3	2						165
12	21	23	7	3	4	1						96
209	171	200	137	111	57	11	1					1,255
99	77	77	83	59	42	4	1					662
<b>10,626</b>	<b>10,012</b>	<b>9,883</b>	<b>7,426</b>	<b>3,600</b>	<b>1,381</b>	<b>256</b>	<b>44</b>	<b>4</b>				<b>91,479</b>

## DISTRIBUTION OF PUPILS IN RESPECT BOTH

GRADES.			4 Years and Under.	5 Years.	6 Years.	7 Years.	8 Years.	9 Years.
Kindergartens.	Kindergartens.....	Boys...	3,670	845	5	.....	.....	.....
		Girls...	3,648	767	11	1	1	.....
	Totals.....		7,318	1,612	16	1	1	.....
Special Schools.	Disciplinary Day School.....	Boys...	.....	.....	.....	.....	1	3
	Horace Mann School.....	Boys...	.....	6	.....	7	5	5
		Girls...	3	1	1	1	5	3
	Trade School for Girls.....	Girls...	.....	.....	.....	.....	.....	.....
	Boston Trade School.....	Boys...	.....	.....	.....	.....	.....	.....
	Boston Clerical School.....	Boys...	.....	.....	.....	.....	.....	.....
		Girls...	.....	.....	.....	.....	.....	.....
Totals.....		3	7	1	8	11	11	
Totals, All Day Schools.....			7,526	9,237	10,292	10,324	9,494	10,364

TO AGE AND TO GRADE, OCTOBER 1, 1927, Concluded.

10 Years.	11 Years.	12 Years.	13 Years.	14 Years.	15 Years.	16 Years.	17 Years.	18 Years.	19 Years.	20 Years.	21 Years and Over.	Totals.
												4,520
												4,428
												8,948
3	4	4	9	7	15							46
4	11	12	4	6	7							75
8	7	3	9	8	6							71
				139	179	91	44	39				503
			20	150	215	138	95	30	13	6	1	669
					9	24	67	128	123	69	29	449
15	22	19	42	310	461	235	212	203	143	78	32	1,813
10,664	10,303	10,471	10,969	10,250	8,845	5,871	3,258	1,273	576	272	113	130,102

## ELEMENTARY SCHOOL PUPILS PROMOTED.

June 30, 1928.

Districts.	Grade IX.	Grade VIII.	Grade VII.	Grade VI.	Grade V.	Grade IV.	Grade III.	Grade II.	Grade I.	Ungraded.	Special English Class.	Special Class.	Hospital Class.	Mechanic Arts Class.	Conservation of Eyesight Class.	Open-Air Class.	Rapid Advancement Class.	Kindergarten.	Total.
Abraham Lincoln.....	118	150	183	169	173	151	71	61	84	11	.....	.....	.....	.....	.....	47	.....	45	1,263
Agassiz.....	.....	53	63	75	109	107	65	41	50	10	.....	.....	.....	98	.....	.....	.....	41	712
Bennett.....	149	224	229	266	259	254	259	240	289	7	.....	.....	.....	.....	.....	.....	.....	255	2,431
Bigelow.....	67	97	112	126	166	154	95	87	85	4	.....	.....	.....	.....	.....	.....	.....	56	1,049
Blackinton.....	.....	107	116	111	96	90	77	80	76	.....	.....	.....	.....	.....	.....	.....	.....	81	834
Bowditch.....	.....	87	90	102	100	111	121	128	184	.....	.....	.....	.....	.....	.....	25	.....	152	1,100
Bowdoin.....	.....	.....	.....	39	80	75	132	116	106	16	.....	13	.....	.....	.....	140	.....	107	824
Chapman.....	.....	.....	.....	158	156	175	162	172	166	13	.....	.....	.....	.....	.....	.....	.....	149	1,151
Charles Sumner.....	.....	.....	.....	157	167	166	169	163	178	.....	.....	.....	.....	.....	.....	.....	.....	158	1,158
Christopher Gibson.....	.....	179	181	175	156	150	87	88	103	.....	.....	.....	.....	.....	.....	.....	.....	74	1,193
Dearborn.....	.....	162	198	164	178	141	168	193	244	21	.....	13	.....	.....	.....	.....	.....	104	1,586
Dillaway.....	.....	104	100	123	96	111	128	136	143	.....	.....	26	.....	.....	.....	.....	.....	148	1,115
Donald McKay.....	206	323	418	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	947
Dudley.....	.....	99	96	107	107	126	121	116	144	.....	.....	12	.....	.....	.....	.....	.....	98	1,038
Dwight.....	.....	65	66	83	89	82	69	69	73	.....	.....	.....	58	.....	.....	.....	.....	57	711
Edmund P. Tileston.....	124	133	168	197	162	162	205	171	205	7	.....	.....	.....	.....	.....	.....	.....	122	1,517

Edward Everett.....	136	142	185	176	188	167	182	161	17	117	1,471
Elihu Greenwood.....	185	177	189	167	197	149	174	191	5	168	1,597
Eliot.....			189	227	217	252	264	250	31	168	1,694
Emerson.....			153	176	146	177	192	195	8	113	1,160
Emily A. Fifield.....			266	229	220	77	99	93	8	81	1,073
Everett.....	66	85	77	81	94	131	121	111	7	41	814
Francis Parkman.....	73	89	74	110	101	87	118	106		80	841
Frank V. Thompson.....	371	439									1,338
Franklin.....	40	74	77	79	76	138	149	154	4	85	894
Frederic W. Lincoln.....	64	64	60	52	60	77	79	63		83	602
Gaston.....	69	121	126	128	106	87	97	100		50	1,006
Gilbert Stuart.....	62	62	62	54	93	100	126	82		107	748
Grover Cleveland.....	208	218								57	694
Hancock.....			161	181	221	153	193	200	6	219	1,471
Harvard Frothingham.....			129	118	117	96	137	111		28	1,053
Henry Crow.....	122	121	138	155	142	135	121	148		10	1,213
Henry L. Higginson.....			74	133	149	194	215	187		227	1,179
Henry L. Pierce.....	148	208				166	154	159		123	1,173
Hugh O'Brien.....			191	180	189	194	206	201	5	143	1,736
Hyde.....	58	75	62	59	72	50	81	116	9	101	683
Jefferson-Comins.....	139	141	147	141	134	142	173	158	5	146	1,326
John A. Andrew.....	102	109	144	121	148	112	115	102	7	78	1,088
John Cheverus.....	95	67	76	89	84	73	83	98	1	77	757

ELEMENTARY SCHOOL PUPILS PROMOTED.  
*June 30, 1928.*—Concluded.

DISTRICTS.	Grade IX.	Grade VIII.	Grade VII.	Grade VI.	Grade V.	Grade IV.	Grade III.	Grade II.	Grade I.	Ungraded.	Special English Class.	Special Class.	Hospital Class.	Mechanic Arts Class.	Conservation of Eyesight Class.	Open-air Class.	Rapid Advancement Class.	Kindergarten.	Total.
John Marshall.....				227	227	235	197	196	217			116						165	1,580
John Winthrop.....	112	139	173	179	175	185	176	197	233		3							116	1,688
Joseph H. Barnes.....	278	339	443														32	76	1,202
Julia Ward Howe.....		60	70	81	82	70	106	109	102			2						53	748
Lawrence.....				171	207	205	146	203	160			15							968
Lewis.....	231	274	305	118	40														1,621
Longfellow.....				211	201	220	237	265	272		1							214	1,621
Lowell.....		109	130	115	110	107	112	111	137		17							126	1,074
Martin.....		73	75	59	67	65	67	82	97				7		12			112	716
Mary Hemenway.....	125	170	158	201	207	175	184	185	196		17							132	1,750
Mather.....		170	172	335	253	257	257	291	279		17							208	2,239
Michelangelo.....	169	240	380																789
Minot.....		82	101	109	93	97	94	71	90									46	783
Norcross.....	66	84	105	102	87	93	100	109	128	18	4				11			84	991
Oliver Hazard Perry.....		75	67	74	84	72	59	71	74	9	1							61	647
Oliver Wendell Holmes.....	284	389	381																1,054
Phillips Brooks.....		200	186	198	176	196	187	189	210									148	1,684

Prescott.....	61	61	87	80	90	101	92													56	689
Prince.....	143	125	139	128	126	133	132													65	1,119
Quincy.....	31	34	69	58	104	145	165					11	52							136	860
Rice.....	128	152	129	124	67	65	75					8								45	924
Robert Gould Shaw.....	140	190	222	221	186	208	229					5								171	1,989
Robert Treat Paine.....			130	138	129	128	138					3								111	914
Roger Wolcott.....			347	369	229	315	295					16								224	2,165
Samuel Adams.....			335	349	340	321	369					8								336	2,369
Sherwin.....	24	23	21	59	65	105	121	123	13			183	65							93	895
Shurtleff.....	70	94	106	105	113	149	126	151				5								123	1,119
Theodore Lyman.....			155	187	180	163	176	196				11	13							128	1,209
Theodore Roosevelt.....	185	273	118	164	81	103	96	99				2								57	1,416
Thomas Gardner.....	125	148	149	187	135	194	206	206				29								135	1,495
Thomas N. Hart.....	93	111	112	79	62	112	101	105				14								108	892
Ulysses S. Grant.....			143	168	186	166	174	199				33								147	1,216
Warren-Banker Hill.....			128	177	181	166	201	199				3								142	1,554
Washington.....	241	328	374																	112	943
Washington Aliston.....	110	150	129	142	130	141	143														1,334
Washington Irving.....	259	341	397																		987
Wells.....			121	106	90	173	245	299				15	10	44						217	1,329
Wendell Phillips.....			162	210	166	34	45	32				5	28	26						33	784
William E. Endicott.....			228	182	213	221	265	272				3								151	1,635
William E. Russell.....			118	89	73	87	80	89				5								124	816
William L. Garrison.....			173	149	153	170	177	164												105	1,091
Totals.....	3,606	8,874	10,115	10,266	10,103	9,815	10,577	11,086	137	16	857	116	297	310	127	119				8,594	94,562

ELEMENTARY SCHOOL PUPILS NOT PROMOTED.

June 30, 1928.

Districts.	Grade IX.	Grade VIII.	Grade VII.	Grade VI.	Grade V.	Grade IV.	Grade III.	Grade II.	Grade I.	Ungraded.	Special English Class.	Special Class.	Hospital Class.	Mechanic Arts Class.	Conservation of Eyesight Class.	Open-air Class.	Kindergarten.	Totals.
Abraham Lincoln.....	6	3	8	18	21	21	7	1	22	23	23	23	23	.....	.....	9	5	144
Agassiz.....	.....	7	9	3	5	9	.....	12	6	4	4	4	4	15	.....	.....	4	74
Bennett.....	10	19	21	16	24	19	11	22	79	24	24	24	24	.....	.....	.....	71	316
Bigelow.....	.....	3	2	12	6	9	4	9	20	12	12	12	12	.....	.....	.....	12	89
Blackinton.....	.....	2	3	19	9	9	4	5	12	15	15	15	15	.....	.....	.....	11	89
Bowditch.....	.....	6	8	3	10	11	6	20	33	.....	.....	.....	.....	.....	2	3	3	102
Bowdoin.....	.....	.....	.....	.....	.....	.....	3	8	21	35	35	35	35	.....	.....	8	9	84
Chapman.....	.....	.....	.....	8	5	9	14	15	39	.....	.....	.....	.....	.....	.....	.....	28	118
Charles Sumner.....	.....	.....	.....	19	23	14	16	18	38	.....	.....	.....	.....	.....	.....	.....	20	148
Christopher Gibson.....	.....	3	6	3	7	4	7	8	15	.....	.....	.....	.....	.....	.....	.....	3	56
Dearborn.....	.....	2	3	14	16	7	25	19	36	21	.....	.....	.....	.....	.....	.....	30	173
Dillaway.....	.....	6	4	6	7	5	7	14	43	.....	.....	.....	6	.....	.....	.....	15	113
Donald McKay.....	2	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4
Dudley.....	.....	7	14	9	11	19	14	26	21	.....	.....	20	20	1	.....	.....	28	170
Dwight.....	.....	2	2	3	6	1	2	2	19	.....	.....	92	92	.....	.....	.....	19	148
Edmund P. Tileston.....	.....	2	4	.....	3	4	8	6	31	.....	.....	11	11	.....	.....	.....	6	75
Edward Everett.....	.....	7	17	20	12	8	21	9	34	.....	.....	14	14	.....	.....	.....	12	154
Elihu Greenwood.....	.....	10	6	12	19	11	9	12	21	.....	.....	11	11	.....	.....	.....	16	127
Eliot.....	.....	.....	.....	54	67	63	37	52	74	26	.....	32	32	3	.....	.....	35	443



Emerson.....				15.	9.	16.	33.	47.	29.	8.	184.
Emily A. Fifield.....			2	17	18	4	1	13	6	4	65
Everett.....	1	3	5	5	6	9	20	25	22	3	99
Francis Parkman.....	4	16	13	3	2		6	5		9	58
Frank V. Thompson.....	18	6									36
Franklin.....	9	1	6	4	5	5	6	35	8	14	95
Frederic W. Lincoln.....	7	11	16	11	17	2	4	15		1	84
Gaston.....	3	4	7	5	2	4	5	16		2	48
Gilbert Stuart.....	1	9	8	9	12	10	14	16		28	107
Grover Cleveland.....	1	6	22								29
Hancock.....			20	10	26	5	5	30	58	103	262
Harvard-Frothingham.....	4	11	2	2	1	4	17	44	42	41	169
Henry Grew.....	2	7	13	12	10	12	17	26		36	135
Henry L. Higginson.....			9	6	19	6	12	24		10	86
Henry L. Pierce.....	12	12	11			8	20	26		20	109
Hugh O'Brien.....	16	21	20	25	16	21	19	34	15	17	204
Hyde.....	1	1	17	12	15	6	18	42	7	18	137
Jefferson-Comins.....		16	28	18	27	7	16	34	6	32	184
John A. Andrew.....	2	20	33	26	28	10	19	16	5	7	172
John Cheverus.....	5	9	17	17	13	1	12	23	13	23	133
John Marshall.....			15	13	17	11	8	33	13	12	126
John Winthrop.....	1	10	10	20	9	20	19	32	15	15	160
Joseph H. Barnes.....	8	10	8								26
Julia Ward Howe.....			16	5	16	5	15	47	11	7	116
Lawrence.....	4	8	8	4	3	7	10	12	1	8	65

## ELEMENTARY SCHOOL PUPILS NOT PROMOTED.

June 30, 1928.— Concluded.

Districts.	Grade IX.	Grade VIII.	Grade VII.	Grade VI.	Grade V.	Grade IV.	Grade III.	Grade II.	Grade I.	Ungraded.	Special English Class.	Special Class.	Hospital Class.	Mechanics Arts Class.	Conservation of Eyegight Class.	Open-air Class.	Kindergarten.	Total.
Lewis.....	9	4	8	4														25
Longfellow.....				3	12	11	8	14	11			11					35	105
Lowell.....		7	10	7	7	15	13	15	43			14					17	148
Martin.....			9	14	2	4	4	7	15				25		1		16	97
Mary Hemenway.....	5	6	16	45	24	21	9	16	35								20	197
Mather.....		5	21	21	33	25	10	11	23			18					22	189
Michelangelo.....	7	21	45															73
Minot.....			3	10	10	11	4	6	15								15	74
Norcross.....	3	2	4	15	14	6	8	10	31	2		9			2		18	124
Oliver Hazard Perry.....		3	37	16	13	12	1	6	16	3		12					2	121
Oliver Wendell Holmes.....	18	25	24															67
Phillips Brooks.....		12	10	14	7	9	6	7	12								7	84
Prescott.....		5	8	29	11	8	5	4	10			10					11	101
Prince.....		5	5	3	3	5	4	3	8								10	46
Quincy.....			1	4	5	12	16	6	75			32		2			27	180



## NUMBER OF PUPILS PER TEACHER.

YEAR.	The Teachers College of the City of Boston (Excluding Head Master).	High and Latin (Excluding Head Master.)	ELEMENTARY.	
			Grades (Excluding Principals.)	Kindergartens.
1904.....	19.3	26.5	48.3	27.1
1905.....	19.9	27.3	48.4	28.5
1906.....	20.3	27.4	48.2	28.1
1907.....	17.0	26.9	47.9	26.8
1908.....	16.4	26.9	47.1	27.4
1909.....	14.0	29.2	45.6	25.7
1910.....	15.6	27.5	43.6	25.6
1910-11.....	16.0	28.9	42.2	23.4
1911-12.....	16.1	28.8	40.3	25.9
1912-13.....	14.0	27.8	42.7	24.6
1913-14.....	13.4	29.4	43.4	24.6
1914-15.....	15.4	31.2	42.9	26.1
1915-16.....	19.0	30.8	42.4	26.1
1916-17.....	19.6	30.3	41.4	22.8
1917-18.....	16.3	28.1	40.9	24.2
1918-19.....	15.3	26.7	40.1	24.3
1919-20.....	14.7	27.6	41.2	24.8
1920-21.....	16.4	28.8	42.4	25.4
1921-22.....	16.7	30.1	41.8	25.4
1922-23.....	18.5	28.7	41.0	25.1
1923-24.....	19.4	27.6	40.9	25.3
1924-25.....	18.1	27.4	40.3	23.6
1925-26.....	17.6	26.0	39.6	22.3
1926-27.....	16.4	25.0	39.3	21.3
1927-28*.....	17.1	24.9	38.9	20.5

\* The average number of teachers for the school year 1927-28 was: The Teachers College of the City of Boston, 46; Latin and high, 898; elementary grades, 2,435; kindergartens, 306 including 143 teachers who served two sessions.

## GRADUATES.

THE TEACHERS COLLEGE OF THE CITY OF BOSTON, DAY HIGH AND  
LATIN SCHOOLS.*June, 1928.*

SCHOOL.	Degrees.	Diplomas.	Total.		
The Teachers College.....	67	172	239		
DAY HIGH AND LATIN.	ACADEMIC.			Co-operative Industrial Courses.	Total Number of Graduates.
	Boys.	Girls.	Total.		
Public Latin.....	165	.....	165	.....	165
Girls' Latin.....	.....	126	126	.....	126
Brighton High.....	48	100	148	9	157
Charlestown High.....	1	66	67	38	105
Dorchester High School for Boys.....	286	.....	286	9	295
Dorchester High School for Girls.....	.....	438	438	.....	438
East Boston High.....	66	112	178	30	208
English High.....	607	.....	607	.....	607
Girls' High.....	.....	455	455	.....	455
High School of Commerce.....	193	.....	193	.....	193
High School of Practical Arts.....	.....	152	152	.....	152
Hyde Park High.....	62	89	151	18	169
Jamaica Plain High.....	55	168	223	.....	223
Mechanic Arts High.....	185	.....	185	.....	185
Memorial High School (Girls).....	.....	350	350	.....	350
South Boston High.....	51	93	144	.....	144
Totals, Day High and Latin.....	1,719	2,149	3,868	104	3,972

## NUMBER OF PUPILS FINISHING EIGHTH GRADE.

(In some cases with diplomas and some without.)

June, 1928.

DISTRICT.	Boys.	Girls.	Total.	DISTRICT.	Boys.	Girls.	Total.
Abraham Lincoln.....	53	100	153	Lewis Intermediate.....	136	142	278
Agassiz.....	86	.....	86	Lowell.....	53	56	109
Bennett.....	106	137	243	Martin.....	37	38	75
Bigelow.....	99	.....	99	Mary Hemenway.....	75	101	176
Blackinton.....	49	58	107	Mather.....	103	67	170
Bowditch.....	.....	89	89	Michelangelo Intermediate.....	130	100	230
Christopher Gibson.....	90	89	179	Minot.....	38	44	82
Dearborn.....	99	62	161	Norcross.....	.....	85	85
Dillaway.....	.....	104	104	Oliver Hazard Perry.....	37	38	75
Donald McKay Intermediate..	126	123	249	Oliver Wendell Holmes Inter- mediate.....	189	200	389
Dudley.....	100	.....	100	Phillips Brooks.....	97	103	200
Dwight.....	67	.....	67	Prescott.....	28	33	61
Edmund P. Tileston.....	53	72	125	Prince.....	64	76	140
Edward Everett.....	60	76	136	Quincy.....	58	.....	58
Elihu Greenwood.....	82	103	185	Rice.....	80	48	128
Everett.....	.....	67	67	Robert Gould Shaw.....	85	85	170
Francis Parkman.....	33	40	73	Sherwin.....	55	.....	55
Frank V. Thompson Inter- mediate.....	261	267	528	Shurtleff.....	.....	77	77
Franklin.....	6	44	50	Theodore Roosevelt Inter- mediate.....	126	158	284
Frederic W. Lincoln.....	64	.....	64	Thomas Gardner.....	64	61	125
Gaston.....	.....	95	95	Thomas N. Hart.....	94	.....	94
Gilbert Stuart.....	30	32	62	Warren-Bunker Hill.....	63	65	128
Grover Cleveland Intermediate,	105	112	217	Washington.....	157	171	328
Harvard-Frothingham.....	46	61	107	Washington Allston.....	69	81	150
Henry Grew.....	62	60	122	Washington Irving Inter- mediate.....	153	188	341
Henry L. Pierce.....	107	120	227	William E. Russell.....	56	62	118
Horace Mann.....	6	6	12	Totals.....	4,415	4,584	8,999
Hugh O'Brien.....	123	87	210	SUMMARY.			
Hyde.....	.....	58	58	The Teachers College.....	.....	239	239
Jefferson-Comins.....	63	76	139	Boston Clerical.....	.....	61	61
John A. Andrew.....	48	54	102	Day High and Latin.....	*1,823	2,149	3,972
John Cheverus.....	54	45	99	Day Elementary.....	4,415	4,584	8,999
John Winthrop.....	70	89	159	Totals †.....	6,238	7,033	13,271
Joseph H. Barnes Intermediate,	160	179	339				
Lawrence.....	60	.....	60				

\* Including 104 boys who completed five year industrial course.

† In addition 166 pupils finished the eighth grade because of work done in the summer review school (see page 34).

## SUMMER REVIEW SCHOOLS.

*(Graduates, September, 1928.)**(As a Result of Summer Review School Work.)*

HIGH SCHOOL.	Boys.	Girls.	Total.
Brighton High.....	3	2	5
Charlestown High.....	1	.....	1
Dorchester High for Boys.....	12	.....	12
Dorchester High for Girls.....	.....	3	3
English High.....	17	.....	17
Girls' High.....	.....	15	15
High School of Commerce.....	1	.....	1
High School of Practical Arts.....	.....	3	3
Jamaica Plain High.....	4	2	6
Mechanic Arts High.....	7	.....	7
Memorial High for Girls.....	4	.....	4
South Boston High.....	3	.....	3
Totals.....	52	25	77

**NUMBER OF PUPILS COMPLETING GRADE VIII AS A RESULT OF  
SUMMER REVIEW SCHOOL WORK.**

SCHOOL OR DISTRICT.	Boys.	Girls.	Total.	SCHOOL OR DISTRICT.	Boys.	Girls.	Total.
Public Latin.....	2		2	John Winthrop.....	2	1	3
Girls' Latin.....		1	1	Joseph H. Barnes.....	2	1	3
Abraham Lincoln.....	1		1	Lawrence.....	1		1
Agassiz.....	6		6	Lewis.....	1		1
Bennett.....	4	2	6	Lowell.....		1	1
Blackinton.....	1		1	Mary Hemenway.....	1		1
Bowditch.....		4	4	Mather.....		2	2
Christopher Gibson.....	1		1	Michelangelo.....		2	2
Dearborn.....		1	1	Oliver H. Perry.....	2		2
Dillaway.....		4	4	Oliver W. Holmes.....	5	4	9
Dudley.....	3		3	Phillips Brooks.....	7	4	11
Edward Everett.....		3	3	Prince.....	1		1
Elihu Greenwood.....	3	4	7	Rice.....	1	1	2
Francis Parkman.....	1	2	3	Robert G. Shaw.....	2	2	4
Frank V. Thompson.....	5	10	15	Shurtleff.....		2	2
Franklin.....		7	7	Theodore Roosevelt.....	7	7	14
Frederic W. Lincoln.....	3		3	Thomas Gardner.....	2	2	4
Gaston.....		2	2	Thomas N. Hart.....	3		3
Henry Grew.....		1	1	Washington.....	4	6	10
Henry L. Pierce.....		2	2	Washington Allston.....	4	2	6
Hugh O'Brien.....	1	2	3	William E. Russell.....	1	3	4
John Cheverus.....	3	1	4	Totals.....	80	86	166



SUMMER REVIEW INTERMEDIATE AND ELEMENTARY  
SCHOOL PUPILS PROMOTED.

*September, 1928.*

NAME OF SCHOOL.	Grade IX.	Grade VIII.	Grade VII.	Grade VI.	Grade V.	Grade IV.	Special, English Class.	Totals.
High.....	14							14
INTERMEDIATE.								
Lewis.....	7	34	81					122
Oliver W. Holmes.....	19	30	121					171
Total.....	26	64	202					293
ELEMENTARY.								
Abraham Lincoln.....		40	57	86	81	87		356
Bigelow.....		9	31	72	63	67		242
Henry Grew.....		11	28	65	39	41		184
Hugh O'Brien.....				231	166	168	10	575
Sarah Greenwood.....				156	154	118		428
Shurtleff.....		5	38	45	69	43		203
Theodore Roosevelt.....		29	52	108	88	86		363
Ulysses S. Grant.....		8	21	131	139	106		411
Warren.....			39	73	77	64		253
Wells.....				99	99	80		278
Total.....		102	266	1,066	975	860	10	3,293
Grand Total.....	40	166	468	1,066	975	860	10	3,600

SUMMER REVIEW INTERMEDIATE AND ELEMENTARY  
SCHOOL PUPILS NOT PROMOTED.

*September, 1928.*

NAME OF SCHOOL.	Grade IX.	Grade VIII.	Grade VII.	Grade VI.	Grade V.	Grade IV.	Special English Class.	Totals.
High.....	4							4
INTERMEDIATE.								
Lewis.....		5	27					32
Oliver Wendell Holmes.....	2	9	12					23
Total.....	2	14	39					55
ELEMENTARY.								
Abraham Lincoln.....		1	6	4	1	6		18
Bigelow.....			5	4	4	15		28
Henry Grew.....			14	20	14	18		66
Hugh O'Brien.....				38	38	21	3	100
Sarah Greenwood.....				20	8	14		42
Shurtleff.....			7	23	30	12		72
Theodore Roosevelt.....			3	9	10	5		27
Ulysses S. Grant.....			1	52	34	27		114
Warren.....		1	12	19	15	22		69
Wells.....						1		1
Total.....		2	48	189	154	141	3	537
Grand Total.....	6	16	87	189	154	141	3	596

ADMISSIONS TO TEACHERS COLLEGE OF THE CITY OF BOSTON.

September, 1927.

SCHOOL TO WHICH PUPILS WERE ADMITTED.	Boys.	Girls.	Total.	Boston High School Graduates, June, 1927.	Received from Other Sources, September, 1927.	AVERAGE AGE OF ALL ADMITTED.	
						Years.	Months.
Teachers College of the City of Boston.....		244	244	198	46	17	9

ORIGINAL ADMISSIONS TO GRADE X, HIGH AND LATIN SCHOOLS.

September, 1927.

SCHOOLS TO WHICH PUPILS WERE ADMITTED.	Boys.	Girls.	Total.	Admitted from Boston Intermediate Districts.	Received from Other Sources, September, 1927.	AVERAGE AGE OF ALL ADMITTED.	
						Years.	Months.
Public Latin.....	26		26	10	16	15	—
Girls' Latin.....							
Brighton High.....	55	99	154	125	29	15	3
Charlestown High.....	23	3	26	21	5	15	7
Dorchester High for Boys.....	346		346	314	32	15	5
Dorchester High for Girls.....		542	542	489	53	15	3
East Boston High.....	166	146	312	305	7	14	8
English High.....	463		463	388	75	15	2
Girls' High.....		241	241	202	39	15	—
High School of Commerce.....	116		116	95	21	15	6
High School of Practical Arts.....		133	133	91	42	15	9
Hyde Park High.....	42	10	52	26	26	15	7
Jamaica Plain High.....	26	205	231	191	40	15	5
Mechanic Arts High.....	175		175	158	17	15	4
Memorial High for Girls.....		280	280	243	37	15	2
South Boston High.....	29	134	163	139	24	15	1
Totals.....	1,467	1,793	3,260	2,797	463	15	3

## ADMISSIONS TO GRADE IX, HIGH AND LATIN SCHOOLS.

September, 1927.

SCHOOLS TO WHICH PUPILS WERE ADMITTED.	Boys.	Girls.	Total.	Boston Elementary Graduates, June, 1927.	Received from Other Sources, September, 1927.	AVERAGE AGE OF ALL ADMITTED.	
						Years.	Months.
Public Latin .....	334	.....	* 334	204	130	14	2
Girls' Latin .....	.....	164	† 164	96	68	13	9
Brighton High .....	149	71	220	154	66	15	2
Charlestown High .....	150	199	349	192	157	14	6
Dorchester High for Boys .....	322	.....	322	214	108	14	8
Dorchester High for Girls .....	.....	341	341	231	110	14	5
East Boston High .....	95	106	201	101	100	14	6
English High .....	480	.....	480	366	114	14	3
Girls' High .....	.....	504	504	329	175	14	4
High School of Commerce .....	268	.....	268	146	122	14	5
High School of Practical Arts .....	.....	252	252	194	58	15	—
Hyde Park High .....	176	153	329	207	122	14	6
Jamaica Plain High .....	81	183	264	181	83	14	6
Mechanic Arts High .....	494	.....	494	367	127	14	4
Memorial High for Girls .....	.....	494	494	406	88	14	5
South Boston High .....	157	97	254	170	84	14	3
Totals .....	2,706	2,564	5,270	3,558	1,712	14	5

\* In addition 246 pupils were admitted to Grades VII and VIII.

† In addition 191 pupils were admitted to Grades VII and VIII.

## ADMISSIONS TO GRADE IX, INTERMEDIATE.

*September, 1927.*

SCHOOLS TO WHICH PUPILS WERE ADMITTED.	Boys.	Girls.	Total.	Boston Elementary Graduates, June, 1927.	Received from Other Sources, September, 1927.	AVERAGE AGE OF ALL ADMITTED.	
						Years.	Months.
Abraham Lincoln.....	73	69	142	140	2	14	3
Bennett.....	71	96	167	159	8	14	6
Bigelow.....	66	.....	66	66	.....	14	2
Donald McKay.....	133	101	234	233	1	13	10
Frank V. Thompson.....	201	227	428	421	7	14	6
Gaston.....	.....	79	79	79	.....	13	11
Grover Cleveland.....	114	116	230	227	3	13	9
Henry L. Pierce.....	83	77	160	160	.....	14	5
John Winthrop.....	53	71	124	123	1	14	2
Joseph H. Barnes.....	181	178	359	355	4	14	2
Lewis.....	133	116	249	248	1	14	—
Mary Hemenway.....	65	74	139	138	1	14	4
Michelangelo.....	113	89	202	202	.....	14	7
Norcross.....	.....	75	75	74	1	13	5
Oliver Wendell Holmes.....	145	137	282	260	22	13	11
Robert Gould Shaw.....	81	76	157	156	1	14	6
Shurtleff.....	.....	77	77	76	1	14	4
Theodore Roosevelt.....	129	115	244	241	3	13	3
Washington.....	156	142	298	293	5	14	3
Washington Allston.....	47	72	119	118	1	14	2
Washington Irving.....	129	147	276	265	11	13	3
<b>Totals.....</b>	<b>1,973</b>	<b>2,134</b>	<b>4,107</b>	<b>4,034</b>	<b>73</b>	<b>14</b>	<b>1</b>

## TEACHERS.

## SUMMARY OF ALL TEACHERS — June 30, 1928.

*Number of Schools.*

SCHOOLS.	Number of Schools.	NUMBER OF TEACHERS.		
		Men.	Women.	Total.
The Teachers College of the City of Boston,	1	12	35	47
High and Latin . . . . .	17	451	442	893
Elementary . . . . .	<sup>1</sup> 80	187	2,351	2,538
Kindergartens . . . . .	<sup>2</sup> 246	.....	<sup>3</sup> 313	313
Special . . . . .	<sup>4</sup> 6	218	343	561
Totals . . . . .	.....	868	3,484	4,352

<sup>1</sup> Represents the number of districts.<sup>2</sup> Includes eighty-four kindergartens established on double-session basis.<sup>3</sup> One hundred and forty-four of these teachers served two sessions so that the kindergartens were operated with the equivalent of 454 teachers.<sup>4</sup> Horace Mann School, Boston Clerical School, Boston Disciplinary Day School, Boston Trade School, Trade School for Girls, and Continuation School. The number of teachers given includes the teachers of the special schools, and all general supervisors and directors.

## THE TEACHERS COLLEGE OF THE CITY OF BOSTON.

*June 30, 1928.*

RANK.	Men.	Women.	Total.
Head Master . . . . .	1	.....	1
Dean . . . . .	1	.....	1
Masters . . . . .	† 8	.....	8
First Assistants . . . . .	.....	* 10	10
Junior Masters . . . . .	2	.....	2
Adviser of Women . . . . .	.....	1	1
Assistants . . . . .	.....	20	20
Temporary Teachers . . . . .	.....	2	2
Assistant, Physical Education . . . . .	.....	1	1
Assistant Instructor, Physical Education . . . . .	.....	1	1
Totals . . . . .	12	35	47

† Excludes one master, who is assigned Principal of the Model School.

\* Excludes one first assistant, who is also Director of Modern Foreign Languages.

SUMMARY OF HIGH AND LATIN SCHOOL TEACHERS.

June 30, 1928.

RANK.	Men.	Women.	Total.
Head Masters.....	16	1	17
Masters, Heads of Departments.....	65		65
First Assistants, Heads of Departments.....		32	32
Masters.....	11		11
Junior Masters.....	<sup>1</sup> 311		311
Assistants.....		<sup>2</sup> 377	377
Instructors, Special Branches.....	6		6
Assistant Instructors, Special Branches.....		22	22
Co-ordinators.....	5		5
Co-operative Instructors.....	<sup>3</sup> 33		33
Senior Instructors.....	4		4
Industrial Instructors.....		10	10
Totals.....	451	442	893

<sup>1</sup> Includes ten temporary junior masters.

<sup>2</sup> Includes twenty-eight temporary assistants.

<sup>3</sup> Includes one temporary co-operative instructor.

SUMMARY OF ELEMENTARY SCHOOL TEACHERS.

June 30, 1928.

RANK.	Men.	Women.	Total.
Masters.....	63	17	80
Submasters.....	95		95
Masters' Assistants.....		217	217
Masters' Assistants, Special Classes.....		6	6
Assistants, Special Classes.....	1	107	108
Assistants, Intermediate.....	26	492	518
Assistants, Elementary.....	2	1,512	1,514
Totals.....	187	2,351	2,538
Kindergartens:			
First Assistants.....		160	160
Assistants.....		153	153
Totals.....	187	2,664	2,851

## SPECIAL TEACHERS, SUPERVISORS AND DIRECTORS.

June 30, 1928.

	Men.	Women.	Total.
Boston Clerical School.....	5	<sup>1</sup> 13	18
Horace Mann School.....		17	17
Day Industrial Schools:			
Trade School for Girls.....		37	37
Boston Trade School.....	40		40
Household Science and Arts.....		130	130
Department of Manual Arts.....	109	51	160
Music Department.....	11	13	24
Practice and Training.....		6	6
Primary Supervisors.....		2	2
Director of Evening Schools.....	1		1
Director of Modern Foreign Languages.....		1	1
Continuation School.....	28	22	50
Department of Educational Investigation and Measurement.....	2	1	3
Board of Examiners.....	2	1	3
Director of Kindergartens.....		1	1
Assistant Director of Kindergartens.....		1	1
Director of Special Classes.....		1	1
Assistant Director of Special Classes.....		1	1
Commercial Co-ordinator.....	1		1
Boston Disciplinary Day School.....		5	5
Day School for Immigrants.....		2	2
Speech Improvement Classes.....		13	13
Conservation of Eyesight Classes.....		10	10
Director of Penmanship.....		1	1
Assistant Director of Penmanship.....		1	1
Department of Physical Education.....	12	3	15
Director of School Hygiene.....	1		1
Department of Vocational Guidance.....	6	10	16
Totals.....	218	343	561

<sup>1</sup> Includes one assistant, physical education.<sup>2</sup> In addition there were fifteen special assistants.

## MISCELLANEOUS SUPERVISORS.

Nurses (including supervising nurse) . . . . .	62
School Physicians (including Supervisor of Nutrition Classes) . . . . .	60
Chief Attendance Officer . . . . .	1
Attendance Officers . . . . .	31
Supervisor of Licensed Minors . . . . .	1
Director of Extended Use of Public Schools . . . . .	1



## EVENING SCHOOLS.

*Summary of Statistics — School Year 1927-1928.*

	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.....	2	52	1,417	634	2,051	1,087	823	264	76
Commercial High Schools.....	9	124	1,969	3,336	5,305	3,151	2,539	612	81
Elementary Schools...	17	204	2,751	3,734	6,485	3,454	2,829	625	82
Boston Trade School*	1	52	1,531	.....	1,531	772	609	163	79
Totals.....	29	432	7,668	7,704	15,372	8,464	6,800	1,664	80

\* Includes three branches.

## EVENING SCHOOLS.

School Year 1927-1928.—Continued.

SCHOOLS.	TOTAL REGISTRATION.			Average Number Belonging.	Average Attendance.	Average Absence.	Per Cent of Attendance.	Number of Nights.
	Males.	Females.	Total.					
High Schools:								
Central.....	1,185	634	1,819	962	724	238	75	94
Mechanic Arts.....	232	.....	232	125	99	26	79	75
Totals.....	1,417	634	2,051	1,087	823	264	76	.....
Commercial High Schools:								
Brighton.....	108	152	260	130	98	32	75	75
Charlestown.....	157	194	351	212	178	34	84	75
Dorchester.....	512	727	1,239	669	513	156	77	75
East Boston.....	252	279	531	359	304	55	85	75
Girls'.....	.....	584	584	360	287	73	80	75
Hyde Park.....	98	127	225	130	108	22	83	75
Roxbury.....	464	789	1,253	745	607	138	81	75
South Boston.....	245	332	577	381	320	61	84	75
West Roxbury.....	133	152	285	165	124	41	75	75
Totals.....	1,969	3,336	5,305	3,151	2,539	612	81	.....
Grand total.....	3,386	3,970	7,356	4,238	3,362	876	79	.....

EVENING SCHOOLS.

School Year 1927-1928.— Concluded.

ELEMENTARY SCHOOLS.	TOTAL REGISTRATION.			Average Number Belonging.	Average Attendance.	Average Absence.	Per Cent of Attendance.	Number of Nights.
	Males.	Females.	Total.					
Bigelow.....	180	113	293	179	154	25	86	75
Bowdoin.....	24	190	214	114	89	25	78	75
Brighton.....	85	175	260	113	86	27	76	75
Comins.....	153	106	259	145	123	22	85	75
Dearborn.....	167	224	391	223	185	38	83	75
Edward Everett.....	93	236	329	161	130	31	81	75
Eliot.....	270	79	349	217	174	43	80	75
Franklin.....	399	501	900	452	387	65	86	75
Frederic W. Lincoln....	83	225	308	156	138	18	88	75
Hyde Park.....	96	138	234	115	96	19	83	75
Joseph H. Barnes.....	261	209	470	261	216	45	83	75
Oliver Wendell Holmes.	126	179	305	177	149	28	84	75
Phillips Brooks.....	148	232	380	227	192	35	85	75
Roger Wolcott.....	90	194	284	150	115	35	77	75
Theodore Roosevelt....	99	199	298	134	101	33	75	75
Washington.....	372	161	533	334	266	68	80	75
Washington Irving.....	105	573	678	296	228	68	77	75
Totals.....	2,751	3,734	6,485	3,454	2,829	625	82	.....
TRADE SCHOOLS. (Evening Classes.)								
Boston Trade.....	986	.....	986	485	388	97	80	70
Apprenticeship Classes.	330	.....	330	162	120	42	74	47
Brighton Branch.....	44	.....	44	32	28	4	88	70
East Boston Branch....	66	.....	66	40	34	6	85	70
Hyde Park Branch.....	105	.....	105	53	39	14	74	70
Totals.....	1,531	.....	1,531	772	609	163	79	.....

CLASSIFICATION AND AGES OF PUPILS IN EVENING SCHOOLS, MARCH, 1928.  
*High Schools.*

SUBJECTS.	14 YEARS.		15 YEARS.		16 YEARS.		17 YEARS.		18 YEARS.		19 YEARS.		20 YEARS.		OVER 21 AND UNDER 25 YEARS.		OVER 25 AND UNDER 35 YEARS.		35 YEARS AND OVER.		TOTALS FOR EACH GRADE OR SUBJECTS.		
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Total.
Commercial Subjects *.....	32	51	139	161	369	514	358	691	286	548	241	381	144	244	231	487	140	194	29	65	1,969	3,336	5,305
Other Subjects †.....	3	3	46	7	171	51	210	66	192	65	147	79	110	58	258	157	217	112	63	32	1,417	630	2,047
Totals.....	35	54	185	168	540	565	568	757	478	613	388	460	254	302	489	644	357	306	92	97	3,386	3,966	7,352
Total number of pupils of each age.....	89		353		1,105		1,325		1,091		848		556		1,133		663		189		7,352		

\* Including all subjects offered in Evening Commercial High Schools.  
 † These subjects not offered in Evening Commercial High Schools.  
 (Ages as of September 1, 1927.)

Elementary Schools.

GRADES.	14 YEARS.		15 YEARS.		16 YEARS.		17 YEARS.		18 YEARS.		19 YEARS.		20 YEARS.		OVER 21 AND UNDER 25 YEARS.		OVER 25 AND UNDER 35 YEARS.		35 YEARS AND OVER.		TOTAL FOR EACH GRADE OR SUBJECT.			
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Total.	
Graduating.....	28	20	64	20	65	44	48	35	47	18	24	12	19	18	88	46	77	27	46	51	506	261	767	
Subgraduating.....	8	2	19	6	14	12	12	12	13	8	11	11	16	40	71	37	71	36	28	28	263	162	425	
Lip Reading.....						1				1						4	3	12	12	37	15	55	70	
Citizenship.....															16	1	47	1	55	6	118	8	126	
Elementary.....				1	34	18	35	19	27	14	31	11	37	16	67	29	63	28	22	32	316	168	484	
Advanced.....			1	2	28	26	29	23	36	17	42	18	38	25	80	61	126	51	81	82	461	365	766	
Intermediate.....				1	9	15	11	14	15	14	21	16	19	15	74	57	142	69	97	127	388	328	716	
Beginners.....				2	31	19	40	29	29	26	42	16	32	12	112	94	205	126	193	179	684	503	1,187	
Cookery.....								1		2		8	10			43		63		21		148	148	
Dressmaking.....						71		50		68		47		54		245		315		277		1,127	1,127	
Decoration.....						13		11		16		24		13		132		215		158		582	582	
Home Nursing.....												1				3		14		34		53	53	
Millinery.....																2		14		18		34	34	
Totals.....	36	22	84	32	181	219	175	194	167	185	171	164	161	173	508	754	734	971	534	1,020	2,751	3,734	6,485	
Total number of pupils of each age.....	58	116	400	369	352	335	334	1,262	1,705	1,554	6,485													

(Ages as of September 1, 1927.)

*Trade Schools.*

SUBJECTS.	16 YEARS.		17 YEARS.		18 YEARS.		19 YEARS.		20 YEARS.		OVER 21 AND UNDER 25 YEARS.		OVER 25 AND UNDER 35 YEARS.		35 YEARS AND OVER.		TOTALS FOR EACH GRADE OR SUBJECT.		
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Total.
Shopwork.....	102		105		115		115		92		287		336		164		1,316		1,316
Drawing.....	29		28		31		22		18		37		31		14		210		210
Theory.....					1		1		1		2						5		5
Totals.....	131		133		147		138		111		326		367		178		1,531		1,531
Total number of pupils of each age.....	131		133		147		138		111		326		367		178				1,531

(Ages as of September 1, 1927.)

*Grand Total.*

	14 YEARS.		15 YEARS.		16 YEARS.		17 YEARS.		18 YEARS.		19 YEARS.		20 YEARS.		OVER 21 AND UNDER 25 YEARS.		OVER 25 AND UNDER 35 YEARS.		35 YEARS AND OVER.		TOTALS FOR EACH GRADE OR SUBJECT.		
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Total.
High Schools.....	35	54	185	168	540	565	568	757	478	613	388	460	254	302	489	644	357	306	92	97	3,386	3,966	7,352
Elementary Schools.....	36	22	84	32	181	219	175	194	167	185	171	164	161	173	508	754	734	971	534	1,020	2,751	3,734	6,485
Trade Schools.....					131		133		147		138		111		326		367		178		1,531		1,531
Totals.....	71	76	269	200	852	784	876	951	792	798	697	624	526	475	1,323	1,398	1,458	1,277	804	1,117	7,668	7,700	15,368
Total number of pupils of each age.....	147	469	1,636	1,827	1,590	1,321	1,001	2,721	2,735	1,921	15,368												

(Ages as of September 1, 1927.)

*Non-English Speaking Pupils.\**

	15 YEARS.		16 YEARS.		17 YEARS.		18 YEARS.		19 YEARS.		20 YEARS.		21 YEARS AND OVER.		TOTALS FOR EACH GROUP.		
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Total.
Illiterates between 16 and 21 years of age.....	1	6	102	78	115	85	107	71	136	61	126	68	.....	.....	587	369	956
Illiterates over 21 years of age.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,380	943	2,323
Total number of pupils of each age.....	7	.....	180	.....	200	.....	178	.....	197	.....	194	.....	.....	2,323	1,967	1,312	3,279

\* Also reported under "Grades, Elementary Schools, page 47.  
(Ages as of September 1, 1927.)



EVENING SCHOOLS.

*School Year 1927-1928.— Extension of Term.*

ELEMENTARY SCHOOLS.	TOTAL REGISTRATION.			Average Number Belonging.	Average Attendance.	Average Absence.	Per Cent of Attendance.	Number of Nights.
	Males.	Females.	Total.					
Franklin.....	118	91	209	165	150	15	91	15

DAY SCHOOL FOR IMMIGRANTS.

*School Year 1927-1928.*

Number of Regular Teachers.	TOTAL REGISTRATION.			Average Number Belonging.	Average Attendance.	Average Absence.	Per Cent of Attendance.
	Males.	Females.	Total.				
*2	199	877	1,076	515	408	107	79

\* Not including special assistants.

## DAY PRACTICAL ARTS CLASSES.

*School Year 1927-1928.*

SCHOOL.	TOTAL REGISTRATION.	Average Number Belonging.	Average Attendance.	Average Absence.	Per Cent of Attendance.	Number of Sessions.
	Females.					
Ellen H. Richards.....	41	35	29	6	83	110
Francis Parkman.....	51	33	26	7	79	105
Helen L. Burgess.....	38	29	23	6	79	81
Little Em'ly.....	22	15	12	3	80	53
Longfellow.....	27	18	13	5	72	59
Minot.....	32	22	17	5	77	54
Robert Gould Shaw.....	36	16	12	4	75	51
Rochambeau.....	19	18	16	2	89	57
Stoughton.....	24	17	15	2	88	60
Totals.....	290	203	163	40	80	630

## CONTINUATION SCHOOL.

*School Year 1927-1928.*

CLASSES.	Number of Regular Teachers.	TOTAL REGISTRATION.			Average Number Belonging.	Average Attendance.	Average Absence.	Per Cent of Attendance.
		Boys.	Girls.	Total.				
Compulsory Classes.....	45.6	3,418	3,039	6,457	3,995	3,918	77	98

SUMMER VACATION SCHOOLS.

1928.

NAME OF SCHOOL.	Total Registration.	Average Membership.	Average Attendance.	Per Cent of Attendance.	Average Daily Number of Teachers.
Dearborn.....	1,575	830	560	67	29
Eliot.....	2,194	1,941	1,802	97	64
Frothingham.....	903	677	621	92	22
Norcross.....	967	499	251	50	15
Rice.....	1,507	684	604	88	22
Theodore Lyman.....	3,231	1,881	1,616	86	59
Totals.....	10,377	6,512	5,544	85	211

SUMMER REVIEW SCHOOLS.

1928.

NAME OF SCHOOL.	Total Registration.	Average Membership.	Average Attendance.	Per Cent of Attendance.	Average Daily Number of Teachers.
High.....	1,409	1,334	1,288	97	61
Intermediate:					
Lewis.....	459	428	414	97	14
Oliver Wendell Holmes.....	639	604	587	97	16
Total.....	1,098	1,032	1,001	97	30
Elementary:					
Abraham Lincoln.....	674	625	604	97	21
Bigelow.....	385	372	366	98	12
Henry Grew.....	367	342	332	97	11
Hugh O'Brien.....	775	719	691	96	25
Sarah Greenwood.....	635	598	575	96	20
Shurtleff.....	420	397	389	98	13
Theodore Roosevelt.....	669	631	618	98	20
Ulysses S. Grant.....	752	689	668	97	22
Warren.....	411	375	359	96	13
Wells.....	483	451	441	98	15
Total.....	5,571	5,199	5,043	97	172
Grand Total.....	8,078	7,565	7,332	97	263

## LONG ISLAND HOSPITAL SUMMER REVIEW CLASS.—1928.

NAME OF SCHOOL.	Total Registration.	Average Membership.	Average Attendance.	Per Cent of Attendance.	Average Daily Number of Teachers.
Long Island Hospital Summer Review Class.....	32	32	32	100	1
Totals.....	32	32	32	100	1

## CITY HOSPITAL SUMMER REVIEW CLASS.—1928.

NAME OF SCHOOL.	Total Registration.	Average Membership.	Average Attendance.	Per Cent of Attendance.	Average Daily Number of Teachers.
City Hospital Summer Review Class..	51	51	51	100	1
Totals.....	51	51	51	100	1

## PLAYGROUNDS.

*Number of Teachers School Year 1927-1928.*

SEASONS.	First Assistants.	Assistants.	Sand Garden Assistants.	Supervisors.	Play Teachers.	Totals.
<b>1927.</b>						
Fall (September 12 to November 23):						
Men.....				3	80	
Women.....	86	25	49	5	48	
Totals.....	86	25	49	8	128	296
<b>1928.</b>						
Spring (March 19 to June 25):						
Men.....					87	
Women.....	99	88	88	5	48	
Totals.....	99	88	88	5	135	415
Summer (June 25 to July 7 and August 20 to September 14):						
Women.....	112	37	79	4		
Totals.....	112	37	79	4		232
Summer (July 9 to August 18):						
Women.....	124	60	57	4		
Totals.....	124	60	57	4		245

## SCHOOLHOUSE SUMMARY.

*School Year Ending June 30, 1928.*

GRADE OF SCHOOL.	Number of Buildings.	Number of Portables (Wood).	Assembly Halls.	Drill Halls and Gymnasias.	CONSTRUCTION OF SCHOOLHOUSES.	
					Wood.	Brick.
The Teachers College of the City of Boston.	* 2	.....	2	.....	.....	2
High and Latin..	21	25	19	.....	.....	21
Elementary.....	268	203	83	.....	51	217
Boston Clerical School.....	1	.....	1	.....	.....	1
Boston Trade School.....	1	2	1	.....	.....	1
Trade School for Girls.....	1	.....	1	.....	.....	1
Horace Mann School.....	1	.....	2	.....	.....	1
Continuation School.....	2	.....	1	.....	.....	2
Totals.....	297	230	110	.....	51	246

\* Includes one elementary building (Patrick A. Collins Building) used jointly by Teachers College and Girls' Latin School.

NOTE.— In addition to the above there were in use during the school year the following rented quarters: High Schools, 2; elementary schools, 8; the Continuation School, 868 Washington street, and Day School for Immigrants in the Essex Building. Classes were also conducted at Fort Strong (Long Island), Deer Island, Boston City Hospital, Boston Sanatorium, Long Island Hospital School, Frendergast Preventorium and House of Good Samaritan.

## EXTENDED USE OF PUBLIC SCHOOLS.

## SUMMARY OF STATISTICS \*—SEASON OF 1927—1928.

1. Number of School Centers maintained by the appropriation for the Extended Use of the Public Schools . . . . .	12
2. Number of buildings other than School Centers occupied by "Non-School Center"† groups and "Additional Use"‡ organizations . . . . .	72
3. Total number of buildings occupied . . . . .	84
4. Total number of different openings of schoolhouses after school hours . . . . .	3,029

SCHOOL CENTER AND OTHER BUILDINGS.	Total Attendance.
School Center Buildings . . . . .	541,033
Other Buildings . . . . .	207,634
Grand Total . . . . .	748,667

SCHOOL CENTER AND OTHER BUILDINGS.	Average Daily Attendance.
School Center Buildings . . . . .	535
Other Buildings . . . . .	103

\* Figures from June 1927, to June, 1928.

† Occupancy charges met by the appropriation for the Extended Use of Public Schools.

‡ Occupancy charges met by the organization occupying accommodations.

## NON-SCHOOL CENTER GROUPS, 1927-1928.

Total number of different Teacher, Pupil, etc., groups meeting in school buildings at the expense of the appropriation for the Extended Use of Public Schools . . . . .	42
Total number of different Day School Mother's Clubs meeting in school buildings at the expense of the appropriation for the Extended Use of Public Schools . . . . .	37
Total number of different Boy Scout Troops meeting in school buildings at the expense of the appropriation for the Extended Use of Public Schools . . . . .	34
Total number of different Home and School Associations meeting in school buildings at the expense of the appropriation for the Extended Use of Public Schools . . . . .	28
Total number of different District Improvement Associations meeting in school buildings at the expense of the appropriation for the Extended Use of Public Schools . . . . .	15
Total number of different Alumni and Alumnae Associations meeting in school buildings at the expense of the appropriation for the Extended Use of Public Schools . . . . .	14
Total number of different Girl Scout Troops meeting in school buildings at the expense of the appropriation for the Extended Use of Public Schools . . . . .	9

Total number of different Community Activities groups meeting in school buildings at the expense of the appropriation for the Extended Use of Public Schools . . . . .	7
Total number of different American Legion Posts meeting in school buildings at the expense of the appropriation for the Extended Use of Public Schools . . . . .	4
Total number of different Boards of Election Commissioners meeting in school buildings at the expense of the appropriation for the Extended Use of Public Schools . . . . .	1
Total number of different Civil Service Commissions meeting in school buildings at the expense of the appropriation for the Extended Use of Public Schools . . . . .	1
Total . . . . .	<u>192</u>

ADDITIONAL USE GROUPS, 1927-1928.

Total number of different Social and Fraternal Organizations using school buildings paying fuel, light, custodian and other service charges . . . . .	44
Total number of different Benevolent and Charitable Organizations using school buildings paying fuel, light, custodian and other service charges . . . . .	37
Total number of different Political Rallies held in school buildings paying fuel, light, custodian and other service charges . . . . .	13
Total number of different Educational Groups using school buildings paying fuel, light, custodian and other service charges . . . . .	11
Total number of different Civil Service Commissions using school buildings paying fuel, light, custodian and other service charges . . . . .	1
Total number of different Boards of Bar Examiners using school buildings paying fuel, light, custodian and other service charges . . . . .	1
Total . . . . .	<u>107</u>

SCHOOL CENTER CLUBS AND GROUPS — 1927-1928.

	Brighton High School Center.	20	34	44	44	38	44	English High School Center.	Fenway School Center (Teachers College Building).	Michelangelo School Center.	Roxbury High School Center of Practical Arts).	Sarah Greenwood School Center.	South Boston High School Center.	Washington Irving School Center.	William Blackstone School Center.	Totals.
Number of different school center clubs and groups.....		20	34	44	44	38	44	44	37	34	78	84	23	23	34	493
Number of different affiliated clubs and groups.....		5	5	9	9	6	9	9	18	1	18	6	4	6	3	90
Number of different independent clubs and groups.....		1	3	3	3	1	3	1	6	.....	16	3	1	15	5	55
Totals.....		26	42	56	54	45	54	54	61	35	112	93	28	44	42	638



## ATTENDANCE — SCHOOL CENTER BUILDINGS — 1927-1928.

		Total Attendance
<b>Brighton High School Center:</b>		
School Center Groups.....	36,252	
Affiliated Groups.....	3,420	
Independent Groups.....	1,200	
Total.....		40,872
<b>Charlestown High School Center:</b>		
School Center Groups.....	28,487	
Affiliated Groups.....	2,197	
Independent Groups.....	453	
Total.....		31,137
<b>Dorchester High School Center:</b>		
School Center Groups.....	50,086	
Affiliated Groups.....	5,100	
Independent Groups.....	975	
Total.....		56,161
<b>East Boston School Center (Joseph H. Barnes School):</b>		
School Center Groups.....	49,941	
Affiliated Groups.....	4,550	
Independent Groups.....	151	
Total.....		54,642
<b>English High School Center:</b>		
School Center Groups.....	25,337	
Affiliated Groups.....	4,870	
Independent Groups.....	270	
Total.....		30,477
<b>Fenway School Center (Teachers College):</b>		
School Center Groups.....	22,585	
Affiliated Groups.....	10,525	
Independent Groups.....	2,385	
Total.....		35,495
<b>Michelangelo School Center:</b>		
School Center Groups.....	38,346	
Affiliated Groups.....	36	
Independent Groups.....	—	
Total.....		38,382
<b>Roxbury School Center (High School of Practical Arts):</b>		
School Center Groups.....	58,440	
Affiliated Groups.....	7,633	
Independent Groups.....	5,775	
Total.....		71,848
<b>Sarah Greenwood School Center:</b>		
School Center Groups.....	55,367	
Affiliated Groups.....	4,317	
Independent Groups.....	1,590	
Total.....		61,274
<b>South Boston High School Center:</b>		
School Center Groups.....	37,242	
Affiliated Groups.....	2,036	
Independent Groups.....	5,852	
Total.....		45,130

## ATTENDANCE — SCHOOL CENTER BUILDINGS — 1927-1928.

		Total Attendance
Washington Irving School Center:		
School Center Groups .....	17,229	
Affiliated Groups .....	2,507	
Independent Groups .....	12,764	
Total .....		32,500
William Blackstone School Center:		
School Center Groups .....	40,234	
Affiliated Groups .....	1,591	
Independent Groups .....	1,290	
Total .....		43,115
Grand Total .....		541,033

## NON-SCHOOL CENTER GROUPS — 1927-1928.

	Total Attendance.	Number of Meetings.	Average Attendance.
1. Teacher, Pupil, etc., Groups .....	36,291	124	292
2. Boy Scouts .....	35,994	879	40
3. Home and School Associations .....	21,905	154	142
4. District Improvement Associations .....	9,609	51	188
5. Day School Mothers' Clubs .....	8,008	195	41
6. Girl Scouts .....	6,287	174	36
7. Alumni and Alumnae Meetings .....	4,834	23	210
8. Community Activities .....	1,980	70	28
9. American Legion Posts .....	750	4	187
10. Board of Election Commissioners' Meetings .....	450	2	225
11. Civil Service Examinations .....	290	3	98
Total .....	126,398		

## ADDITIONAL USE GROUPS — 1927-1928.

	Total Attendance.	Number of Meetings.	Average Attendance
1. Benevolent and Charitable Groups .....	32,246	101	319
2. Social and Fraternal Organizations .....	21,983	104	211
3. Educational Groups .....	14,411	103	140
4. Civil Service Examinations .....	6,326	16	395
5. Political Rallies .....	4,735	13	364
6. Board of Bar Examiners .....	1,535	3	512
Total .....	81,236		

WORKERS EMPLOYED — DEPARTMENT OF THE EXTENDED USE OF PUBLIC SCHOOLS — 1927-1928.

RANKS.	Brighton High School Center.	Charlestown High School Center.	Dorchester High School Center.	East Boston School Center (Joseph H. Barnes School).	English High School Center.	Fenway School Center (Teachers College).	Michaelangelo School Center.	Roxbury School Center (High School of Practical Arts).	Sarah Greenwood School Center.	South Boston High School Center.	Washington Irving School Center.	William Blackstone School Center.	Home and School Associations.	Additional Use of School Premises.	Totals.
	Managers.....	*			1	†	‡	1		1	1	§	1		
Associate Managers-in-charge.....		1	1					1					1		4
General Leaders.....	1					1									3
Orchestra Leaders.....			1	1		1		1	1						5
Special Leaders.....			1	2	2	2	2								9
Club Leaders.....	1		1	1		2	2		1	1	1				12
General Helpers.....	4	2	3	2			3	4	3	1	2	3		25	52
Leaders.....	9	8	15	8	11	20	11	9	8	7	10	7			123
Helpers.....	5	4	14	8	8	11	7	10	8	9	9	7		16	116
Attendants.....	1		1		1	2		2							7
Totals.....	21	15	37	23	22	39	26	29	22	19	23	18	1	41	336

\* "General Leader" managed the Brighton High School Center.

† A "Special Leader" managed the English High School Center.

‡ A "General Leader" managed the Fenway School Center.

§ A "General Leader" managed the Washington Irving School Center.

|| Some workers served in more than one school center; the actual number of paid workers, therefore, was only 210. Some workers held more than one rank. There were 25 unpaid workers serving in the school centers.

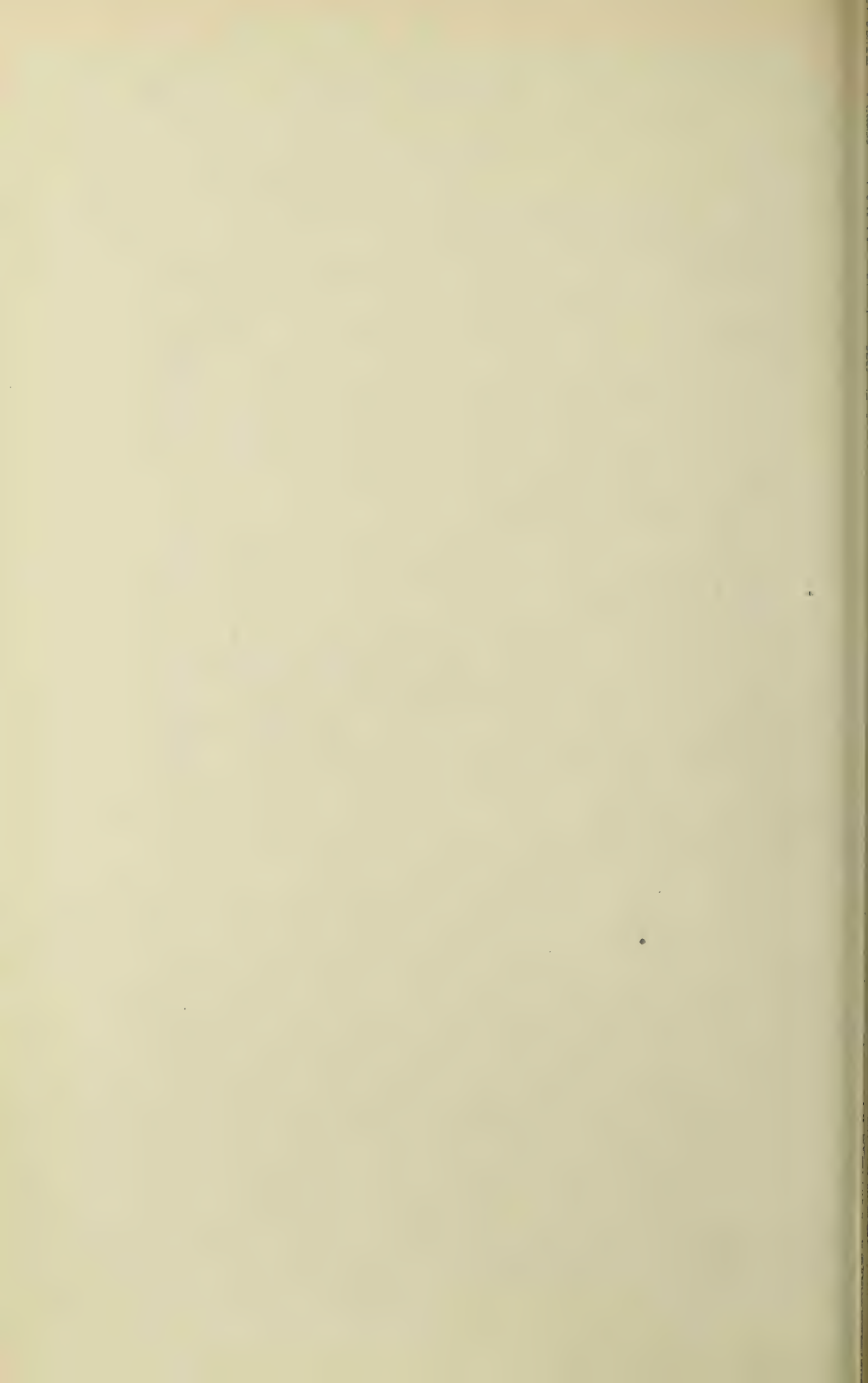
THE FOLLOWING IS A RECORD OF THE NUMBER OF CERTIFICATES ISSUED TO WORKING CHILDREN AND YOUNG PEOPLE FOR TWO YEARS UNDER THE ACTS OF 1913, CHAPTER 799.

MONTH.	EMPLOYMENT CERTIFICATES.						EDUCATIONAL CERTIFICATES.					
	1926-27.			1927-28.			1926-27.			1927-28.		
	New Certificates.		Re-issues.	New Certificates.		Re-issues.	New Certificates.		Re-issues.	New Certificates.		Re-issues.
	Evening School Attendance Not Required.	Evening School Attendance Compulsory.		Evening School Attendance Not Required.	Evening School Attendance Compulsory.		Evening School Attendance Not Required.	Evening School Attendance Compulsory.		Evening School Attendance Not Required.	Evening School Attendance Compulsory.	
September...	900	954	813	940	1,210	1,517	721	1,825	39	36	39	37
October.....	550	701	437	601	944	1,264	584	1,588	42	39	39	40
November....	262	483	276	476	825	1,050	576	1,476	63	64	33	36
December....	198	295	168	266	703	711	528	1,018	36	2	32	26
January.....	199	379	186	335	654	773	266	1,015	28	20	65	41
February....	204	296	157	287	264	1,063	253	979	25	21	24	19
March.....	215	431	154	319	299	1,261	359	1,205	32	28	21	25
April.....	173	301	102	226	293	1,075	257	914	32	15	14	14
May.....	184	288	151	255	342	1,317	273	1,087	22	18	25	11
June.....	486	271	517	256	485	1,212	608	1,211	28	16	28	8
July.....	634	184	472	139	660	1,015	697	1,170	19	22	21	10
August.....	577	205	341	149	530	1,468	748	1,491	22	25	20	25
Totals.....	4,582	4,788	3,774	4,249	7,199	13,726	5,870	14,979	388	341	361	295

REGISTRATION OF MINORS.

October 1, 1927.

GROUP.	ENROLLMENT OF PUPILS.					
	5 TO 7 YEARS.		7 TO 14 YEARS.		14 TO 16 YEARS.	
	Males.	Females.	Males.	Females.	Males.	Females.
Boston public schools.....	10,698	10,167	36,831	34,944	11,293	11,119
Private schools.....	89	95	164	267	127	141
Business schools.....						11
Schools outside of Boston..	2	3	97	52	32	23
Parochial schools and institutions.....	3,033	3,302	9,296	11,549	950	1,705
Institutions for educational and custodial purposes...	104	118	627	516	183	147
Physically or mentally defective children not enrolled in any school.....	7	2	17	33	13	4
Grand totals.....	13,933	13,687	47,032	47,361	12,598	13,150
Illiterate minors.....					(16 to 21 years.) 551 423	



SCHOOL DOCUMENT NO. 11 — 1928  
BOSTON PUBLIC SCHOOLS

# ANNUAL REPORT OF THE SUPERINTENDENT

OCTOBER, 1928



BOSTON  
PRINTING DEPARTMENT  
1928

BOSTON, October 15, 1928.

*To the School Committee of Boston:*

I have the honor to submit herewith the forty-sixth annual report of the Superintendent of Public Schools.

This report covers the school year ending August 31, 1928.

Respectfully submitted,

JEREMIAH E. BURKE,  
*Superintendent of Public Schools.*

---

IN SCHOOL COMMITTEE, October 15, 1928.

On motion, it was

*Ordered,* That this Board hereby adopts as its annual report for the current year the Annual Report of the Superintendent as contained in School Document No. 11, 1928.

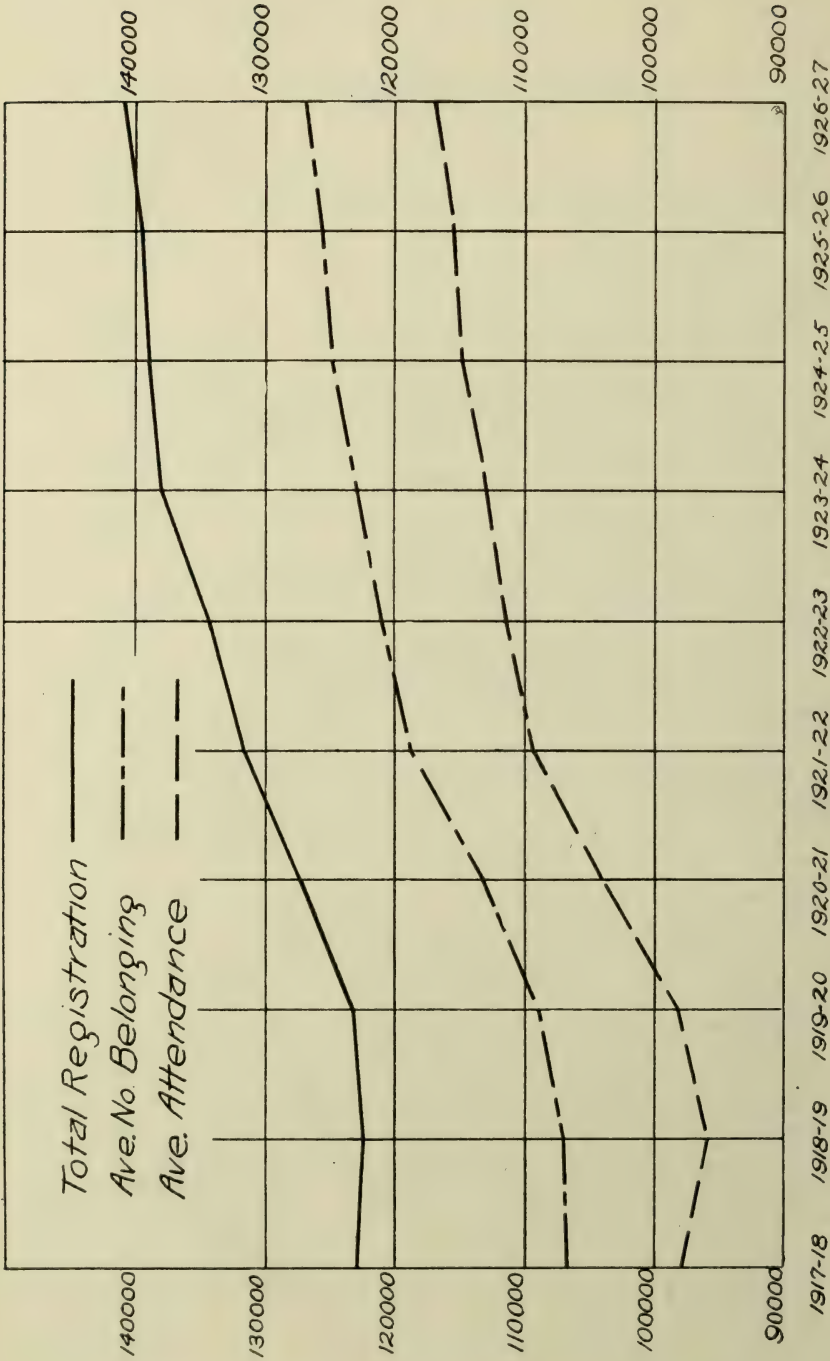


## TABLE OF CONTENTS.

	PAGE
I. Statistical Data Regarding the Boston Public Schools . . . . .	5
School Membership . . . . .	5
Financial Statement . . . . .	6
II. Survey of the Public School System . . . . .	7
III. Citizenship through Character Education . . . . .	10
The Problem in General . . . . .	10
Report of High School Head Masters on Character Education in Secondary Schools . . . . .	15
Survey of Character and Citizenship Training in the Boston Public Schools . . . . .	22
Report of Mr. Henry A. Pulliam . . . . .	23
IV. Training of the Emotions . . . . .	33
Controlling Fear . . . . .	33
Report of Dr. William F. Linehan for the Council on the Educability of the Emotions . . . . .	37
V. Commercial Education . . . . .	42
Commercial Education in Retrospect . . . . .	43
Commercial Education, Present and Future . . . . .	55
VI. The Three R's . . . . .	98
Fundamentals Emphasized . . . . .	98
Teaching Spelling in the Boston Public Schools . . . . .	104

### GRAPHS.

Day School Population 1917-27 . . . . .	4
Percent Increase Average Membership Day Schools . . . . .	19
Percent of Increase, Total Registration, Total Number of Teachers . . . . .	41
Representation in Office Employment . . . . .	78
Distribution of Graduates, Girls' High School . . . . .	91
Increased Retention of Pupils 1892-1904, 1914-25 . . . . .	99
Spelling Report Slip . . . . .	107



Day School Population, 1917-1927.

This graph represents the relation during the last ten years of the total registration, average number belonging, and average attendance. It will be noted that there is a slight increase in the average attendance.

## STATISTICS.

The following table shows the total registration, the average number belonging and the average attendance of pupils in the Boston public schools during the school years 1925-26, 1926-27, and 1927-28:

	TOTAL REGISTRATION.			AVERAGE NUMBER BELONGING.			AVERAGE NUMBER ATTENDING.		
	SCHOOL YEAR ENDING JUNE 30.			SCHOOL YEAR ENDING JUNE 30.			SCHOOL YEAR ENDING JUNE 30.		
	1926.	1927.	1928.	1926.	1927.	1928.	1926.	1927.	1928.
Teachers College of the City of Boston.	744	788	805	724	772	789	704	754	774
High and Latin.....	23,238	23,377	24,202	21,278	21,347	22,332	19,874	19,984	20,790
Elementary Grades.....	103,533	103,682	103,624	93,466	94,470	94,712	86,937	88,279	88,469
Kindergartens.....	10,214	10,843	11,107	8,801	7,368	9,207	6,992	7,368	7,451
Totals.....	137,729	138,690	139,738	124,269	125,630	127,040	114,507	116,385	117,484
Special Schools.....	1,902	2,020	2,071	1,520	1,528	1,695	1,371	1,410	1,545
All Day Schools (except Continuation and Day School for Immigrants).	139,631	140,710	141,809	125,789	127,158	128,735	115,878	117,795	119,029
Evening High.....	6,248	7,070	7,356	3,644	3,958	4,238	2,873	3,101	3,362
Evening Elementary....	7,614	7,321	6,485	4,195	3,911	3,454	3,360	3,180	2,829
Boston Trade School (Evening Classes).	1,609	1,473	1,531	770	728	772	565	541	609
Totals, Evening Schools.	15,471	15,864	15,372	8,609	8,587	8,464	6,798	6,882	6,800
Continuation School*...	6,685	7,267	6,457	3,476	4,055	3,995	3,379	3,933	3,918
Day School for Immigrants.	1,254	1,186	1,076	666	573	515	513	451	408
Totals of all Schools,	163,041	165,027	164,714	138,540	140,373	141,709	126,568	129,001	130,155

\* Represents number of children between the ages of fourteen and sixteen who are not enrolled in any regular day school.

## FINANCIAL STATEMENT.

The following table copied from the report of the Business Manager summarizes concisely the expenditures for maintenance of public schools and for repairs and alterations of buildings (but not including cost of land and new buildings) for the period beginning January 1, 1927, and closing December 31, 1927.

For general school purposes, including Americanization and vocational guidance:	
Salaries of Instructors (principals, teachers, members of the supervising staff and others)	\$10,904,956 41
Salaries of Officers (administrative officers, attendance officers, clerks, stenographers, storekeepers and other employees)	346,719 83
Salaries of Custodians (including matrons)	809,027 05
Fuel and Light (including electric current for power)	445,754 27
Supplies, Equipment and Incidentals	930,014 60
Pensions to Attendance Officers and Custodians	4,642 24
Physical Education (salaries of teachers, members of the supervising staff and others, supplies and equipment — day schools and playgrounds)	284,507 53
Salaries of School Physicians and Nurses	189,299 04
Pensions to Teachers	133,015 82
Payments to Permanent Pension Fund	73,227 88
Extended Use of the Public Schools (salaries, supplies, equipment and incidentals)	82,130 63
Repairs and alterations, protection against fire and fire hazard, and new furniture and furnishings for old buildings, including new lighting fixtures	1,675,124 10
Total expenditures	<u>\$15,878,419 40</u>

## SURVEY OF THE PUBLIC SCHOOL SYSTEM.

Under date of March 19, 1928, the following resolutions and orders were adopted by the School Committee:

*Whereas*, the expenditures of the School Committee for all purposes, including land and new buildings, have increased from \$7,495,052.62 in 1918 to \$19,581,458.81 in 1927; and

*Whereas*, popular interest and concern is evidenced by contemplated surveys from time to time and recently a preliminary survey by the Finance Commission for an elaborate survey costing \$60,000, apparently now abandoned; and

*Whereas*, the Board of Superintendents and the Board of Apportionment, to whom have been referred by the School Committee, orders for investigation and report on certain phases of activities of our school system, are already taxed to the maximum with their official and ordinary functions; and

*Whereas*, the School Committee is desirous of having all the facts that have caused the increased cost of maintaining the public school system during the past decade made known, together with the relation of the increase in cost to the numerical, pupil and curricula growth of the school system; and

*Whereas*, the School Committee is willing to provide the necessary funds for a survey of the public school system and to appoint a committee to make such survey, of which a majority shall be citizens of Boston who are neither officials nor employees of the school system; said survey to have special reference to the increased and increasing cost of the maintenance of the school system,

Be it therefore,

*Ordered*, That a committee of seven, to serve without pay, be appointed by the School Committee to make a survey which shall include the following:

I. Intermediate and High School Organization.

(a) A study of vocational education with special reference to shop work.

(b) A careful study of the curriculum with a view to ascertaining whether or not subjects are being taught which are of so unusual a nature as may be broadly classified as "fads and fancies."

## II. School Building Survey and Program.

(a) Survey of buildings which will become obsolete within the next ten years.

(b) A study of the growth and shifting of population as related to a building program.

(c) A comprehensive ten-year building program.

(d) Construction of high schools by sale of bonds (long-term or short-term as distinguished from the "pay as you go" policy.)

III. Survey of such other educational aspects of the school system as appear advisable to the Survey Committee, and which have a bearing upon the increased cost of the school system.

And be it further,

*Ordered*, That His Honor the Mayor, the Chamber of Commerce and the Boston Real Estate Exchange be invited to nominate each one member of said Survey Committee who will thereupon be appointed by the School Committee to constitute the Survey Committee of seven with the following, who are hereby appointed:

Honorable Michael H. Sullivan, Chairman, former Chairman of the School Committee and former Chairman of the Finance Commission.

Arthur L. Gould, Assistant Superintendent, Boston Public Schools.

Walter F. Downey, Head Master, Boston English High School.

Archer M. Nickerson, Master, Frank V. Thompson Intermediate School.

And be it further

*Ordered*, That the Survey Committee be and hereby is authorized to employ such specialists and to appoint such sub-committees not of their own number and such clerical and other assistants as it deems necessary, with the approval of the Board; and

That the teachers and members of the supervising staff on the Survey Committee and on the sub-committees, if any, shall be granted such leave with pay as shall appear proper and necessary to the School Committee; and

That all orders of reference now pending before the Board of Superintendents and the Board of Apportionment, related to and contained within the scope of the within survey, be and hereby are referred to the Survey Committee; and

That the Survey Committee shall report with all reason-

able expedition the facts, results and recommendations of the within survey to the Superintendent and the School Committee.

At subsequent meetings of the School Committee it was voted that a representative of organized labor nominated by the Central Labor Union, and a woman nominated by the Boston Home and School Association be included on the School Survey Committee.

In addition to the appointees named in the order of the School Committee of March 19, membership of the Survey Committee comprises the following:

President A. Lawrence Lowell of Harvard University, nominated by His Honor the Mayor; Mr. Carl Dreyfus, nominated by the Chamber of Commerce; Mr. Francis R. Bangs, nominated by the Boston Real Estate Exchange; Mr. Frank P. Fenton, President of the Boston Central Labor Union, nominated by that body; and Mrs. Willard D. Woodbury, former President of the Boston Home and School Association, nominated by that body.

Immediately after appointment the Survey Committee organized and earnestly entered upon its labors. At the meeting of the School Committee of July 9, Judge Michael H. Sullivan, Chairman of the Survey Committee, presented a report of progress which reads as follows:

The Survey Committee respectfully submits to the School Committee the following report of progress relating to its work up to date:

Meetings — The Committee has met weekly since its organization on May 5, 1928. Each session has lasted ordinarily about three hours. These meetings have been held at the School Administration Building.

Headquarters — Headquarters have been established in Room 21, School Administration Building, 15 Beacon Street, with Miss Agnes E. Reynolds assigned as clerk of the Committee.

Procedure — Some time has been spent by the Committee in securing a grasp of the complete problem and in outlining the scope of the inquiry. Sub-committees have been appointed and are engaged in the preparation of reports which will later be submitted to the entire Survey Committee.

Report of the Survey — The Survey Committee cannot at this time give a definite statement as to the date of the completion of its report.

### CITIZENSHIP THROUGH CHARACTER DEVELOPMENT.

The early pioneers of New England were the spirit of civil liberty incarnate. No sooner had they landed upon these rockbound shores than they proceeded to establish a government of the people. The Town Meeting still persists as the purest type of local self-government that the world has ever known. But the forefathers were not merely idealists, they were far-seeing statesmen. They knew that absolutism flourishes in illiteracy, but that an unenlightened democracy shall fall! They foresaw that if freedom of speech, freedom of the press, freedom of worship and trial by jury are to abide; if freemen are to counsel, make just decisions and rule wisely — then the electorate must be intelligent and virtuous, as well as free.

In order that the ideal they cherished might be shielded and defended, these nation-founders placed Liberty under the guardianship of law. And then to insure the inviolability of civil liberty and the perpetuity of government under law, they created the free public school, "New England's fairest boast." The school thus became the bulwark and support of popular government. It would be stupid to declare that free government is dependent wholly upon popular education. There are other powerful contributory forces; but it is significant that the chief agency sanctioned by the state for its own defense and perpetuity is universal and compulsory education. Therefore, popular education and democratic government are mutually inter-dependent, each deriving from the other elements of security and stability.

The purpose of popular education is twofold. It should enable every child or youth — regardless of his gifts or limitations — to rise to the very height of his capabilities and endowments and then to become a citizen of power in the service of the Commonwealth. In this definition, I advisedly place the child before the State. Both as a human being and as a future citizen, he possesses certain indefeasible rights which the State must recognize and foster. At the same time, next to worship of his Maker, a citizen owes unreserved fealty to his country, its institutions and its laws. This reciprocal relation of citizen to State, therefore, is intimate and protective.



The Puritan forefathers believed that they had reconciled the various educational complexities — intellectual, emotional, moral and spiritual — and thus had insured a virtuous citizenship, by making religious instruction an integral part of the public school's curriculum. Such a program was unobjectionable and practicable so long as communities were denominationally homogeneous and the closest union existed between Church and State. But it was unable to resist the onward march of events. With the advent of heterogeneous populations came the disestablishment of Church and State and the secularization of education. Not only has the teaching of religion been swept away, but in many instances instruction in the moral and civic virtues, and consequently in good citizenship, has been relegated to a subordinate place. It is a serious question whether the centrifugal force of these rapidly revolving wheels of progress has not hurled us out of our true proportions. Whatever be our personal points of view, however, there are certain facts which cannot be disregarded.

We, engaged in the field of popular education, are not privileged to teach whatever we may choose; upon us are imposed either by customs or by statute law certain well-defined limitations. In the present day public schools, we cannot teach religion. Such instruction is reserved for the home, the church and religious teachers. Nevertheless, since moral instruction is indispensable to good government, teachers and administrators have very distinct obligations. Indeed, there exists in Massachusetts an ancient statute which is mandatory and unequivocal in its insistence upon moral training in our schools as a preparation for citizenship. It reads as follows:

“All instructors of youth shall exert their best endeavors to impress on the minds of children and youths committed to their care and instruction the principles of piety and justice and a sacred regard for truth, love of their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded.”

Man and society are reciprocally inter-related. The citizen of character is the foundation of good government. Conversely, the citizen without character is a menace to the State and for his delinquency society stands accused. Social right-

eousness depends upon individual morality. There is no such thing as collective virtue which can be practiced by a community whose members are not personally virtuous in any manner or degree. Integrity of life in each citizen is the only sure guarantee of worthy citizenship.

It was such conclusions as the foregoing — with a consciousness of an imperative call for more intensified citizenship training — that urged the school folk of Boston to prepare an epoch-making report entitled "Citizenship Through Character Development" which has for its essence and core the inculcation of natural and civic virtues. In this document which was approved as a course of study, a definite time allotment is assigned daily for the practice and exercise of these virtues under the guidance of the teachers. Thus character and citizenship training has been elevated deservedly to a position of supereminence in all our school programs, elementary and secondary. At every point, all the machinery of the school is operating to produce a spiritual entity,— an upright, honorable and dependable citizenship.

Manifestly teachers always have regarded moral and civic instruction as the chiefest of their duties. All honor to those unselfish men and women whose illuminating personalities have been beacon lights to generations of youths! But for the most part, such instruction has been left to the initiative of individual teachers. Now the obligation is upon all, and all teachers must become equipped for this inspiring service. In consequence, a campaign of education has been inaugurated in Boston to collect material, organize instruction, develop skill, and formulate special technique of procedure. Normal training schools, teachers colleges, and graduate schools of education everywhere might well co-operate in this missionary enterprise.

It is unsafe to prophesy: But it is altogether likely in the future that public school teachers will be required to qualify for instruction in citizenship as thoroughly as they now prepare in so-called academic subjects. It is wholly within the range of probability that power in the molding of civic virtues may become the chief criterion of the teacher's ability.

Interwoven in the warp and woof of the Boston plan is the impelling conviction that a prerequisite to worthy citizenship is the habitual practice of fundamental moral and civic virtues similar to those enumerated in the ancient statute of the Commonwealth.

These then are the essential requirements demanded of every youth who aspires to don the *toga virilis* of American citizenship, and thereby join in this glorious venture for equality of rights and identity of responsibilities:

First and foremost, the worthy citizen must be capable of distinguishing between right and wrong, and must acquire the habit of willing to do the right.

He is clean in thought and word and deed

He practices self-control and self-denial

He has convictions and the courage of his convictions

He appreciates truth and has an established habit of speaking truthfully. "Every child should have, during his school life, innumerable lessons in mental truthseeking and truth-telling"

He interprets freedom as opportunity for service, privilege to do the right.

The worthy citizen is virtuous socially, as well as personally:

While steadfast in maintaining his individual rights, he is obedient to regularly constituted authority

He has a keen sense of justice and respects all the rights of others

He has a proper sense of loyalty and is loyal to his family, his institutions, his community, his country, and his faith

Fair-minded and magnanimous, he is tolerant toward the opinions, beliefs, and convictions of his fellow-citizens; he dispenses good will; he promotes the brotherhood of man; "Thou shalt love thy neighbor as thyself".

Every citizen must be a public servant, performing meritorious deeds that add to the happiness of his fellow-citizens and promote the prosperity of his country. He should know through practice that it is more blessed to give than to receive.

You are interested to know what are the fruits, the results of this ambitious and adventurous program. Is it functioning? What are its accomplishments? — are pertinent inquiries.

We are laboring under no illusions. We appreciate fully the magnitude of our tasks, and are far from extravagant in our expectations. The results flowing from this work in character development — the very tap-root of good citizenship — are intangible and unmeasurable as all spiritual reactions are. "Behind the visible work there is a work invisible." However, evidences of the effectiveness of our program, coming from parents, teachers and even from the pupils themselves, indicate quite conclusively that we are making noticeable and persistent gain in personal and civic honesty, practice in truth-

telling, effort to choose the right and reject the wrong, reverence for elders and superiors, respect for law and order and for others' rights and privileges, growth in moral judgments, and appreciation of spiritual values.

It is particularly gratifying to record in many instances the development of a better civic virtue, of a finer collective spirit; in short, the dawning of an educated public sentiment.

Pupils are beginning to assume responsibility for the good reputation of their school communities, and are learning the lesson paramount in a democracy, namely, the indispensableness of a high order of leadership and the moral purpose to select such leadership.

A teacher writes: "I feel that the most distinct benefit from our work in citizenship is the formation of a new attitude of mind. The weight of public opinion (that is, what will my classmates think?) is manifestly on the side of right. Whereas a few years ago a boys' club generally would choose the most daring or most mischievous boy for their leader, the choice now falls to one who in the estimation of the class possesses qualities as a citizen. I believe that the creation of public opinion that immediately condemns the slacker, the dishonest, the disobedient, and commends the praiseworthy and reliable is most vital, since in the final analysis it is public opinion that rules in democracy."

\*\*\*\*\*

In his Annual Report for the year 1927, the Superintendent wrote:

"The original course of study in Citizenship through Character Development was prepared by a council of intermediate and elementary principals. Coincidentally with its appointment, the Superintendent invited the head masters of high schools likewise to formulate an outline in character and citizenship for the instruction of pupils of high school grade. The Head Masters' Association for some time has been actively engaged in the preparation of such an outline of work, designed especially to meet the needs of their pupils. The problem was a most difficult and serious one and the head masters have been justified in proceeding slowly toward its solution. Their task is now complete. The report on 'Character Education in Secondary Schools,' which the head masters submitted to the Superintendent late in the current school year and

which was approved by the School Committee, is a most noteworthy contribution to the literature of character development. We doubt if any document equals it in its intelligent and satisfactory adaptation to instruction in public high schools."

Since the above statement was recorded, the document referred to has been printed by authority of the School Committee and distributed among all teachers in our secondary grades.

In order that there may be preserved a more adequate description of this important educational achievement, a brief description of some of the salient features of this Course of Study in Citizenship is herewith presented by a representative of the Head Masters.

#### REPORT OF THE HIGH SCHOOL HEAD MASTERS ON CHARACTER EDUCATION IN SECONDARY SCHOOLS.

In presenting this statement relating to character education in secondary schools let us say that it is the result of over four years of intensive study, investigation and experimentation by the High School Head Masters' Association of Boston.

Our purpose is to submit certain principles and illustrative material of practical value in shaping and conducting a program of character education in the secondary schools of Boston. The Association has endeavored to prepare a suggestive, workable plan of procedure. It includes the factors involved in the proper conduct of this important work of developing right attitudes in the youth of our city schools, and is an attempt to formulate a plan by which specific worthwhile qualities of character may be developed through definite life situations.

The development in the individual pupil of a good character which shall rightly shape and control his conduct in and out of school, and throughout his later life, is an educational task of no mean order. No plan, however well conceived and organized, will, of itself, bring about the desired result. The successful achievement of our great objective can be secured only through the loyal, painstaking, and intelligent co-operation of every teacher. The teacher must make all the life of the school, the teaching of every subject, the dealing with all matters of discipline, the atmosphere and spirit of the school, count for good moral education. The teacher must realize that the work of character education is a practical everyday

matter demanding constant attention and practical wisdom in its conduct. And to the degree that the teacher measures up to this ever present responsibility, to that degree will the success of this character program be assured.

#### THE PUPIL AND THE WORLD OF TODAY.

What is the exact situation faced by a teacher who has the responsibility for developing right character in secondary school pupils? In the first place, it must be recognized that these young people have arrived at the age when they are thoughtfully keen and critical concerning all matters which secure their attention, more especially those things which seriously affect any purpose or result upon which they have set their hearts. Therefore, situations which arouse strong satisfaction or strong dissatisfaction are likely to be of frequent occurrence. Again, these pupils are engaged in that most interesting but baffling process of finding themselves, which further complicates the situation. They are living in an age of phenomenal change and progress as well as of intense activity and competition. The world about them is full of challenge, arousing their curiosity at every turn and constantly stimulating them to interested inquiry and investigation. All parts of the globe are so intimately linked together today by the telegraph, the radio and other recent inventions that, without leaving his own community, the child may be brought each day into direct contact with the life of far distant lands; and, as a matter of fact, the city in which he lives is cosmopolitan in its population, customs, language, and ideals. The individual boy and girl in the group varies widely in native ability, in environment and cultural opportunities, in knowledge and background, in disposition, ambitions and ideals.

#### MASTERY IN ALL UNDERTAKINGS.

In the modern conception of education a most important phase of character development lies in guiding the pupil to complete achievement in all of his tasks, so that he may acquire what is sometimes spoken of as achieving power and habit. The process of education through self-activity requires three conditions to operate effectively: (1) that the pupils should be given opportunity to be problem finders as well as problem solvers, because problem finding and solving are infinitely more productive in the development of vital minds

than is problem solving alone; (2) that whatever activity is undertaken, whether it be academic study, mechanic arts, practical arts, fine arts, or athletics, the principle should be accepted and followed that if the thing is worth assigning and is properly assigned, before passing on to the next bit of work, it is worth mastering one hundred per cent, not sixty per cent or seventy per cent only, and (3) that, before considering any problem as completed, the pupil should feel sure in his own mind, through the use of checks and other means, that his work is correct. In this way he reaches that assured success in one undertaking which brings to him great encouragement amounting to a strong motivation for the next undertaking. This is in accord with the fundamental principle that character building is a cumulative process.

#### CHARACTER TRAITS.

These should include the following habits and attitudes:

1. *Responsibility*.— The willing acceptance of personal and social responsibility.

2. *Justice*.— The cultivation of habitual acts of fair play, honesty, truthfulness and honor.

3. *Strength*.— The development of strength of various sorts, including independence, bravery, industry, perseverance, self-respect, self-control, moral cleanliness in thought, word and act; cheerfulness and self-sacrifice, with their varieties and inter-relations.

4. *Good-will*.— The promotion of good-will, including kindness, generosity, open-mindedness, sympathy, service, respect for the rights of others and reverence for all that is good.

5. *Loyalty*.— The development of loyalty, in thought, word and deed, to the ethical and moral standards of the family, school, church, community, state and nation, and a proper regard for duly constituted law and authority.

NOTE.— These qualities of character are not mutually exclusive. In general, one quality cannot be developed fully without the cultivation of others.

#### FACTORS INVOLVED IN CHARACTER EDUCATION IN THE SCHOOL.

The character developed in the pupil by the school is the result of all the experiences which constitute his school life. Therefore, everything which enters into his life as a pupil must be thought of as contributing its share to the result, and

each activity and influence must be so guided and controlled as to work toward the desired goal. Many and varied are the factors which have a part in this complex business of making strong men and women.

#### FUNCTIONS OF THE HIGH SCHOOL PRINCIPAL.

The Head Master has a number of important and difficult functions to perform in the general scheme of moral training. He is the liaison officer between the school and the parents. He is the interpreter to the public of the aims and the achievement of the school. To the faculty he is not merely an administrative superior; he is both counselor and friend. To the students (besides being judge and court of appeal) he is a quickening, vitalizing influence, a perennial source of encouragement. Moreover, he represents the school to the alumni, and endeavors to make them realize their part in fostering the ideals of the school and in maintaining as an active force for good that larger community which is made up of past and present pupils.

#### THE TEACHER.

The Head Master sets the scene for these activities of the school out of which moral training grows. The organization of the school and the final control of policy are in his hands. But it is the teacher who has the close and constant daily contact with the pupil. His, therefore, is the great molding influence: "As is the teacher so is the school." Day after day, by word and deed he touches the emotions, influences the thoughts, guides and inspires the actions of the pupils with whom he comes into intimate contact. The teacher stands before his class an open book read by them at all times. There is no more alert audience than a group of pupils. "Actions speak louder than words." Therefore, the teacher's ideals of life, his habits of action, his character, are making daily impress on the lives of his pupils, and are received by them as his real teaching concerning character and citizenship.

Included in our report we present a professional code of ethics for the teachers, as well as two moral codes for pupils. Experience has shown us that student participation in school government appears to be an important means of promoting worthy citizenship training in the school.\*

---

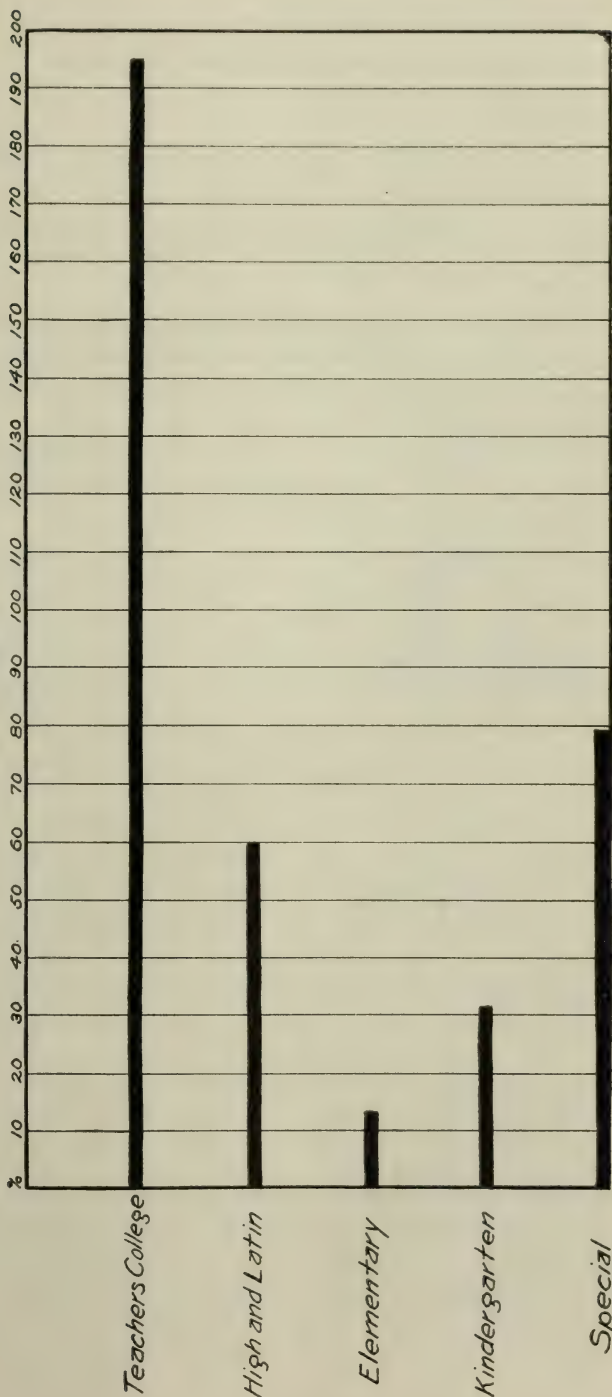
\*By permission:— See the Twenty-fifth Yearbook of the National Society for the Study of Education, Part II.



PERCENT OF INCREASE, AVERAGE MEMBERSHIP

Day Schools

1917 ~ 1927



The above graph shows the increase based on average membership in the day schools as follows: Teachers College 195 per cent, High and Latin Schools 60 per cent, Elementary Schools 13.4 per cent, Kindergarten 31.4 per cent, Special Schools 79 per cent. The greatest increases are in the Teachers College, the high and Latin schools, and in the special schools where the costs are very high.

A school wishing to introduce student participation will do well to consider the following conclusions, drawn from a study of practice throughout the country for two decades.

*a.* Student participation should be introduced gradually.

*b.* The machinery for its administration should be simple.

*c.* The students themselves must desire in a genuine way to participate in the government of the school.

*d.* The faculty must be sympathetic, patient and willing in every way to make the movement a success. Student participation is necessarily a co-operative matter.

*e.* The plan must provide for means by which *all* students are given opportunities to participate in the government of the school.

Student participation seems to aid in developing important qualities, such as responsibility, initiative, leadership, fellowship, school pride, and a respect for law and order.

To assist others in the organization and control of student participation we have included constitutions of student councils now in use in some of the Boston high schools.

#### STUDENT GROUP ACTIVITIES.\*

The word "extra-curricular" as commonly applied to student group activities is something of a misnomer. It is questionable whether it is wise to use a term which seems to make a decided separation between the curriculum itself and activities which have their rise in the curriculum. Since, however, the connotation of the term is generally understood, it will doubtless continue to be used until a better one is accepted by educators.

#### CHARACTER VALUES OF SCHOOL CLUBS.

The following character values are claimed for school clubs: (1) They furnish the opportunity for adolescent boys and girls to express themselves in wholesome and recreative instead of dangerous activities. (2) They serve as a training ground for leadership, not self-appointed or self-willed, but a socially-

---

\* By permission:—See the Twenty-fifth Yearbook of the National Society for the Study of Education, Part II.

minded leadership. (3) They offer training in co-operative team work. (4) They provide an opportunity for the development of loyalty. (5) They help to develop character by the overcoming of unsocial or purely individualistic tendencies.

Among many clubs it is possible for each pupil to find a place where, led by his individual tastes and interests, he may learn to follow as well as to lead, to co-operate as well as to initiate. Loyal "fellowship," leadership, co-operation, and initiative may be developed through club organizations.

#### PRINCIPLES UNDERLYING A CLUB PROGRAM.

For a successful club program the following principles should be observed.

1. Time should be set aside for the club activities.
2. Only those clubs should be introduced which meet the aims of education.
3. Enough clubs should be included in the social program so that the varied interest of all pupils may be met.
4. Each club should be sponsored by a teacher who is interested in individuals as well as in subjects, and who knows how to work by indirect and suggestive methods.
5. Each club must stand for something worth while so that it will hold the interest of its members.
6. Guidance of pupils in choice of clubs is often necessary.

A list is given of twenty-four different clubs found in secondary schools of the country, with the purpose of each and the type of student activity represented by each.

Next we call attention to the character values of (a) the High School Library and (b) the various forms of Visual Aids including:

1. Sculpture. 2. Mural Tablets. 3. The flag. 4. Announcements of Student Activities. 5. Honor Rolls. 6. Thrifts and other Educational Charts. 7. Films. 8. Exhibition Cases. 9. Exhibits. 10. Moral Code Posters. 11. Messages through Art Display Posters.

(Copies of large display posters, issued by the Mather Co., Chicago, Ill., are included.)

The character values which may be obtained from each

subject in the curriculum of the secondary school are analyzed, organized and presented. For this purpose the curriculum has been divided as follows:

1. Social Studies.
2. English Composition and Literature.
3. Foreign Languages.
4. Mathematics.
5. The Sciences.
6. Music.
7. Art.
8. Commercial Subjects.
9. Domestic Arts.
10. Physical Education for boys and girls.

In addition, we have studied various specific forms of personality records, with which we have experimented for many years. Definite suggestions for the necessary administrative technique relating to these records are given. Abundant material has been supplied for special instruction by section and home room teachers as well as a list of specific school situations in which character traits are stressed.

We have included also in our report twenty-four pages of quotations classified under the headings responsibility, justice, strength, good-will and loyalty, as well as an extensive bibliography on the subject.

In presenting our report, we do so with the hope that it may be in the nature of a definite forward step in organized material, which will be of assistance to administrators and teachers, to the boys and girls in their charge, and that it may assist the secondary schools in achieving their great aim — “to equip pupils as fully as possible with the habits, insights, and ideals that will enable them to make America true to its traditions and its best hopes.” \*

\*\*\*\*\*

#### SURVEY ON CHARACTER AND CITIZENSHIP TRAINING IN THE BOSTON PUBLIC SCHOOLS.

In the autumn of 1927 Mr. Henry A. Pulliam of Paducah, Kentucky, visited Boston and spent several days in the public schools, observing patiently and thoughtfully the attitude of teachers and pupils towards the program in citizenship and character development.

Mr. Pulliam makes no pretensions of being an educator; by profession he is an engineer. He is, however, deeply interested in the education of children and is favored with leisure time for the study of social and economic problems.

When Mr. Pulliam had completed his observations in the schools and was about to leave the city, the Superintendent

---

\* Bureau of Education Bulletin (1917) No. 51.

asked him if at his convenience he would write his impressions or criticisms of what he had observed. The report of Mr. Pulliam is so intelligent, so dispassionate, and so illuminating, that with the author's kind permission I am submitting it in its entirety.

#### REPORT OF MR. HENRY A. PULLIAM.

I write to you the impressions of my survey of the citizenship and character education work being done in the Boston Public Schools.

The impressions are not those of the professional educator. My profession is civil engineering and my interest in citizenship education is largely an outgrowth of a modest part in Kentucky politics during the last six years. I have given considerable study, as an office holder, to educational administration and finance, and during these last few years to character and citizenship education.

This survey of twelve days was directed to a determination of the results that are being attained by this work in Boston, so far as such can be gauged. I am interested also in the applicability of the methods in use to public schools elsewhere. Hence the survey was utilitarian rather than technical.

#### METHODS USED.

Your familiarity with the methods in use dismisses any need of my dwelling on them. Briefly, they seem to be about as follows: A specified period of fifteen minutes at the commencement of each day's work, the latter ten minutes of which is allotted to citizenship and character education; the participation of all teachers in the work, in contradistinction to the use of specialists; talks on ethics by teachers, forum discussions by teachers and pupils; stories, songs, dramatics, duty projects, making character stimulating posters, displays, thrift clubs, helpful clubs, courtesy clubs, self-government, safety councils — all with the object of giving both the theory and practice of good citizenship and right living; a monthly variation in progress synchronized throughout the school system to emphasize in succession different virtues and phases of character development; and a monthly bulletin supplied to all the teachers containing suggestions, stories, short dramas and other aids to the work, contributions to the bulletin being by teachers as well as from other sources.

It seems to be realized by all leaders in this work with whom I talked that the present methods are tentative and subject to any improvements which extensive research in the field of citizenship and character training whenever it may be made, either under public or private auspices, shall demonstrate to be possible.

#### RESULTS OBTAINED FROM CITIZENSHIP AND CHARACTER EDUCATION IN BOSTON.

Some of the results of the character and citizenship work are tangible enough to be discerned by the teachers and parents. However, the most important results are naturally those of the future,— results that can be measured now only by deduction, by the use of common sense and common knowledge about the character training methods which every good parent utilizes to a greater or lesser extent. In making this survey I was not of course expecting the results of character work to be as easily measured as, for example, proficiency in spelling and arithmetic. Furthermore, it was not expected that the results achieved with the children who have had this training from one to four years, while the teaching staff are wrestling with new ideas and procedures, are a full measure of the efficacy of the plan. It is naturally to be expected that when children have had a full school life of from eight to twelve years of this work, especially when they have had it through high school and the teachers have additional experience in the new methods, a more complete estimate of the results can be made. The results here recorded consequently are taken merely as a tentative portrayal.

#### RESULTS NOTICED IN SCHOOL.

An observer in some of the class discussions will easily perceive the unusual ability of the children in making distinctions between right and wrong, and the interest which they evince in such distinctions. This moral knowledge, which the teachers are carrying to the children, seemed very obviously in excess of that which children are accustomed to acquire at their respective ages. To listen to some of the discussions is to see very clearly how they receive this moral knowledge.

In regard to putting this knowledge into practice, which is naturally of more importance, there were indications of sub-

stantial results, some of which were tangible and others deducible, but none the less obvious to even a mediocre student of human nature.

Among the tangible results noted and reported was testimony by some masters that their schools run more smoothly and with less disciplining since this work was inaugurated. There were reports of less truancy. However, some masters said that they had not been able to notice any difference in the operation of the school.

I found three reports of less police action concerning bad boys in neighborhoods, less profanity coming to notice than formerly and a more respectful attitude of pupils toward teachers. No master with whom I talked reported conditions as worse than before the character and citizenship work was inaugurated. None reported harm done by this new training.

At the Boys' Disciplinary School it was stated that since the citizenship and character training was started there has been a reduction in commitments to that school, and a reduction in numbers sent to court for action.

In several places I was informed that parents had expressed themselves to teachers and to masters as having noticed improvement in their children, although the amount of this sort of testimony that I could locate was very limited. Most of the teachers appeared to have slight contact with the homes. I could find no evidence of there having been adverse criticism from parents at any time since the course began. It occurred to me, and has probably been considered in your office, that questionnaires concerning the character education might to advantage be addressed to the parents some time soon, and, in the course of years, to the alumni who have had this work.

Among a very few teachers there was some adverse criticism of the courses. These were undoubtedly in a very small minority. Among these few the character work was considered as a waste of time, and likely to make hypocrites and prigs of the children. They believed that but few of the teachers would read the bulletin and all were opposed to making contributions to it on account of the extra work it entailed. I believe that there are others who are adverse to the character work and would have talked in similar vein had I not been a stranger and had they not considered it a matter of policy or loyalty to keep their opinions to themselves. Nevertheless, the

quantity and evident sincerity of the favorable testimony for both the courses and the bulletin was convincing to me that the adverse opinions are held by a very small percentage of the teaching force,—possibly well under five or ten per cent, — a much smaller number than I expected of a new process.

#### EFFECT ON THE TEACHERS.

In view of the fact that several thousand teachers in Boston are called upon each day to instill in more than a hundred thousand children a training in good workmanship, kindness, reliability, veracity and other desirable traits of character, I was interested in what effect this work was having on the teachers themselves.

This also is something that can be estimated best by observation of the work in progress and drawing commonsense conclusions, although some tangible evidence was available in the testimony of some of the masters that the schools run smoother since the character work was started. One master stated that in his opinion the teachers get more from the work than does the average individual among the pupils.

The teacher's daily concentration on this species of ideas will, according to the laws of human nature, I think we are safe in concluding, have an influence on her own habits of living and working.

My opinion is that the execution of the work which I saw, the daily concentration of the teacher's attention on that species of ideas, can be expected to have a substantial influence on her work and life. It would seem to me to refute many of the laws of human nature if the result were otherwise. Hence I am utilizing the postulate for my own purpose, and I offer it to you merely as my personal deduction, that the character educational work as given in your schools makes for better teachers and a better functioning educational system. Whatever direct evidence there was tended to substantiate rather than refute this postulate.

It is the opinion in some quarters; I found, that the practice of having the teachers contribute to the monthly bulletin is very helpful to these contributors. It was stated that it helps to develop their resourcefulness in dealing with character situations when they arise in class, to emphasize in their own minds the character work, and to make for more stress on character throughout the school day. This opinion would seem to square with common sense and with natural expectancy.



## EFFECTS ON OTHER SCHOOL WORK.

From numerous sources there was offered testimony that the stressing of such character traits as industry, good workmanship, self-reliance, will-power and obedience to constituted authority, has resulted in better work by the pupils in their other subjects. If this be accurate it may be just to conclude that the expenditure of fifteen minutes or about three per cent or four per cent of each school day in character work may be more than made up by improved work in the other studies. It may be time saved rather than lost to the other school work. At any rate it can be accepted that very little improvement in a pupil's attitude can account for a three or four points higher grade, where grading is done on the system of 100 points being perfect.

There was also testimony from some individuals that where the teacher had been successful in administering the character work the improved conduct and better work by the pupils made her other class work less arduous and trying.

CONJECTURE AS TO EFFECTS ON FUTURE SOCIAL AND  
POLITICAL PROGRESS.

Since it is generally accepted that the improvements in our political and social organization can be assisted by newspapers, books and other publications, by certain club activities and other secular agencies, it seems reasonable to believe that the ideas which accomplish good for the body politic and for the individual citizen when utilized by these agencies can be equally effective when made available through the schools to the growing young citizen.

In fact, when we consider the plasticity of the young mind, and its Nature-endowed appetite and enthusiasm for good, the possible future benefits of this work appear most vast in scale, especially when the methods have been perfected by years of experience and research, and preparation for character training has become a part of every teacher's professional education.

Since some civic and social ideas can be grasped best by children after they have reached the high school age, more pronounced results than I have had the privilege of observing can be expected after the inauguration of your proposed system of character and citizenship work in the high schools of the city.

Today you can truthfully say in Boston that you are not stopping after having given to the future citizen a mental training and a store of useful information, but that you are making a deliberate and intelligent effort, as a city-wide policy of your school administration, to insure that this training and knowledge will be put to beneficent uses for the individual and for the future political and social life of the Republic.

#### PERFECTING THE METHODS.

The work as a whole seems to be so effectively developing and so much devotion and sacrifice is evident among the school forces that I hesitate to mention even the few elements of weakness which appeared to me.

You have many of the problems of the pioneer, and if I did not mention whatever I saw of weakness in the work I should be detracting from the force of the commendations which I can so sincerely render,—and I should not be following your request.

Uniform excellence was not expected or found. Some few, apparently very competent teachers whom I saw, can, I believe, get more vital results in their character work. It would appear to be a case of not realizing the vast possibilities inherent in the work. It is new. It is discouraging, for results are of the subsurface variety. One does not see easily the growth in what he is doing. In engineering it could be compared to building a very intricate and difficult underground system where the work was covered as fast as completed, as against the satisfaction of building a bridge which stands out visible to the builder and to the world. Hence character work, as one master remarked, will always demand more encouragement, more inspiration, to be effective, than other more measurable, even though less important, phases of education.

It was said in various quarters that the results achieved in any school depend largely on the attitude of the master. There was some evidence to support this statement, as would be expected in a work so dependent on encouragement and enthusiasm, although some teachers seemed to be doing very well regardless of the attitude of the master.

Some of the work intended to aid character may miss the mark, but none that I saw could be called harmful to character. This more or less innocuous work might be noticed, for example, in some of the dramatics, games and stories, and in some of

the talks by the teacher on ethical values where they become too abstract and removed from the children's familiar problems. This also is a minority condition which will tend to disappear, I believe, as the teachers increase in skill and experience in this new work.

It may be noticed, too, with a very few teachers, that some of the "forums" or "discussions" by the children of ethical matters can easily take on the forms of mere quizzing and exhorting by the teacher. This latter manner of handling the class in discussion of right and wrong is easier and calls for less resourcefulness on the part of the teacher than does her attempt to guide a general "forum" discussion by the pupils, where it is necessary to suggest, restrain, temper, require courtesy of a pupil to another and direct the course of a general debate without seeming to be too much the guardian of order. It may be presumed that the greater the part taken by the pupil the more he is forming his own code and helping to raise the group code of right and wrong. Forums are, of course, more applicable to older children. I have seen a whole class "on its toes" in attention to a general discussion, where, on the other hand, in one class of forty I counted only five children who were giving the least evidence of attention to the teacher's treatment of ethical matters in the conventional recitational manner.

Although story-telling and story-reading are generally recognized as having a place in character training, yet they may become a constant temptation to a teacher as the easiest way to fill the ten-minute character and citizenship period, when some of the other methods requiring more initiative could well be given more prominence. This, however, seems hardly likely to become a grave drawback. Another minor comment might concern the need in a very few places to avoid spending the character training effort on trifles.

If there is any outstanding need it would appear to be that of bringing a realization of the benefits and importance of the work to those masters and teachers who do not yet appreciate its significance. We can feel some certainty that the teacher of the near future will see her advancement in her profession gauged to a large extent by her success in character building as well as by her proficiency in what are today called purely academic subjects, and her educational qualifications. It possibly is not too much to prophesy that the time is by no

means in the distant future when the teacher's character-moulding abilities will be the chief criterion of her proficiency.

BOSTON PRACTICE COMPARED WITH OTHER CHARACTER  
EDUCATIONAL METHODS.

In some essential points the Boston character education differs from that of some other schools in the country. For example, some schools have the ethical training given not by the regular teachers but by specialists especially equipped for the work. In some such schools the character education work is not given every day as in Boston. In one well-known school it is confined to a period of 20 minutes per week; in another, a 40-minute period each week.

The Boston method of having about 10 minutes each day devoted to character work, assuming that the first five minutes of the 15-minute period is consumed by calling the roll, announcements and other routine, is a daily reminder to both pupils and teachers of the ultimate and great object of public education. Habit formation would likely achieve better results due to daily attention to the matters at hand than to a treatment once a week. However, once a week, as in these other schools, or even once a year, is to be preferred to not at all.

The Boston method of having the character work handled by all the teachers, instead of by specialists who go from room to room, has some distinct advantages, as far as I can judge. Undoubtedly more skill in some phases of the work can be expected from the teacher who specializes in the work. But when we remember that character is something that needs attention throughout the day, that it cannot be learned entirely out of a book nor under skillful direction for ten minutes a day, we see the benefits of allowing the teacher who follows the children's work through the rest of the day to keep in touch with what she is doing in the character and citizenship period. She can then better correlate the other school work with it and find more situations for practice and demonstration of principles which are being considered in the character courses. The teacher who at the beginning of each day's work has focused her attention on developing character and has centered the thoughts of her pupils on this as a great objective in life, is better prepared to make the entire school day contribute to the character training of the children than would be the case if she had no connection with the character and

citizenship period. The Boston method is likely the less expensive. It distributes also whatever benefits the character work may have to the several thousand teachers of the city.

The monthly bulletin or teachers' magazine is another feature of the Boston practice which seems to be well adapted to starting and developing a city-wide program. It serves not only to co-ordinate and standardize the work throughout the city but conveys suggestions which should be especially helpful in a work so taxing on the resourcefulness and ingenuity of the teacher. If it did nothing else but induce the teachers to make contributions, induce them to give study to character methods and write of them for the use of others, it would probably more than justify its existence, though this is but an incidental and by-product benefit.

#### ADAPTABILITY OF BOSTON METHODS TO PUBLIC SCHOOLS IN GENERAL.

The Boston method should lend itself to adoption in other schools without great difficulty. However, for small school systems, or for single schools, it would likely be necessary to procure from outside sources such aids as the monthly bulletin and other literature. It would of course be possible to carry on some local bulletin work in multigraph editions.

#### ATTITUDE OF THE CLERGY.

In several quarters I was told that during the four years of experience with this work there had not been a case of opposition from any member of the clergy of any faith. This is of particular interest, for Boston has large representations of all religions. I found individuals of all these affiliations co-operating without lines of demarcation.

It would seem that Boston has demonstrated that this is a work to which people of all creeds can lend aid. This is about what anyone who understands the objects and methods of the work would anticipate.

#### COMMENTS.

If faculty meetings are held in the different schools it might be a good place to have specified time devoted to promoting the spirit necessary for the proper functioning of the character and citizenship work. It requires more inspiration than does arithmetic and other subjects, and this inspiration can come from the masters, from individual teachers, or from outside speakers.

Probably the best teachers have always given attention to character training when the occasion demanded. In your system even the best teachers are given more opportunity for such practices than they had before its installation, and occasions can be made by the teacher to occur.

It seems reasonable to believe that just as nearly all parents can do something in the way of character training for their children, so even the least skilled teacher can do something in that direction. This would refute the remark that is often made concerning character education in the public schools, that with the general average of teachers very meagre results can be expected. It could be said in further refutation, that the teacher, unlike prospective parents, must pass certain tests of her qualifications, must be well above average intelligence, and that she enters her work with more training than do the majority of even the best fitted young parents.

It was said that suggestive outlines are being prepared for guiding the character work in all grades, just as it had already been done for the sixth grade, the first grade and the kindergarten. These additions to your methods should add to the effectiveness of the work.

In the proposed high school courses some co-ordinating agency, some separate publication, such as the monthly bulletin as utilized in the elementary grades, should prove desirable.

I admit some enthusiasm in contemplating the prospects of results from a properly conducted high school system of training in the work, and I hope to have the privilege some day of observing it in action in your schools.

In conclusion, and in view of the pioneer nature of your efforts, it is hard to say enough in praise of the work in citizenship and character education which you and the Boston School Committee are carrying forward. Nor can too much be said for Mr. Egan, Miss Carrigan, Mr. Patton and many others who are giving of themselves for its advancement. The Boston work is deserving of the gratitude of the entire country, which sooner or later will follow in your footsteps and profit by your experience, your errors detected and obstacles surmounted.

I appreciate the courteous and helpful attitude which I encountered in this survey, and wish you increasing success, which seems assured as you are now progressing.

## TRAINING OF THE EMOTIONS.

Intimately associated with character development is the training of the emotions. The one suggests the other. The work in character development in our schools would have naturally led to the need of education of the emotions. When the program in character training was fairly well established, our thoughts turned toward this related problem. Accordingly the Superintendent invited a group of teachers to make a study of the emotions and their educability. This council under the direction of Dr. William F. Linehan of the Teachers College has approached this new and important field of education with rare tact, industry, and vision, and is rapidly enlisting the interest and support of many of our progressive teachers.

While only upon the threshold of this great movement, we can, however, report considerable progress. In the last Annual Report of the Superintendent it was recorded that the council had published a school document entitled, "The Educability of the Emotions; A Suggested Discussion Approach." During the current year it has made an inestimable contribution, "Controlling Fear."

One of the characteristics of fear is its universality. It is doubtful if any one is absolutely free from its influence. An eminent psychologist in discussing the subject frankly declares that he has never overcome completely a deeply entrenched fear. He says, "Probably my own fear in the dark has made me particularly interested in this problem. My reactions in the dark are chaotic and more or less infantile."

Imaginative fear is the root of superstition and is more intricately interwoven with human conduct than is generally conceded. Imaginative fear or superstition frequently overmasters intelligence. It was Madam de Stahl who remarked that she did not believe in ghosts but that she was afraid of them.

Many boys will appreciate the experience of Andrew Carnegie. In boyhood he was fortunate in having an uncle who at eventide told him stories and taught him songs about the heroic Scottish patriots. In Carnegie's own language: "There were two roads," he writes, "by which to return from my

uncle's house. . . . One along the eerie churchyard of the Abbey among the dead, where there was no light; and the other along the lighted streets by way of May Gate. When it became necessary for me to go home, my uncle, with a wicked pleasure, would ask which way I was going. Thinking what Wallace would do, I always stoutly replied that I was going by the Abbey. . . . Trying to whistle to keep up my courage, I would plod through the darkness falling back in all emergencies upon the thought of what Wallace would do if he had met with any foe, natural or supernatural."

A real disciple of Wallace and Bruce could never give up. He would die first.

The Boston Council on the Educability of the Emotions warns teachers and parents against undue introspection on the part of pupils. It finds, however, many instances where children are conscious of emotional conflicts and are struggling heroically for control. One pupil describes his conflict as follows:

#### WAR.

There is a war going on with two parts of my mind. This war is over a fear. One part said, "This fear is terrible, and something terrible is going to happen." The second part said, "Nonsense, this is all foolishness, and I am right." This fear is to walk under a ladder which is said to bring bad luck. I have not declared peace, for I haven't decided who has won. I will have to let the fight go on till some day one side will win.

Self-assertion, like all emotional trends, requires direction and control. Like all emotions likewise it may become helpful or harmful. Positively speaking, self-assertion assists in the cultivation of individuality, in independence of action. On the negative side it produces certain complexes. The inferiority complex may arise from physical imperfections, unfortunate environment, lack of sympathy or appreciation; from shame, ridicule, or consciousness of disadvantage in comparison with others.

The remedies for such disorders are rational readjustment, the establishment of self-confidence, encouragement in the performance of tasks, and an experience of the joy of achieve-



ment. Unquestionably, sarcasm or ridicule should be taboo in dealing with sensitive children. One pupil tells her sad experience as follows:

#### FEAR OF RIDICULE.

The greatest fear in my school life is to be laughed at. When I first started school I knew very little English, because I came from Europe. When I gathered enough courage to say a few words in front of the class, they were badly pronounced and caused laughter.

An incident that I shall never forget occurred one day when I was talking to a group of people and mispronounced a word, and one person in that group whom I most admired made fun of my pronunciation. A lump rose in my throat, tears came to my eyes, and I felt I would much rather go back to Europe than speak English again.

I am five years in this country, and have not quite overcome that fear yet, but I hope in the years to come to be perfectly at ease in a group of people.

Conversely: "A word fitly spoken is like apples of gold in pitchers of silver."

Many of these emotional tendencies develop very early in the life of a child and are shaped largely by environment. Speaking of his laboratory work at Johns Hopkins University, Dr. Watson says:

I have tried many experiments and I have come to the conclusion that the first few years are the all-important ones for shaping the emotional life of the child. We have centralized on teaching the child proper conventional habits of study and conduct, while neglecting almost entirely his emotional training. In so far as I have learned from my work, I should say that it shows first, that parents and second the early grade teachers equally must share the responsibility of making or marring the emotional life of the average child.

Parents and teachers should realize that the future careers of children are dependent largely upon the development of

instincts, emotions and impulses — whether they be properly directed, misdirected, or thwarted, and our task is magnified as we contemplate the vast number of these tendencies.

In the presence of our children let us not express too freely our own emotions of dislike; our fear, anger, contempt and disgust for actions we dislike and for persons who commit them; let us rather put a restraint on such criticisms. We should, however, freely and fully express the emotions of gratitude, admiration, wonder and love which we feel on contemplating a fine action or a noble character.

The relation between emotional tendencies and health is reciprocal. Emotional arousals or conflicts frequently result from physical disorders, and health in turn is affected by emotional disturbances. According to Dr. Healy, loneliness, homesickness, speech defects, deformities, unfortunate family reputation, and physical condition, may cause emotional disturbances. On the other hand, the problems of shyness and fear of recitation, of absentmindedness, of obstinacy and unruliness, of lying, etc., are issues which may call for as careful an analysis and understanding as those clearly morbid conditions which today are brought to the attention of physicians.

Suggestibility is a fruitful source of physical alarm and discomfort. The strong and sudden emotional reaction to suffering, pain, or grief are well known. Chameleon-like we take on the colors of our environment. Reason seems to be temporarily dethroned and a mob of imaginary imps run riot.

#### How we

Walk the livelong day, and watch our shadows;  
What our shadows seem, forsooth, we will ourselves be;  
Do I look like that? You think me that? Then I am that.

There is a Hindoo legend of a pious pilgrim who, journeying toward a distant city, was accosted by a female figure of ghastly mien who begged leave to ride beside him to her journey's end.

He asked her who she was and she replied, "I am Cholera, but I will spare your life if you carry me to the city." "And how many lives will you destroy when you reach the city?" asked the pilgrim. "Two thousand, no more, no less," was the reply. On condition that the victims should not exceed two thousand, the pilgrim permitted her to accompany him. On

a subsequent occasion the twain met again and the pilgrim reproached the woman: "You failed to keep your agreement. You promised you would slay not more than two thousand and you have actually slain twenty thousand." "You do me a great injustice," replied Cholera, "I slew but two thousand, the remainder were killed by my sister, Fear or Worry."

It is needless to comment upon the lesson embodied in this legend. Incredible is the mischief wrought by fear in its various forms including worry, anxiety, dread, depression, melancholy, and despondency. We teachers and parents must awaken to our responsibility. We must study the emotional strivings and conflicts of our children and aid them in making instincts, emotions and impulses more directly subject to mental and volitional life.

May I suggest a few safeguards:

One of these is the constant bestowal of what Frederic Ozanam loved to call, "The alms of good counsel."

Others are: Self-control, self-restraint, self-denial, a sense of true values, worthy comradeship, wholesome recreation, and whole-hearted joyous play.

And last but not least: Purity of mind, of body and of heart.

Inherent and fundamental in man's nature is the instinct for worship. Its accompanying emotions are admiration, awe and reverence — "a blend of wonder, fear and gratitude." Manifestly, the highest ideal of the race is the worship of a Being, infinitely merciful and just. The emotions are not designless. They are given to us, I believe, as a vehicle, by means of which we may come more readily and perfectly to the knowledge, love and service of God. Here and here alone are Security and Peace. Spiritual health is our ultimate goal. The words of the Master Physician are comforting and reassuring:

"Come to Me, all you that labor and are burdened,  
and I will refresh you."

\*\*\*\*\*

#### REPORT OF DR. WILLIAM F. LINEHAN FOR THE COUNCIL ON THE EDUCABILITY OF THE EMOTIONS.

In the preceding reports of the Superintendent of Schools the chairman of the council on the educability of the emotions has kept our readers acquainted with the progress that had

been made. In like manner he now submits a brief statement of the work of the council during the past year:

I am submitting herewith a report regarding progress during the current academic year in the program of training pupils' emotions.

The indirect program, which would aid the teacher in recognizing and redirecting the pupil's emotional behavior and which was established by the publication of School Document No. 2, 1927, entitled "The Educability of the Emotions," has during the current year been maintained or enriched in the following ways:

- (1) Instruction in the psychology of personality adjustment has been continued as part of the graduate curriculum of the Teachers College.

- (2) Recent scholarly works contributing to the teacher's knowledge of the emotional foundations of behavior have been abundantly added to the Administration Library and to the library of the Teachers College.

- (3) On April 30, at the beginning of Health Week, the Superintendent delivered over the radio an address to parents and teachers on training emotional nature. In regard to this address the council would express its gratification and, also, its hope that the address may become available in printed form.

During the current year the project of training the emotions has concentrated particularly on the construction of a direct program. This program seeks to give the child wholesome insights into emotional nature, thereby aiding him in rational, volitional self-control and in sympathetic helpfulness to others. A course of study, applicable to the fifth and successive grades, has been published as School Document No. 2, 1928, entitled, "Controlling Fear." Assuming on the part of teachers basic psychological training and mature sympathies, the course of study "Controlling Fear" gives a minimum of psychological theory. Constructed entirely through experiment in the classroom, the course endeavors concretely to outline, step by step, methods of presentation and discussion, offering at every step ample options in procedure. Abundant examples are given, with classification, of pupils' typical fears, objective and subtle. The course employs especially the case method, the method of conference on concrete, real-life instances. Through the cordial

co-operation of the respective principals and by classroom teachers selected by these principals, this course of study has been established in the following schools or school districts:

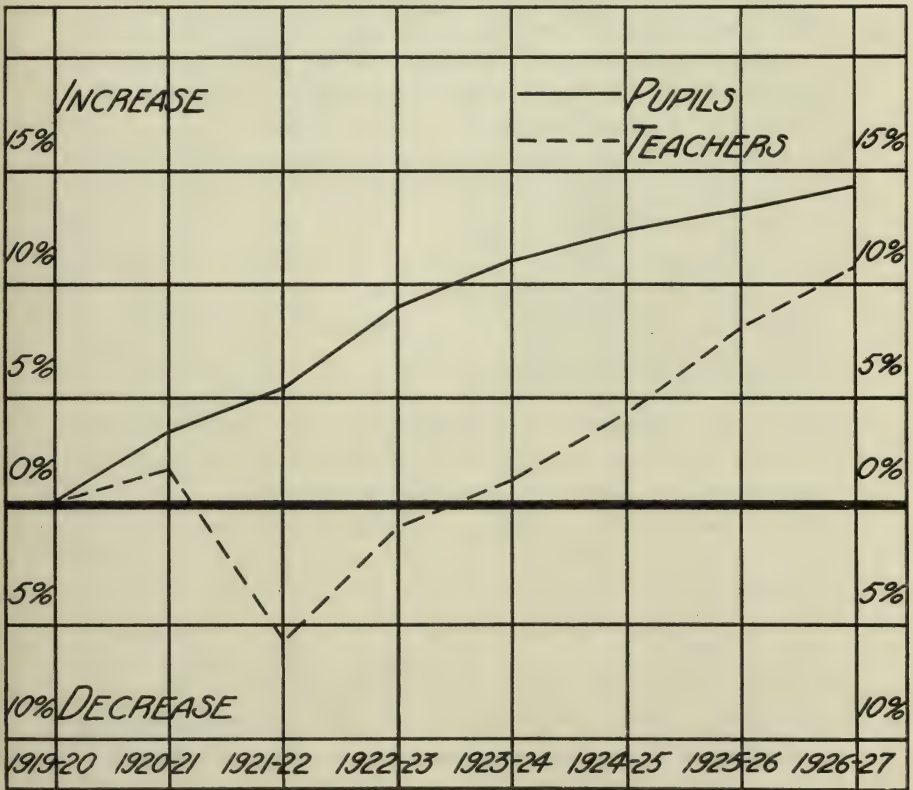
English High School  
High School of Commerce  
Memorial High School (Girls)  
Bowdoin School  
Christopher Gibson School  
Dearborn School  
Edward Everett School  
Elihu Greenwood District  
Frank V. Thompson Intermediate School  
Robert Gould Shaw School  
Shurtleff School

Having, we believe, no precedent, the course of study in fear, toilsomely evolved, may for the present serve as our model method in building what we should urge as the next and concluding course in the direct program — a course in re-directing self-assertiveness. The course of study in controlling fear has concerned itself with timidity, lack of confidence, undesirable inhibitions — in a word, with the avoidance response. Our next and concluding course would concern itself with the approach response, including the striving for self-expression, the desire for recognition, the will-to-power. Especially, this course might aid pupils to meet thwarted self-assertiveness in more direct and enlightened ways and, in the face of thwarting, to find wholesome compensatory adjustments. A theory of self-assertiveness has been worked out by the chairman and fully discussed with experienced teachers. Some of these teachers have made preliminary experiment with the theories presented. Already a considerable amount of illustrative material has been collected. Accordingly, the experimental construction of the course in self-assertiveness should begin early in the coming academic year and should proceed apace. For this project the council on the educability of the emotions would welcome the appointment of an associate council of classroom teachers. At group conferences conducted in the final weeks of school the teachers applying the course in fear in the eleven co-operating schools expressed themselves unani- mously as willing to become members of this contemplated associate council. With the co-operation of this associate council, the next course of study may, division by division, be immediately established in the schools.

In substance, the council would respectfully recommend for your approval, besides the continuance of the indirect program maintaining interest in the rapidly developing psychology of personality adjustment, these two immediate and comprehensive steps:

- (1) The extension in our schools of the course of study "Controlling Fear."
- (2) The co-operative, experimental development of a second and concluding course of study.

*PERCENT OF INCREASE*  
*TOTAL REGISTRATION, DAY SCHOOLS*  
*TOTAL NUMBER OF TEACHERS, DAY SCHOOLS*  
*1919-20 To 1926-27*



This graph shows the increase in the number of pupils in the Boston public schools and the increase in the number of teachers. Although the tendency has been to reduce the number of pupils per teacher, still the increase in the number of teachers has not kept pace with the increase in the number of pupils.

## COMMERCIAL EDUCATION.

According to our statistics fifty-two per cent of the pupils in the public high schools of Boston are pursuing so-called commercial courses. They are taking such subjects as bookkeeping, stenography, salesmanship, merchandising, commercial law and geography, together with a substantial amount of social subjects and English.

During the past few years there has developed a noticeable demand in business houses for young men and women equipped for clerical routine and possessing skill in manipulating the office machines which are rapidly increasing in number. The question is constantly arising whether business concerns, in the future, are likely to call for these routine accomplishments and manipulative skills to a greater extent than for preparation in the traditional commercial subjects, such as bookkeeping and stenography.

Teachers of commercial subjects are desirous, so far as possible, of anticipating future demands of business and of adjusting school programs accordingly. For these reasons the friends of commercial education in Boston are preparing to make a very thorough investigation, with a view of determining the future needs of business and of reorganizing curriculum and procedure more definitely in accordance therewith.

The history of commercial education must be studied. Curricula must be formulated, based upon the experiences of the past and the business requirements of the future, so far as they can reasonably be ascertained.

A beginning has been made of this general survey. During the past year the School Committee delegated Mr. Raymond G. Laird, Head Master of the Boston Clerical School, to visit several cities of the country, acquaint himself with the present status and tendencies of commercial instruction, and in so far as he was able, to ascertain what the future demands of business are likely to be.

I am presenting herewith the results of Mr. Laird's studies. At the same time I am submitting a brief outline of the history of commercial education in Boston prepared by Mr. Louis J. Fish, Educational Statistician of the School Department.



## COMMERCIAL EDUCATION IN RETROSPECT.

By LOUIS J. FISH, Educational Statistician.

There was a little trace of commercial education in the American colonies, although at that time it did not play an important part in the school system. With the rising importance of trade in the eighteenth century "writing schools," so called, came into prominence. Young men of good families who showed more aptitude for money making than for learning Latin were sent to the writing schools to learn "good hands and accounts." These writing schools taught an elaborate system of penmanship, arithmetic in forms somewhat fantastic, and the science of bookkeeping complicated and made intricate by the multitude of varying monetary and metrical systems.

Writing and ciphering schools had been a part of the Boston public schools since 1682. In 1740, however, writing schools under private auspices were established in Boston. These writing schools, in contrast to the severity practiced in the grammar schools, enforced no discipline whatever. Until the close of the eighteenth century such homely but useful schools were rarely if ever endowed.

At that time commercial life was a simple matter, and commercial education was thought not to be a function of the schools, being considered too humble a form of activity for the exercise of great talents or even for any special preparation. At first the boys left school early and were trained by their employers. More boys were attracted than offices could train. This led to the development of the private commercial schools during the nineteenth century.

Private commercial schools and classes in bookkeeping sprang up in Boston between 1830 and 1840. They were the forerunners of the modern business school now found in all important cities. The main subjects taught in these private schools were penmanship, bookkeeping, commercial arithmetic, commercial law, and later on stenography and typewriting.

Bookkeeping, as such, made its first appearance in the public high schools in the program of the English Classical (High) School of Boston for 1823-24, where it was prescribed for the third or lowest class as "Book-keeping, by Single and Double Entry." By the law of 1827 it was made a required subject in the high schools of all towns containing five hundred families or over and it remained among these requirements until the

law of 1898. Notwithstanding this legal support, however, as late as 1834 the returns indicate but one town claiming to offer the subject. By 1838-39 the number had increased to seventeen and in 1840-41 twenty-one towns claimed to offer book-keeping in the public schools. By 1860-61 it had appeared in the curricula of fifty-five towns out of the selected group of sixty-three and over eighty-seven per cent of the towns required by law to provide the subject in the high schools met the requirements.

Since the opportunities in office service have grown by leaps and bounds during the last seventy-five years, the training of workers to meet these demands has provided an interesting chapter in the history of commercial education. Naturally the innovation in the educational world of training for business originated and was shouldered by private individuals who appreciated the opportunities and the importance of the new demands. Pioneer commercial educators and schools were more or less evanescent, but at least twelve private business colleges were established in various cities in the United States before 1850, and more than thirty before 1860, all of which survived the Civil War and reconstruction period. Between 1860 and 1870, more than fifty new business colleges sprang up to meet the increasing demands of reviving business after the war, but only fourteen responded to the United States Commissioner of Education in 1870, reporting 3,055 students.

Four of those established before the Civil War were located in Boston, Sawyer's Commercial College being organized in 1838, Comer's Commercial College in 1840, French's Business College and Stenographic Institute in 1848, and Bryant and Stratton's Commercial School in 1860. In 1880, three of these, Sawyer's, French's, and Bryant and Stratton's, reported 795 students, of which 689 were men and 106 women. "Common English and Correspondence," Penmanship, Bookkeeping, Banking, and Commercial Law were taught in all. French's and Sawyer's offered in addition Higher Mathematics, Surveying, Political Economy and Phonography.

The commercial schools developed greatly both in quality and quantity during the twenty years from 1870 to 1890, when they largely controlled the training of men and women wishing to go to work in business or commercial lines.

Commercial subjects as we now know them were introduced into the Boston public schools in 1893-94. In 1893

there were enrolled in the private commercial schools of the United States 115,748 pupils. This number was roughly about three-fourths of all the students seeking a business education. After that year the number enrolled in private commercial schools diminished for two reasons: 1. The general business depression. 2. The increasing number of public high schools, normal schools and universities offering commercial instruction. In the year 1893 there were already 15,220 pupils pursuing commercial subjects in the high schools in the country.

In 1894 the students studying commercial subjects in public high schools constituted but one-tenth (10.1 per cent). The proportion of commercial students trained in public high schools continued to increase parallel with a decrease in the private commercial schools during the next five years. In 1910 the high schools trained more than one-third (34.8 per cent) and the private commercial schools trained more than one-half (57.7 per cent) the students of commercial subjects. In 1898 the Commissioner of Education wrote, "The business course in the greatest number of these (public high) schools does not differ from the business course in the private secondary schools."

In Boston, in 1897-98, the "so-called commercial courses" were introduced into the day high schools and offered to all boys and girls who desired to take them. Special instructors in bookkeeping, phonography, and typewriting were employed. The commercial course of study, as adopted September 24, 1897, was to extend through two years and provided an almost appalling range of subjects:

"First Year.— English language and literature, ancient history, phonography, penmanship and commercial forms, commercial arithmetic and bookkeeping, botany, drawing, music, physical training.

"Second Year.— English language and literature, mediæval history, modern history, phonography and typewriting, elements of mercantile law, bookkeeping, commercial geography, zoology, physiology and hygiene, drawing, music, and physical training."

Two high schools, the Girls' High and the Roxbury High, reported 117 students (of whom seventeen were boys) taking the course out of a total of 1,635. In October, 1899, stenography and typewriting were reported in seven Boston high schools.

The three and four year courses later instituted in the Boston High Schools existed side by side until 1907-08, when the commercial courses were placed on a four-year basis in all the high schools. In the graduating classes of 1908 were found the last survivors of a three-year course. The majority of the students had left school when they "graduated" as a matter of course, regardless of the length of time required. Thus, in a graduating class of 226 commercial students in the Dorchester High School, a little more than one-fourth (27 per cent) were graduates of a four-year course. In a graduating class of fifty-seven in East Boston, slightly more than one-fifth (21.1 per cent) were graduates of a four-year course.

The introduction of commercial work in high schools of the country led to the establishment of high schools specializing in commercial education. In 1892 Professor Edmund J. James of the Wharton School of Philadelphia had already pleaded for the establishment of separate commercial high schools. Until 1900 progress was slow. In 1909 there were in the United States 574 separate commercial departments in high schools with 146,288 students enrolled. With the introduction of commercial work in the Boston high schools, there also came a demand for the establishment of separate high schools specializing in commercial work.

The Boston High School of Commerce was established in 1906 and was evidence of the growing demand for a separate school specializing in commercial education. This high school has maintained a high standard of scholarship in commercial work, and has enlarged its sphere of usefulness so that its graduates are filling positions of responsibility in business leadership in the City of Boston. Five per cent of the Certified Public Accountants of Massachusetts are graduates of this school. A graduate division consisting of one full year of post graduate work has been established. The work done in this graduate division is of such a quality that it is recognized and credited as a complete first year's work in a college of business administration.

In 1911 an attempt was made to return to a two-year course of study, and an "intensified clerical course" was introduced into the Roxbury High School "to afford special vocational training to those pupils who desire to become stenographers and bookkeepers and to give them as good training and prepa-

ration as they could obtain in the best business colleges. It can be completed in two years or less by able and faithful pupils. . . ." A large number of girls of widely varying background flocked into the new "short course" but a very small number seemed to have survived.

In 1914 the Boston Clerical School was established to provide an intensive business training for girls who had completed at least two full years above the eighth grade. Pupils might enter at various times during the year with almost equal advantage and graduate when the courses were completed, regardless of the date. In other words, it was established as a municipal business college. The Boston Clerical School has shown a continuous growth since its establishment. Like all other educational institutions the standards of this school have been raised greatly since 1914. This is attested by the fact that nearly all the young women attending are graduates of an approved high school. The institution has veritably become a junior college.

Although training for business is of more recent origin than any other line of scientific training, there are more students taking this type of training today than there are in all other unit vocational schools combined. The expansion of the curriculum in high schools was brought about by the demands of the pupils, the wishes of the parents, the needs of business and the threat of migration to the business college.

As a result of these definitely voiced demands the commercial course in our high school has come into its own.

Recent developments in commercial education are numerous. Large corporations have established in their own organizations training schools for their employees in clerical work. Inventors and manufacturers of special devices used in mercantile offices have established schools for instruction on those appliances. These courses are given at a minimum cost to the pupils, and aim to provide operators in abundance for the skill required for the operation of the machine. New projects are continually being undertaken to adapt the offerings in commercial education to current employment needs. A few of these projects were described by Assistant Superintendent Rafter in the Annual Report of the Superintendent for 1927.

Commercial education has required the evolution of means and methods peculiar to itself, and to a degree at least, quite

dissimilar to those found in general education. The following method has been suggested within the last fifteen years and is now being increasingly emphasized:

1. Practical participation in productive work.
2. Technical studies related to the productive work.
3. Studies to enhance vocational skill and ideals.

Logically, the simple program for commercial education seems to be that which provides for the acquisition of practical experience in mercantile establishments, and for the processes of related instruction in high schools.

The importance and extent of commercial instruction in the public schools of Boston may be ascertained by the following tabulations:

TABULATION I.  
NUMBER OF COMMERCIAL TEACHERS — BOSTON PUBLIC SCHOOLS.  
(June, 1928.)

SCHOOL.	Men.	Women.	Total.
Brighton High School.....	2	4	6
Charlestown High School.....	2	4	6
Dorchester High School for Boys.....	10	.....	10
Dorchester High School for Girls.....	2	21	23
East Boston High School.....	2	9	11
English High School.....	14	.....	14
Girls' High School.....	3	21	24
High School of Commerce.....	20	.....	20
High School of Practical Arts.....	.....	2	2
Hyde Park High School.....	2	5	7
Jamaica Plain High School.....	4	6	10
Memorial High School (Girls).....	1	20	21
South Boston High School.....	2	4	6
Boston Clerical School.....	4	12	16
Continuation School.....	2	1	3
Girls' Trade School.....	.....	3	3
Total number in these schools.....	70	112	182
Abraham Lincoln School.....	.....	1	1
Bennett School.....	.....	1	1
Bigelow School.....	.....	1	1
Frank V. Thompson School.....	.....	1	1

NUMBER OF COMMERCIAL TEACHERS—BOSTON PUBLIC SCHOOLS.—  
*Concluded.*

SCHOOL.	Men.	Women.	Total.
Grover Cleveland School.....		1	1
Henry L. Pierce School.....		1	1
Mary Hemenway School.....		1	1
Michelangelo School.....		1	1
Norcross School.....		2	2
Oliver Wendell Holmes.....		1	1
Robert Gould Shaw School.....		1	1
Shurtleff School.....		1	1
Theodore Roosevelt School.....		1	1
Washington Intermediate School.....		1	1
Washington Allston School.....		1	1
Washington Irving School.....	1	1	2
Total in Intermediate Schools.....	1	17	18
Grand total.....	71	129	200

## TABULATION II.

The total number of different pupils taking commercial subjects in high schools and in the ninth grade intermediate schools is 10,485. If to this is added the number taking commercial subjects in the Clerical and Continuation Schools, the total is 12,183. Tabulation II shows by schools the number of different pupils taking the so-called commercial subjects. These pupils on an average take 2.32 commercial subjects. These figures were secured near the end of the school year, 1928.

 TOTAL NUMBER OF DIFFERENT PUPILS TAKING COMMERCIAL SUBJECTS  
 IN HIGH SCHOOLS AND NINTH GRADE INTERMEDIATE SCHOOLS.

(Including Clerical and Continuation Schools.)

SCHOOLS.	Boys.	Girls.	Total.
Brighton High School.....	66	271	337
Charlestown High School.....	100	349	449
Dorchester High School for Boys.....	702	.....	702
Dorchester High School for Girls.....	.....	1,278	1,278
East Boston High School.....	291	472	763
English High School.....	1,003	.....	1,003

TOTAL NUMBER OF DIFFERENT PUPILS TAKING COMMERCIAL  
SUBJECTS IN HIGH SCHOOLS AND NINTH GRADE INTERMEDIATE  
SCHOOLS.—*Concluded.*

(Including Clerical and Continuation Schools.)

SCHOOLS.	Boys.	Girls.	Total.
Girls' High School.....		1,452	1,452
High School of Commerce.....	1,061		1,061
High School of Practical Arts.....		114	114
Hyde Park High School.....	205	340	545
Jamaica Plain High School.....	95	381	476
Memorial High School.....		1,524	1,524
South Boston High School.....			638
Boston Clerical School.....		334	334
Continuation School.....	633	731	1,364
Abraham Lincoln School.....	9	34	43
Bennett School.....	8	27	35
Bigelow.....	121		121
Donald McKay.....	35	37	72
Frank V. Thompson.....	36	148	184
Gaston School.....		21	21
Grover Cleveland School.....	7	24	31
Henry L. Pierce.....	8	28	36
John Winthrop School.....	14	51	65
Joseph H. Barnes School.....	83	82	165
Lewis School.....	38	73	111
Mary Hemenway School.....	17	41	58
Michelangelo School.....		38	38
Norcross School.....		43	43
Oliver Wendell Holmes School.....	48	73	121
Robert Gould Shaw School.....	9	27	36
Shurtleff School.....		35	35
Theodore Roosevelt School.....	37	58	95
Washington Allston School.....	14	45	59
Washington Intermediate School.....	31	97	128
Washington Irving School.....	15	83	98
Total in High Schools.....			8,890
Total in Ninth Grade Intermediate Schools.....			1,595
Clerical and Continuation Schools.....			1,698
			12,183



## TABULATION III.

Tabulation III represents the number of boys and girls taking commercial subjects by subject in high schools and ninth grade intermediate schools, including the Clerical School and the Continuation School. The grand total for this chart is 28,382. This grand total, however, does not represent different pupils. It is possible for a pupil to take two or more commercial subjects and in that instance the pupil would be counted two or more times.





While the mechanical side of commercial education, that is, skill in operation of machines, recording of facts and commercial arithmetic, have not been neglected, commercial education in Boston has placed increasingly greater emphasis on the executive and planning requirements of business. Leaving out the executive and administrative requirements, commercial education is fundamentally concerned with the following five operations:

1. Writing or recording
2. Comparing or checking
3. Rating, costing, pricing or coding
4. Figuring or proving
5. Sorting or assembling.

All commercial functions outside of administrative and executive work come under the preceding classification, and the work in the office and the commercial instruction in the school are divided accordingly.

With the new emphasis on administrative and executive instruction, however, the Boston high schools have for years instituted courses in business organization, merchandising and accounting. These courses in addition to the four-year technical commercial subjects include the following groups:

1. Courses dealing with the physical environment of business.
2. Courses dealing with the social environment of business.

They include industrial history, history of commerce, economics, commercial geography, commercial law, business English, salesmanship or merchandising, and commercial organization. The introduction of these commercial courses has naturally divided the work into four sections:

1. Stenographers — secretarial
2. Bookkeepers — accounting
3. Clerks — office practice
4. Salesman — store service and merchandising.

Commercial education in Boston has not limited the scope of its ambition to turning out clerks and office workers. The work has been sufficiently thorough and technical to enable the pupils to make immediate application of it in keeping books or doing work in shorthand and typewriting. Yet it has also aimed at something far more significant than this. It has put the young man and young woman into intelligent

sympathy with the vast business world around them. It has been liberalizing, educational and calculated to call out of the student his best mental powers. It has never lost sight of pedagogical principles, nor has it been unmindful that the first duty of any educational system or course of study should be the unfolding of the mental powers of the child.

Commercial education must produce intelligent citizens who can deal with the problems that face this nation. It must contain those studies, and follow methods that will appeal to the citizenship and character side of the pupil. It must develop business men rather than office workers and clerks.

\*\*\*\*\*

### COMMERCIAL EDUCATION, PRESENT AND FUTURE.

By RAYMOND G. LAIRD, Head Master,  
Boston Clerical School.

In accordance with the authorization of the School Committee granted at their meeting of March 5, I spent two weeks in making a rapid survey of commercial education in the cities of Worcester, Providence, New Haven, Brooklyn, New York City, Philadelphia, Pittsburgh, Cincinnati, Detroit, Fordson, Mich., Cleveland, and Buffalo.

The object of the trip was to learn (after the phenomenal growth in recent years in this branch of education) whether in view of all the circumstances it might appear that training for business has reached its height and that such training is likely to become stationary or to resurge in the future; to ascertain if, in those cities, there were noteworthy achievements or experiments, the knowledge or adoption of which might be valuable to Boston schools; and to obtain an understanding of how commercial education, as conducted in the Boston school system, compares with that of the cities named. It was assumed that the schools in those twelve cities represented a fair cross-section of organized commercial instruction in the eastern portion of the United States.

My visits led me to the headquarters of six boards of education, to thirteen high schools, one continuation school, and one private school. Also I had lengthy conferences with four city directors of commercial education, while a contemplated visit with a fifth one was prevented by his illness.

The result of careful inquiry leads to the conclusion that pupils undertaking commercial studies in almost every school

are steadily increasing in number, and in anticipation of a continuance of this growth, school boards are making plans for their accommodation.

It is quite generally believed that the fitness of those electing the commercial program is steadily improving. This is probably due to the fact that many not suited to it are being interested in some of the recently introduced courses of technical training. The proportion of those who persevere until graduation is increasing.

In the Commercial High School of Providence there is the most extensive system for ranking pupils, according to their intelligence, with which I have come in contact. The pupils of each school year are divided according to their I. R. and their achievement rating, which creates a number of sections for each term of a subject, grading from the superior to the poorest. The school day being divided into eight periods, it is possible for all the classes of one phase, say, second term English, fourth term shorthand, etc., to recite simultaneously, thus making it convenient to transfer individual pupils of any term of a subject from group to group until their proper place is found, which is accomplished without interfering with the remainder of a pupil's daily program. The principal states that the scheme has been most advantageous, but it is a matter of speculation what will happen when the school adopts the standard six-period day next September.

New Haven is conducting classes in telephony. This is the first definite achievement of what is generally recognized as a very much needed feature of instruction. The equipment, while rather inadequate, employs a number of telephones about the classroom which are operated through a P. B. switchboard. A very complete book of instructions is used, which is provided by the Southern New England Telephone Company and written by an employee of the company. The results obtained from this instruction appear to me to be very valuable.

The Girls' Commercial High School of Brooklyn faces two problems, the solution of which is causing the woman principal not a little anxiety. The building, with seats for about 2,800, has an enrollment of six thousand girls, necessitating the division of the membership into four groups, each coming to school at a different time of the day, which extends the school day for the group coming latest to about 5.30 p. m. The

securing of suitable employment for the great grist of graduates is a task that is accomplished only with increasing difficulty.

At the department of commerce of the Central High School in Philadelphia, each pupil in his senior year is required to prepare a thesis on some topic of materials of commerce and industry, commercial geography and commercial relations, transportation problems, banking, finance and business, survey of commercial activities of the past two years, economic history and government activities, etc. Under direction of a teacher the pupil consults the best sources of information in libraries, in public documents, and in the literature of various trade bodies. Very frequently his search for material will lead him to an exploration of the Commercial Museum or to visits to places of trade, finance, or manufacture. When the essay becomes acceptable, it is bound and indexed, and becomes a part of the library of the school, where there is frequent reference to it by pupils in geography of commerce, history, economics, etc. There have been instances where applicants at the Philadelphia Commercial Museum have been referred to the school for information on specific topics beyond what the museum had obtained.

In Cincinnati where cooperative studies have been tried for a number of years, with two weeks in school and two weeks in store, the plan is being discontinued.

The Detroit High School of Commerce, in addition to its regular four-year course of study, offers a course of two years' duration which is but little less narrow than the two-year intensified course that was given a short trial at the Roxbury High School. It is not held in high esteem by the teachers and the school authorities.

The Detroit High School of Commerce ties up with the printing needs of the Board of Education through the employment of its multigraphs and mimeographs. Millions of sheets are printed. The extensive variety of cards, similar to those used by the Boston schools, are run off. School documents and prospectuses, with eighty or more pages, are neatly printed and with appropriate covers are bound by stapling machines.

A teacher's position is relatively secure in Detroit, but it is no sinecure. The indolent, indifferent, incapable or worthless teacher is readily disposed of. At the close of a school year should a teacher receive the mark of "D," he is

placed on probation and transferred to a different school, where, if he receives a "D" at the end of the year, his connection with the school department ceases.

After visiting three schools in Detroit and observing the teachers with a view of determining the effect such a regulation might have, I concluded I had never seen an equal devotion to classroom work or as much an inclination to regard the "free period" as one belonging to the school, during which only school matters should receive attention.

The Detroit High School of Commerce offers a year of post-graduate commercial work. In no other school was there any provision made for pupils who had received diplomas from the commercial course but were inadequately trained for office work, or for graduates of normal, classical, or technical courses who felt that commercial life offered them greatest opportunities.

When the curricula of the Boston Clerical School was outlined to the school men and they learned of the high standards maintained, they were amazed at the generosity of Boston in making such a provision for worthy young people, who in other cities are obliged to patronize private schools before they are prepared for self-support.

At every school I received a hearty welcome. Every facility, in the nature of information, literature, opportunity to observe classroom practice, and conferences with teachers and officials, that would be of assistance to me, was freely provided. My time was as much occupied in explaining the work of the Boston system as in acquiring a knowledge of theirs. All school people warmly approved of the plan of dispatching an envoy, and commended the Boston School Committee for their enterprise in sending one.

At every turn there was assurance of the highest regard for our educational achievements. They wonder at our many high schools and their enormous enrollment of pupils in proportion to our population. They marvel at the numbers that are educating for business life, for Boston traditions have generated in their minds the idea of the classical instead of the commercial.

What I observed in my visits was more or less in harmony with my personal beliefs. In order that these observations and opinions may be of assistance to those on whom rests the responsibility of deciding to what extent our commercial



training is adequate, it may not be inopportune to offer a few general statements and present some of the statistical material that has come to my attention. While personal opinions may merit a certain amount of confidence, the most convincing evidence is that which is obtained from the complete and accurate data compiled by unbiased experts. The several tables and graphs will doubtless be of interest to commercial teachers, as it is improbable that much material of this nature comes to their attention, and this was uncovered only as the result of considerable research.

While there are many small concerns whose offices have fewer than ten employees, at the other extreme are gigantic industries each employing many hundreds of clerical workers. The stupendous quantity and the high quality of the output of these industries would be impossible without the use of the most modern machines. Inventors are urged to exert their utmost skill to produce machines that are as nearly automatic as is possible and requiring a minimum of human attention. Usually these machines can be operated by an unskilled class of persons who readily learn their simple duties and in a few days attain top output. This tends toward a lack of permanency in employment, for, when there is a dropping off in the demand for the product of a machine, the employer feels slight responsibility in retaining the worker, as a new worker can be trained promptly and cheaply for the job when occasion requires, or the worker, when tiring of operating a particular machine or actuated by some other motive for leaving his task, has little hesitancy because he has faith in his ability to find a new one and to learn quickly its operations.

If office methods had remained stationary the growth of "big business" would have been slowed down or, possibly, stopped. The number of clerks required over those at present found sufficient, with the several times additional space needed by them, would have placed an unbearable expense on many businesses. Wonderful inventions have been made to assist in the performance of office details, business has promptly adopted them, and certain demands have been made on the schools to train young people for their operation.

The special functions of commercial education in a high school are generally regarded as twofold. The first is to instruct in those fundamental principles of business that are useful to all and essential to any person in the successful

organization and management of his own business, to train the logical faculties of a student, and to awaken a critical and analytical attitude of mind toward his business surroundings. The second is to give the pupil such a training for some activity of a business that he may obtain lucrative employment, which not only extends to him satisfactory promotional opportunities, but in which he may either substantiate or refute the instruction received in the studies of the first objective.

The first aim, therefore, is to educate for business, and the second is to secure employment where commercial contact may be enjoyed and business experience may be gained. These aims have for their objective that business acumen combined with the results of thrift which may achieve worthy business success.

The St. Louis board of education apparently having these objectives in view has made the following statement of the aims of commercial education in the high schools of that city:

1. To acquire the specific knowledge and skill necessary for success in business occupations.
2. To acquire practical, technical skill in the operation of the typewriter, and other office machines in general use.
3. To acquire the knowledge and skill necessary for success in stenographic and secretarial work.
4. To acquire the fundamental principles of book-keeping and accounting procedure.
5. To obtain a knowledge of technical business forms.
6. To gain the ability to analyze and interpret forms.
7. To acquire basic and exploratory knowledge of selling and advertising.
8. To gain a knowledge of the legal procedure applicable to common business transactions.
9. To acquire a knowledge of production, marketing and finance.
10. To acquire a knowledge of the prevailing forms of business organization and methods of administration.
11. To acquire a knowledge of world conditions directly affecting trade and industry.

12. To develop the ideal of service to society and a knowledge of desirable procedure in human relationships in business.

13. To obtain a knowledge of opportunities and conditions in the occupations for which training is given in the commercial curriculum.

14. To form habits of neatness, accuracy, and systematic procedure desirable in the performance of the business duties.

15. To develop a critical attitude in judging one's own performance and pride in work well done.

16. To realize the opportunities for fullest development of self in the commercial occupations.

17. To develop ideals for the improvement of commercial relations and procedure.

18. To appreciate the importance of good health, good citizenship, and the application of high ethical standards, as factors contributory to success.

19. To apply in the home, or wherever needed, the desirable knowledge, habits, ideals, and appreciation acquired through commercial training.

20. To develop and strengthen those qualities of mind and those habits which contribute to success in personal, social, and business life, with emphasis upon integrity, industry, initiative, self-reliance, loyalty and adaptability.

21. To gain a broad, general education and a thorough knowledge of business principles as a foundation for success in the higher types of business services.

Commerce and industry, history of commerce, business law, economics, banking, finance and insurance, salesmanship and advertising, office management, and business organization and administration are the subjects generally accepted as treating the fundamentals of business. The first five appear as offerings in School Document No. 17—1926, Provisional Curricula for General High Schools—Boston. Commerce and industry which is there named commercial geography is the only one that is required of all commercial course pupils, and is placed in the eleventh grade. The other four are left to the inclinations of the several head masters. Retail selling is represented in the merchandising course and is specifically directed toward

store service, and is not intended to cover the wider range recognized under the title of salesmanship.

Criticism is frequently directed at high schools in general that instruction in *business* is neglected. Undeniably those of Boston are placed on the defensive, for, except in business law, which has a strong representation, there is relatively nothing done. Several factors have produced this situation, the most important being the liberality of election of studies. In the eleventh and twelfth grades physical education, English, and one major are required and the remaining hours of work, constituting more than half, are left to the choice of the pupils. It is needless to specify them or to comment on the various reasons that influence young people in their choice of studies, except to give rather extended attention to election of book-keeping and of shorthand with typewriting.

Teachers are censured for urging pupils to take up these subjects, since there is always a supply of bookkeepers and stenographers in excess of the demand. This is unjust in a large measure, for there are more cogent reasons than the advice of a teacher that decide the choice of these subjects. The pleasure that older pupils find in the study of them and the advice of people in employment who have pursued the study of these subjects are the principal deciding factors. Parents and relatives frequently decide years before the pupil reaches the secondary school that these subjects shall be studied. In very many humble homes there is as keen enjoyment when the boy or girl has completed these subjects as is experienced in the homes of the more fortunate when the son or daughter receives the college diploma. In all probability many who study shorthand but engage in some other occupation, either because their preparation was inadequate or because they were unable to find a position, regard their shorthand training as an accomplishment and, instead of viewing the time spent as wasted, experiencing little or no regret, recommend the study to their friends.

In a recent report, Harvard Bulletins in Education, No. XII, setting forth the results of a study of 4,336 clerical workers in fifty-four concerns in thirty-one cities of fifteen states and Canada, a considerable number stated they were taking improvement courses. These were set down as engaged in twenty-six different kinds of office trades, but did not include bookkeepers and stenographers. While the numbers were not

indicated in this particular table it is apparent that from two to three times as many were taking shorthand, typewriting, bookkeeping, and business English as were studying office practice, business management, calculating machine operation, business law, salesmanship, and economics. In spite of the claim that too many bookkeepers and stenographers are being turned out by the schools, it seems significant that these young people, who in their daily employment were constantly touching elbows with bookkeepers and stenographers, deemed it advantageous to utilize part of their after-work time in endeavoring to qualify themselves for those overcrowded fields.

In 1920 the Federal Board of Vocational Education in Bulletin No. 54 made this report on a Milwaukee survey:

General, as well as technical educational requirements for entrance into commercial positions, are reaching higher standards. Applicants for such positions are confronted by the question: "What can you do? What education and preparation have you had?" In Milwaukee employers of office help favor young people who are 17 or more years of age and who have had a full, or at least part, high-school education. Unfortunately there are not enough secondary-school graduates to supply the demands of business. Economic reasons compel thousands of worthy and ambitious boys and girls to leave the elementary schools to find employment.

In Milwaukee there are approximately 1,067 boys and girls between the ages of 14 and 17 years who are doing office work (mostly in small offices). Only a very small number have had some high-school training. About 200 have taken business courses, either in high schools, continuation, or private business schools. All of these boys and girls are attending the part-time continuation school. Fully 90 per cent of them are following courses of study intended to advance them in their commercial work.

It will be noticed that only about  $5\frac{1}{2}$  per cent are doing actual bookkeeping work, and only 11 per cent are doing stenographic work, proving that, as a rule, young boys and girls are not employed for such work.

In reply to the question, "What must you know, learn, or do to advance yourself in your position?"

951 boys and girls under 17, who are now commercially employed, responded. The replies are grouped as follows:

Bookkeeping .....	158	Stenography .....	302
Billing-machine operating.....	12	Calculating machine.....	44
Multigraph operating.....	1	Addressograph operating.....	1
Dictaphone operating.....	2	Telegraphy.....	5
Filing.....	12	Bookkeeping-machine operating,	3
Telephone operating.....	6	Selling.....	40
Shipping-clerk work.....	3	Time keeping.....	8
Cost-clerk work.....	15	Mail-clerk work.....	4
Advertising.....	3	Buying.....	4
Business law.....	3	Banking.....	5
Cashier.....	3	Checker.....	4
General clerical.....	25	English.....	99
Penmanship.....	86	Spelling.....	44
Arithmetic.....	44	Correspondence.....	15

The fact that about 50 per cent call for bookkeeping and stenography may be due to a lack of opportunity to pursue other courses; to a lack of knowledge that other kinds of office work offer as much pay and advancement as bookkeeping and shorthand, or because the false notion prevails among many young folks (old folks, too) that bookkeeping and stenography lend more dignity, refinement, and respect to a position. They look with disdain upon general clerical work, machine operating, retail selling, etc.

English in some form is called for by about 30 per cent. This is significant.

In a general way it may be stated that more time can profitably be given to the teaching of the essentials of English, arithmetic, penmanship, general clerical work, filing, and machine operating, rather than to technical bookkeeping and stenography, especially when the educational background does not equal at least a high-school education.

If the Milwaukee survey was at all representative of the conditions of the country at large, we may conjecture that the "disdain" for general clerical work has grown less during the period since the above report was issued. Recent data indicate the numbers employed in this branch as increasing. It is the logical work in offices for high school graduates who have made no study in preparation for business. The scope of clerical practice remains undefined. It places a premium on the high personal qualifications and leaves the nature of

the service to be performed largely to some outstanding characteristic or ability of the clerk or to the exigencies of the office. It is an explorative job. It presents opportunities for advancement, and it provides eager and excellent candidates for night and continuation school classes.

RELATIONSHIP BETWEEN PRESENT POSITION AND PROMOTIONAL OPPORTUNITY.\*

OFFICE TRADES.	Number Reporting.	OPPORTUNITY FOR ADVANCEMENT.	
		Yes.	No.
PRIMARY.			
Correspondent.....	74	85	15
Dictating machine operator.....	96	78	22
Calculating machine operator.....	251	46	54
Bookkeeping machine operator.....	40	64	36
Typist.....	514	42	58
Multigraph operator.....	37	80	20
File clerk.....	457	40	60
SECONDARY.			
Ledger clerk.....	†	27	73
Statistical clerk.....	64	71	29
Cost clerk.....	143	66	34
Billing clerk.....	69	76	24
Shipping clerk.....	45	60	40
Cashier.....	45	87	14
GENERAL.			
Pay roll clerk.....	137	56	44
Timekeeper.....	57	20	80
Stock clerk.....	79	59	41
Receiving clerk.....	64	44	56
MISCELLANEOUS.			
Adding and listing machine operator.....	61	43	57
Addressograph operator.....	76	39	61
General clerk.....	299	60	40
Hollerith machine operator.....	53	30	70
Inventory clerk.....	†	50	50
Mimeograph operator.....	7	33	67
Order clerk.....	129	64	36
Price clerk.....	34	52	48
Median for all.....		56	44

\* Table to be read as follows: 85 per cent of the correspondents believe they have promotional opportunity and 15 per cent believe they have none.

† Number not given.

The above table from Harvard Bulletins, Number XII, concerns about three thousand workers. It discloses the optimism of general clerks, who comprise one of the four large groups. In contrast, calculating machine operators, typists, and file clerks have much less expectation of advancement. The machines, because of their noise, are usually relegated to the farthest corners of the office, or to outer rooms, and the

bulky files are grudgingly placed in the office, if allowed there at all, while most of them are frequently placed in the basement. The duties of these three classes of clerks call for very little communication with those of high position and are accompanied with the apprehension that the workers may be overlooked.

Another factor which contributes to the neglect of fundamental business subjects is the early and abiding insistence on the part of many educators that certain studies, which have little or no value in the preparation and careers of our commercial pupils, be included in the commercial program. Often where those subjects are not "required" the curriculum is so planned as to almost insure their inclusion as electives, or the urgency in their support, which is started in the lower grades, decides their selection. However, too frequently, they occupy a place in the pupil's program thereby crowding out subjects that possess undisputed worth in business education.

Another influence has been the persistent and widespread theory of mental discipline. According to this belief there are certain studies which are peculiarly fitted to train the mind to greater power, even though these have little practical value in themselves, in either a vocational way, or in giving a stock of cultural ideas and appreciations. Latin and mathematics occupy prominent places in all secondary school curricula, because of a general belief in their value as agents of mental training. This is illustrated by the fact that in almost all high schools mathematics is a prescribed study for girls as well as boys, although the former will very rarely follow the subject up and apply it either to vocational or cultural stages.

— Dutton and Snedden.

The conception of discipline that is ordinarily current seems to this writer to be misleading and dangerous. In spite of the very clear findings of educational psychology, the view is still common that one of the chief values of education is to be found in the cultivation of such mythical powers of the mind as reason, attention, imagination, discrimination and the like.



The fallacy in this point of view lies in the fact that there is no all-round ability to reason, or to attend, or to imagine, or to discriminate. A pupil may very well learn a lesson in mathematics and fail in history; he may cultivate a vivid imagination in literature and acquire no skill in projecting a plan in carpentry, or for seeing a result in physics. Further than this, when he graduates from high school and goes out into life, his reasoning ability, his imagination, his discrimination, acquired in his school tasks may be little in evidence in the office, the shop, or the factory.

However, it would be wrong to assume that the discipline gained through study has no value in after life. Frequently, doubtless, it has great value, but just how extensive this value is in any given case, and how it will manifest itself, is a matter so difficult to predict that mental discipline should never be made the sole or principal aim of teaching. . . . Probably in no subject in the high school curriculum are materials which are presented in the form of problems, less real incentives to thinking, than in geometry.

— S. S. Colvin, "An Introduction to  
High School Teaching."

The majority of business or professional callings require no algebra, geometry, or trigonometry, and even the professions which use those subjects do so to a much smaller extent than is generally supposed. Only for those few men who become original designers and investigators is true mathematical skill and knowledge indispensable. If mathematics, however, had no value as a mental discipline, its teaching in the secondary schools could hardly be justified solely on grounds of its bread-and-butter value.

— A. Schultze, "The Teaching of  
Mathematics in Secondary Schools."

The values of secondary school mathematics (or some parts of it) are undoubtedly for some parts of certain professions. They are, however, less than is commonly thought and must be considered as highly contingent for most pupils.

The values of the study of certain foreign languages for commercial use has been readily accepted as valid by the school public and by school authorities, who have, however, frequently failed to recognize that commonly such values are highly limited and highly contingent. They have failed commonly to appreciate the fact that bilingual men and women in this country are in plentiful supply in the great majority of instances and that the smattering of German, French, or Spanish gained in the secondary school does not enable the individual so equipped to compete on anything like equal terms with the German-American, the French-American, or the Spanish-American. Whether or not this be accepted as a fact it must be recognized that the annual increase of the number of those added to the commercial population who utilize German, French, or Spanish is relatively small — small out of all proportion to the number of those who leave our secondary schools equipped with some knowledge of one or more of those languages. That as high as five per cent of the pupils in the public secondary schools should study a foreign language for commercial or vocational purposes would probably be a gross over-estimate.

— A. Inglis, "Principles of Secondary Education."

As the result of an extensive study and experiment which he made of the mental discipline obtainable from high-school studies, Thorndike decided that "the facts . . . prove that the amount of general improvement due to studies is small; that the differences between studies in respect of it are small, so that the studies may be decided largely by consideration of the special training which they give."

As a conclusion from the foregoing we may with advantage omit mathematics and foreign languages from the commercial curriculum where they doubtless occupy an average of one-fifth of the recitations, thereby leaving places for subjects that may be determined to have a more direct relation to the aims of the course. An objection, however, will be met, for such a program will prevent the girl or boy from going to college. Preparing for college and training for business are entirely different propositions and the course of study that attempts to do both fails in satisfactorily equipping in either.

The only practical solution where a boy or girl has started a definite course for college or for business, and then decides the other is preferable, is to switch over and accept the results of lack of judgment, information, or whatever caused the mistake.

Assistant Superintendent Charles H. Lake of Cleveland summed up the situation somewhat in these words, "If I am uncertain whether I want to go to New York or Chicago, and take a west-bound train and later decide that New York should be my destination, I have no alternative but to charge up loss of time and money and credit experience. It is a rule of life that mistakes are expensive, and securing an education is no exception."

The number of pupils who complete commercial courses and then go to college are few. In the past ten years 2,157 boys and girls graduated from Longwood Commerce High School of Cleveland, 139 of whom entered twenty-five colleges, twenty-one going to colleges with courses of less than four years. Twenty have graduated, twelve of them from less than four-year courses and eight from full-time colleges. Of the forty-nine who left, forty-seven were in the four-year courses. Less than four per cent of the graduates of that school, which takes pride in the advantages it offers pupils who desire to combine college preparatory and business, have graduated from college or are still attending.

The 1926 annual report on statistics of labor of the Commonwealth of Massachusetts presents a most complete and illuminative exhibit. The following general statement, table and chart are taken from the part representing Boston, by consent of the Department of Labor and Industries.

Quite naturally, wherever any kind of business is transacted, office workers of some description will be found. This survey, however, was confined to those cities or districts in which a relatively large number of persons were engaged at such employment. In Boston, the leading business center of the State, are found offices of nearly every description, "home offices" of various types of establishments, headquarters for nearly everything bought and sold, not only in Boston but in New England, many very important manufacturing establishments within its immediate confines, and public services and utilities necessary to the proper functioning of a city of such size and importance.

Thousands of those who find regular employment in Boston reside outside of the city limits. The cost of commuting, the code of the business world requiring more attention to personal appearance, the generally higher standard of living, etc., in a large city, are reflected in higher wages and salaries paid those employed therein. Of the 1,075 establishments reporting, 480 were in Boston and represented 14,146 office workers, of whom 5,366 were males and 8,780 were females. The returns from these establishments in Boston may be considered fully representative of office employment in that city, as they include in addition to 152 miscellaneous offices employing 2,252 persons, average 15, the following relatively important groups: 199 dealers and sales agencies, employing 3,037 employees, average 16; nine public service corporations, employing 2,993, average 333; 10 banks and trust companies, 2,473, average 247; 87 manufacturing establishments, 1,940, average 22; and 23 insurance companies, 1,441, average 63.

It was found advisable to group together those occupations quite generally of a similar character, and accordingly four office "Sections" were decided upon, as follows: "Clerical"; "Stenographic"; "Accounting and Bookkeeping"; and "Office Appliance"; the latter section including those employees engaged solely or largely in operating office appliances commonly used throughout offices, but not identified with any one branch or office section. At the end of Table I, Boston, are summarized the complete returns from 480 establishments in Boston employing office workers, showing the data by office sections and sex thereunder, and segregated by the number receiving salaries classified in twelve salary groups, as follows: "Less than \$14," then by two-dollar salary groups to \$22, "\$22 but less than \$25," by five-dollar salary groups to \$50, and then the "\$50 or over" group. In addition to the actual numbers, percentages have been computed so as to show the representation by employees in each salary group.

The summary data for the complete returns as given in Table I are presented in graphic form in the chart. Plate A is based upon the actual data, by

sex, so as to better illustrate the relative number of males and females employed as office workers and the number of each sex coming within each of the stated salary groups; thus, a picture of office employment is presented by this chart. Each bar represents a salary group, and the variation in spacing between the bars is intended to show that the class intervals are not equal. The group including those receiving "\$50 and over," while not directly comparable with the others, is shown in order to complete the chart. Plate B shows the percentage representation of males and females respectively, in each salary group, as compared with the total males and females, respectively, and illustrates the relative grouping of men and women, in so far as salaries are concerned.

It is immediately apparent from a study of Table I and Chart I, that many more women than men were employed as office workers, and also that a large majority of the women so engaged received salaries of less than \$30 per week. In the lower salary groups the females greatly outnumbered the males; for instance, about six times as many females as males were included in the groups "\$16 but less than \$18" and "\$20 but less than \$22." In the "\$25 but less than \$30" salary group, the females outnumbered the males more than two to one. Although the complete returns indicated a ratio of five females to three males employed as office workers, beginning with the "\$30 but less than \$33" salary group, the males were found to outnumber the females, more particularly so as the salary ratings became higher, until, in the "\$50 and over" group, the males outnumbered the females seventeen to one.

Plate B, although somewhat similar in general outline to Plate A, illustrates another phase of office employment. It will be noted that in each of the seven lower salary groups the percentage of the total number of females was greater than the percentage of the total males, but that, beginning with the group representing salaries of \$30 or more, the reverse was true. In the group "\$25 but less than \$30" the percentage of females was only a little greater than the percentage of males.

TABLE I.—BOSTON (480 Reports, Representing 14,146 Office Employees).

OCCUPATIONS, BY SEX (By Office Sections).	NUMBER OF OFFICE EMPLOYEES RECEIVING, PER WEEK —													Totals. All Wage Groups.
	Less Than \$14.	\$14 But Less Than \$16.	\$16 But Less Than \$18.	\$18 But Less Than \$20.	\$20 But Less Than \$22.	\$22 But Less Than \$25.	\$25 But Less Than \$30.	\$30 But Less Than \$35.	\$35 But Less Than \$40.	\$40 But Less Than \$45.	\$45 But Less Than \$50.	\$50 or Over.		
CLERICAL SECTION.														
Officer managers:														
Males.....														301
Females.....														63
Assistant office managers:														
Males.....														154
Females.....														26
Chief clerks:														
Males.....														253
Females.....														60
Senior clerks:														
Males.....														510
Females.....														208
Junior clerks:														
Males.....	56	66	43	74	48	80	62	54	16	9	9	7	—	524
Females.....	23	38	54	76	53	41	14	9	—	—	—	—	—	308
Correspondence clerks:														
Males.....														54
Females.....														37
Filing clerks:														
Males.....	9	17	8	5	4	5	10	10	5	8	4	4	—	57
Females.....	92	108	75	67	62	36	26	6	2	—	—	—	—	474



TABLE I.—BOSTON (480 Reports, Representing 14,146 Office Employees).—Continued.

OCCUPATIONS, BY SEX (BY OFFICE SECTIONS).	NUMBER OF OFFICE EMPLOYEES RECEIVING, PER WEEK —											Totals. All Wage Groups.	
	Less Than \$14.	\$14 But Less Than \$16.	\$16 But Less Than \$18.	\$18 But Less Than \$20.	\$20 But Less Than \$22.	\$22 But Less Than \$25.	\$25 But Less Than \$30.	\$30 But Less Than \$35.	\$35 But Less Than \$40.	\$40 But Less Than \$45.	\$45 But Less Than \$50.		\$50 or Over.
Junior stenographers:													
Males.....	—	2	19	48	78	119	1	79	—	—	—	—	5
Females.....	3	15	—	—	—	—	—	—	—	—	—	—	379
Stenographer-bookkeepers:													
Males.....	—	1	11	24	15	33	—	33	1	1	—	—	2
Females.....	1	—	—	—	—	—	—	—	—	—	—	—	137
Stenographer-clerks:													
Males.....	—	1	34	54	78	112	6	97	3	—	—	—	26
Females.....	8	17	—	—	—	—	—	—	—	—	—	—	427
Stenographer-typists:													
Males.....	—	1	42	97	98	127	—	132	2	—	—	—	7
Females.....	18	27	—	—	—	—	—	—	—	—	—	—	572
Dictating machine operators:													
Males.....	—	—	7	12	23	32	—	46	—	—	—	—	1
Females.....	—	7	—	—	—	—	—	—	—	—	—	—	135
Typists (regular):													
Males.....	—	4	4	2	1	1	—	1	—	—	—	—	14
Females.....	50	85	73	134	104	75	—	73	—	—	—	—	599
Totals, all occupations:													
Males.....	1	8	6	8	3	9	—	19	8	4	—	13	113
Females.....	80	152	187	376	422	572	—	770	24	16	—	12	2,946
Both sexes combined.....	81	160	193	384	425	581	—	789	32	20	—	25	3,059





TABLE I.—BOSTON (480 Reports, Representing 14,146 Office Employees).—Concluded.

OCCUPATIONS, BY SEX (BY OFFICE SECTIONS).	NUMBER OF OFFICE EMPLOYEES RECEIVING, PER WEEK —												Totals. All Wage Groups.
	Less Than \$14	\$14 But Less Than \$16.	\$16 But Less Than \$18.	\$18 But Less Than \$20.	\$20 But Less Than \$22.	\$22 But Less Than \$25.	\$25 But Less Than \$30.	\$30 But Less Than \$35.	\$35 But Less Than \$40.	\$40 But Less Than \$45.	\$45 But Less Than \$50.	\$50 or Over.	
OFFICE APPLIANCE SECTION.													
Adding machine operators:													
Males.....	9	10	15	12	28	43	41	—	1	—	—	—	159
Females.....	21	27	49	18	42	7	—	—	—	—	—	—	180
Addressing machine operators:													
Males.....	1	11	17	15	—	1	2	—	—	—	—	—	4
Females.....	9	11	—	—	—	10	—	—	—	—	—	—	77
Duplicating machine operators:													
Males.....	1	1	9	3	3	—	1	—	—	—	—	—	6
Females.....	4	1	—	—	1	—	—	—	—	—	—	—	19
Multigraph operators:													
Males.....	1	—	7	10	7	1	5	1	—	—	—	—	6
Females.....	2	4	—	—	—	4	—	—	—	—	—	—	47
Perforating machine operators:													
Males.....	—	—	2	2	3	1	1	—	—	—	—	—	2
Females.....	4	4	—	—	—	15	—	—	—	—	—	—	30
Tabulating machine operators:													
Males.....	1	1	2	—	4	5	1	1	1	—	—	—	17
Females.....	6	10	16	6	1	6	1	—	—	—	—	—	60
Totals, all occupations:													
Males.....	4	13	17	14	35	51	44	2	3	—	—	—	194
Females.....	26	60	100	54	65	42	9	—	—	—	—	—	413
Both sexes combined.....	30	73	117	68	100	93	53	2	3	—	—	—	607



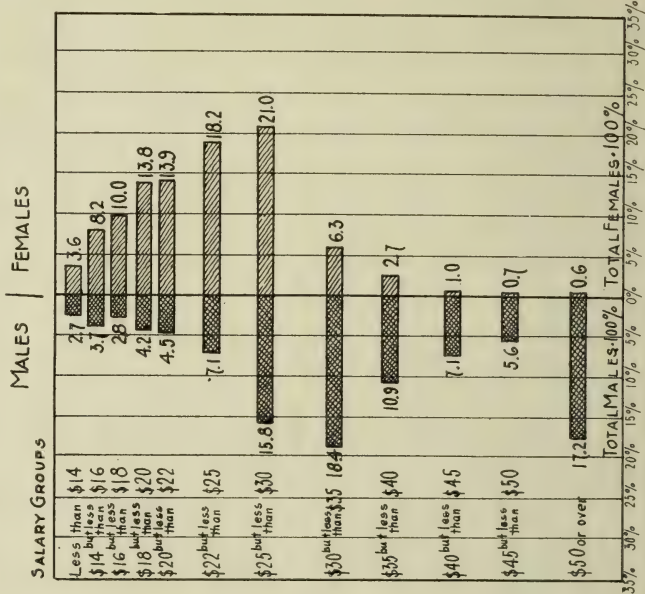
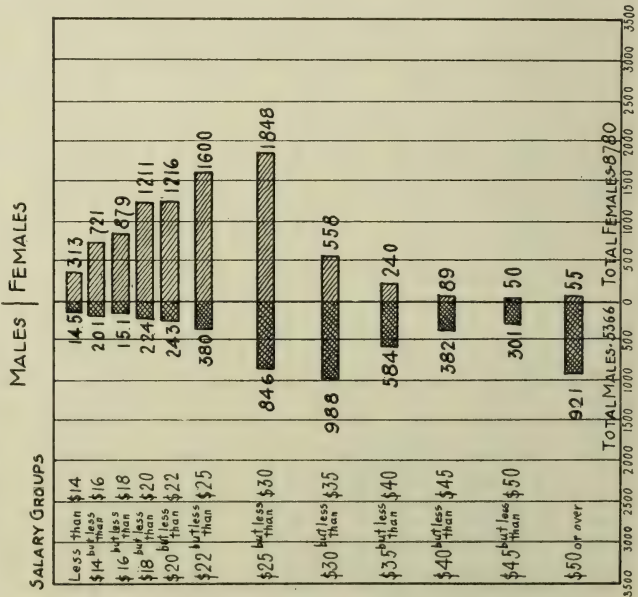
**CHART 1.**  
**REPRESENTATION — MALES AND FEMALES IN OFFICE EMPLOYMENT, AS SHOWN BY COMPLETE RETURNS FROM 480 ESTABLISHMENTS IN MASSACHUSETTS**

**PLATE A**

**PLATE B**

**NUMBER OF MALES AND FEMALES IN EACH SALARY GROUP.**

**PERCENTAGES—MALES AND FEMALES IN EACH SALARY GROUP.**



Nine-tenths of the total reported on, that is, 12,716 of these workers are performing services for which the bookkeeping or stenographic courses prepare wholly or in a large measure. Of the remaining 1,430, less than 500 are engaged in operating special types of machines which are not in the equipment of our high schools.

Reference has been made to the criticism of teaching bookkeeping to so many when so few are employed under the name of bookkeeping. The January, 1928, number of "Spotlights on Commercial Education" contained the following:

SHOULD BOOKKEEPING CONSTITUTE THE BACKBONE  
OF COMMERCIAL COURSES IN HIGH SCHOOLS?

The answer is Yes, because:

1. Bookkeeping gives, as does no other subject, a *complete* view of business activities. Every penny of income and expense must be recorded in the books; and all activities of the business, from those of the president to those of the office boy, are reflected in the books.

2. Good bookkeeping consists not in making a mere mechanical record of these transactions, but in making an *intelligent* record of them,— one which will clearly analyze and display the facts and their significance.

3. When bookkeeping is thus well done, it becomes an aid to the management in all departments, so that a man entering any line of business — manufacturing, selling, finance, or any other branch — is likely to have occasion to use figures prepared from the books. He should be able to judge whether the information has been correctly prepared and also what it signifies.

4. An increasing number of people are investing in business securities; it is essential that they be able to read and understand the published statements of business corporations if they are to make such investments intelligently.

5. Many men who do not earn their living as bookkeepers are called upon to keep records in connection with their social or other community activities.

6. Bookkeeping is a subject which, while acquainting the student with business practices, is capable of being developed in an orderly, logical way, so as to form a structure of consecutive reasoning.

7. In learning to analyze the results of business activities the student's attention is directed to the causes of success or failure in business; he is led to examine the reasons for the conduct of the various business heads, and connect those reasons with the results which follow. This is likely to stimulate his ambition and constructive imagination.

8. The study of bookkeeping inculcates habits of neat, orderly and careful work.

While other commercial subjects in the high school curriculum offer some of these advantages, there is no other subject that offers all of them.

Teachers of bookkeeping maintain that, in addition to the education it gives to bookkeepers, it provides the most available and satisfactory means for the development and training of those characteristics that are required in clerical and business occupations.

In securing material for the preparation of Harvard Bulletins No. XII, the questionnaires sent to fifty-four business organizations contained the request that the business managers state by name what, in their opinion, were the special requirements of twenty-one office positions. Four outstanding characteristics for each trade were selected from the replies, which are here listed according to their frequency: Accuracy, 20; Systematic habits, 15; Concentration, 13; Manual dexterity, 12; Co-operation, 10; Mental alertness, 7; Courtesy, 4; Willingness to assume responsibility, 2; Judgment, 1, Total, 84.

Accuracy, which is needed in twenty of the positions, is an outstanding aim in the teaching of bookkeeping. The pupil from the start is required to perform correct arithmetical computations, to make rulings of precise length, often exactly on a line already on the paper, to rule true vertical and horizontal lines, to write numerals of proper size in careful columnar arrangement, and to state concisely, yet definitely, the narrative of transactions. A small error in judgment or in figures, or a slight carelessness anywhere in the work, may not become evident until near the end of a set of books on which the pupil

may have spent several weeks. When it does come to the surface, as it is certain to do, its correction imposes a salutary penalty. The pupil early realizes that these difficulties can be avoided by resolute concentration. He forms systematic habits by keeping a well-sharpened pencil, by having at hand a good pen and holder, by taking home and bringing to class the necessary text, blanks, and supplies, and by performing a definite task for each lesson, which can be checked up readily by the instructor.

The manual dexterity wanted by office managers is the ability to write longhand well and make figures distinctly and rapidly, to strike the keys of typewriters and other key machines accurately and with relative speed, to have aptitude in operating and the making of simple adjustments of office instruments, and to possess dexterity in handling and sorting various card and paper record forms. Training and practice in all these desired characteristics are afforded in varying proportions by the various business studies, and it is believed that the results of them do carry over into the performance of office work.

The basis of the transfer or spread of improved efficiency is found in this law of dissociation or generalization. Just as a knowledge of sixness is acquired from experiencing its manifestation in six apples, six marbles, six men, etc., just as a knowledge of whiteness is acquired from experiencing its manifestation in white paper, white paint, white snow, white cats, etc., just as the meaning of number is acquired from experiencing its various manifestations in two objects, ten objects, etc., just as a concept of honesty is acquired from its manifestation in divers forms, just as a general principle of grammar, of mathematics, of science, of economics, is acquired by experiencing its manifestation in varying circumstances,— just so an idea of accuracy, and ideal of thoroughness, a concept of method, a habit of work, or the like, may be abstracted from its manifestation in varied fields and may be generalized on the basis of differing specific experiences. In all these cases the fundamental process is the same and the method of transfer or spread of improved efficiency is nothing more, nothing less, than the ordinary process of dissociation or generalization.

— Inglis.

The Committee on Clerical Salaries of the Boston Chamber of Commerce prepared, under the title "A Workable Classification of Office Jobs," a nomenclature of office workers with the clerical and personal qualification required for each job. A study of this material would be useful to many teachers and to all young people expecting to undertake office work. It is of particular interest in connection with this report for it determines how nearly the commercial course of our schools meets the requirements of Boston offices. Only the title is given of those jobs that are manifestly outside the scope of our aims.

CLASS I — STENOGRAPHERS, DICTAPHONE OPERATORS, TYPISTS.

CLASS 1A. Secretarial Stenographers

Handles executive correspondence by dictation but often on own responsibility — carries on detail of administration work — makes effective the policies of the executive. Administrative ability required.

CLASS 1B. Expert Stenographers

Expert knowledge of shorthand. Able to report meetings and conferences and write technical dictation. A limited knowledge of the company's business routine required — ability to type with speed and accuracy.

CLASS 1C. Regular Stenographers, 1st Class

Good command of shorthand for every-day correspondence. Handles executive correspondence as dictated — ability to type with speed and accuracy — commercial or high school education preferred.

CLASS 1D. Regular Stenographers, 2d Class

Fair command of shorthand for every-day correspondence. Ability to type with medium speed and a tolerable degree of accuracy.

CLASS 1E. Dictaphone Typists

Able to transcribe dictation with speed and accuracy from dictaphone — no shorthand required. High School education or its equivalent required.

CLASS 1F. Expert Typists

Clerks with ability to typewrite with high degree of accuracy and speed — or to do copy work of an involved and technical character with speed and accuracy — able to handle difficult tabulations and statistical work. High School education preferred.



**CLASS 1G. Regular Typists**

Clerks with ability to typewrite the simplest forms of copy work with mechanical skill and accuracy — order writers — form letter writers, etc. Beginners' knowledge of typewriting required.

**CLASS II — BOOKKEEPERS, LEDGER CLERKS; ACCOUNTANTS, STATISTICAL; COST FIGURING, PAYROLL FIGURING.****CLASS 2A. Bookkeepers, Senior**

Clerks with knowledge of double entry bookkeeping and ability to keep general ledgers and controlling accounts; to prepare balance sheets and special reports involving current financial transactions; to keep intricate financial records. Special training and usually extensive experience required.

**CLASS 2B. Bookkeepers, Junior**

Clerks with ability to make simple entries of accounting information from one book or record to another; to balance and adjust accounts; take trial balance, make journal entries, prepare statements and bills and to compute, post, tabulate and compile data in connection with bookkeeping procedure. Must have knowledge of double entry bookkeeping and exercise limited degree of continuing judgment.

**CLASS 2C. Ledger Clerks**

Clerks with ability to post financial records from journals to ledgers; draw off trial balances; prove their postings and analyze simple accounts. Knowledge of double entry bookkeeping not essential but high degree of accuracy required.

**CLASS 2D. Statistical Clerks**

Clerks with ability, under supervision, to search out and draw off from journals, ledgers, etc., accounting information; to prepare statistical reports and tabulate statistical information. High degree of mathematical accuracy and limited degree of judgment required.

**CLASS 2E. Senior Accountants**

Clerks with ability to analyze and interpret evidence of financial transactions; to analyze and classify accounts and expenditures. High degree of judgment and expert accounting knowledge gained by special training or experience required.

**CLASS 2F. Junior Accountants**

Under supervision or direction, to analyze, interpret and report upon financial data; to decide and report on the accu-

racy of and significance of financial records and accounts. Limited judgment and accounting training and experience required.

CLASS 2G. Cost Figuring Clerks

Clerks with ability, under supervision or direction, to draw off from current accounting records statistical information relating to costs; to analyze and report upon such figures and prepare accurate and dependable cost figures upon which to base current prices. Limited judgment but high degree of accuracy required.

CLASS 2H. Payroll Clerks

Clerks with ability, under supervision or direction, to interpret and analyze time cards and other supporting records, to tabulate and prepare payroll sheets and post them in journals and on ledgers. High degree of mathematical accuracy required.

CLASS 2I. Bookkeeping Machine Operators

CLASS 2J. Ledger Clerks (Machine Operators)

CLASS 2K. Figure Machine Operators

Clerks with ability to operate with speed and accuracy an adding machine, calculating machine, comptometer or other mechanical device designed for mathematical calculation in connection with statistical, cost figuring, payroll and general accounting work.

CLASS III — CORRESPONDENTS, ORDER CLERKS.

CLASS 3A. Senior Correspondents

Clerks with ability independently to dictate letters and conduct correspondence with customers on subjects relating to quotations, sales, shipments, claims, and adjustments, credit and collections; thorough knowledge of products, company policies and procedure, and a high degree of judgment required.

CLASS 3B. Junior Correspondents

Clerks with ability to dictate letters and conduct correspondence with customers on subjects relating to quotations, sales, shipments, claims and adjustments, credit and collections under supervision and control of superior; limited knowledge of products, company policies and procedure and limited degree of judgment required.

CLASS 3C. Senior Order Clerks

Clerks with ability independently to interpret and "dress" orders and route them through factory, office or store; exten-

sive knowledge of company's products, procedure and policies, gained through experience, required.

CLASS 3D. Junior Order Clerks

Clerks with ability to interpret and "dress" orders and route them through factory, office or store, under supervision or direction of superior. They are beginners, with limited knowledge of product, procedure and policies, gained through experience.

CLASS IV — TELEPHONE AND TELEGRAPH OPERATORS,  
INFORMATION CLERKS.

CLASS 4A. Senior Telephone Operators

CLASS 4B. Junior Telephone Operators

CLASS 4C. Telegraph Operators

CLASS 4D. Information Clerks

Clerks with thorough knowledge of company's organization and procedure who are able to greet and direct visitors and answer questions. Courtesy, tact and good appearance essential.

CLASS V — MACHINE OPERATORS EXCEPT BOOKKEEPING,  
ADDING — STATISTICAL OR DICTAPHONE MACHINE.

CLASS 5A. Addressograph Machine Operators

Clerks with ability to operate an addressograph machine with expertness and to do clerical work incidental thereto.

CLASS 5B. Multigraph Machine Operators

CLASS 5C. Photostat Machine Operators

CLASS 5D. Blue Print Machine Operators

CLASS 5E. Statler Coin Machine Operators

CLASS 5F. Telautograph Machine Operators

CLASS 5G. Perforating Machine Operators

CLASS VI — MAIL CLERKS, MESSENGERS.

CLASS 6A. Mail Clerks, Senior

Clerks with ability to sort and route the delivery of mail through factory, office or store, to supervise weighing, addressing and dispatching of mail to post office; sealing of envelopes, stamping of parcels and letters; receipting of special delivery and registered mail and other clerical work incidental thereto.

**CLASS 6B. Mail Clerks, Junior**

Clerks with ability, under supervision, to sort and route delivery of mail through factory, office or store; to weigh and address mail, seal and stamp envelopes and parcels; operate sealing and opening machines and to do other clerical work incidental to the handling of mail.

**CLASS 6C. Messengers**

Clerks with ability to deliver mail through an office, factory or store; to run errands and do clerical work of the simplest nature.

**CLASS VII — GENERAL CLERKS, FILE CLERKS.****CLASS 7A. Clerical Assistant**

Capable of relieving the office manager, handling general and special clerical matters as they come up and serving as a general all around office man.

**CLASS 7B. Clerks**

Clerks with ability to do routine or specialized clerical work not included in other groups, such as checking, maintaining balance of stores.

The Department of Vocational Guidance of the Boston School Committee has compiled much valuable information pertaining to the activities of all the departments of our school system. Nowhere have I found available so much pertinent material. In some cities one may secure facts concerning groups of pupils, but it is only when the entire unit of a kind has been exhaustively followed up, analyzed, and classified that it is safe to establish conclusions. The Boston department has made a practice each spring of finding, through correspondence or personal interview, as far as has been possible, what each member of the graduating classes of all the high schools of the previous year was doing. About ninety-eight per cent of all graduates are reported on, the remainder consisting of those who have moved and those from whom no response could be secured through reasonable effort.

The class of 1926 is the latest for which the study has been completed at the time of this writing. One fact in the following form that deserves attention is that only seventy-one of the 3,083, or 2.3%, are without work. It is encouraging to apprehend with what readiness and with what degree of completeness the business and industrial life of this community absorbs the product of our high schools.

OCCUPATIONS OF GRADUATES FROM BOSTON HIGH SCHOOLS, JUNE, 1926,  
FROM STATISTICS COLLECTED BETWEEN JANUARY AND APRIL, 1927.

SCHOOLS.	TOTAL GRADUATES.		TAKING FURTHER STUDIES, DAYS.						AT WORK.				NOT OTHERWISE CLASSIFIED.	
	Number.	Per Cent.	TOTAL.		COLLEGES.		OTHER SCHOOLS.		TOTAL.		WORKING AND TAKING EVENING COURSES.		Number.	Per Cent.
			Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.	Number.	Per Cent.		
Boys.....	1,370	100	466	34.0	308	22.4	188	11.5	789	57.6	202	14.0	2 115	8.4
Girls.....	1,713	100	633	37.0	156	9.1	477	27.8	935	54.6	184	10.7	3 145	8.4
Total.....	3,083	100	1,099	35.6	464	15.1	635	20.6	1,724	56.0	386	12.5	260	8.4

<sup>1</sup> Degree giving institutions.

<sup>2</sup> At home, 7; moved, 30; no response, 12; wanting work, 25; industrial diplomas not followed up, 40; deceased, 1.

<sup>3</sup> At home, 50; moved, 16; no response, 15; wanting work, 46; convent, 2; married, 15; deceased, 1.



Eighty-eight per cent of all girls who went to work found employment in offices, and their number is nearly half of all the girls who graduated that year. Of the 477 who are not working but are taking further studies during the day, though not attending degree-giving colleges, the paramount group of 204, or 43%, are attending schools that will fit them for business. While some of these have had part or complete business courses in high school, more than half of them have taken college or normal-preparatory training. The remainder of those attending "Other Schools" are thus classified:

Public normal . . . . .	112	Private normal . . . . .	43
Art . . . . .	36	Nursing . . . . .	20
Preparatory . . . . .	11	Post graduate . . . . .	47
Miscellaneous . . . . .	4		

The Secretary of the Commercial Council supplies the information that the high school commercial pupils of the class of 1928 were pursuing vocational subjects as follows:

	Per Cent.		Per Cent.
Shorthand . . . . .	24.4	Secretaryship . . . . .	1.5
Bookkeeping . . . . .	10.1	Merchandising . . . . .	14.0
Typewriting . . . . .	27.9	Civil Service . . . . .	1.4
Office Practice . . . . .	19.3	Banking and Finance . . . . .	1.4

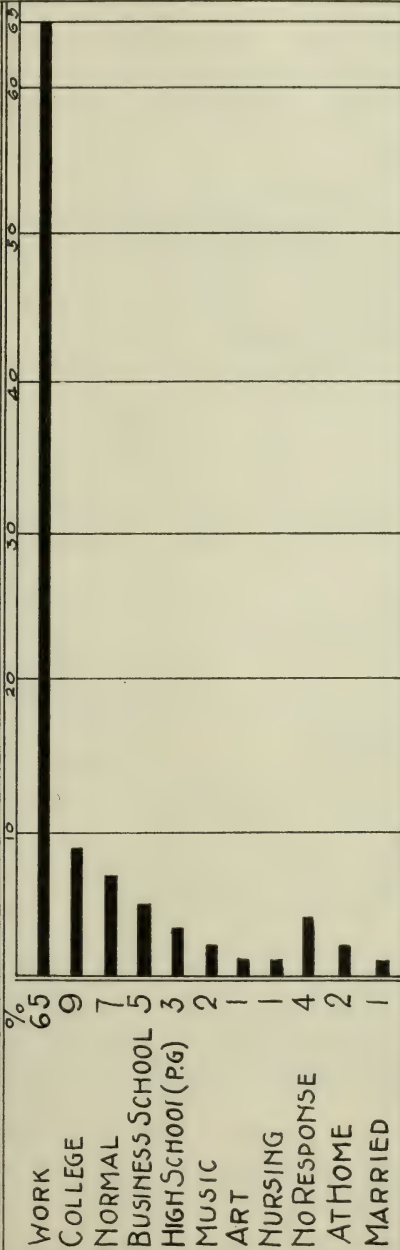
Of nearly three thousand calls from employers received by the Department of Vocational Guidance in the year ended September 30, 1927, nearly one-half were for office help. These calls included boys and girls who had passed their fourteenth birthday. There is no place in the office for youngsters. A certain amount of maturity, poise, and judgment is required even for the less important jobs; therefore it is probable that the average age of those called for and placed in offices was considerably above that of those that went to work in other occupations. The line of advancement in offices is more attractive and the help turnover is doubtless smaller than in the other occupations, and there is less probability that the calls for office help were repeat-calls for the same job.



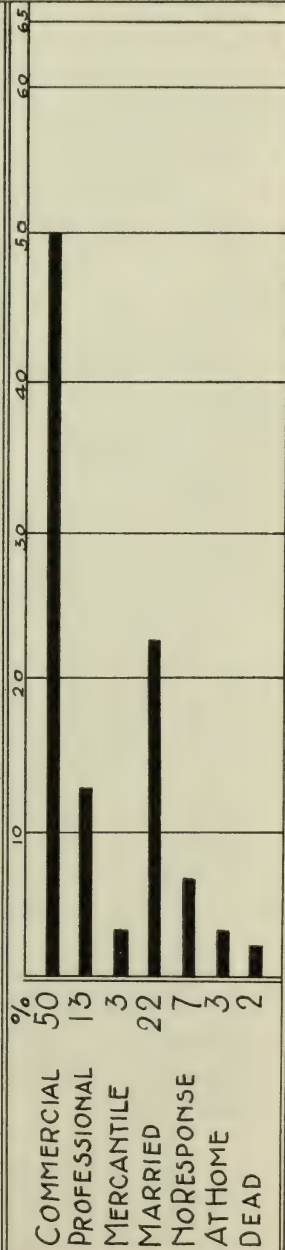


# GIRLS HIGH SCHOOL

DISTRIBUTION OF CLASS OF 1920-DURING YEAR AFTER GRADUATION



DISTRIBUTION OF SAME CLASS IN 1925-FIVE YEARS AFTER GRADUATION



While interest and value may be derived from a study of what happens to a group of graduates during the following year the real measure of what the school system does for its graduates must be learned from a study covering a longer period of time, during which a settling-down process has a chance to come into effect.

The graph on page 91 represents a study of the class of 1920 of the Girls' High School of Boston, and is probably typical of what happened to graduates of the other high schools. The upper portion broadly shows the distribution of the class in the early part of 1921. The lower section discloses the activities of the same young women in 1925.

There are no data in my hands that tell whether any of those that married remained at work, but it is presumable that the inquiry concerning them ceased at that point. It seems a reasonable guess that most of the marriages were from the "Work" group. The thirteen per cent of "Professional" was formed from the twenty-three per cent of College, Normal, Post Graduate, Music, Nursing, and Art students.

Of those who took Shorthand 66 per cent are now in that line.

Of those who took Bookkeeping 65 per cent are now in that line.

Of those who took Shorthand and Bookkeeping 61 per cent are now using the combination.

Of those who planned to teach 79 per cent are now teaching.

Of those who planned to go to college 83 per cent went to college.

Altogether 62 per cent are following the vocations which they elected and for which they studied in high school.

It is gratifying to note that only two per cent of this large class died during five years. This proves that the instruction in health and the practice in physical maintenance given through all grades are effective, and meet the requirements of the first objective of the "Seven Cardinal Principles of Secondary Education."

A "follow-up" of 554 boy graduates of 1920 from eight high schools also was made, the following being extracts from a report on it made by the Department.

#### METHOD PURSUED.

Personal interviews were secured with as many of the boys as possible who were employed in Boston and vicinity. This

was accomplished by requests to the boys to call at the Central Office while on their lunch hour, or during the evening office hour, and by visits of the vocational instructors to places of employment and homes of the boys. To others, questionnaires were sent. The college bureaus assisted by supplying information regarding boys who had continued their education.

The total represents 95 per cent of all boys graduated from the above schools for the year 1920. (No Co-operative Industrial Course Graduates are included in the study.)

RELATIONSHIP AMONG FATHER'S OCCUPATION, PUPIL'S VOCATIONAL INTEREST AND PRESENT OCCUPATION OF MALE GRADUATES OF 1920.

	Father's Occupation.	Pupil's Vocational Interest, 1920.	Pupil's Present Occupation, 1927.
1. Unskilled labor.....	18	0	0
2. Semi-skilled labor.....	60	0	3
3. Skilled labor.....	192	34	64
4. Agriculture.....	0	4	1
5. Office, clerical.....	24	81	112
6. Retail sales people.....	1	0	25
7. Wholesale sales people.....	187 { 17	256 { 28	293 { 48
8. Junior business executives.....	25	141	67
9. Proprietors of small businesses.....	120	6	41
10. Professional.....	35	219	186
	Deceased 62	Undecided 41	Unemployed 7
Totals.....	554	554	554

The above table should be read thus: 219 boys expressed as their vocational interest, in 1920, while in high school, as professional. Only 35 fathers were engaged in occupations included in this group. Five years after graduation, 186 boys were found engaged in occupations included in the professional group.

RELATION BETWEEN COURSE PURSUED IN HIGH SCHOOL AND AFTER SCHOOL EMPLOYMENT.

Graduates of the *College* course in high school do, in the great majority of cases, go to college.

Graduates of the *Business* course enter into and remain in one of the five fields of business activity.

Graduates of the *General* course in high school enter chiefly into some form of business life.

Graduates of the *Technical Preparatory* course in high school are about evenly distributed in after-high-school life between professional life and business activities.

#### MISCELLANEOUS.

There is considerable evidence that the boys who continue their education do so immediately after high school, although a few postponed it until two or three years.

Higher education is functioning in the occupational life of the graduates who took it.

Thirty-three per cent of the boys who took no further education have held one position for five years.

Twenty-eight per cent have held two positions, and two per cent have held as many as five different positions.

About eighty-five per cent of all these boys did some work for wages while attending high school. There is no definite evidence that this work was a factor in their choice of a vocation.

At the request of mercantile associations, and on the advice of students of business conditions, salesmanship was introduced into the high schools about fifteen years ago. It has received much encouragement from school authorities and, beyond all doubt, the instruction has been on a par with that of any other business subject. The pupils in salesmanship have steadily increased in numbers, but at no time has the subject occupied the place it was believed it should take.

A study of the data herein presented and interviews with office managers and thoughtful commercial educators leads to the belief that the purchase of a modest but carefully chosen equipment of office machines is a wise investment. There does not appear to be a need of such a degree of skill in any of them at all comparable with that required in typewriting. Much of the multiplication in an office can be performed mentally or it can be taken from convenient tables. Division and subtraction are not frequent, but addition is most often employed. However, the sums are usually short, and are done more quickly without resorting to a machine. While the small non-listing adding machines are useful, and are found in many offices, there does not seem to be justification in the installation of batteries of them, nor to devoting to them the amount of time some teachers wish to give.

Nothing appears to warrant the purchase of bookkeeping machines, the cost of each being about a thousand dollars. They are found only in large offices. Their successful operation is predicated on a knowledge of bookkeeping and of skill in pressing keys. The latter may be gained on the machines already in the schools, so an ambitious clerk with a knowledge of bookkeeping can learn to use this machine at odd times, with a little instruction from an experienced operator.

School authorities should recognize the possibility that the introduction of machines into our schools may reach such an extent that the educating of mental faculties may be displaced by a training on mechanical devices. Girls, as well as boys, enjoy running machines that relieve their minds from work and responsibility, and this is evident from the way the fundamental subjects are avoided, and the machine subjects are taken up. The mental faculties used in studying through a business proposition and arriving at a correct judgment cannot be trained through the operation of a machine. Successful business people have become so through the use of their minds instead of their fingers. If our aim is to have our young people become successful business men and women instead of competent and satisfactory clerks we need to undertake some curriculum reconstruction.

The most pronounced need is that the quality of the classroom instruction be improved in the commercial subjects that are now being taught. Methods of business and office technique are far from static. The teacher who depends on what she learned from a teacher who was up-to-date in practical matters a very few years ago is decidedly unprogressive. The business office is *the* laboratory where new ideas are being developed and tried out, and when teachers fail to call upon that laboratory they are falling short of doing that which should be expected of them.

In recognition of the fact that many young commercial teachers were entering Boston schools who had had no business or office experience and who were showing no inclination to secure either, in 1925 Assistant Superintendent Rafter requested the Commercial Council to consider a plan for "permitting commercial teachers to offer as units for credit toward their promotional examinations, experience gained as the result of work done in actual business establishments." The Council devoted the greater part of two meetings to the question and submitted the following recommendations:

1. In the opinion of this Council such practical experience for commercial teachers *should be required* for one of the two promotional examinations; unless the Board of Superintendents is satisfied that sufficient business experience has already been obtained.

2. That such work be wholly without restriction as to compensation received by a teacher offering such work for credit; and that rating be given purely on the basis of suitable business experience gained.

3. That at least six weeks of full time employment be taken as the equivalent of one thirty-hour course, or two fifteen-hour courses, for credit.

4. That not more than one of these thirty-hour credits be allowed on any one promotional examination.

Mr. Rafter, to whom had been referred on May 7, 1925, the question as to allowance of promotional rating credit for teachers of commercial subjects for actual experience in business houses, submitted the following plan which had been approved by the Commercial Council:

1. That the business house selected by the teacher be approved by the Board of Superintendents.

2. That the work done in the mercantile establishment be closely related to the school work of the teacher.

3. That at least six weeks of full time employment, or the equivalent, be taken as the equivalent of one thirty-hour course, or of two fifteen-hour courses.

4. That not more than one of these thirty-hour credits be allowed toward any one promotional examination.

5. That at the expiration of the business employment the teacher submit to the Board of Superintendents a detailed statement of at least one thousand words setting forth the definite, specific value of the business experience in connection with the work of the school room:

This recommendation was approved by the Board of Superintendents and put into effect November 19, 1925. Beyond all doubt this has resulted in a benefit to the commercial teachers.

The city of Des Moines recognizing the value of experience, believes no one should teach a commercial subject in which she cannot do and has not done in actual business the things she is attempting to teach, and has prepared definite requirements of the actual experience that must be obtained before a teacher will be employed, and that which must be secured coincident with her service as a teacher. Some such plan might well be used here.

## THE THREE R'S.

For several years, in every school system in the country, much attention has been directed to the problems of secondary education, Grades VII to XII, inclusive. The coming of the intermediate or junior high school was preceded by enthusiastic and effective advocacy of the advantages to be gained by the establishment of such a unit of instruction. This agitation produced a disturbing upheaval in a cherished traditional organization. The administrative reorganization and the reconstruction of curricula incident to the establishment of intermediate or junior high schools well nigh exhausted the time, thought and energy of school officials and administrators. For years the intermediate or junior high school became the chief topic of discussion at conventions and meetings of educators. Coincidentally the growth in attendance upon high schools advanced beyond all expectations. The problem of assimilating heterogeneous groups of pupils, of readjusting administrative machinery, of introducing new courses of instruction and of securing or preparing suitable teachers for the same—all these were considerations urgently demanding solution.

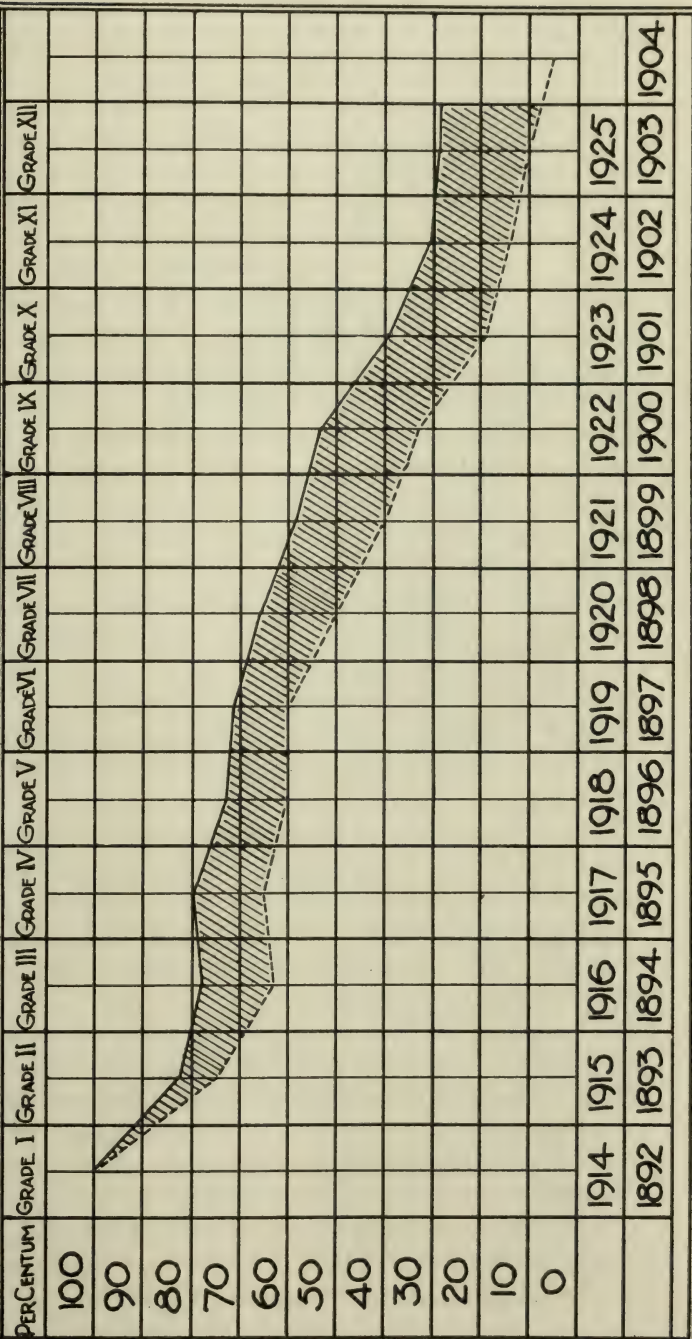
Since it was the central theme for discussion, secondary education seemed to overshadow elementary. It is not surprising therefore that a suspicion has arisen that the elementary school has been neglected, in comparison with the secondary.

Unfortunately, our earnestness in making humane, effective and scientific the work of pupils in Grades VII, VIII and IX has tended to produce a challenge concerning our devotion to the grades below.

As a matter of fact, the administration of our schools has been consistent. We have repeatedly reaffirmed that under no circumstances whatever should the emphasis upon secondary education be permitted to injuriously affect the work of elementary schools. The importance of the elementary schools must never be minimized. Though not so spectacular or dramatic, perhaps, as the grades above, they are nevertheless the fountain source of our entire system. Unless the elementary schools are maintained at the highest possible plane of efficiency, the grades following are sure to suffer irreparably.



CHART SHOWING INCREASED RETENTION IN A CLASS PASSING THROUGH ALL GRADES OF THE BOSTON PUBLIC SCHOOLS  
 1892~1904 ----- 1914~1925 ---



In the year 1920, in the very throes of the agitation for intermediate schools, the rank of Primary Supervisor was created, and two especially gifted women were selected for these important positions. The leadership of our primary supervisors has been potent and stimulating, guiding our teachers along the most progressive line of thought and action. It is now proposed to give Grades IV, V and VI the same type of supervision that obtains in Grades I, II and III. Thus we shall provide skillful and scientific supervision continuously from the kindergarten, through the elementary schools to the intermediate. At the same time we are urging teachers of Grades VI and VII to so harmonize their work that there will be no interruption of classroom work between the two types of schools, intermediate and elementary.

A very slight acquaintance with our school system convinces one that the three R's are not overlooked or overshadowed. Instruction in reading, writing, arithmetic, and the fundamental subjects, is of a higher quality today than ever before. In penmanship there is a uniform system taught throughout all the grades. Teachers are required to prepare especially for this work, and as a result thereof over twenty-four hundred teachers have qualified and have been certified in teaching ability. All new teachers must receive training in penmanship and qualify within two years after appointment.

During the past year there was on exhibition at the Administration Building, the handwriting of all pupils in all grades of instruction. It is doubtful if ever before, in Boston or elsewhere, was there presented handwriting, by large groups of pupils, that excelled in legibility and general excellence this product of our children's pens.

In arithmetic the excellence of our work is universally recognized. Under the direction of the Department of Educational Investigation and Measurement, various standard tests in arithmetic, extending over a series of years, have proved that we are maintaining the highest standards of attainment. Compared with the norm of the larger cities throughout the country, Boston is equalled only by Detroit in the high standard secured by our pupils. Moreover, the requirements established by the school systems of Detroit and Boston are considered adequate by research students of education. These tests include accuracy and speed on the part of the pupils.

It follows, from the above, that not only are we leading all the cities except Detroit, but that we are maintaining the very maximum of attainment. The Department of Educational Investigation and Measurement is now including problem work, supplementary to the tests in accuracy and speed. A problem book has been authorized for this purpose and placed in the hands of fourth grade pupils. Problem books for the pupils of Grades V and VI are in process of preparation. So far as we know, Boston alone, of the cities of the country, is using such problem books.

The Department of Educational Investigation and Measurement, furthermore, has given standardized tests in reading to the pupils in our grades. Here again the tests show that the grade average for our schools, in each case, is from one half a year to nearly a full year above the norm established by the test range. The tests show, also, that there is a gradual increase in the average, from grade to grade. That is, the eighth grade is farther above the norm than the fourth grade. Furthermore, the increase during the year was approximately normal for each grade, a fact which demonstrates the uniformity of the excellence of our teaching in the grades.

As regards spelling I quote from one of our principals:

"In no field is the work of the public school today more practical than in spelling. Many extensive studies of words needed and used in daily life have been made, and the Boston Word List is based on a comparison of the best of these. The children keep lists of their own misspelled words; the teachers are provided with means of finding just what words their own classes most need to study; city-wide tests are given on words that give general difficulty in all schools; pupils work together to improve their spelling ability; and the whole subject is made more practical and interesting than ever before. The Boston Plan for Teaching Spelling is carefully worked out in detail and places a distinct emphasis upon the responsibility of each individual for learning to spell words actually needed in school and in the ordinary uses of life."

The notable contribution made by principals and teachers to the whole problem of spelling in our elementary schools is praiseworthy and deserving of permanent record. I am, therefore, embodying the story of our accomplishments as presented by the Principal of the Model School, Mr. Charles M. Lamprey.

## TEACHING SPELLING IN THE BOSTON PUBLIC SCHOOLS.

By CHARLES M. LAMPREY, Principal, Martin School.

In 1915 a list of words was prepared at the Boston Model School and published under the title, "An Experimental Method of Teaching Spelling." This method was used in the school for eight years and after some modifications was copyrighted by the School Committee and an edition of 125,000 copies was printed for use in the Public Schools of Boston under the title, "The Boston Word List" (School Document 22, 1923). Accompanying this list was a pamphlet for the use of teachers, entitled "New Boston Spelling List," which later was revised, improved and entitled, "New Boston Spelling List (Revised)," School Document 11, 1926.

These two books, one for pupils and one for the convenience of teachers, furnish the basis for the study of spelling in the public schools of Boston.

During the past five years the Boston Plan for Teaching Spelling has been developed and a large amount of valuable work has been done by teachers in determining relative word difficulties. This work culminated in 1928 in the giving of the third of a series of Cooperative Review Tests in all Boston Schools. The results of these tests are described in the final part of this report under the heading "Cooperative Review Tests."

The way in which the two books were made and their respective purposes are described in the Preface of School Document 11, 1926. The Revised Plan for Teaching Spelling is contained in the same document. This Preface with some alterations for the sake of clearness, and a synopsis of the Revised Plan, are given below as follows:

I. PREFACE. (SCHOOL DOCUMENT 11, 1926.)

1. New Boston Spelling List.

The work done in Boston during the last eight years in selecting words and evaluating spelling difficulties forms the best available basis for a permanent spelling list for use in Boston Schools.

In selecting words for the New Boston Spelling List the committee has retained nearly all the words of the Boston Minimum Lists and added enough words, after an analysis of

other spelling investigations, to make up a total of 2,116 words. It is recommended that the teaching of these 2,116 words be required in the grades indicated.

In the New Boston Spelling List (Revised) these words are separated by grades and printed in syllabicated form for the use of teachers.

## 2. Boston Word List.

No list or spelling book can be regarded as final. New words are constantly coming into use. The degree of accuracy with which familiar words are spelled will change as a result of consistent drill in spelling. The frequency with which many of these words are used may be increased by instruction aimed to enrich and improve the vocabulary of pupils. The committee therefore offers a Vocabulary List of words and has combined the two groups of words to form the Boston Word List. The Vocabulary List is not to be printed separately.

Some general suggestions are offered below in the hope and expectation that teachers and pupils will find here a basis for effective work together. It is possible to carry through a city-wide experiment in educational procedure that will have high value.

## 3. Vocabulary List.

(a) The vocabulary of individuals varies to such an extent even among young children that it is believed to be desirable to put before pupils a much larger number of words than they are required to learn. Many words creep into the child's consciousness from reading and conversation and need only the stimulus of a convenient opportunity to take their place in his written language. Reference to the vocabulary words in the Word List will furnish an incentive for this extension of the child's vocabulary in accordance with his natural impulses.

(b) There is another reason for including these additional words. In the discussion on spelling that must go on continually it is desirable that teachers have before them a large number of words that may be used in school work more commonly than we suspect. As this larger list is used for reference and occasional discussion it cannot fail to be of service in enabling teachers to give valuable suggestions as to the inclusion of debatable words in the regular spelling list and to advise as to the grades where these words may best be taught.

## 4. Selection of Words.

(a) The words in the Boston Word List were selected after a careful analysis of the following sources:

Ayres: A Measuring Scale for Spelling.

Boston Model School: An Experimental Method of Teaching Spelling.

City of Boston: Minimum and Supplementary Spelling Lists.

City of Chicago: Spelling in the Elementary Schools.

Jones: Concrete Investigation of the Material of English Spelling.

Kelley: A List of Words Misspelled in the Diaries of Third Grade Children.

Nicholson: A Speller for the Use of the Teachers of California.

Thorndike: The Teacher's Word Book. (First 5,000 words in order of frequency.)

(b) The Vocabulary List consists of words originally included in the Model School List and the Boston Supplementary Lists, after eliminating most of the simple "ed" and "ing" forms and some words that seemed to have no support in Thorndike's "The Teacher's Word Book."

## 5. Arrangement of Words.

To put before a child only those words assigned to be studied in one particular grade is to limit his facility in the general study of spelling. For the purpose of encouraging the abler pupils to acquire new words outside of the required list for the grade, and children of poor spelling ability to review words forgotten or never learned in earlier grades, the Word List is arranged in alphabetical order with the grade in which each word is to be taught indicated at the left.

Experience with this arrangement in the Boston Model School has shown not only that it is not confusing, but that it stimulates and helps the pupil to acquire early the very important power of finding words which he desires to learn. Furthermore, it gives to the teacher an opportunity she has never had before to judge as to the rejection of undesirable words and the selection of new ones.

#### 6. Use of the Word List.

This list will be used in Grades IV to VIII, inclusive, and the book will become the permanent property of the pupil after five years of use. It will serve for the study of words in preparation of the lesson and in review; for the checking of words misspelled and needed by individual pupils in varying degree; and for convenient reference by the pupil while writing — a use that cannot be made of any spelling list or spelling book published for school use at the present time. The pupil can thus be stimulated not only to study carefully and intelligently such words as he needs to study, but to watch the growth of his written vocabulary and take an interest in adding new words. When the pupil has occasion to use a word that he is not familiar with and that he does not find in the list, he can write it in the blank space provided in the book and thus have a constructive interest in developing a final list. This method of procedure has been used in the third grade of the Farragut School with marked success. The "Finding List for the Third Grade" contains all the words used by third grade pupils in writing diaries over a period of several years. It takes the place of the Boston Word List in Grade III. It is believed that the method suggested is sound in form, stimulating in actual use, constructive in character, and likely to produce definite satisfaction through aroused interest among the pupils.

#### 7. Review and Testing.

Lists of words found difficult in earlier grades will be sent to teachers for dictation at the beginning of each year. The tabulation of results of tests on these words will give information of increasing value in regard to their spelling difficulty. These difficult words should be dictated at the beginning of each year before the new words for the grade are taken up.

#### 8. Additional Words.

A blank space is left at the bottom of each page for such words as it may be desirable to add to the printed list. It probably will be found helpful to use this space for local names, for words used largely in school studies but not commonly used after leaving school, and for new words coming into more frequent use through progress in science and invention.

### 9. Project Method.

It is believed by a majority of members of the Committee that the use of this Spelling and Vocabulary list (Boston Word List) in the manner suggested will do much to make spelling interesting to pupils and teachers and will encourage the use of the project idea in handling this subject.

## II. THE REVISED PLAN FOR TEACHING SPELLING.

The Revised Plan for Teaching Spelling was devised to promote the study of words from the standpoint of their relative difficulty (1) for the individual pupil, (2) for the class group, (3) for the pupils throughout the city as a whole.

The first of these aims is accomplished by having pupils check each word in their copies of the Boston Word List and make a copy of their misspelled words at the end of the year. This list should be the basis of study for the individual pupil. To facilitate this kind of study pupils are arranged in pairs for cooperative work.

The second and third aims are realized through the use of Percentage Tables and Spelling Report Slips in the hands of teachers. By means of the percentage tables teachers may readily find the per cent of pupils in the class that misspell each word. This per cent is first recorded on the Spelling Report Slip in column A. Only the harder words are reviewed, and the per cent recorded in column B; and again the hardest of these words are taken and the results recorded in column C. Column D is for a final record on all hard words, without study, at the end of the year, and column E for a review of these words in the next grade at the opening of school in September.

A sample column of the percentage table for a class of 37 pupils, and a sample of the spelling report slip for the third grade are given on page 107.

The use and meaning of words are taken care of by oral and written sentence work. Pupils are encouraged to write sentences for home work which are supposed to be exchanged, discussed and corrected by pupils working together in pairs.

1. This plan is susceptible of wide variation as to detail in writing, reading, discussing, careful study, and sentence drill on words. Teachers choosing to follow it should preserve the essential purpose, which is to stimulate a variety of in-





teresting and attentive efforts, and above all, to require the looking up of words in the Word List by pupils and a written record of each individual's misspelled words made by the pupil.

2. The teacher may pronounce words or may ask pupils to find the next starred word for the grade. In either case attention is insured, effort is stimulated, satisfaction results, keenness, quickness and accuracy are definitely developed. Good habits of response and co-operation are formed. Each word is seen in printed form, pronounced orally and spelled orally.

3. Oral sentence and written sentence work are both essentially English exercises, but writing the word in a sentence is good application or spelling practice.

4. The written spelling or test lesson follows the conventional method. Use of the Spelling Report Slip is of value in emphasizing and comparing individual results, determining hard words, stimulating effort and developing class pride. Children like to participate in definite measuring exercises.

5. Making a list of misspelled words and pairing of pupils for mutual help involve recognition of errors, prompt correction, cooperative effort, relief from fixed position and formal class management; and provide means for intelligent review study.

6. The time required for using the Percentage Table and recording results on the Spelling Report Slips is believed to be amply justified by increased efficiency of instruction resulting from reviewing only words that present real spelling difficulty, and also by the training given to pupils in participation in accurate record taking.

#### Cooperative Review Tests.

As a result of the efficient cooperation of teachers throughout the city, especially in the use of percentage tables and spelling report slips, it has been possible to give three sets of Cooperative Review Tests, each having greater value and significance than the preceding one. These were given in October, 1925, January, 1927, and April-May, 1928.

As a matter of record there seems to be no better way of showing the increasing purpose and value of these tests than to print the three circulars issued by the Board of Superintendents in connection with the respective tests. These circulars, I, II and III, with minor alterations for the sake of clearness, are given below as follows:

## I. BOARD OF SUPERINTENDENTS' CIRCULAR NO. 15, 1926-27.

On October 7, 1925, Cooperative Review Tests in Spelling were given in Grades III to IX in Boston Public Schools. The tests consisted of the forty hardest words for each grade, determined by reports made by numerous teachers based on their class records for the preceding year. The tests on words selected in each grade were given to pupils in the next higher grade without previous study. That is, fifth grade pupils were tested on fourth grade words and so on for all grades.

In marking these tests teachers recorded the "Per Cent Wrong" for each word.

An examination of these records clearly indicates that, while nearly all these words were "hard words" for a great majority of pupils, there was little uniformity in the per cent of error in different classes. The records of "per cent wrong" on any individual word generally cover a range of 50 per cent; that is, the record in one class may be 10 per cent wrong and in another 60 per cent wrong for the same word. It is also true that the relative apparent difficulty of the words, based on per cent wrong, varies widely in the different rooms. This supports the opinion that any attempt to evaluate the spelling difficulty of words in general is not likely to solve the spelling problem satisfactorily for the individual teacher.

In June, 1926, 524 teachers reported the 40 hardest words for their respective classes. The basis for these reports was not the per cent wrong on a single test but the actual per cent of error that persisted after the harder words for the grade had been reviewed and retested.

These reports have been tabulated and new tests made out comprising the 40 words reported by the greatest number of teachers (20 words in Grade II).

The degree of agreement between the 1925 and 1926 selections is shown in Table A, as follows:

Table A. ("Grade" means the grade in which the words were selected.)

Grade II.—	Of 20 words in 1925 test 12 appear in 1926.
Grade III.—	Of 40 words in 1925 test 25 appear in 1926.
Grade IV.—	Of 40 words in 1925 test 24 appear in 1926.
Grade V.—	Of 40 words in 1925 test 25 appear in 1926.
Grade VI.—	Of 40 words in 1925 test 23 appear in 1926.
Grade VII.—	Of 40 words in 1925 test 28 appear in 1926.
Grade VIII.—	Of 40 words in 1925 test 30 appear in 1926.

The following table shows:

1. Total number of reports for each grade.
2. Number of words on which reports were unanimous.
3. Largest number of reports agreeing on any selected word.
4. Smallest number of reports agreeing on any selected word.
5. Whole number of words in Boston lists, by grades.
6. Total number of words reported one or more times.

Table B. ("Grade" means the grade in which the words were selected.)

	Grade.						
	II.	III.	IV.	V.	VI.	VII.	VIII.
1. . . . .	61	59	86	85	94	43	41
2. . . . .	0	0	0	0	0	0	0
3. . . . .	52	47	78	73	76	42	38
4. . . . .	28	19	32	30	36	16	16
5. . . . .	257	410	396	304	251	228	185
6. . . . .	192	244	236	216	182	141	126

For example, in Grade V —

1. 85 teachers made reports.
2. There was no one word on which all of them agreed.
3. 73 of the reports agreed on the most frequently reported word (separate).
4. 30 of the reports agreed on the least frequently reported of the 40 selected words (tobacco).
5. There are 304 words in the Boston List for Grade V.
6. Of these 304 words 216 were included one or more times by teachers in their report of 40 hardest words.

Consideration of this table in connection with Table A only serves to emphasize the fact that the spelling problem for each teacher may be stated best in terms of the performance of her own class, just as the problem for each pupil must be stated in terms of his own achievement.

The Boston Plan for Teaching Spelling enables the teacher to realize both these ideals by the following means:

1. Percentage Tables.
2. Spelling Report Slips.
3. Directions concerning individual pupil lists of misspelled words.
4. Cooperative study and recitation by pupils in pairs.

It seems logical to suppose that the spelling problem will be more nearly solved when this plan is carried out in all schools, and review tests are prepared for each class and review study encouraged for each pupil on the basis of demonstrated needs.

Assuming, however, that the plan is not completely carried out in all schools and by all teachers at the present time, it is felt that the Cooperative Review Tests will be welcomed as a valuable aid.

The purpose of these tests is threefold:

1. To give the teacher some idea of the spelling needs of her pupils with reference to their work of the previous year.

2. To emphasize the paramount necessity of a definite review of the harder words of the preceding grade at the beginning of each year.

3. To enable the Spelling Committee to make a list of a comparatively small number of the hardest words in all grades to which teachers may refer in reviewing their classes on certain words of preceding grades. While these tests are of the greatest value if given at the beginning of the year they cannot fail to be helpful at any time in testing the retention by pupils of the spelling work of the previous year.

The general adoption of the Boston Plan for Teaching Spelling in Grades IV to VIII has resulted in laying the foundation for certain habits of thought and effort on the part of teachers and pupils that are fundamental requisites for the study and teaching of the subject.

#### Habit Forming Results.

Pupils have formed habits of —

1. Looking up words in their alphabetical order and thus thinking of them and comparing them in their spelling relation.

2. Identifying, rewriting and intensively studying their own misspelled words, thus making their chief effort along lines determined by their own previous achievement.

3. Making accurate reports on their work each day, resulting in recognition of the effect of their individual efforts on the class record.

4. Working together and helping each other to improve, thus satisfying a natural social instinct and developing the habit of cooperation.

Teachers who have followed the Plan have certainly begun

to lay the foundation for a study of the spelling needs of their particular groups of children. It is not to be expected that great progress can be made in a short time since general acceptance of and familiarity with a new set of ideas can hardly be gained in less than two or three years.

It is expected that very many teachers will find the Spelling Report Slips and the Percentage Tables valuable aids in the teaching of spelling; but it is not desired to make the use of these forms obligatory. It is possible to secure many of the desired results of the Boston Plan for Teaching Spelling by the use of the Boston Word List in accordance with the plan outlined, without keeping the percentage records.

## II. BOARD OF SUPERINTENDENTS' CIRCULAR NO. 22, 1927-28.

The results of investigations made and records kept by teachers in 1925 and 1926 in the subject of Spelling were embodied in Cooperative Review Tests which were given in all grades above the second in October, 1925, and January, 1927.

The Cooperative Review Tests for 1928 include all the different words selected for the other two tests. It is proposed that these words be given first in the grade in which they are originally studied, and that each test also be given in every grade above the one where the words are originally studied.

In this way we shall discover what words persist in being difficult words from grade to grade, and, in general, about where certain words cease to be difficult for a great majority of children.

(1.) The information obtained from tests given in this way is valuable first of all to the individual pupil, because it enables him to gauge his spelling ability.

(2.) Next in importance is its value to the teacher, because she can review the particular words that her pupils most need to study; and we know that there is considerable variety to these words even in different rooms in the same grade in any school.

(3.) Last of all, but still important in promoting good spelling, is the value of these records to the Committee on Spelling and to teachers as a whole, because from the reports submitted a composite review list will be prepared that will enable teachers to review, each year, the words most likely to retain their difficulty from grade to grade.

## III. BOARD OF SUPERINTENDENTS' CIRCULAR NO. 14, 1928-29.

## General Introduction.

The immediate aim of the Cooperative Review Test in Spelling given recently in the Boston Public Schools was to discover what words, required to be taught in Grades III to VIII according to the Boston Word List, are the hardest for pupils in:

- (a.) each grade where the words are taught, and,
- (b.) subsequent grades where the words are supposed to be known because of previous teaching.

To fully discuss the value of these tests and their relation to the Boston Plan for Teaching Spelling would require a much longer report than seems desirable at the present time, but a few comments on some aspects of the tests as related to improvement in teaching are necessary to make it clear that they have a considerably broader aim than merely the compilation of a list of the "hardest words."

1. If the directions in the Boston Plan have been followed and applied to the Tests, each pupil will have made a list of all the words he has misspelled in these tests, in addition to his list of words misspelled in regular lessons during the year. This in itself is the foundation upon which the pupil's study of review spelling should rest, and if properly handled furnishes a most useful basis for individual work at the opening of school in September.

2. If the suggestion in the circular accompanying the Tests was followed (see Board of Superintendents' Circular No. 22, 1927-28) each teacher will have recorded in her copy of the New Boston Spelling List the per cent of error for each word in all the tests given, both those for her own grade and those of all grades below her own. This information will enable teachers, by an exchange of records, to make the spelling review with which each year's work should begin a much more personal and interesting exercise than a review of any city-wide list could be. In value this information is second only to the pupils' list of his own misspelled words, and it correlates with the teacher's percentage records of the class performance in daily tests throughout the year.

3. In addition to the individual and class records that may have been made as indicated in 1 and 2 above there has been prepared a list of all the words given in the various tests with a record after each word showing its relative difficulty in the respective grades. No general list of "hard words" can take the place of the lists referred to in 1 and 2 above. Such general lists usually lack the element of satisfying a felt or recognized need. Frequently the words are not derived from the experience of pupils and teachers who are to use them, and to a large, though variable, extent they may not be in accordance with such experience.

In the present instance, however, it was possible to prepare a general list which, although not as valuable as the specific lists kept by pupils and teachers, still must possess an element of personal interest because of the participation of the parties concerned.

It is of slight consequence to know merely what words are hardest in each grade for pupils who have just finished an intensive review of these words after more or less study through the year; but it is of great value in the general teaching of spelling to know whether these same words persist in difficulty from grade to grade as pupils continue to use them in their daily work.

In making the general spelling list of "hard words" for the City of Boston it was decided to pursue a course that would result in a list of permanent value, through the participation of pupils and teachers in Grades III to VIII, inclusive.

#### Method of Procedure.

A test for each of these six grades was prepared, consisting of fifty or more words previously reported by teachers as being the hardest words in the regular grade assignments from the Boston Word List. (See Board of Superintendents' Circular No. 22, 1927-28.)

The third grade test was given in Grades III, IV, V, VI, VII and VIII, the fourth grade test in Grades IV, V, VI, VII and VIII, and so on, the eighth grade test being given only in Grade VIII.

Instead of averaging the percentage records of wrong spell-



ings for each word in all the grades and rooms, it was decided to rate the relative difficulty of each word on the basis of the number of teachers who included it among the twenty hardest words out of the fifty or more words in the respective tests. This method determined the words that were hardest for the greatest number of classes, and if there were any difference between it and a method based on per cent of error, the method of selection chosen would undoubtedly be the more valuable of the two and would probably yield substantially the same result.

Teachers were instructed to check the twenty hardest words in each test, and the results of this checking were tabulated in each school on special report sheets by means of which the record could be made for each test in a grade in about two minutes' time.

The records thus made were transcribed and added by one hundred third-year students in Teachers College, and the results thus obtained were copied, added and checked.

The final result shows the number of teachers who reported each word as among the twenty hardest. The words in the third grade test were reported on by teachers in Grade III and five higher grades, the words in the fourth grade test by the teachers in Grade IV and four higher grades, and so on.

Reports were submitted in proper form on or before May 10 from sixty-six school districts representing the following number of teachers (and classes) by grades:

VIII. 178 teachers.	V. 236 teachers.
VII. 183 teachers.	IV. 236 teachers.
VI. 240 teachers.	III. 219 teachers.

Assuming an average of forty pupils to a teacher:

Grade VIII.	178 x 40 pupils took 6 tests	42,720 pupil tests.
Grade VII.	183 x 40 pupils took 5 tests	36,600 pupil tests.
Grade VI.	240 x 40 pupils took 4 tests	38,400 pupil tests.
Grade V.	236 x 40 pupils took 3 tests	28,320 pupil tests.
Grade IV.	236 x 40 pupils took 2 tests	18,880 pupil tests.
Grade III.	219 x 40 pupils took 1 test	8,760 pupil tests.

---

173,680

Each test contained about fifty-five words, so that approximately nine and one-half million records were examined by pupils and teachers, of which twenty out of fifty-five or nearly three and one-half million were checked and results tabulated in

the schools. The number of records actually transcribed and added was 61,500 in the first grouping and 4,620 in the second. The final totals were recorded and other records checked for reasonable accuracy in the office of the Model School. This final summary resulted in 1,155 items showing the total number of teachers reporting certain words as among the twenty hardest in some grade, and it is believed that the results are substantially correct.

It is interesting to note that a wide variation in "hardest words" occurs in these reports from school districts. A similar variation was found in the reports of individual teachers on their grade lists as a result of the year's work. (See Board of Superintendents' Circular No. 15, 1926-27.)

The only words in all the tests that are not included by one or more districts as among the twenty hardest are two words in the seventh grade test given in Grade VII, the same two words and three others in the seventh grade test given in Grade VIII, and seven words in the eighth grade test given in Grade VIII.

The following lists contain all words given in the Cooperative Review Tests for 1928. The figures opposite each word represent the per cent of teachers in the grade who reported the word as being among the twenty hardest words in that particular test. A star in addition to the number indicates that the word is one of the twenty hardest, taking all reports into consideration.\*

It should be borne in mind that the term "hardest" means "most frequently reported as misspelled." It may be that some words not so reported are intrinsically "harder," but that normal teaching, review and use have fixed the spelling more firmly in the minds of pupils.

\* In some cases twenty-one or twenty-two words have been starred.

GRADE III.	III.	IV.	V.	VI.	VII.	VIII.
1. afraid	6	1	3	7	11	21
2. answer	17	8	9	5	14	18
3. August	22	27	24	* 41	35	38
4. autumn	* 43	* 80	* 71	* 89	* 86	* 82
5. breakfast	10	3	8	12	13	11
6. bridge	31	22	6	6	2	2
7. busy	9	4	12	11	30	29

GRADE III.	III.	IV.	V.	VI.	VII.	VIII.
8. carried	31	8	16	12	10	8
9. caught	21	9	10	10	8	10
10. Christmas	41	* 42	40	30	* 44	* 49
11. circus	* 45	29	39	38	17	16
12. clothes	29	20	24	36	* 57	* 56
13. couldn't	* 54	41	* 49	* 58	* 63	* 57
14. country	23	5	2	3	1	1
15. cousin	* 43	12	14	7	8	11
16. doesn't	* 61	* 76	* 75	* 81	* 83	* 84
17. eight	6	2	2	3	5	8
18. February	* 60	* 64	* 63	* 81	* 83	* 87
19. field	33	19	25	* 47	24	* 40
20. friend	* 49	25	29	* 43	23	25
21. fruit	8	3	3	2	1	1
22. guess	23	32	32	21	27	36
23. instead	23	12	8	5	7	7
24. knives	26	35	* 42	39	* 41	* 44
25. laughed	* 56	* 64	* 80	* 80	* 77	* 83
26. listen	20	15	37	27	37	33
27. minute	* 51	* 71	* 72	* 64	* 66	* 60
28. naughty	39	37	* 43	* 42	30	31
29. neither	* 72	* 83	* 88	* 88	* 93	* 81
30. October	13	3	2	5	7	9
31. people	24	3	3	0	1	2
32. piano	36	* 42	* 58	37	39	38
33. picture	* 42	21	5	3	3	9
34. piece	41	35	* 62	* 69	* 59	* 62
35. pitcher	* 64	* 81	* 91	* 90	* 94	* 92
36. pleasant	* 59	* 82	* 88	* 84	* 86	* 73
37. primary	36	* 79	* 73	* 66	* 72	* 57
38. question	* 44	* 79	27	9	7	8
39. quiet	27	* 53	* 44	* 56	* 62	* 60
40. Saturday	31	37	30	* 41	* 59	* 67
41. squirrel	* 67	* 90	* 96	* 93	* 94	* 88
42. sugar	14	5	2	4	3	7
43. their	* 53	* 59	* 49	40	* 48	* 40
44. thought	16	5	4	5	4	4
45. through	* 62	* 42	30	27	24	30
46. toward	30	* 51	* 42	37	23	30

GRADE III.	III.	IV.	V.	VI.	VII.	VIII.
47. trouble	* 42	17	37	23	26	22
48. Tuesday	22	17	16	14	26	34
49. Wednesday	* 47	* 65	* 64	* 79	* 81	* 73
50. which	35	* 52	* 55	23	15	13
51. whistle	* 63	* 87	* 81	* 70	* 60	* 58
52. whole	19	24	10	7	9	0
53. whose	27	14	* 42	38	30	24
54. writing	24	31	15	12	24	29
55. wrong	14	2	2	5	1	1

GRADE IV.	IV.	V.	VI.	VII.	VIII.
1. against	3	1	1	0	2
2. answered	7	3	3	4	2
3. beautiful	12	8	3	2	2
4. beginning	29	46	40	36	* 57
5. behave	1	1	0	1	1
6. believe	16	15	* 48	16	34
7. biscuit	32	29	32	* 54	* 48
8. busily	47	* 61	* 46	* 76	* 72
9. business	* 74	* 85	* 78	* 79	* 71
10. carriage	* 49	38	* 52	39	* 59
11. certain	23	11	12	5	7
12. cough	3	3	2	4	7
13. dessert	* 57	* 79	* 86	* 91	* 92
14. difficult	30	11	13	22	8
15. drowned	26	7	18	24	30
16. earliest	* 54	* 67	* 48	* 47	30
17. eighth	33	20	33	36	40
18. enough	11	2	1	4	2
19. envelope	25	22	* 46	* 50	13
20. fierce	* 75	* 53	* 73	36	* 53
21. furniture	33	15	13	12	10
22. geography	17	5	5	1	3
23. groceries	* 55	35	38	* 46	42
24. guard	39	30	38	34	21
25. handkerchief	21	18	27	* 52	* 70
26. journey	* 49	41	42	27	12

GRADE IV.	IV.	V.	VI.	VII.	VIII.
27. language	42	41	48	14	12
28. Massachusetts	46	* 62	* 68	* 61	* 79
29. muscle	* 50	* 64	* 54	42	37
30. neighbor	46	* 62	40	28	20
31. nephew	20	16	25	23	21
32. niece	* 53	* 71	* 74	* 80	* 82
33. ninety	* 47	* 59	* 114	* 64	* 65
34. ninth	15	22	42	* 51	* 61
35. obedient	* 59	* 74	18	36	31
36. parade	12	4	2	2	7
37. period	* 64	46	13	3	12
38. piazza	* 49	* 63	* 68	* 74	* 68
39. pigeon	* 56	* 51	* 76	* 86	* 87
40. quarrel	23	22	13	11	25
41. receive	* 78	* 81	39	* 74	* 65
42. recite	8	6	9	9	17
43. scissors	* 69	* 86	* 90	* 91	* 87
44. shoulders	9	2	3	4	17
45. sleigh	* 48	* 51	* 50	* 50	* 58
46. soldier	45	44	21	12	22
47. straight	* 58	37	23	15	20
48. surprise	39	37	30	34	34
49. though	10	3	3	4	18
50. tongue	42	* 62	* 52	* 63	30
51. used to	45	* 69	* 72	* 79	* 69
52. vegetable	* 48	* 50	* 51	42	* 56
53. weather	10	2	5	3	12
54. weigh	32	5	8	3	12
55. whether	* 71	* 73	* 79	* 89	* 62

GRADE V.	V.	VI.	VII.	VIII.
1. aeroplane	15	21	34	48
2. agriculture	5	3	2	0
3. aisle	24	9	* 53	* 71
4. bicycle	34	* 63	* 77	* 96
5. bouquet	30	43	* 55	* 68
6. bruise	8	11	13	10
7. bureau	* 64	* 77	* 76	* 79

GRADE V.	V.	VI.	VII.	VIII.
8. calendar	10	12	33	* 58
9. ceiling	11	3	11	17
10. celebrate	7	2	0	0
11. college	20	14	16	8
12. column	34	31	33	* 49
13. courage	7	3	3	1
14. eightieth	* 61	38	* 79	* 84
15. exercise	* 61	* 63	* 66	* 61
16. favorite	27	9	24	17
17. fertile	25	3	7	4
18. finally	* 42	21	21	13
19. fragrant	8	8	28	11
20. funeral	16	4	5	2
21. governor	29	13	17	21
22. hygiene	* 61	* 68	43	28
23. invitation	* 54	* 46	33	14
24. knuckle	16	27	18	43
25. library	20	14	8	4
26. luncheon	12	7	3	2
27. manufacture	4	1	2	1
28. medicine	* 42	25	31	31
29. molasses	* 47	42	* 50	* 59
30. museum	* 51	* 48	* 58	38
31. national	23	8	3	0
32. opposite	35	13	5	3
33. passenger	10	6	3	2
34. phonograph	37	14	23	11
35. practice	* 43	* 48	* 61	* 56
36. prairie	* 78	* 88	* 96	* 96
37. principal	* 58	* 44	* 48	* 53
38. really	15	8	14	13
39. respectfully	34	22	20	8
40. scenery	* 56	* 48	38	24
41. separate	10	* 45	* 55	* 71
42. several	8	3	1	2
43. shepherd	29	* 74	* 81	* 88
44. signature	35	39	21	22
45. sincerely	* 73	* 59	* 67	* 78
46. source	* 43	33	15	8

GRADE V.	V.	VI.	VII.	VIII.
47. sympathy	* 64	* 82	* 74	* 61
48. temperature	* 67	* 73	* 50	40
49. thermometer	* 64	* 82	27	* 78
50. tobacco	39	25	14	21
51. toboggan	* 74	* 84	* 88	* 92
52. twelfth	* 52	* 78	* 91	* 109
53. vinegar	* 42	* 63	* 49	48
54. wholly	40	* 72	* 62	* 65
55. wrestle	35	33	25	32

GRADE VI.	VI.	VII.	VIII.
1. absence	6	2	9
2. advertisement	13	14	12
3. affectionately	25	33	37
4. alphabet	9	5	7
5. apostrophe	23	* 52	* 60
6. appetite	* 54	31	14
7. athletic	12	7	14
8. canceled	29	* 72	* 77
9. cemetery	30	* 60	* 74
10. certificate	13	6	4
11. conquer	8	8	10
12. cordially	* 47	41	37
13. courtesy	* 51	28	41
14. deceive	37	* 63	* 57
15. describe	14	7	3
16. description	26	21	19
17. electricity	12	3	5
18. especially	* 60	27	12
19. expense	22	5	3
20. familiar	26	30	* 47
21. foreign	* 49	40	13
22. foreigner	* 58	* 58	29
23. freight	8	6	2
24. government	6	1	1
25. gradually	10	3	0
26. horizontal	8	8	10
27. immediately	* 66	* 47	* 53

GRADE VI.	VI.	VII.	VIII.
28. immense	* 70	18	9
29. initial	38	26	13
30. kerosene	21	17	28
31. kneads	20	* 46	* 63
32. machinery	3	1	2
33. mischief	4	7	11
34. monarchy	26	* 52	43
35. mosquito	12	30	20
36. musician	* 41	21	16
37. necessary	* 80	* 83	* 63
38. nonsense	* 45	37	* 53
39. obedience	15	5	14
40. occasion	37	40	* 51
41. orchestra	30	* 55	38
42. pamphlet	36	* 46	* 51
43. particular	15	7	5
44. peculiar	* 62	* 58	* 54
45. persuade	32	20	40
46. preparation	* 41	34	* 47
47. pursue	* 80	* 84	* 67
48. receipt	* 80	* 96	* 91
49. recipe	* 43	* 71	* 80
50. recognize	37	* 50	39
51. referred	* 68	* 80	* 89
52. restaurant	* 65	* 93	* 91
53. skillful	12	1	8
54. stomach	7	10	12
55. syllable	* 63	* 77	* 88
56. thorough	* 67	* 89	* 83
57. yacht	38	* 57	* 65

GRADE VII.	VII.	VIII.	GRADE VII.	VII.	VIII.
1. acquaintance	23	5	7. circumference	25	3
2. ambitious	8	2	8. cologne	27	13
3. appreciate	8	0	9. colonel	23	20
4. artificial	4	0	10. confectionery	* 52	* 79
5. barely	8	2	11. convenience	* 70	34
6. cinnamon	40	* 61	12. courteous	* 49	44



GRADE VII.	VII.	VIII.	GRADE VII.	VII.	VIII.
13. disappear	14	9	33. parliament	* 63	* 70
14. disappearance	42	28	34. physician	* 51	* 60
15. disappoint	20	16	35. pneumonia	* 65	* 60
16. formerly	37	45	36. precede	* 50	* 52
17. gymnasium	28	23	37. prejudice	* 78	* 93
18. gymnastics	11	5	38. principal	* 58	* 51
19. independence	4	8	39. privilege	* 72	* 87
20. judgment	38	* 58	40. recommendation	* 61	* 74
21. knowledge	5	2	41. reservoir	* 78	* 84
22. legislature	5	5	42. rheumatism	* 81	* 85
23. leisure	26	16	43. secretary	31	14
24. license	35	32	44. seize	42	32
25. mischievous	* 70	* 85	45. siege	* 57	* 80
26. modern	9	4	46. sieve	* 50	* 78
27. mortgage	44	41	47. specimen	25	18
28. mysterious	25	14	48. stationary	11	27
29. naphtha	* 68	* 74	49. stationery	17	38
30. nuisance	* 59	* 68	50. successful	30	30
31. opportunity	34	17	51. superintendent	* 53	* 77
32. parallel	* 76	* 81			

GRADE VIII.	VIII.	GRADE VIII.	VIII.
1. accommodate	37	16. convenient	37
2. allegiance	* 63	17. correspondence	20
3. amateur	* 47	18. counterfeit	36
4. ammunition	20	19. courageous	39
5. anxiety	9	20. criticise	* 81
6. apologize	28	21. cylinder	12
7. bachelor	13	22. decision	* 54
8. benefited	41	23. democracy	4
9. campaign	9	24. descendant	* 84
10. catalogue	31	25. diphtheria	* 61
11. chauffeur	* 60	26. discipline	* 76
12. conscience	* 48	27. economical	27
13. conscientious	* 83	28. elaborate	4
14. conscious	* 57	29. guardian	13
15. contagious	22	30. hygienic	25

GRADE VIII.	VIII.	GRADE VIII.	VIII.
31. imaginary	* 47	41. punctuality	37
32. immigrant	* 68	42. pursuit	12
33. lieutenant	* 68	43. representative	27
34. majority	7	44. responsible	4
35. necessity	* 59	45. satisfactory	3
36. neutrality	10	46. similar	42
37. occasionally	* 82	47. sovereign	* 76
38. occurrence	* 84	48. sufficient	37
39. politician	* 47	49. surgeon	18
40. possession	43	50. villain	* 82

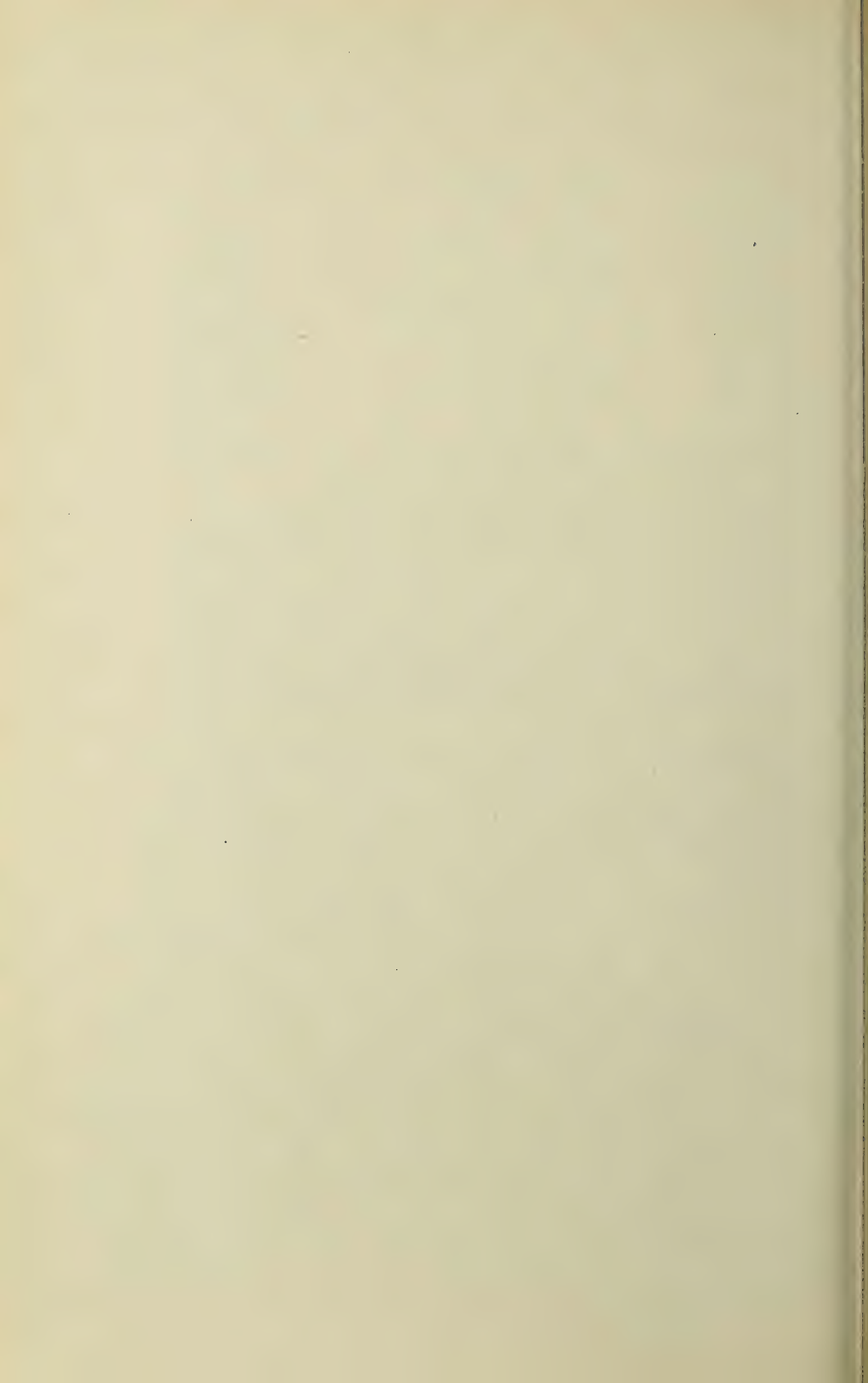
The results of these tests, and the careful and conscientious study made by hundreds of teachers over a period of several years in Boston, have given us a knowledge of word difficulties and spelling needs that should be of the greatest value in all grades. Except where principals and teachers desire to continue the percentage records on all words from day to day as part of the regular teaching program there is no reason why the percentage tables should be used any longer in every lesson.

It is hoped, and it seems reasonable to believe, that the method for determining word difficulties set forth in the Boston Plan for Teaching Spelling, and the general principles of procedure outlined for using the Boston Word List have made an appeal to teachers that will endure, and that there will be a constant and voluntary growth in individual practice based upon the Boston Plan, supplemented by the teacher's own interpretation.

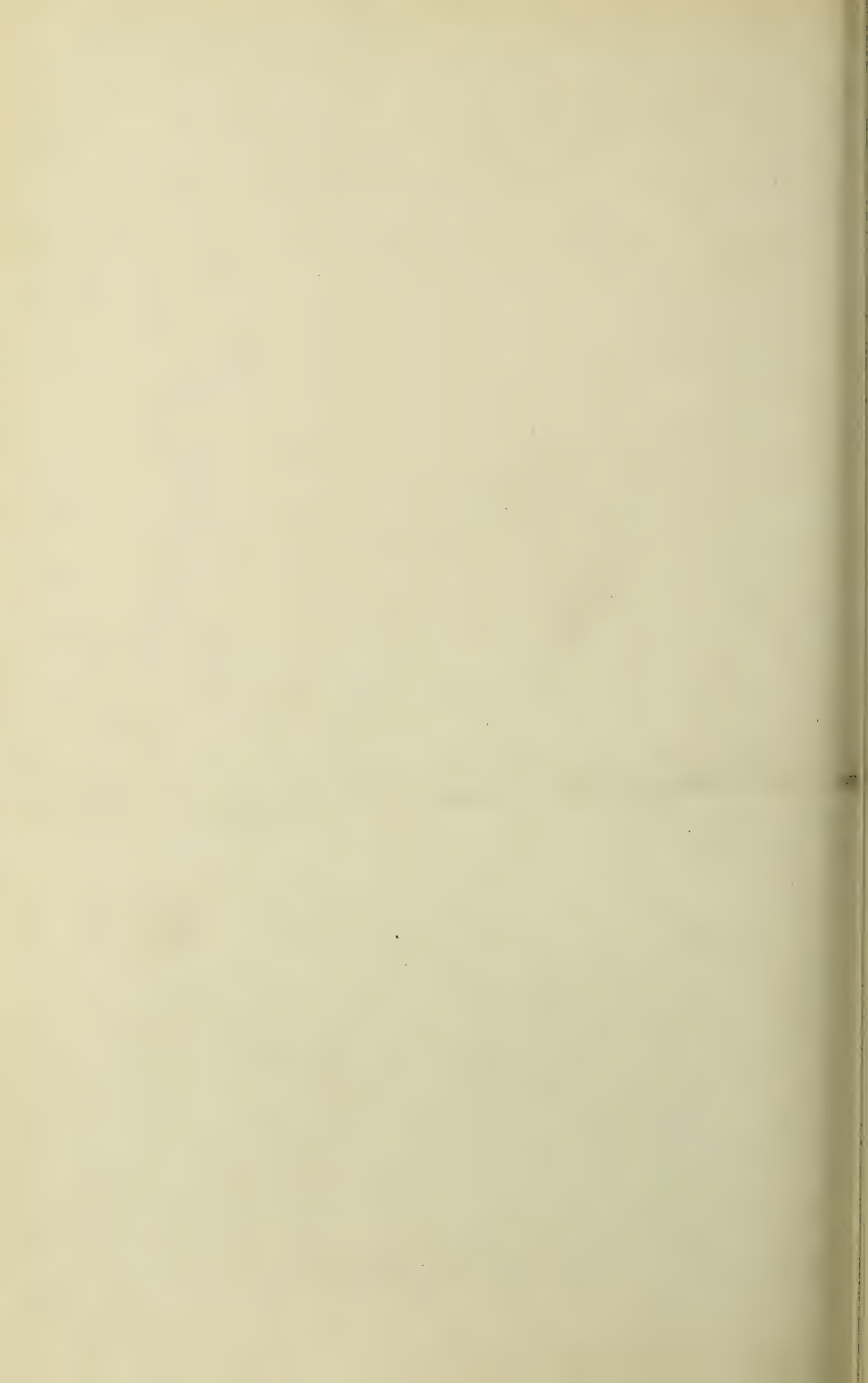
Respectfully submitted,

JEREMIAH E. BURKE,  
*Superintendent of Public Schools.*









SCHOOL DOCUMENT NO. 12-1928  
BOSTON PUBLIC SCHOOLS  
SPECIAL SYLLABUS-SHOPWORK, REVISED

(CONTAINING INFORMATION RELATIVE TO THE  
CONDUCT OF SHOP COURSES AND  
PRODUCTIVE WORK)



MANUAL TRAINING  
GRADES VI, VII, VIII

MECHANIC ARTS  
GRADES VII, VIII, IX  
GRADE VI (Elementary)

1928 - 1929

IN SCHOOL COMMITTEE, November 5, 1928.

*Ordered*, That the accompanying "Special Syllabus—Shopwork, Revised" is hereby adopted, and that one thousand (1,000) copies be printed as a school document.

Attest:

ELLEN M. CRONIN,

*Secretary.*



## SHOPWORK FOR GRADES VI, VII, VIII, IX.

---

### INTRODUCTION.

There is now ample opportunity for specialized shopwork beyond the elementary and intermediate schools. The Boston Trade School, the Mechanic Arts High School, and the co-operative courses in a number of the general high schools all give such opportunity. Shopwork in elementary and intermediate schools, therefore, while continuing to emphasize technic, should embrace a great variety of experiences.

EDWARD C. EMERSON,  
*Associate Director of Manual Arts.*

## COMMITTEE IN CHARGE OF REVISION.

Following is a list of committees participating in the revision of this shopwork syllabus:

### Grades VI, VII and VIII.

GEORGE F. HATCH, *Assistant Director of Manual Arts.*

#### *Bookbinding:*

Frank V. Kenney.

#### *Electricity:*

Earl R. Freeman.

Vashni Marchant.

#### *Interior Decorating:*

Norman P. Barker.

#### *Machine Shop Practice:*

Carl E. Janson.

Albert J. Pfau.

#### *Printing:*

Charles M. Doherty.

Blanche S. Hall.

#### *Sheet Metal:*

Hugh J. Cox.

Edward W. Malone.

William Moore.

#### *Woodworking:*

##### *Grade VI.*

Cornelia D. Burbank.

Florence P. Donelson.

Amalie F. Grutzbach.

Mary J. Marlow.

##### *Grade VII.*

Kate E. Coney.

Margaret A. Mahony.

William H. Powers.

Clarence R. Rees.

##### *Grade VIII.*

Marion C. Donelson.

William E. O'Connor.

L. Gertrude Sprague.

Harold R. Wise.

#### *Mechanical Drawing:*

Willis C. Brown.

Michael J. English.

Edward W. Malone.

Henry S. Needham.

Cyril W. Shovelier.

**Grade IX.**FRANCIS L. BAIN, *Assistant Director of Manual Arts.**Auto Mechanics:*

Cornelius T. Curtin.  
 Daniel J. Galvin.  
 Alexander MacGilvray.

*Electricity:*

Henry C. Fellman.  
 Earl R. Freeman.  
 Vashni Marchant.  
 Maurice J. Moriarty.

*Machine Shop Practice:*

Robert Baker.  
 Abraham S. Burnes.  
 James C. Clarke.  
 Carl E. Janson.  
 Francis J. Lee.  
 Walter H. Naylor.  
 Albert J. Pfau.

*Patternmaking:*

James B. Cummings.  
 Isaac Goddard.  
 Andrew J. Leahy.

*Printing:*

Richard V. Barry.  
 Charles M. Doherty.  
 Frederick L. Eames.  
 Frank V. Kenney.  
 John A. Rice.  
 Frank P. Rich.

*Sheet Metal:*

William Moore.  
 Arthur E. Olsen.  
 Thomas A. Roche.

*Woodworking:*

Arlon O. Bacon.  
 Celia B. Hallstrom.  
 William E. O'Connor.  
 Andrew Roswall.  
 Orren R. Tarr.  
 Arvid J. Wahlstrom.  
 Harold R. Wise.

*Mechanical Drawing:*

Arlon O. Bacon.  
 James C. Clarke.  
 Alexander MacGilvray.  
 Maurice J. Moriarty.  
 Walter H. Naylor.  
 Thomas A. Roche.

## PART I.—AIMS AND MEANS.

---

### AIMS.

#### Grades VI, VII and VIII.

1. To develop interest in abstract problems and thinking through contacts with concrete problems.
2. To develop a general industrial and vocational intelligence by stimulating an interest in those industries which are fundamental to civilization; and through acquaintance with the particular industrial activities of the community.
3. To develop an ability to execute with a fair degree of skill a variety of tool manipulations in different materials.
4. To develop such general sense of construction and adaptability of materials as will aid the pupil in solving many of those mechanical problems which he will encounter in his daily life, thus contributing to worthy home membership.
5. To develop interests and powers which will contribute to the worthy use of leisure.
6. To develop discrimination in purchasing, and intelligence in using objects of everyday use.

#### Grade IX.—Mechanic Arts Course.

(To prepare for the industries.)

1. The pupil on entering this course has chosen to follow some mechanical pursuit as a life work. He is planning to enter the tenth grade of the secondary school of his choice, either in preparation for a trade or for a higher technical school.
2. To develop a sense of true craftsmanship.
3. To develop a degree of skill and accuracy commensurate with trade requirements.
4. To develop a degree of speed in operation.
5. To become acquainted with manipulative operations required in industry.
6. To become acquainted with proper methods of quantity production.
7. To appreciate and enjoy a fine piece of construction and the pleasure which is derived from making it.

## MEANS.

**Grades VI, VII and VIII.**

1. A graded series of manipulative experiences drawn from auto mechanics, woodworking, printing, bookbinding, machine shop practice, electrical work, sheet metal work, painting, and gardening.

2. Trips to manufacturing establishments and guided observation of building activities of industrial significance which may be in progress in the community.

3. The display of and frequent reference to instructive and illustrative material as follows:

Charts showing the evolution of tools and process of manufacture.

Books on tools and industry.

Specimens of the common woods.

Government bulletins pertaining to forestry, bird life, mining, industrial conditions, etc.

Catalogues of machines and tools.

Charts showing tools, screws, nails, hooks, and other hardware supplies and equipment.

Blueprints, drawings and photographs of interesting problems.

\* Files of "Industrial Education."

\* Files of "Industrial Arts Magazine."

\* Files of "American Forestry."

Books in the Administration Library.

Motion pictures of industrial processes given from time to time through the co-operation of different manufacturers.

4. The undertaking of such construction and repairs as are within the ability of the pupil and are consistent with the principles of education. (See page 10, "Orders required.")

**Grade IX.—Mechanic Arts Course.**

1. A graded series of manipulative exercises developing into actual production problems.

2, 3 and 4. Same as for Grades VI, VII and VIII.

---

\* Available for reference in the Administration Library.

## PART II.—REGULATIONS GOVERNING SHOP ADMINISTRATION AND PROCEDURE.

### Admission of Pupils to Shopwork.

Only pupils who have reached Grade VI, or who are twelve years of age or over, may be admitted to classes in shopwork.

### Time Allotment.

#### Manual Training.

GRADE VI.—Two hours (120 minutes) each week are required for this grade. (See School Document No. 18, 1926, page 11; also Board of Superintendents' Circular No. 31, 1927-28.)

GRADES VII AND VIII.—One and one-half hours (90 minutes) are allowed for these grades. (See School Document No. 3, 1925, pages 33 and 34; Supplement to School Document No. 3, 1928; also Board of Superintendents' Circular No. 31, 1927-28.)

#### Mechanic Arts.

NOTE.—In order to organize elementary mechanic arts classes in districts where they have not been established, it will be necessary to obtain the approval of the Board of Superintendents for submission to the Superintendent for action by the School Committee.

GRADE VI.—450 minutes a week (ten 40-minute periods) to which are added 50 minutes from recess and physical training time.

GRADES VII and VIII.—320 minutes a week (eight 40-minute periods) plus one-half the recess time for each morning class and physical training time for afternoon classes.

GRADE IX.—**Shopwork:** 320 minutes a week (eight 40-minute periods) plus one-half the recess time for each morning class and physical training time for afternoon classes.

**Mechanical Drawing:** 80 minutes a week (instruction by shop teacher).

**Technical Preparatory Course:** In schools where this course is offered, pupils enrolled may elect four periods of mechanical drawing (instruction to be given by the shop teachers). (See School Document No. 3, 1925, pages 33 and 34; Supplement to School Document No. 3, 1928; also Board of Superintendents' Circular No. 31, 1927-28.)

### **Courses Planned by Teachers.**

Teachers originate courses of study which are consistent with local conditions, arrange their subject-matter in a manner to conform to the minimum requirements for each grade, giving special consideration to the first column in order that the several experiences shall be presented to the boy at such times in his development as to result in a vigorous mental reaction.

The plan of such a special course of problems must be available for approval at any time.

### **Lesson Planning.**

Each lesson should be carefully planned as to content before it is given. Interest and amount of ground to be covered must be fully considered. Teachers should keep a pupil record, so that they may plan all individual work in advance.

### **Correlation.**

Certain projects involving some of the principles and processes outlined in this syllabus will be carried out in co-operation with the teachers of mathematics, science, English composition and art. These projects with their correlated academic work will be found in a pamphlet which will accompany this course of study.

In order that the pupils shall get the greatest value from this related work it is necessary that the following points be kept in mind:

1. Correlation is the interrelation of academic subjects with shop activities carried on in a purely educational way.

2. To have the highest educational value, it is necessary that the shopwork in connection with these particular projects should parallel the academic work as completely as possible. It should at no time go on so rapidly that the principle of motivation for the academic subjects is lost sight of, neither should it be so far behind that no challenge nor demand for academic facts is ever experienced by the pupils.

### **Productive Work.**

Team work and industrial methods are recommended.

### **Manual Training Classes.**

Each pupil may be called upon to work a reasonable amount of time (about 10 per cent) for the schools, or on approved orders.

### **Mechanic Arts Classes.**

Each pupil may be called upon to work 50 per cent of his time for the schools, or on approved orders. Pupils in these classes may go outside of their own districts to do such work.

No productive work should be undertaken until a job order for the work is received from the Department of Manual Arts. It is the aim of the department to permit only such productive work as is of educational value, and to avoid exploitation of the pupil. Orders are to be accepted by the instructor only when the job is within the ability of the pupils of his class and can be done with educational profit.

Commercial orders may be accepted to a limited extent by the associate director of manual arts, with the approval of the assistant superintendent in charge, **except in printing**. Occasionally individual pupils may do a job for a parent. They may also accept small jobs for religious or charitable organizations in which they are personally interested. All other charitable work may be accepted by the department only through the Red Cross.

**Printing** for the home district may be done in reasonable quantities, provided it is not in the nature of lesson sheets, courses of study, or forms for school use. All other jobs must be requisitioned in the usual way (see page 12), sent to the Department of Manual Arts for approval of production, and are forwarded to the Superintendent for approval of subject-matter.

**Payment for stock.**—All jobs for the school other than those on requisitions approved by the Superintendent, must be printed on stock furnished by the principal.

**School papers.**—The Department of Manual Arts is very glad to co-operate in the publishing of limited editions of school papers. When material for these publications is furnished through the Department of Manual Arts, it is necessary for the department to receive a requisition from the principal covering the number of copies of the issue. The charge will be only the cost of material involved. When the stock for the issue is furnished from any other source, no requisition is necessary.

**NOTE.**—As a rule, stock needed for papers and pamphlets is not found upon the list of authorized material for elementary and intermediate schools, and may be ordered only by the department.

**Advertisements in school periodicals.**—The securing of advertisements for school publications printed by pupils is allowable.

### Orders Required.

The Schoolhouse Commissioners and the Business Manager have ruled that pupils should not do work affecting the structure of school buildings, nor involving the use, aside from the prescribed course of study, of materials supplied by the city, except upon their respective orders placed through the Department of Manual Arts.

### Kinds of Work.

Work can be done in woodworking, printing, bookbinding, machine shop work, electricity, sheet metal, painting and lettering.

Auto mechanics classes can accept only such work as may be done in a laboratory. Cars are not taken in for repairs.



**Charge for Work.**

Work having the general character of school supplies must be ordered on School Committee requisitions and will be charged against the principal's per capita allowance at a fair market price.

Work in the nature of furniture or of structural alterations must be ordered upon requisitions of the Schoolhouse Commissioners. In such cases the School Committee acts as a contractor in the employ of the Schoolhouse Commissioners and is paid at commercial rates for the work.

**Sending Requisitions.**

In all cases where the department can be of service, a requisition made on the proper form and signed by the principal should be sent to the office of the department. If the work is to be done in the local shop this requisition should be accompanied by the shop teacher's estimate of the price to be charged as described above.

Following are sample requisitions:

A. On the Schoolhouse Commissioners (for furniture, shelves attached to walls of buildings, etc., or repairs to any school property of which the Schoolhouse Commissioners are custodians).

B. On the School Committee (for small articles other than furniture and not attached to any part of the school building).

A.

**NOTICE.**

ALL REQUESTS MUST BE MADE ON THESE FORMS, AND ADDRESSED TO THE SCHOOLHOUSE COMMISSIONERS. A SEPARATE FORM SHOULD BE USED FOR EACH CLASS OF WORK.

BOSTON,.....19

To the SCHOOLHOUSE COMMISSIONERS:

*I request that the following work be done:*

Furnish one chestnut bookcase, size 3 feet 6 inches wide by 6 feet high by 10 inches deep, with 6 shelves (adjustable). Finish "Brown Oak."

I recommend that this work be done by the Department of Manual Arts.

.....  
 .....  
 .....  
 .....  
 .....

* Estimated cost.....\$	School.....
Contractor.....	Principal.
Chairman.	Approved,
19	Inspector.

\* To be secured from the shop instructor.

B.  
CITY OF BOSTON — SCHOOL COMMITTEE.  
REQUISITION ORDER.  
FOR GENERAL SUPPLIES.

Approved ..... \* No. ....  
 Laid out by ..... To The Business Manager: Date ..... 19...  
 Checked by ..... Please send the following to ..... School  
 Please charge to .....

Date Delivered.	Checked as Delivered.	A Stock on Hand Not Distributed.	B Quantity Desired.	C ARTICLES.  Describe fully and carefully.	Sub-Division.	† Price.	Amount.
				Write but one item on a line.			
				3 Boxes for holding kindergarten materials.			
				I recommend that these be made by the Department of Manual Arts.			
				Do not write beyond this line.			
				Signature of Principal.			

ORIGINAL.  
TO BE SENT TO THE BUSINESS MANAGER.

Principals will fill in Columns A, B, and C only.  
 \* Teachers must not fill in this blank.  
 † To be secured from the shop instructor.

### Home Mechanics and Material.

In so far as equipment will permit, emphasis should be placed upon home repair work such as: setting glass, soldering of utensils, making thresholds, repairing furniture, cane-seating, putting in window cords, placing new washers in faucets, etc.

Because of the very high cost of material, pupils may be encouraged, occasionally, to bring in from home such supplies as: tin cans and boxes, boards from packing cases, etc. Caution should be exercised by the teacher, however, to see to it that such salvage material is obtained legitimately.

### **Disposition of Product to Pupils.**

When problems are worked out in materials furnished by the school the products are technically the property of the city; but regular, personal problems, executed during shop periods, may be given to the pupils, with permission of the principal, as follows:

One object each year if desired by the pupil for a Christmas gift may be given him immediately after completion.

Class sets of problems may be given to the pupils when the next full set is completed, provided one or two specimens of each problem, and several examples of any work, required or original, correlating with art education or other subjects, have been selected to be kept for one year.

### **Work for Individuals.**

Work for other than school purposes, except printing (see page 10), when approved by the department may be done, but only in limited quantities, and must be charged at a reasonable market price, except when such work originates with the pupil for use by him or his family. (See Payment by Pupils.)

### **No Concession to Former Pupils.**

Pupils who have left the school are not to be permitted to purchase material nor work in the school shops.

### **Payment by Pupils.**

#### **For Materials.**

The School Committee has ordered that "pupils be required to pay the cost of all materials used in making articles other than those termed the 'regular models.'" This is construed as meaning that if the pupil selects a problem which calls for materials disproportionate in amount or value, he should pay the difference between the price of such materials and those which he might reasonably be expected to use during the regular shop time. (Prices may be found on lists furnished, or upon application to the department office.)

#### **For Broken or Lost Tools.**

The shop equipment, as in the case of books, is "loaned to pupil," and if any part of it be "lost or damaged by carelessness or accident beyond what may be reasonably allowed . . . it is to be replaced by the pupil to whom it is loaned, and in the way required by the School Committee."

## ADMISSIONS TO HIGH SCHOOLS FROM MECHANIC ARTS COURSES.

Pupils from Grade VIII, elementary schools, from all parts of the city will be admitted to the ninth grade co-operative courses in Brighton, Dorchester High School for Boys, East Boston, Hyde Park, Memorial High School for Boys, South Boston, and the co-operative agricultural course in the Jamaica Plain High School.

A limited number only from the schools in Charlestown may be admitted to the ninth grade co-operative course in the Charlestown High School. Other pupils electing a ninth grade electrical course may transfer to an intermediate school offering a ninth grade electrical course.

Pupils in intermediate districts will be required to pursue ninth grade work in their home districts, provided that such pupils wishing to attend the Mechanic Arts High School, a trade school, or a co-operative agricultural or industrial course may and should make their election at the completion of the eighth grade unless they are assigned in their home districts, in accordance with the following schedules, to ninth grade courses accepted as preparatory to the tenth grade courses desired.

Admissions to a tenth grade mechanic arts or full time industrial course from a ninth grade course will be in accordance with the following:

TO	FROM
Jamaica Plain High School	— Any ninth grade course.
Mechanic Arts High School	— Any ninth grade mechanic arts course.
Boston Trade School	— Any ninth grade mechanic arts course in which the pupil has had one full year of shopwork in the shop subject of his choice.

Admissions to the tenth grade of a co-operative industrial course may be made when the pupil has successfully completed one full year in one of the ninth grade mechanic arts courses listed opposite the high school to which that pupil seeks admission.

Brighton High School — Auto Mechanics, Machine Shop Practice, or Electricity.

Charlestown High School — Electricity.

Dorchester High School for Boys — Woodworking.

East Boston and Hyde Park High Schools.— Machine Shop Practice or Woodworking.

Memorial High School for Boys — Printing.

South Boston High School — Sheet Metal.

## PART III.—MINIMUM REQUIREMENTS IN SHOPWORK.

### GRADES VI, VII, AND VIII.

The following statements represent the recommendations of the committees for the minimum requirements in shopwork. These requirements in any of the courses are based on an accomplishment mark of at least "2".

The courses are arranged in unit form, so as to provide a full course of instruction for each year or portion of a year. Therefore, a pupil may begin any one of the courses without having had previous experience or previous instruction in shopwork.

The instruction should be of such a nature that the pupil will know the names and prominent characteristics of all materials used. He should have a general knowledge of the sources and methods of producing these materials, including the processes involved in the manufacture of each and in the final preparation for shop use.

#### Mechanical Drawing.

The committee has planned the requirements in mechanical drawing to be given in connection with shopwork in grades six, seven and eight. These requirements will result in the attainment of definite knowledge and skills at the expiration of specified periods of time.

These attainments are to be the minimum requirements for each grade regardless of trade or shop activity. Thus, at a given time, all Mechanic Arts classes of the same grade will be in the same stage of advancement, and changing of shop activity will not interfere with a pupil's progress in drawing. The same is true of Manual Training classes.

Stated in general, the objective is to make it possible for the pupil to obtain knowledge of the Fundamental Principles of Mechanical Drawing and the ability:

- (a) To convey mechanical ideas through mechanical sketches.
- (b) To visualize and interpret the ideas of another as expressed in mechanical drawing.
- (c) To use drawing instruments correctly.
- (d) To use and understand drawing conventions.
- (e) To appreciate the value of neatness, arrangement, and uniform lettering.

### Time Allotment.

One-eighth of total shop time should be given to mechanical drawing. On the basis of 30 school weeks in the year we have the following:

As there are approximately 60 forty-minute periods per year of manual training shopwork, 8 of these periods should be given to mechanical drawing.

As there are approximately 240 forty-minute periods per year of mechanic arts shopwork, 30 of these periods should be given to mechanical drawing.

In Manual Training classes, it is suggested that mechanical drawing instruction be given in single periods of 40 minutes, at regular intervals throughout the year. In Mechanic Arts classes mechanical drawing instruction should also be given at regular intervals throughout the year. Periods may be single or double, at the instructor's discretion.

### Methods.

In the elementary drawing, third-angle orthographic projection need not be taught as such, as the proper relation of views may be taught by placing them in their correct positions; *i. e.*, top view above front view, side view at right of front view.

### Technic:

Methods of procedure, neatness, care and accuracy, attention to convention details, cleanliness of paper, etc., should be constantly checked.

Particular attention should be given to the care and use of instruments when introduced.

### Models and Projects.

In each shop activity, teach principles from models with which the pupils come in contact. Models should be selected, classified, and arranged progressively to meet the varying needs of the drawing course. When such models are not available, owing to the lack of them in certain activities, they will be supplied by the department.

### Pencils:

3-H and 4-H pencils are recommended.

3-H for the sixth grade and for smooth paper work in the seventh and eighth grades.

4-H in the seventh and eighth grades, at the discretion of the teacher.

In grades six and seven pencils should be sharpened with conical point.

In grade eight pencils may be sharpened either with conical or chisel-shaped point, at the discretion of the teacher.

### Paper:

Preliminary sketches may be made on squared or plain paper.

Paper should be placed near the upper left-hand corner of the board.

**Inking and Tracing:**

Inking and tracing should be explained and a few lessons given, if possible, in the latter part of the eighth grade.

**Lettering.**

Freehand Gothic letters, both vertical and inclined (approximately 70 degrees), may be used, although the latter is particularly suggested because it is standard practice.

The spacing basis for the height of letters is what is known as "2 plus 1";—that is, the body part of small letters will occupy two of the three spaces allotted to the height of capital letters. Drafting room practice usually specifies a lettering system in which all capitals and the following small letters shall be  $\frac{3}{16}$  inch high:

The body part of b, d, f, h, k, l, and t shall be  $\frac{1}{8}$  inch high,—the stems extending  $\frac{1}{16}$  inch above. The body part of g, j, p, q, and y shall be  $\frac{1}{8}$  inch high,—the stems extending  $\frac{1}{16}$  inch below the base line. The small letters i, m, n, o, r, s, u, v, w, x, z will be  $\frac{1}{8}$  inch high.

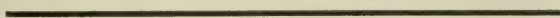
Other dimensions for lettering may be used, but this proportion should be maintained whenever possible. Large and small capitals or capitals and small letters may be combined, but the indiscriminate use of vertical and slant letters in the same drawing should be avoided.

**Title Card or Strip.**

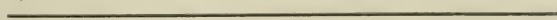
The two general methods used in standard practice are a title card in the lower right-hand corner of the sheet,  $1\frac{1}{4}$  inches by  $3\frac{1}{4}$  inches, or a strip across the bottom not more than  $\frac{3}{4}$  inch wide. As each method has its advantages, both are authorized and should give the following information: the name of object, the scale, the date, and the name of pupil.

**Lines.**

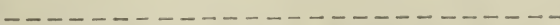
1. MARGIN LINES should be full and heavy.

Like this 

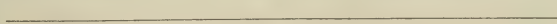
2. OUTLINES and VISIBLE EDGES of objects should be represented by full lines of medium width.

Like this 

3. INVISIBLE EDGES should be represented by short dash lines in which the dashes should be  $\frac{1}{16}$  inch long and the spaces  $\frac{1}{2}$  inch long.

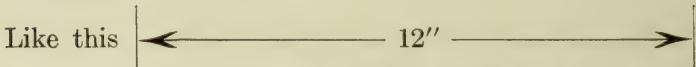
Like this 

4. EXTENSION, CONSTRUCTION, and BLOCKING-IN lines should be full and fine.

Like this 

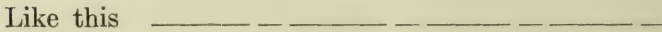
Extension lines should be continued slightly beyond the point where the dimension arrowheads will come in contact therewith, and a  $\frac{1}{32}$ -inch space should separate the ends of such lines from the corners of the views. Blocking-in lines should be very light and easily erasable. Construction lines should be lightly and accurately drawn and all erasing left until just before finishing the drawing.

5. DIMENSION LINES should be full and fine, interrupted or broken for the dimension figures, and terminated with small, neat arrowheads, long and slender.



Dimension lines should not cross on a view if it can be avoided.

6. CENTER LINES should consist of dashes,  $\frac{1}{2}$ -inch and  $\frac{1}{8}$ -inch alternating,  $\frac{1}{32}$ -inch spaces. These lines should be of the same weight as extension lines.



### Dimensioning.

The dividing line of fractions should always be in line with the dimension line.

Figures should be  $\frac{3}{16}$ -inch high. The total height of fractions should be slightly more than that of figures, extending a little above and a little below.

Dimensions may be placed between views, and at the bottom and the right sides of views, and should be read from the bottom and right of the drawing.

They should not appear on the face of a view unless necessary. Dimensions should not be repeated.

Over-all dimensions should be given and should be placed outside of sub-dimensions.

In two- and three-view drawings, a sufficient space should be provided between views to allow for necessary details, dimensions, and good proportion.

The standard designation for feet is ('), and for inches is ("). Feet and inches in combination should be expressed thus: 2' — 6 $\frac{1}{2}$ " and should be used for more than 24".

All arcs and circles should be located from their centers. Arcs should be dimensioned by radius (indicated by a small r), the dimension line terminating at the center in a small enclosing circle, and at the circumference in a small arrowhead. Circles should be dimensioned by diameter, placed outside the circle, indicated by capital D.

Dimension lines in a series should be at least  $\frac{1}{4}$  inch apart, and  $\frac{1}{4}$  inch from the view.



**AUTO MECHANICS.**

**Grades VI, VII, and VIII.**

Minimum requirements are now being compiled, and will be printed as a supplement to this document.

Minimum Requirements in Bookbinding.

No.	PROCESSES.	GRADES.										TOOLS AND MATERIALS.	RELATED KNOWLEDGE.	
		SIXTH.		SEVENTH.		EIGHTH.		NINTH.		TENTH.				
		M.T.	M.A.	M.T.	M.A.	M.T.	M.A.	M.T.	M.A.	M.T.	M.A.			
		1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.			
1.	Getting out stock.....	1	1	1	1	1	1	1	1	1	1	1	Book cutter, fancy, plain or ruled paper.	Kinds of paper. Weights. Sizes. Grain of paper. Kind for job. Figuring stock to advantage.
2.	Counting.....	2	2	2	2	2	2	2	2	2	2	2	Pointed stock knife.....	Correct method of fanning out stock. Keeping stock clean while fanning out and counting. Use of pointed stock knife. Counting.
3.	Folding.....	3	3	3	3	3	3	3	3	3	3	3	Bone folder, paper stock..	Fanning out. Position of hands. Use of folder; hand folder; machine folder.
4.	Dry pressing.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Bar press, press boards...	Reason for dry pressing. Dividing book for building in. Method of building into press.
5.	Sawing.....	5	5	5	5	5	5	5	5	5	5	5	Finisher's press, hacksaw.	Jogging. Reason for sawing. Depth of saw marks. Kettle stitch. Sawing for tape or string.
6.	Marking for stabbing.....	6	6	6	6	6	6	6	6	6	6	6	Steel rule, pencil.....	Use of rule.
7.	Stabbing.....	7	7	7	7	7	7	7	7	7	7	7	Stabbing board, awl, hammer.	Use of awl. Use of hammer. Reason for choice of stabbing method.
8.	Stab stitching.....	8	8	8	8	8	8	8	8	8	8	8	Awl, hammer, needle, thread.	Type of job demanding stab or wire stitching. Method of sewing.
9.	Sewing on tape.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Tape, sewing frame, needle, thread.	Type of job to be sewed on tape. Setting up frame for sewing on tape. Method of sewing.
10.	Sewing on cord.....	10	10	10	10	10	10	10	10	10	10	10	Sewing frame, linen thread, needle, strand cord.	Cord for bands—how made. Thread—how made. Value of linen or cotton thread. Kind of cord.

11.. Whip stitching.....	11	11	11	11	11	11	11	11	11	Method of whip stitching. Type of job-demanding it. Reason.
12.. Hammering book.....	12	12	12	12	12	12	12	12	12	Reason for hammering; joggling book; clamping in cutter; pulling out slack.
13.. Tipping down end pages and end signature.	13	13	13	13	13	13	13	13	13	What a started signature means. Reason for tipping. Width of tipping. Folding for protection sheet.
14.. Getting out end papers.....	14	14	14	14	14	14	14	14	14	Knowledge of rule. Figuring stock to advantage. Fancy or plain end papers. Kind suitable for job.
15.. Folding and making end papers.	15	15	15	15	15	15	15	15	15	Type of end paper for heavy blank book; for fancy extra job; for commercial or library-binding.
16.. Tipping or sewing on end papers.	16	16	16	16	16	16	16	16	16	Use of end sheet. Fanning out end papers for tipping. Method of tipping on for leather joint.
17.. Trimming end papers.....	17	17	17	17	17	17	17	17	17	Reason for trimming. Method of trimming tops and bottoms. Method of trimming fronts.
18.. Putting on fancy paper.....	18	18	18	18	18	18	18	18	18	Method of gluing. Use of fancy paper.
19.. Cutting (or trimming) book.....	19	19	19	19	19	19	19	19	19	Action of cutter. Parts of cutter. Bleeding (print maps or plates). Setting gauges. Taking up swelling. Use of cutting pad. Following rub-offs. Method of sharpening knife.
20.. Sprinkling edges.....	20	20	20	20	20	20	20	20	20	Piling books for sprinkling edges. Mixing sprinkle. Reason for its use. Method of using on calf or sheep bindings.
21.. Gluing.....	21	21	21	21	21	21	21	21	21	Consistency of glue for job. Kinds of glue—how made. Uses of each kind. Correct method of applying.
22.. Rounding back.....	22	22	22	22	22	22	22	22	22	Piling books for gluing. Joggling into shape. Reason for gluing. Consistency of glue. Handling glue brush.

Minimum Requirements in Bookbinding.—Continued.

No.	PROCESSES.	GRADES.												RELATED KNOWLEDGE.			
		SIXTH.						SEVENTH.							EIGHTH.		
		M.T.		M.A.		M.T.		M.A.		M.T.		M.A.			M.T.	M.A.	
		1-yr.	1/2-yr.	1-yr.	1/2-yr.	1-yr.	1/2-yr.	1-yr.	1/2-yr.	1-yr.	1/2-yr.	1-yr.	1/2-yr.				
23.	Backing.....												23	23	23	Backer press, hammer....	Taking up, swelling. Size of joint. Weight of board to be used.
24.	Getting out boards.....					24	24	24	24	24	24	24	24	24	24	Board shears, pencil, rule,	Knowledge of cardboard. Grain of cardboard. Weights. Proper kind of job.
25.	Making headband.....	25	25	25	25	25	25	25	25	25	25	25	25	25	25	Paste, print cloth, string.	Cutting cloth. Pasting cloth. Folding over string.
26.	Putting on headband.....					26	26	26	26	26	26	26	26	26	26	Glue, glue brush, head-band stock.	Kinds of headband. Method of sewing on silk headband for extra work.
27.	Lining back.....												27	27	27	Glue, glue brush. Cartridge or tar paper. Lining-up folder.	Consistency of glue. Length of lining strip.
28.	Tipping on boards.....					28	28	28	28	28	28	28	28	28	28	Cardboard, glue or paste..	Proper squares. Distance of board from joint according to size of book.
29.	Getting out covering material.....					29	29	29	29	29	29	29	29	29	29	Rule, shears, stock knife, buckram, vellum, canvas, morocco, calf, sheep, buffings.	Buckram, vellum, canvases. How bought. How they differ from each other. Kind best suited for job.
30.	Skiving corners.....	30	30	30	30	30	30	30	30	30	30	30	30	30	30	Paring stone, skiving knife.	Skiving corners and reason for same. Use of paring stone and skiving knife.
31.	Padding out corners.....					31	31	31	31	31	31	31	31	31	31	Buffing corners, padding, glue, glue brush, press.	Methods of padding corners and reason for same. Thickness of padding. Method of beveling edges.
32.	Binding edges.....	32	32	32	32	32	32	32	32	32	32	32	32	32	32	Vellum, bone folder, glue, glue brush.	

33..	Rounding corners.....	33	33	33	33	Round corner machine.....	Construction and use of round corner machine. Method of rounding corners. Use of gouge.
34..	Casing-in or covering-in.....	34	34	34	34	Casing-in folder, shears, glue, glue brush.	Cutting and turning in corners properly. Consistency of glue. Proper room temperature. Use and position of loose back strip. Turning. Use of casing-in folder.
35..	Covering book 1, 3, full bound.....	35	35	35	35	Covering folder, band nippers, band sticks, head sticks, paste, glue brush, morocco, calf, Russia, sheep.	Knowledge of leathers; kinds; how bought.
36..	Marking for eyelets.....	36	36	36	36	Marking gauge.....	Method of laying out eyelets and need for same on job. Relation of eyelet setting in cover and punched paper. Construction of marking gauge.
37..	Punching.....	37	37	37	37	Punch, eyelet machine.....	Method of punching. Construction and use of eyelet machine.
38..	Measuring for scoring.....	38	38	38	38	Steel rule, scoring knife, newsboard.	Method of scoring and figuring size of bottom and cover layouts before scoring and dimensions for same. Weights of board necessary and kinds to be used (junk, straw or newsboard). Chain of stock. Accuracy in measuring.
39..	Scoring.....	39	39	39	39	.....	Method of scoring. Use of knife and straight edge. Depth of scoring and need of same.
40..	Cutting out corners.....	40	40	40	40	.....	Method of cutting corners. Use and position of knife, chisel and hammer on heavy board. Need of clean cuts and of removing corners.
41..	Putting on binders.....	41	41	41	41	Cartridge paper, bone folder, glue, glue brush.	Kind of paper required, and difference between that and other types. Testing adhesive properties of glue. Method of applying binders to layout. Figuring amount of cartridge paper required and cost per box.

## Minimum Requirements in Bookbinding.—Concluded.

No.	PROCESSES.	GRADES.												TOOLS AND MATERIALS.	RELATED KNOWLEDGE.		
		SIXTH.						SEVENTH.								EIGHTH.	
		M.T.		M.A.		M.T.		M.A.		M.T.		M.A.				M.T.	M.A.
		½-YT.	1-YT.	½-YT.	1-YT.	½-YT.	1-YT.	½-YT.	1-YT.	½-YT.	1-YT.	½-YT.	1-YT.				
42..	Applying cloth or paper strips,	42	42	42	42	42	42	42	42	42	42	42	42	42	Fancy paper, vellum, vel- lum de Luxe, book cloth, bone folder, glue brush, paste, paste brush, straight edge.	Necessity for cloth or paper on box and method of applying same. Use of folder on turn-ins. Use of shears and accurate cutting of corners. Grain of cloth or paper.	
43..	Pulling book apart.....	43	43	43	43	43	43	43	43	43	43	43	43	43	Knife.....	Folding for signatures. Number of folios to signature. Signature numbering or lettering. Inserts. Tipping in. Folding maps.	
44..	Putting into press.....	44	44	44	44	44	44	44	44	44	44	44	44	44	Bar press, edge boards...	Matching up books. Method of building into press. Setting grooves.	
45..	Pasting up book.....	45	45	45	45	45	45	45	45	45	45	45	45	45	Paste, paste brush.....	Setting squares. Pasting one or two sheets on. Kinds of paste. Uses of each kind. Right con- sistency for job on hand. How manufactured.	
46..	Cretting out super cloth.....	46	46	46	46	46	46	46	46	46	46	46	46	46	Super cloth.....	Knowledge of rule. Square measure. Figuring to advantage. Super. How and where made. Why open weave. Method of applying.	



Minimum Requirements in Electricity.—Continued.

No.	PROCESSES.	GRADES.										TOOLS AND MATERIALS.	RELATED KNOWLEDGE.							
		SIXTH.					SEVENTH.							EIGHTH.						
		M. T.		M. A.		M. T.		M. A.		M. T.				M. A.		M. T.		M. A.		
		1-yr.	1/2-yr.	1-yr.	1/2-yr.	1-yr.	1/2-yr.	1-yr.	1/2-yr.	1-yr.	1/2-yr.			1-yr.	1/2-yr.	1-yr.	1/2-yr.	1-yr.		
20.	Cleat work:																			
21.	Stretching wires																			
22.	Dead ending																			
23.	Turning corners																			
24.	Branch tap																			
25.	Connecting No. 1935 cut-																			
26.	out.																			
27.	Connecting receptacles																			
28.	Connecting switches																			
29.	Job. Simple circuit with one light.																			
30.	Job. Add a single pole switch to the above job.																			
31.	Job. Circuit using a double pole switch controlling one light.																			
32.	Knob Work:																			
33.	Stretching wires																			
34.	Dead ending																			
35.	Turning corners																			
36.	Job. Two three-way switches controlling one light. (Drop cord.)																			
37.	Job. Add a four-way switch to the above circuit.																			
38.	Job. Make an extension cord.																			

"Fire Underwriters" rules governing cleat work. Construction, names, and action of the different materials used in cleat work. Advantages of cleats to hold wires. Ohm's Law: Its uses and application. Using the standard wire gauge. Testing for a short circuit.

"Fire Underwriters" rules governing knob work. Advantages of using knobs. Methods of: Installing roses; connecting roses. Connecting sockets. Making the electrician's knot. Connecting plug caps. Why knobs are placed on the inside of straight runs. Why knobs are placed on the outside of



36..	TELEPHONES. Job. Installation of a simple telephone circuit.	36	36	36	36	36	Screwdriver, hammer, pliers, bit brace, bits, rule, bell wire, telephone instruments, dry or wet cells, staples.	Construction and operation of transmitter, receiver, hook, button, bell, instrument, simple telephone circuit, ringing circuit, whole telephone circuit. Electro-magnetism.
37..	Wood Molding No. 19.	37	37	37	37	37	Miter box, hammer, saw, screwdriver, knife, rule, hand drill, drills, chisel, taplets, cutout, receptacles, switches, pliers.	Underwriters rules governing wood molding work. Construction and uses of: Wood molding; wood molding fittings.
38..	(a) Flat miter. (b) Internal miter. (c) External miter.	38	38	38	38	38		Note: This work is becoming obsolete. Do not use much time.
39..	Drilling, countersinking, and securing.	39	39	39	39	39		
40..	Installing wire and capping.	40	40	40	40	40		
41..	Connecting to Fielding fittings.	41	41	41	41	41		
42..	Connecting to molding block,	42	42	42	42	42		
43..	Install a branch, tap fitting, straight tap fitting,	43	43	43	43	43		
44..	Job. Single pole switch controlling one light.	44	44	44	44	44		
45..	Job. Add another light to the above job, carrying the molding over a beam.	45	45	45	45	45		
46..	No. 333 METAL MOLDING.	46	46	46	46	46		
47..	Cutting and punching.	47	47	47	47	47	Punch, cutter, hand drill, hacksaw, awl, pliers, knife, rule, screwdriver.	Name and uses of: Metal molding; metal molding fittings. Methods of:
48..	Connecting to fittings.	48	48	48	48	48		Cutting, drilling, bending, connecting to fittings, grounding, testing by magneto, bell and battery. Why grounding is necessary. (Safety factor.) Why rigid tests are made. (Safety factor.) Methods of making splices in fittings. "Fire Underwriters" rules governing metal molding. Why white wire is used. Advantages of using metal molding.
49..	Bending.	49	49	49	49	49	Soldering outfit with tape and compound.	
50..	Fastening.	50	50	50	50	50	Switches, screws, No. 333 metal molding, No. 333 metal molding fittings, No. 14 R. C. wire (black), No. 14 R. C. wire (white), No. 1935 cutout and plug fuses.	
51..	Installing wires.	51	51	51	51	51		
52..	Digital splice.	52	52	52	52	52		
53..	Grounding.	53	53	53	53	53		
54..	Testing for short circuit and ground.	54	54	54	54	54		
55..	Job. Simple circuit with two lights in multiple.	55	55	55	55	55		
56..	Job. Single pole switch controlling one light.	56	56	56	56	56		
57..	Job. Circuit with a single pole switch controlling one light with another light operated at the socket or receptacle.	57	57	57	57	57		

Minimum Requirements in Electricity.—Concluded.

No.	PROCESSES.	GRADES.								TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
		SIXTH.		SEVENTH.		EIGHTH.		M. A.			
		M. T.	M. A.	M. T.	M. A.	M. T.	M. A.				
		1/2-yr.	1/2-yr.	1-yr.	1-yr.	1-yr.	1-yr.				
58..	No. 700 WIREMOLD. Cutting.....								58		
59..	Connecting to fittings.....								59		
60..	Securing.....								60		
61..	Installing wires.....								61		
62..	Pigtail splice.....								62		
63..	Grounding.....								63		
64..	Job. Simple circuit with three lights in multiple.								64		
65..	Job. Change the above circuit to a three-light electrotroler circuit by adding a three-circuit electrotroler switch, <i>or</i> Add a two-circuit electrotroler switch with Circuit I controlling one light, Circuit II controlling two lights.								65		Use items listed under metal molding for the knowledge required for wiremold.
66..	CONDUIT. Cutting, threading, and reaming.								66		
67..	Connecting to fittings, junction boxes, cabinets.								67		
68..	Bending.....								68		
69..	Fastening.....								69		
70..	Installing wires.....								70		
71..	Grounding.....								71		
72..	Pigtail splice.....								72		
73..	Splicing in.....								73		
74..	Job. One light controlled by three-way switches.								74		
75..	Job. One light controlled by three- and four-way switches.								75		
76..	Job. Installing a service								76		

Bender, hand drill, hacksaw, awl, pliers, knife, rule, screwdriver. Soldering outfit with tape and compound.  
Switches, screws, No. 14 R. C. wire (black), No. 14 R. C. wire (white), No. 700 wire-mold, No. 700 wire-mold fittings, No. 1935 cutout and fuses.

Names and uses of conduit and conduit fittings. Methods of bending; connecting to fittings, fishing in wires. Making splices in fittings and junction boxes, fastening to junction boxes and cabinets. Grounding. Different sizes of conduit. Names and uses of tools used in conduit work.

Dies, diestock, reamer, files, bending hickey, fish wire, pipe vise, Stillson wrench, oil hacksaw, gas pliers, side cutting pliers, rule, awl, screwdriver, hammer, knife, soldering outfit, friction tape, splicing compound, 1/2-inch conduit, 1/2-inch conduit fittings, grips, clamps, pipe clips, 1/2-inch locknuts, 1/2-inch bushings, junction boxes, cutout box, entrance switch, meter switch.

77	78	79	80	81	82	83	84	85	86	87	88	89	90	91
77	78	79	80	81	82	83	84	85	86	87	88	89	90	91
Armored cable, B. X.	Stripping.	Attaching connectors.	Clipping.	Grounding.	Connecting to fittings.	Attachment of covers.	Terminal fitting or caplet.	Connecting to junction box or caplet.	Connecting receptacles.	Connecting switches.	Job, Single pole switch controlling one light.	Job, Add multiple light.	Job, Two- or three-light electrolier circuit.	Job, Double pole switch controlling one light with another light independent.

It is recommended that this work be taken up at any part of the course, after Bell Work, that the instructor deems advisable.	<p>Radio.</p> <p>Parts of a crystal set. Construction of a single tube set.</p> <p>Parts of an amplifier. Construction of a one or two tube amplifier.</p>
---	--

<p>77</p> <p>78</p> <p>79</p> <p>80</p> <p>81</p> <p>82</p> <p>83</p> <p>84</p> <p>85</p> <p>86</p> <p>87</p> <p>88</p> <p>89</p> <p>90</p> <p>91</p>	<p>Hacksaw, hammer, pliers, gas pliers, knife, awl, rule, screwdriver, soldering outfit, friction tape, compound, two wire No. 14 B. X., three wire No. 14 B. X., 1-inch pipe clips and screws, 1/4-inch B. X. box connectors, 1/2-inch Duplex B. X. box connectors, junction box (3-inch), 3-inch junction box, blank covers, 3-inch junction box switch covers, cutout cabinet for one No. 1935 cutout, ground clamps, conduit fittings as used in conduit work.</p>
---	--

<p>77</p> <p>78</p> <p>79</p> <p>80</p> <p>81</p> <p>82</p> <p>83</p> <p>84</p> <p>85</p> <p>86</p> <p>87</p> <p>88</p> <p>89</p> <p>90</p> <p>91</p>	<p>Hammer, saw, plane, drills, hand (drill chisel), busswire, soldering outfit panel, switch arms, switch points, etc., pliers, shllac, bit brace, countersink, screws.</p>
---	---

<p>Names and uses of B. X. and B. X. fittings. Advantages of using B. X. cable. Different sizes of B. X. Names and uses of tools used in this type of work. Methods of: Connecting to box connectors, fittings, junction boxes, and cabinets, Splicing B. X. Fishing and pulling in. Grounding.</p>	<p>Water analogy of the wireless wave and its interception by means of an antenna. Tuning in. Tight and loose coupling. Detecting by the means of a crystal tube. Radio frequency currents. Auto frequency currents. A-battery; B-battery.</p>
---	--

Minimum Requirements in Interior Decoration.

No.	PROCESSES.	COURSES FOR $\frac{1}{2}$ -Y.R. GRADES.				TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
		SEVENTH.		EIGHTH.			
		M. T.	M. A.	M. T.	M. A.		
1. . . . .	Interior Painting. . . . . (a) Theory of painting. . . . . (b) Color harmony. . . . . (c) Paint materials. . . . . (d) Mixing paints (practice). . . . . (e) Dusting. . . . . (f) Shellacking knots. . . . . (g) Priming. . . . . (h) Sandpapering. . . . . (i) Second and third coats. . . . . (j) Glazing. . . . . (k) Painting walls. . . . . (l) Matching colors. . . . . (m) Graining. . . . . (n) Enameling. . . . . (o) Stippling. . . . .	1 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o)	1 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o)	1 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o)	Duster, putty knife, paint brushes, shellac brushes, sandpaper, drop cloths, paint pails, ladders and staging, strainers, white lead, enamel, white zinc, Lithopone, whitening, linseed oil, turpentine, dryer, varnishes, tinting colors, dry colors, oil colors, water colors, Japan colors.	Preparation of wood for painting. Preparation of walls for painting. Preparation of surfaces for painting. Preparation of chemistry, and study of paints. Preparation, selection, and study of materials. Care of brushes, brush technique, handling of tools. History of painting. Study of color. Science. Study and practice of paint mixing. Care of health in painting.	
2. . . . .	Wood Finishing. . . . . (a) Theory of wood finishing. . . . . (b) Staining; filling. . . . . (c) Shellacking; varnishing. . . . . (d) Polishing. . . . . (e) Mixing stains (practice). . . . . (f) Removing varnish. . . . . (g) Sandpapering. . . . . (h) Bleaching. . . . . (i) Rubbing. . . . . (j) Waxing. . . . . (k) Refinishing furniture. . . . .	2 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k)	2 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k)	2 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k)	Varnish removers, bleaching fluids, stains, fillers, shellacs, varnishes, waxes, rubbers, materials, oils, colors in oil, colors in water, acids and alkalis, brushes, scrapers, sandpaper, oxalic acid, ammonia, pumice stone, rotten stone.	Study of woods, open-grain and close-grain. Colors of different woods. Different finishes for woods. Methods of finishing and refinishing. Method of obtaining and preparing shellac and varnish for use. Method of holding tools and applying materials. Mixing materials (theory). Science and chemistry of materials. Study and practice of mixing stains. Methods of staining. Methods of polishing. Methods of waxing.	

3. . . . .	Decorating. . . . . (a) Decorative drawing. . . . . (b) Study of ornament. . . . . (c) Design. . . . . (d) Application. . . . . (e) Stenciling. . . . . (f) Stencil cutting. . . . . (g) Wall decorating. . . . . (h) Plastering. . . . . (i) Sizing. . . . . (j) Calcinning. . . . . (k) Washing off calcimine. . . . . (l) Relief-work. . . . . (m) Pounce making. . . . . (n) Gilding. . . . . (o) Lining. . . . . (p) Glazing. . . . .	3 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p)	3 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p)	3 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p)	3 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p)	3 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p)	3 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p)	3 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p)	3 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p)	3 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p)	3 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j) (k) (l) (m) (n) (o) (p)
4. . . . .	Lettering and Sign Painting. . . . . (a) Half block alphabet. . . . . (b) Sign layout. . . . . (c) Penlettering for mechanical drawing. . . . . (d) Egyptian alphabet. . . . . (e) Gilding. . . . . (f) Glass signs. . . . . (g) Mixing paints and colors. . . . . (h) Smelting. . . . . (i) Preparing sign boards. . . . . (j) Making sign boards. . . . .	4 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j)	4 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j)	4 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j)	4 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j)	4 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j)	4 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j)	4 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j)	4 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j)	4 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j)	4 (a) (b) (c) (d) (e) (f) (g) (h) (i) (j)

Study of decoration and design. Study of ornamentation. Methods of decorative drawing. History of Art. Methods of stenciling. Methods of transferring calcimine. Method of sizing. Plasters. Mixtures of plasters. Mixtures of calcimine. Mixtures of colors. Mixtures of sizes. Preparation of gold and silver leaf. Handling tools and materials. Study of colors. Study of decorations. Study of ornament. History of Art in decoration. Period decoration.

History of lettering. Origin and study of alphabet. Spacing. Laying out. Methods of laying out work. Methods of using tools. Sign design. Methods of gilding. Glass signs. Color harmony.

Drawing instruments, tracing papers, studies, stencil knives, gold and silver leaf, brushes, pens, chalk. Smooth and rough finishes. Sponges. Plaster of paris, glue and slum, whitening and shellac, dry colors, water colors, stencil paper, pounce wheel, straightedge, gilding tools, gold size.

Paints and materials used in lettering; lettering brushes, sign boards, lettering pens, cardboard, rule, water colors, inks, bronzes. Water sizes. Gilding materials and tools. Gold leaf, silver leaf, smalts.

Minimum Requirements in Machine Shop Practice.

No.	PROCESSES.	GRADES.												TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
		SIXTH.			SEVENTH.			EIGHTH.							
		M. T.	M. A.		M. T.	M. A.		M. T.	M. A.						
		½-yr.	1-yr.	1-yr.	½-yr.	1-yr.	1-yr.	½-yr.	1-yr.	1-yr.					
1..	Bench work. Cutting stock.	1	1	1	1	1	1	1	1	1	1	1	Scale, vise, hacksaw (hand or power).	Types and use of scales. Methods of holding stock. Hand and power hack saw. (Construction and use.)	
2..	Bench work. Filing and polishing.	2	2	2	2	2	2	2	2	2	2	2	Files, file card, try square, chalk, emery cloth.	Types, lengths, and cuts of files. Methods of use. Testing. Grades and uses of emery cloth.	
3..	Bench work. Chipping. . . . .	3	3	3	3	3	3	3	3	3	3	3	Hammer, cold chisel, scale, scriber, try square, chalk.	Types and use of chisels. Methods of holding work and tools. Testing.	
4..	Drilling . . . . .	4	4	4	4	4	4	4	4	4	4	4	Upright or sensitive drill, chuck, twist drill, vise, cutting compound.	Types and uses of drill presses. Methods of holding work. Drilling requirements. Types and uses of cutting compounds.	
5..	Countersinking . . . . .	5	5	5	5	5	5	5	5	5	5	5	Countersink, drill press, twist drill, chuck, cutting compound.	Methods of countersinking.	
6..	Laying out centers. . . . .	6	6	6	6	6	6	6	6	6	6	6	Scale, center punch, hammer, scriber, combination or try square, surface gauge, dividers, calipers, copper sulphate.	Methods of locating centers and testing out for same.	
7..	Tapping and threading . . . . . (hand).	7	7	7	7	7	7	7	7	7	7	7	Vise, tap, tap wrench, die, die stock, scale, try square, cutting. . . . .	Principles of threading.	



Minimum Requirements in Machine Shop Practice.—Concluded.

No.	PROCESSES.	GRADES.												TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
		SIXTH.			SEVENTH.			EIGHTH.							
		M. T.		M. A.	M. T.		M. A.	M. T.		M. A.					
		1/2-yr.	1-yr.	1-yr.	1/2-yr.	1-yr.	1-yr.	1/2-yr.	1-yr.	1-yr.					
18.	Forge work . . . . .	18	18	18	18	18	18	18	18	18	18	18	Forge (gas or down draft), anvil, tongs, scale, caliper, steel square, hammer.	Prevention of cold shuts, fire cracks, etc. Calculating length of stock necessary for bent work, etc. Temperature requirements.	
19.	Heat treatment of steel . . . . .	18	18	18	18	18	18	18	18	18	18	18	Forge or gas furnace, oil, lap stick, water, brine, case hardening compound.	Fundamentals of hardening, tempering, and annealing. Case hardening. Properties of steel and alloys.	
20.	Dividing head work on milling machine . . . . .	18	18	18	18	18	18	18	18	18	18	18	Milling machine, dividing head, cutters, scale, calipers, micrometers, cutting compound.	Index head, construction and principles of use. Common fractions.	
21.	Finishing work to size . . . . .	18	18	18	18	18	18	18	18	18	18	18	Various machines, files, file card, scale, caliper, micrometer, oil, emery cloth, chalk.	Precision measurements. Methods of finishing work for accurate results.	
22.	Thread cutting (machine) . . . . .	18	18	18	18	18	18	18	18	18	18	18	Engine lathe, threading tools, center and thread gauges, calipers, scale, thread calipers.	Change gear calculations, types of threads. Proper angles for cutting tools. Testing.	
23.	Power transmission . . . . .	18	18	18	18	18	18	18	18	18	18	18	Motor with direct or belt drive, counter shaft, belt or sprocket chain. Direct gear drive.	Types and uses of various transmission mediums, such as, belt, sprocket chain, gear and friction. Belt maintenance and repair.	



Minimum Requirements in Printing.

No.	PROCESSES.	GRADES.												RELATED KNOWLEDGE.	
		SIXTH.				SEVENTH.				EIGHTH.					
		M. T.		M. A.		M. T.		M. A.		M. T.		M. A.			
		1-yr.	1/2-yr.	1-yr.	1/2-yr.	1-yr.	1/2-yr.	1-yr.	1/2-yr.	1-yr.	1/2-yr.	1-yr.			
1..	Learn layout of type cases....	1	1	1	1	1	1	1	1	1	1	1	1	Cases of type; Capitals; lower case; California job case.	Location of characters in cases. How to distinguish lower case letters b-d-p-q, u-v; I (capital D)-I (lower case ell)-I (one).
2..	Setting type..... (a) Three lines of straight matter. (b) Stickful.....	2 (a) (b)	2 (a) (b)	2 (a) (b)	2 (a) (b)	2 (a) (b)	2 (a) (b)	2 (a) (b)	2 (a) (b)	2 (a) (b)	2 (a) (b)	2 (a) (b)	2 (a) (b)	Cases of type, composing stick, leads, slugs.	Position at case, how to hold composing stick, use of leads, how to pick up type and place it in stick, use of spacers.
3..	Distribution.....	3	3	3	3	3	3	3	3	3	3	3	3	Cases of type. Leads. Three lines; six lines; nine lines.	How to pick up mass of type from galley. Correct method of holding type for distribution. How to take up type with right hand and drop one letter at a time in case.
4..	Set small poem, two or three stanzas, from reprint copy.	4	4	4	4	4	4	4	4	4	4	4	4	Cases of type, composing stick, composing rule, line gauge, pica letter m's.	Idea of alternating indentions. Poetry does not require changing of spaces between words. Use of capitals. Punctuation. How to set composing stick with pica m's.
5..	Distribution, three handfuls.....	5	5	5	5	5	5	5	5	5	5	5	5	Case of type, type, leads.	How to hold type. How to separate letters. Position of spaces and quads.
6..	Set page of straight matter, and a reprint typewritten manuscript.	6	6	6	6	6	6	6	6	6	6	6	6	Case of type, composing stick, leads, galleys.	Use of different size spaces. Division of words. Justification. Use of leads between lines. Arrangement of sentences and paragraphs.

Minimum Requirements in Printing.—Continued.

No.	PROCESSES.	GRADES.												TOOLS AND MATERIALS.	RELATED KNOWLEDGE.						
		SIXTH.						SEVENTH.								EIGHTH.					
		M. T.		M. A.		M. T.		M. A.		M. T.		M. A.				M. T.		M. A.			
		1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.			1-yr.	1-yr.	1-yr.			
7..	Emptying type on a galley...	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	Stick of type, galley.	Skill in handling type. Proper position of type on galley.			
8..	Tying up type, blocking type on galley.	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	Mass of type, galley, string, furniture for lock up on galley, tweezers.	Method of tying. Length of string. How to secure string at each end. Loop-knot. How to wind string around form. How to block up type on galley securely to get proof.			
9..	Pulling proof on proof press.	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	Proof press, type form, brayer, ink, paper and galley, ink slab, benzine brush, benzine can.	How to place type in correct position on press. The use of ink, brayer and slab. How to place paper on type and how to remove it from type. How to run roller over the paper. Need of moistening paper sometimes. Benzine, solvent for ink.			
10..	Pounding a hand proof.....									10	10	10	10	10	10	10	Proof planer, mallet, type form, ink, paper, brayer.	How to hold, strike, and raise planer to prevent blurring of the proof. Necessity of moistening paper.			
11..	Proofreading marks..... (a) Copy marks and explanations. (b) Read proof.....	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	List of proofreader's marks.	Proofreader's marks. Significance of marks. How to write them. How to apply them.			
12..	Correct type.....									12	12	12	12	12	12	12	Mass of type, Corrected proof, tweezers.	Skill in handling tweezers. Need of careful justification. Need			

13..	Lock up job press form. (a) Plate (b) Type form	13 (a) (b)	13 (a) (b)	13 (a) (b)	13 (a) (b)	13 (a) (b)	13 (a) (b)	13 (a) (b)	Stone, type, plate, furniture quoin, reglets, chase, bearers, mallet, planer, quoin key.	How to place form in position. Arrangement of furniture, reglets, quoin, bearers. Use of key, mallet, planer. How to test for tightness. How to avoid spring, and how to lock up with sufficient squeeze. Two kinds of quoin and keys.
14..	Oiling and cleaning job press, (a) Oiling. (b) Washing rollers, disk and fountain.	14 (a) (b)	14 (a) (b)	14 (a) (b)	14 (a) (b)	14 (a) (b)	14 (a) (b)	14 (a) (b)	Job press, oil can and waste, kerosene can and wiping rags.	Use of oil can, waste, rags, kerosene. Necessity for neatness and cleanliness. Need for lubrication to prevent wear on bearings. Effect of kerosene on the ink and rollers. Need of washing ink to avoid drying of ink on press.
15..	Feeding press. (a) Without form. (b) With small cards. (c) With envelope. (d) With paper. (e) With register work.	15 (a) (b) (c) (d) (e)	15 (a) (b) (c) (d) (e)	15 (a) (b) (c) (d) (e)	15 (a) (b) (c) (d) (e)	15 (a) (b) (c) (d) (e)	15 (a) (b) (c) (d) (e)	15 (a) (b) (c) (d) (e)	Job press, stock, ink.	Starting and stopping press. Use of gauges. How to place stock on the feedboard. How to place stock up to gauges. How to take sheets out of press. Need of careful feeding.
16..	Inking up press.	16	16	16	16	16	16	16	Ink, job press with ink rollers.	Amount and method used in applying ink.
17..	Placing chase in press.	17	17	17	17	17	17	17	Chase and press.	Relation of type form and bed of press. Use of form gripper.
18..	Arranging tympan.	18	18	18	18	18	18	18	Pressboard and manila paper, screwdriver.	Use of tympan and result of too much or too little packing.
19..	Setting gauges and grippers.	19	19	19	19	19	19	19	Stock grippers.	Necessity of noting position of these grippers.
20..	Taking an impression.	20	20	20	20	20	20	20	Type form, ink, rollers, tympan.	Amount of impression.
21..	Making gauges.	21	21	21	21	21	21	21	Ruler and pencil, size of stock.	Amount of margins and how to distribute them.
22..	Placing gauges.	22	22	22	22	22	22	22	Quads, glue, cartboard.	Guides to place the stock against when feeding the job.
23..	Proof on stock for position and O. K.	23	23	23	23	23	23	23	Paper stock and press.	Position of job is O. K. Ready to be made ready.
24..	Make-ready; overlaying.	24	24	24	24	24	24	24	Tissue paper, French folio, overlay knife, paste.	How to mark out a sheet. How to patch up. How to secure an even impression.

Minimum Requirements in Printing.—Concluded.

No.	PROCESSES.	GRADES.												TOOLS AND MATERIALS.	RELATED KNOWLEDGE.		
		SIXTH.						SEVENTH.								EIGHTH.	
		M. T.		M. A.		M. T.		M. A.		M. T.		M. A.					
		½-yr.	1-yr.	½-yr.	1-yr.	½-yr.	1-yr.	½-yr.	1-yr.	½-yr.	1-yr.	½-yr.	1-yr.				
25.	Testing job make-ready.															Page stock and press.	Results of make-ready.
26.	Oil top sheet.		26		26		26		26		26		26		26	Oil top sheet.	Preventing a job from offsetting.
27.	Taking impression for final O. K.				27		27		27		27		27		27	Paper stock and press.	Proper appearance of job when printed.
28.	Counting machine.				28		28		28		28		28		28	Counting machine on press.	Machine registers each sheet that is printed.
29.	Spreading stock to dry.				29		29		29		29		29		29	Drying rack.	Position of stock while drying.
30.	Handling stock. (a) Jogging. (b) Cutting. (c) Folding. (d) Gathering. (e) Counting.				30		30		30		30		30		30	Paper stock, paper cutter, bone folders.	Ability to square up stock and pile it neatly. Cut paper squarely. How to fold to corners. Prepare arrangement of sections of book. How to arrange stock and count accurately.
31.	Stapling.				31		31		31		31		31		31	Stapling machine, staples, and stock.	How to side and saddle stitch. Proper placing of staples.
32.	Use of initials.				32		32		32		32		32		32	Initials, type and stick, leads, type gauge.	Shape harmony and tone harmony.
33.	Set tags.				33		33		33		33		33		33		
34.	Set notehead.				34		34		34		34		34		34		
35.	Set billhead.				35		35		35		35		35		35	Stick type, leads, rules, galley, type gauge.	Principles of display, shape har- mony, tone harmony, and the proper margins.
36.	Set letterhead.				36		36		36		36		36		36		
37.	Job with rule border, battled				37		37		37		37		37		37		

How to make the job...

39..	Job with type border.....	39	39	chine and effect resulting. Proper use of border.
40..	Set advertisement.....	40	40	Characteristics of the typography of advertisements and the many ways of arranging same. The fundamental rules.
41..	Run type around cuts.....	41	41	How to determine the proper dimensions.
42..	Set blank rule form.....	42	42	Characteristics of blank rule composition.
43..	Table composition.....	43	43	Characteristics of table composition.
44..	Box headings.....	44	44	How to determine amount of space to be used.
45..	Break up job for two and three colors.....	45	45	Ability to make form register when locked in same position as preceding color.
46..	Imposition.....	46	46	(a) to (g) Position in chase.
	(a) Of card.....	(a)	(a)	
	(b) Of circular.....	(b)	(b)	
	(c) Of envelope.....	(c)	(c)	
	(d) Of letterhead.....	(d)	(d)	
	(e) Of billhead.....	(e)	(e)	
	(f) Of tag.....	(f)	(f)	
	(g) Of foundry form.....	(g)	(g)	
	(h) Of job.....	(h)	(h)	
	(i) Of two-page form.....	(i)	(i)	How to prevent rules from cutting rollers.
	(j) Of four-page form.....	(j)	(j)	
	(k) For color work.....	(k)	(k)	Position in chase and margins.

galley, type gauge, also mitering machine.  
Stick, type, leads, galley, border.  
Stick, type, leads, rule, galley.  
Type, leads, galley and cuts, Line gauge.  
Type, leads, rule, galley.  
Chase, type, quoins, furniture, bearers, mallet, planer, quoin key, foundry bearers, and try square.

Minimum Requirements in Sheet Metal.

No.	PROCESSES.	GRADES.												RELATED KNOWLEDGE.	
		SIXTH.			SEVENTH.			EIGHTH.			TOOLS AND MATERIALS.				
		M. T.	M. A.	M. T.	M. A.	M. T.	M. A.	M. T.	M. A.						
		1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.								
1.	Measuring and cutting.....	1	1	1	1	1	1	1	1	1	1	1	1	Reading rule. How to use scratch awl and snips. Use of straight edge. Notching.	
2.	Hemming.....	2	2	2	2	2	2	2	2	2	2	2	2	Construction and use of scratch gauge. Characteristics of bar folder.	
3.	Locking.....	3	3	3	3	3	3	3	3	3	3	3	3	Setting gauge on folder. Preparing lock for grooving.	
4.	Drafting..... (a) Shop sketching..... (b) Parallel line development. Rectilinear. Cylindrical.	4 (a) (b)	4 (a) (b)	4 (a) (b)	4 (a) (b)	4 (a) (b)	4 (a) (b)	4 (a) (b)	4 (a) (b)	4 (a) (b)	4 (a) (b)	4 (a) (b)	4 (a) (b)	Ability to make and read simple sketches. Use of drawing equipment. Orthographic projection. Simple development.	
	(c) Approximate development.													Short-cut methods of developing problems.	
	(d) Radial line development.													Development of conic sections.	
5.	Braking.....	5	5	5	5	5	5	5	5	5	5	5	5	Transfer of patterns. Use of punch and brake. Different types of braking.	
6.	Soldering..... (a) Forging and tinning..... (b) Making fluxes..... (c) Cleaning the metal.....	6 (a) (b) (c)	6 (a) (b) (c)	6 (a) (b) (c)	6 (a) (b) (c)	6 (a) (b) (c)	6 (a) (b) (c)	6 (a) (b) (c)	6 (a) (b) (c)	6 (a) (b) (c)	6 (a) (b) (c)	6 (a) (b) (c)	6 (a) (b) (c)	6 (a) (b) (c)	Kinds of solder. Care of soldering copper. Proper heat for soldering. Kinds of fluxes and how to apply. Preparation of metal for soldering. Preparation of patterns. Different types of braking.

7..	Punching.....	7	7	7	7	7	7	7	7	Hammer, wooden block (and gram) solid punch, hollow punch, lever punch.	Different methods of punching.
8..	Riveting.....	8	8	8	8	8	8	8	8	Rivet set, hammer, solid punch.	Proper use of hammer. Size of hole. Use of rivet, and solid punch. Types of rivets.
9..	Wiring..... (a) Machine..... (b) Hand..... (c) Irregular shaped projects.	9 (a) (b) (c)	9 (a) (b) (c)	9 (a) (b) (c)	9 (a) (b) (c)	9 (a) (b) (c)	9 (a) (b) (c)	9 (a) (b) (c)	9 (a) (b) (c)	Folder, mallet, wire, wire gauge, wire cutters, pliers, wiring machine.	Use of wire cutter. How to strike glancing blow with mallet. Characteristics of wiring machine. Method of wiring by hand.
10..	Forming..... (a) Hand..... (b) Machine..... (c) Irregular shaped projects.	10 (a) (b) (c)	10 (a) (b) (c)	10 (a) (b) (c)	10 (a) (b) (c)	10 (a) (b) (c)	10 (a) (b) (c)	10 (a) (b) (c)	10 (a) (b) (c)	Forming machine, mallet, blowhorn stake.	Construction and use of forming machine. Method of forming by hand.
11..	Grooving.....	11	11	11	11	11	11	11	11	Hand groover, mallet.....	Dressing down with mallet. Groover size.
12..	Burring.....	12	12	12	12	12	12	12	12	Burring machine, double seaming stake.	Method of holding metal, construction and use of burring machine. Allowance for burr.
13..	Beading.....	13	13	13	13	13	13	13	13	Beading machine.....	Addition of strength to article. Ornamentation. Division of space.
14..	Double seaming.....	14	14	14	14	14	14	14	14	Setting hammer, double seaming stake.	Use of setting hammer and of double seaming stake.
15..	Swedging.....	15	15	15	15	15	15	15	15	Swedge.....	Characteristics of swedging machine. Use of swedging machine.
16..	Chiseling.....	16	16	16	16	16	16	16	16	Cold chisel, hammer.....	Proper angle of cutting edge.
17..	Turning.....	17	17	17	17	17	17	17	17	Turning machine.....	Allowance of metal and adjustment of gauge. Method of holding metal.
18..	Drilling.....	18	18	18	18	18	18	18	18	Drills, hammer, center punch.	Determining size of required drill. Care of drill. Use of punch.
19..	Hack sawing.....	19	19	19	19	19	19	19	19	Hack saw.....	Types of hack saw blades and selection for particular kinds of work.

Minimum Requirements in Sheet Metal.—Concluded.

No.	PROCESSES.	GRADES.												TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
		SIXTH.			SEVENTH.			EIGHTH.							
		M. T.	M. A.	1-yr.	M. T.	M. A.	1-yr.	M. T.	M. A.	1-yr.					
		1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.					
20.	Raising.....						20	20	20	20	20	20	Raising hammer, block....	Allowance for stretching of metal. Proper procedure.	
21.	Machine cutting.....			21	21	21	21	21	21	21	21	21	Squaring shears.....	Safety first. How to set gauge. Pressure required. Machine squaring and trimming.	
22.	Solder making.....					22	22	22	22	22	22	22	Mold, ladle, desilverized lead, straits tin.	Required degree of heat. Preparation of various elements. Method of purifying.	
23.	Tinning sheet copper.....					23	23	23	23	23	23	23	Cotton waste, pure block tin, Nokorode, or "killed" muriatic acid.	Degree of heat required to prevent firing of flux. Method of covering surface with tin. Water bath for hot metal.	
24.	Oiling machines.....	24	24	24	24	24	24	24	24	24	24	24	Oil can, machine oil, cotton waste.	Proper lubrication for various machines.	
25.	Painting.....			25	25	25	25	25	25	25	25	25	Brushes, emery cloth, oil, paints.	Preparation of surface. Types, use and care of brushes. Method of applying paint.	



Minimum Requirements in Woodworking.

No.	PROCESSES.	GRADES.												TOOLS AND MATERIALS.	RELATED KNOWLEDGE.		
		SIXTH.				SEVENTH.				EIGHTH.							
		M. T.		M. A.		M. T.		M. A.		M. T.		M. A.					
		1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.					
1..	Laying off distances for stock cutting. (1, 2, 5, 10.)	1	1	1	1	1	1	1	1	1	1	1	1	1	Try square, rule, pencil.	Bench rule and its characteristics. Care of try square.	
2..	Crosscut and rip sawing. (12, 14.)	2	2	2	2	2	2	2	2	2	2	2	2	2	Crosscut, rip and back saws. Bench hook.	The characteristics of the common hand saws. Care of saws to prevent damage.	
3..	Planing. (19-31)..... (a) Adjusting and using jack plane (b) Adjusting and using block plane. (c) Narrow surface planing. (d) Broad surface planing. (e) End planing.....	3 (a) (b) (c) (d) (e)	3 (a) (b) (c) (d) (e)	3 (a) (b) (c) (d) (e)	3 (a) (b) (c) (d) (e)	3 (a) (b) (c) (d) (e)	3 (a) (b) (c) (d) (e)	3 (a) (b) (c) (d) (e)	3 (a) (b) (c) (d) (e)	3 (a) (b) (c) (d) (e)	3 (a) (b) (c) (d) (e)	3 (a) (b) (c) (d) (e)	3 (a) (b) (c) (d) (e)	3 (a) (b) (c) (d) (e)	3 (a) (b) (c) (d) (e)	Jack plane. Block plane.	Names and characteristics of the common bench planes. Reasons for choice for specific work. Familiarity with the common woods, noting degree of hardness, weight, color, odor, grain, cost, etc. Board measure.
4..	Setting, testing and using marking gauge.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	Marking gauge and rule.	The marking gauge and its parts. Condition of saw necessary for good work.
5..	Freehand gauging.....	5	5	5	5	5	5	5	5	5	5	5	5	5	5		Condition of knife point.
6..	Scoring.....	6	6	6	6	6	6	6	6	6	6	6	6	6	6	Knife.....	
7..	Through boring. (36, 37, 38, 39, 43, 44.)	7	7	7	7	7	7	7	7	7	7	7	7	7	7	Brace, bits and drills.....	Names of wood boring tools. How size of bit is determined from number on fang.

Minimum Requirements in Woodworking.—Continued.

No.	PROCESSES.	GRADES.												TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
		SIXTH.				SEVENTH.				EIGHTH.					
		M. T.		M. A.		M. T.		M. A.		M. T.		M. A.			
		1-yr.	1/2-yr.	1-yr.	1/2-yr.	1-yr.	1/2-yr.	1-yr.	1/2-yr.	1-yr.	1/2-yr.	1-yr.	1/2-yr.		
8..	Laying out curves.....	8	8	8	8	8	8	8	8	8	8	8	8	Compasses..... Patterns.	
9..	Curve sawing.....	9	9	9	9	9	9	9	9	9	9	9	9	Coping saw, fret saw, turning saw.	Names of parts of saw as radius, diameter, cir- cumference. Reason for choice of saw for specific work. Ad- justment of tension, position, care of turning saw blade.
10..	Spokeshaving. (50).....	10	10	10	10	10	10	10	10	10	10	10	10	Spokeshave.....	Following the grain in working curves.
11..	Whittling.....	11	11	11	11	11	11	11	11	11	11	11	11	Knife.....	Use of knife in trimming curves inaccessible to spokeshave.
12..	Filing.....	12	12	12	12	12	12	12	12	12	12	12	12	Half-round file.....	Use of file for smoothing curves inaccessible to spokeshave.
13..	Nailing small parts to- gether. (65, 66, 67.)	13	13	13	13	13	13	13	13	13	13	13	13	Hammer, brads, nails.....	Sizes of brads. Sizes of nails. How to nail without splitting wood. Spacing of nails.
14..	Setting nails on brads..... (68.)	14	14	14	14	14	14	14	14	14	14	14	14	Hammer and nail set.....	The names and charac- teristics of the common kinds of nails.
15..	Drawing of nails. (69)	15	15	15	15	15	15	15	15	15	15	15	15	Hammer and pliers.....	Protection of stock. How to apply proper leverage to prevent breaking of hammer



Minimum Requirements in Woodworking.—Continued.

No.	PROCESSES.	GRADES.												RELATED KNOWLEDGE.		
		SIXTH.				SEVENTH.				EIGHTH.						
		M. T.		M. A.		M. T.		M. A.		M. T.		M. A.				
		1-yr.	½-yr.	1-yr.	½-yr.	1-yr.	½-yr.	1-yr.	½-yr.	1-yr.	½-yr.	1-yr.				
27..	Chamfering and beveling	27	27	27	27	27	27	27	27	27	27	27	27	Chisel or plane. . . . .	How to make shearing cut at end grain.	
28..	Boring to given depth. . . . .	28	28	28	28	28	28	28	28	28	28	28	28	Bit gauge. Depth gauge.	How to estimate depth of hole by counting turns of bit.	
29..	Joints. (a) Butt joint. . . . . (b) Lap joint. . . . . (c) Dowel joint. . . . . (d) Glue joint. . . . . (e) Mortise and tenon. (f) Dado. . . . . (g) Mitre joint. . . . . (h) Gain. . . . .	29 (a)	29 (a)	29 (a)	29 (a)	29 (a)	29 (a)	29 (a)	29 (a)	29 (a)	29 (a)	29 (a)	29 (a)	29 (a)	Try square, knife, block plane, jointer, chisels, back saw, gauge, doweling jig, auger bits, dowel bits, grooving plane, bevel.	Meaning of joint terms. Where to use certain joints. Uses and sizes of dowels. Uses of dowel bits. Appearance of common joints when used.
30..	Gluing. . . . .	30	30	30	30	30	30	30	30	30	30	30	30	Hot and cold liquid glue.	Preparation of hot glue and conditions necessary for successful use. When use of cold or liquid glue is more satisfactory. Cleaning off of surplus glue before it sets.	
31..	Clamping glued stock. . . . .	31	31	31	31	31	31	31	31	31	31	31	31	Cabinet clamps, hand screws, "C" clamps, bar clamps, framing square or try square.	Adjustment of hand screws. Proper placing of clamps to hold work square.	
32..	Scraping glue. . . . .	32	32	32	32	32	32	32	32	32	32	32	32	Glue scraper. Cabinet scraper.	Scraping off surplus glue without injuring surface.	

33..	Use of special planes for. (a) Rabbet. (b) Groove. (c) Bead. (d) Tongue and groove matching. (e) Routing.	..... ..... ..... ..... .....	33 (a) (b) (c) (d) (e)	33 (a) (b) (c) (d) (e)	33 (a) (b) (c) (d) (e)	33 (a) (b) (c) (d) (e)	33 (a) (b) (c) (d) (e)	33 (a) (b) (c) (d) (e)	Adjustment, care, and use of planes for special purposes.
34..	Sharpening of tools. (a) Gauge spur. (b) Knife (52, 53, 54, 55). (c) Chisel (56, 57, 21, 5). (d) Plane iron. (e) Spokeshave iron. (f) Auger bit. (g) Cabinet scraper. (h) Gouge.	..... ..... ..... ..... ..... ..... ..... .....	34 (a) ..... ..... ..... ..... ..... .....	34 (a) (b) (c) (d) (e) (f) (g) (h)	34 (a) (b) (c) (d) (e) (f) (g) (h)	34 (a) (b) (c) (d) (e) (f) (g) (h)	34 (a) (b) (c) (d) (e) (f) (g) (h)	Appreciation of the value of keen cutting edges, and some practice in producing them. How to tell when an edge is sharp. What the proper bevels are for certain tools.	
35..	Machine sawing. (a) Ripping. (b) Cutting off. (c) Dado. (d) Angle cutting. (e) Rabbling.	..... ..... ..... ..... .....	35 (a) (b) (c) (d) (e)	35 (a) (b) (c) (d) (e)	35 (a) (b) (c) (d) (e)	35 (a) (b) (c) (d) (e)	35 (a) (b) (c) (d) (e)	Setting up saw. Oiling. Care of motor. Adjusting fences. Adjusting height of saw. Setting measures. Setting width. Setting depth. Setting length. Setting angle. Cleaning machines. Care of waste. Starting and stopping saw. Characteristics and proper use of saw blades. Safeguards. Use of jigs for repeated operations.	
36..	Buzz planing. (a) Edge planing. (b) Beveling. (c) Surface planing.	..... ..... .....	36 (a) (b) (c)	36 (a) (b) (c)	36 (a) (b) (c)	36 (a) (b) (c)	36 (a) (b) (c)	Oiling, cleaning, starting, stopping, adjusting guides for right angles. Bed adjustment, safety devices.	
37..	Band sawing.	.....	37	37	37	37	37	Oiling. Characteristics of different parts. Putting on and taking off saw blades. Looping blade. Care of motor and belt. Setting machine. Safety devices. Starting and stopping machine. Tension. Cleaning. Use of jigs for repeated operations.	

Minimum Requirements in Woodworking.— Concluded.

No.	PROCESSES.	GRADES.								TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
		SIXTH.		SEVENTH.		EIGHTH.		38	39		
		M. T.	M. A.	M. T.	M. A.	M. T.	M. A.				
		1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.	1-yr.		
38.	Turning.....									Lathe, turning tools, turning chuck, gouges, mallet or lead hammer, hammer, calipers, sandpaper, oil.	Cleaning and oiling machine. Starting and stopping. Names and uses of parts. Simple turning. Speed rates. Use of safety devices. Use of calipers.
39.	Boring by machine, round hole mortising, depth boring, countersinking.									Lathe or mortising machine, chuck, drill bits, hollow chisel, bit, bushings, wrenches, guides, jigs, countersink.	Oiling and cleaning. Starting and stopping. Setting up bits. Use of bushings. Use of hollow chisel. Adjustment of bit. Oiling to prevent burning of chisel. Depth of adjustment. Adjustment of guides. Safety devices. Use of jigs.

Processes 35 to 39, inclusive, should be given only to boys who have permits, signed by parent or guardian, to operate machines. The refusal of a parent or guardian to sign a permit will not prevent the boy from obtaining a passing mark.

NOTE.— Numbers in parentheses refer to sections in Griffith's "Essentials of Woodworking."

Minimum Requirements in Mechanical Drawing.

No.	PROCESSES.	GRADES.												RELATED KNOWLEDGE.
		SIXTH.				SEVENTH.				EIGHTH.				
		M. T.		M. A.		M. T.		M. A.		M. T.		M. A.		
		1st ½-yr.	2d ½-yr.	1st ½-yr.	2d ½-yr.	1st ½-yr.	2d ½-yr.	1st ½-yr.	2d ½-yr.	1st ½-yr.	2d ½-yr.	1st ½-yr.	2d ½-yr.	
1.	Reading simple working drawings.	1	1	1	1	1	1	1	1	1	1	1	1	Value of application of drawing to industrial work. Neatness, cleanliness, and careful lettering add much to the appearance of a drawing.
2.	Top and front, and front and side views of simple objects—straight lines only—lettering.	2	2	2	2	2	2	2	2	2	2	2	2	How to fasten a piece of paper to a drawing board. How to read the rule and transfer measurements from rule to paper. How pencils are graded. The name and proper location of the three common views. How to make sketch of simple object on squared paper, two views.
3.	Two views as in 2, but a little more advanced, including dimensions.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Correct use of T-square triangle and rule. Correct use of lines: Dimension, extension, short dash, and center. How to draw: Horizontal, vertical, and oblique lines. How to make a working drawing, two views, of a simple object.
4.	Scale drawings, full and half size. Curved lines. Broken drawings.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	Correct use of compasses. The meaning of the phrase "scale drawings." How to draw circles and arcs of a given radius or diameter.

Minimum Requirements in Mechanical Drawing.—Concluded.

No.	PROCESSES.	GRADES.												RELATED KNOWLEDGE.				
		SIXTH.				SEVENTH.				EIGHTH.								
		M. T.		M. A.		M. T.		M. A.		M. T.		M. A.						
		1st ½-yr.	2d ½-yr.	1st ½-yr.	2d ½-yr.	1st ½-yr.	2d ½-yr.	1st ½-yr.	2d ½-yr.	1st ½-yr.	2d ½-yr.	1st ½-yr.	2d ½-yr.					
5.	Three views—hidden lines.													5	5	5	5	How to make a complete working drawing of a simple object, three views, full size and half size.
6.	Scale drawings—recessed parts.													5	6	6	6	How to draw circles and arcs to scale.
7.	Freehand sketching, including dimensions.													7	7	7	7	How to make a freehand sketch of a simple project made or used in the shop.
8.	Complete instrumental drawings, three views; sections and dimensions.													8	8	8	8	How to show sectional views of objects. How to make a complete working drawing, three views, including sections.
9.	Simple isometric drawings.													9	9	9	9	Value of an isometric drawing. How to make an isometric drawing of a simple object.
10.	Geometric problems, simple.													10	10	10	10	How to solve simple geometric problems by drawing room methods. How to draw straight lines, tangent circles or arcs. How to draw arcs tangent to straight lines.
11.	Assembly, detail drawings.													11	11	11	11	How to make details from an assembly drawing, and an assembly from detail drawings. How to make a neat and accurate drawing, assembly and details, including lettering and dimensioning.
12.	Demonstration: Making tracings and blueprints.													12	12	12	12	How a tracing is made. How a blueprint is made.



## GRADE IX COURSES FOR INTERMEDIATE AND HIGH SCHOOLS.

### **General Aims:**

The minimum requirements for the ninth grade are those approved by the secondary schools for entrance into the tenth grade without loss to the pupil. They are effective in the ninth grade both in intermediate schools and in high schools. (See "Aims — Grade IX, Mechanic Arts Course," page 6.)

A boy who enters the ninth grade has theoretically chosen his vocation. Therefore, the ninth grade work becomes vocational in content. The instruction given should be such as will start trade preparation.

### **Accuracy.**

It is very essential that the boy should be taught the accuracy of measurements and manipulation. The product which he makes must be of commercial quality.

### **Self-reliance.**

He should be taught to think and act for himself.

### **Speed.**

Speed is very essential in productive work. He must be taught to apply himself constantly to the need of gaining rapidity as well as accuracy in his work.

### **Attitude Towards Work.**

He should be taught to appreciate a fine piece of work. He should be taught the pleasure which is to be derived from a fine piece of construction which he has done. He should be taught to treat all his tools and the product on which he is working with respect.

### **Minimum Requirements.**

In this grade, one of the first essentials is to know how to take care of tools, which includes proper setting and sharpening. Every boy at the end of this grade should know how to keep the tools that he uses in proper condition. He should be made to realize that only with such tools can a good piece of work be accomplished.

Regardless of the number of years of experience he has had, it is necessary that he start at the beginning with a new attitude towards

his work, namely, that of the trade. He should be thoroughly drilled in the processes taught, so that, as far as he is able to advance, he has a thorough groundwork in tool manipulation.

For this reason, the list of minimum requirements is not as comprehensive as those for the seventh and eighth grades. The teacher should bear in mind, however, that these requirements are minimum, and that there is no limitation placed on additional information or additional processes that may be taught boys who are capable. This, however, should not be introduced at the expense of thorough groundwork in the requirements listed.

### Minimum Requirements for Ninth Grade Auto Mechanics Course.

No.	PROCESSES.	TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
1...	Frames (Type jobs): (a) Inspect frame for alignment.  (b) Springs. Remove and lubricate springs.	.....  Wire brush. Spring spreader. Putty knife. Open end and socket wrenches. Pliers. Jack. Oils, greases and graphite.	Material. How manufactured. Construction. Different types.  Spring types. Material and manufacture. Why lubricated. How removed. Jacking up car and safety first. How disassembled. Kind of lubricant. Common cause of spring breakage. Types of springs used on various cars.
2...	Front Axle and Steering System: Adjust front wheels. Steering system. Check alignment of front wheels.	Monkey wrench. Socket and open end wrenches. Pliers. Jack. Oil and grease. Grease gun.	Axle types. Method of construction. Steering knuckle types. Camber, gather, castor. Tie rod. Drag link. Steering mechanism. How lubricated. How brakes are secured and adjusted.
3...	Rear Axle and Wheels: (a) Rear axle. Remove differential.  (b) Grease Universal joint.	.....  Screw driver, pliers, grease gun.	Housing types. Method of securing to springs. Torsion rod and torque tubes. Differential types. Purpose of differential. Differential drives. Types of bearings. Rear axle types.  Purpose of universal joint. Construction and care. Different types.
4...	The Clutch: (a) Remedy trouble with slipping cone clutch.  (b) Reface clutch plates.	Fuller's earth. Neat's-foot oil.  Hammer, punch, drill, rivet set, rivets.	Characteristics of clutch facings. How removed. Method of laying out leather for cone clutch. Care and correct operation of clutch.  How to disassemble clutch. Proper method of attaching new lining to discs. Relative advantages and disadvantages of each type of clutch.
5...	The Transmission: Examine oil level in transmission.	.....	The advantage of each type. Gear ratios. How car is reversed. Necessity of starting gear in first speed. Standard gear shifts. Selection of proper grade of lubricant for season.

No.	PROCESSES.	TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
6...	Wheels, Rims, and Tires: (a) Removing wheel.....	Jack, hub cap wrench, pliers.	Different types of wheels. Relative strength of each. Material and manufacture.
	(b) Remove inner tube...	Jack, rim wrench, pliers, tire irons.	Types of rims. Tire sizes. Tire construction.
7...	Motors: Grind valves and scrape carbon.		Cycle theory. How engine operates. Material and construction of parts. How gasoline vapor is let in and out of cylinders. Multi-cylinder engines. Advantages and disadvantages of various motor types. How engines are cooled. How engines are lubricated.
8...	Machine Shop Work:		
	(a) Cutting stock.....	Scale, vise, hack saw.....	Types and use of scales. Methods of holding stock. Hand hack saws, construction and uses.
	(b) Chipping.....	Hammer, cold or cape chisel, scale, scriber, try square, chalk.	Types and use of chisels. Method of holding tools. Testing.
	(c) Filing and polishing..	Files, file card, try square, emery cloth, chalk.	Types, cuts and lengths of files. Methods of use. Testing. Grades and uses of emery cloth.
	(d) Drilling.....	Upright drill, twist drill, chuck, cutting compound.	Types and uses of upright drills. Methods of holding stock. Drilling requirements. Types and use of cutting compound.
	(e) Countersinking.....	Countersink, upright drill, twist drill, chuck, cutting compound.	Methods of countersinking.
	(f) Riveting.....	Hammer, rivet set, file.....	Principles of riveting.
	(g) Grinding.....	Bench or pedestal grinder; diamond or disc wheel dresser.	Types and uses of abrasive wheels. Essentials of grinding. Angles of clearance for various tools.
	(h) Tapping and threading (hand).	Vise, tap, tap wrench die, die stock, scale, try square, cutting compound.	Principles of threading. Thread sizes. S. A. E. and U. S. S.
	(i) Reaming.....	Vise, reamer, wrench, square, chuck, cutting compound.	Principles of reaming. Types, construction and uses of reamers.
	(j) Heat treatment of steel.	Forge, tongs, lap stick, oil, water, brine, cyanide of potassium crystals, pyrometer, lead bath.	Fundamentals of annealing, hardening, tempering, case and pack hardening. Properties of steel and alloys. Use of pyrometer. Use of lead bath.

### Minimum Requirements for Ninth Grade in Electricity.

No.	PROCESSES.	TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
<b>BELLS.</b>			
1..	Simple bell circuit. ....	Tools: Hammer, pliers, knife, awl, screw driver, rule, files, soldering copper, alcohol torch, bit brace, auger bits, hand drill, drills.	Use of tools; Use of staples and screws; kind and size of wire; coils at battery and bell; idea of a circuit; correct method of installing bell and reasons therefor; path of current through bell; names of wires in this circuit.
2..	Two bells in series, one button.	Materials: No. 18 damp proof office wire, staples, bells, buttons, dry cells, screws, soldering paste, solder, ground clamps, door-openers, indicating bells, annunciators, bell-ringing transformers.	Series is simplest way to connect two bells; reason for unsatisfactory operation; theory of operation of bell; one bell made single-stroke; proper use of series system.
3..	Two bells in multiple, one button.		Multiple is correct way for ordinary work; control of several bells from one point; bell troubles and remedies; common battery wire to bells.
4..	Two bells in multiple, two buttons in multiple.		Buttons connect in multiple for proper operation; control of bells from several places; common button-battery wire; battery connections.
5..	Two bells, two buttons, separate ringing.		Bells controlled separately using same battery; uses of this circuit.
6..	Return call circuit, three wire.		Principle of returning or answering call using one battery and three wires between stations; uses of this circuit.
7..	Return call circuit, three-wire style, ground return.		Use of ground connections; elimination of one wire by grounding. Advantages and disadvantages: When and where used. Pressure, current and resistance and their application to bell circuits.
8..	Return call circuit, two-wire.		Use of separate battery at each station saves one wire between stations; advantages and disadvantages of this system, and its uses; Ohm's law.
9..	Return call circuit, two-wire style, ground return.		Grounding one wire leaves only one wire between stations; advantages and disadvantages and uses of this system; Ohm's law applications; method of computing number of dry cells required for any job.
10..	Two-family house, front door only.		Principle of separate ringing from separate buttons from the same battery. Further applications, Ohm's law front door.
11..	Two-family house, front and rear door.		Use of bell-battery wire for back door circuits.
12..	Two-family house, front and rear door, door-opener.		Same battery wire used for front and back door bells and door-opener buttons. Button-battery wire used as door-opener battery wire.

No.	PROCESSES.	TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
13..	Indicating bell, two points..		Use of special type bell controlled from two places. Uses of this circuit.
14..	Indicating bell, two point with return call.		Principle of adding return call with as few additional wires as possible.
15..	Annunciator circuit, three- or four-drop.		What annunciator is. Principle of operation. Internal circuit. When used.
16..	Annunciator circuit, three- or four-drop with return call.		Add return call with as few extra wires as possible. Why return call may be required. Where used.
17..	Annunciator circuit, three- or four-drop with extension bell.		Method of connecting extra bell. When and where used.
18..	Cable testing, four- to eight- pair cable.		What a cable is. Methods of testing for opens, shorts, crosses, grounds, etc., and to pair up wires. Proper use of cables.
19..	Return call circuit, three- wire using cable.		Application of cable principles to jobs.
20..	Return call circuit three- wire style, grounded, using cable.		
21..	Annunciator circuit, using cable.		
22..	Simple open circuit fire-alarm system, not indicating.		Types of fire-alarm systems. Uses of each type.
23..	Simple open circuit fire-alarm system indicating (annunciator).		Advantage of indicating device.
24..	Bell circuit, using transformer.		Theory and use of bell-ringing transformers. Necessity for readjusting bells. Reason for using higher voltage. Simple explanation of code rules governing installation.
TELEPHONES.			
1..	Build up open board telephone.	Transmitters, receivers, induction coils, hook switches, battery call telephones, magneto call telephones.	Theory of sound transmission; theory of induction coil; theory of receiver; theory of transmitter; use of induction coil; control by hook switch; assembly of parts to make complete telephone; interior telephone circuits.
2..	Install two open board telephones.		Exterior telephone service.
3..	Install three open board telephones on one line.		Telephone troubles and remedies.
4..	Install battery call telephone system.		Common types of battery call telephones and circuits.
5..	Install magneto call telephone system.		Common types of magneto call telephones and circuits. Theory of magneto. Theory of polarized bell.

No.	PROCESSES.	TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
ELECTRIC LIGHTS. (Cleat Work.)			
1..	One light, no switch .....	Wire No. 14, rubber covered, cleats, porcelain tubes, receptacles, rubber compound, tape, switch bases, switches single pole; switches two-circuit electrolier; switches t h r e e - circuit electrolier; switches three-way; switches four-way; switches double pole.	Simple light circuit. National Electric Code Rules. Spacing of wires; spacing of cleats; size of wires; kind of wires; distance from surface; cleats where used.
2..	Two lights, no switch, series, then multiple.		How lights operate in series. Where the systems are used. How lights operate in multiple. Where this system is used. Code rules covering above.
3..	One light with single pole, one light, no switch.		Use of switches. Rules for installation of switches.
4..	Two lights, two-circuit electrolier switch.		} Control of lights and groups of lights from one switch. Code rules governing above.
5..	Three lights, three-circuit electrolier switch.		
6..	One light, two three-way switches.		} Control of lights from two places. Code rules covering above.
7..	Two lights, two three-way switches.		
8..	Two lights, one four-way and two three-way switches.		Control of lights from three or more places. Code rules governing above.
9..	One light with single pole and one light with one four-way and two three-ways.		Combination of different types of switches on one job. Fuses, principle of operation and use. Code rules governing fuses and cut-outs.
10..	One light, double pole switch, changing from cleats to knobs.		Methods of changing type of construction for different locations. Code rules governing same.
KNOB WORK.			
1..	One light, no switch.....	Knobs.....	Construction and use. Code rules governing use of knobs.
2..	Two lights, no switch.....		Follow cleat work except where code rules require different construction for knobs.
3..	One light with single pole, one light, no switch.		
4..	Two lights, two-circuit electrolier switch.		
5..	Three lights, three-circuit electrolier switch.		
6..	One light, two three-way switches.		

No.	PROCESSES.	TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
7.	Two lights, two three-way switches.		
8.	Two lights, one four-way and two three-way switches.		
9.	One light with single pole and one light with one four-way and two three-way.		
10.	One light, double pole switch, changing from knobs to conduit.		Methods of changing from knobs to conduit and vice versa. Code rules for governing same.
<b>CONDUIT AND BOX WORK.</b>			
1.	Put up conduit system using conduit fittings only.		Nos. 1 to 5.
2.	One light with two three-way,		Conduit construction; where and when used; types of conduit fittings and their use; cutting, threading, reaming and bending conduit. Code rules for size, method of supporting.
3.	One light, two three-way and one four-way; one light with single pole.	Tools: Pipe vise, pipe dies, pipe wrenches, pipe reamer, pipe bender, pipe cutter, hack saw, oil can, cross-cut saw.	
4.	Three lights with two-circuit electrolier switch.		No. 6.
5.	Five lights with three-circuit electrolier switch.	Materials: Conduit, couplings, locknuts, bushings, pipe clips, conduit fittings, condulets, type A-C-E-G-H-T, etc., conduit covers (assorted types), outlet boxes, junction boxes, outlet box covers (assorted types), junction box covers, oil, armored cable or B. X., B. X. connectors, wood moulding two-wire, brads, conduit to moulding, adapter.	Outlet and junction boxes. Use of locknuts and bushings. Code rules governing use of outlet boxes and junction boxes. Other reasons for use of junction boxes.
6.	Put up conduit system using outlet and junction boxes.		No. 8.
7.	Two lights, no switch.		Methods of changing from conduit to B. X. and vice versa. Construction of armored cable or B. X. Where and when used. Rules governing same. B. X. connectors and their use.
8.	Add to above: two three-way, using B. X. for additional runs.		
9.	Add to above: One four-way, using B. X. for additional runs.		No. 10.
10.	One light, double pole switch, changing from knobs to conduit.		Method of changing from conduit or B. X. to wood moulding. Code rules governing above. Construction of wood moulding and its use. Wood moulding fittings and their use.
<b>WOOD MOULDING (optional for advanced pupils only).</b>			
1.	One light, no switch.....	Tools: Hack saw, mitre box, countersink.	Proper methods of installing.
2.	One light, with single pole, one light no switch.	Materials: Taplets single and double branch, wood moulding three-wire, receptacles (fielding type).	Making of corners using mitre box or without mitre box.
3.	Two lights, two three-way switches,		Code rules governing installation of moulding, joints, size of wire, etc.

Minimum Requirements for Ninth Grade in Machine Shop.

No.	PROCESSES.	TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
<b>BENCH WORK.</b>			
1.	Centering work.....	Dividers, centerhead, hammer, centerpunch, calipers, scriber, scale, chalk or copper sulphate.	How to center various kinds of work properly and handle simple tools.
2.	Laying out a simple job....	Dividers, scriber, surface gage, scale, centerpunch and hammer.	What it means to be accurate. Ability to read a working drawing.
3.	Chipping and filing.....	Hammer, chisel, file, file card, saw, scriber, scale, try square and chalk.	Obtaining the names of chisels and files.
4.	Threading with dies and taps,	Vise, tap, tap wrench, die, diestock, scale, trysquare, cutting compounds.	How to select the proper die or tap for the job. Tap hole square and straight. Use of thread and tap tables.
<b>POWER SAW.</b>			
5.	General cutting off.....	Scale, blades.....	How to read the rule, set blade properly, cut off to proper length and leave end square. Hand sawing is a help in the use of a power saw.
<b>DRILL.</b>			
6.	Drilling.....	Hand drill, upright drill, twist drill, chuck and oil.	When to use a taper or straight shank drill. How to locate the center of a circle and drill within the same. When and how to change belts of the drill.
7.	Countersinking.....	Upright or hand drill, countersink, combination drill and countersink.	How to countersink jobs for lathes and screws to proper size.
<b>LATHE.</b>			
8.	Facing.....	Lathe, dog, oil, facing tool, scale and wrench.	How to place the belt to give the work the proper speed. How to set the tool, cut the surface flat and smooth and within $\frac{1}{16}$ inch in length.
9.	Straight turning.....	Lathe, dog, scale, lathe tools, wrench, oil.	How to grind and set the cutting tool. How to reduce the diameter with the least amount of roughness. How to finish cut, leaving the surface smooth, straight and parallel and within $\frac{1}{16}$ inch in size...

Use of hand drill may suffice but power drilling is better and consumes less time. Countersinking may also be performed on a speed lathe.

These processes may be performed on a bench lathe without the use of automatic feed.



No.	PROCESSES.	TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
10..	Filing and polishing.....	Engine or speed lathe, file, file card, scale, calipers, oil, emery cloth and micrometer.	How to file and polish properly.
11..	Taper turning.....	Lathe, lathe tools, center gauge, file.	How to turn accurately to a gauge. Angles.
12..	Thread cutting.....	Lathe, threading tools, center gauge, thread gauge caliper, scale, die, die stock.	How to rough cut standard threads and finish with die. How to calculate the change gears and set tool properly. Change gear tables.
13..	Simple boring.....	Lathe, chuck, scale, inside and outside calipers, dog, lathe boring tool, centering tool, machine reamer.	How to bore to proper size for reaming. Use three-jaw universal chuck. (Similar work may be performed on a drill press, but more accurately on the lathe.)
SHAPER.			
14..	Flat surfaces of jobs held in vise.	Shaper, cutting tools, square, scale, parallels, calipers.	How to properly regulate machine for its proper stroke and speed. How to grind and set the cutting tool. How to cut flat and smooth and within $\frac{1}{32}$ inch. (Similar work could be performed on a planer and milling machine.)
MILLING MACHINE.			
15..	Flat surfaces of jobs held in vise.	Milling machine, cutters, arbor, scale, calipers, cutting compound, square, and parallels.	How to set the cutter on arbor so as to cut in proper direction and to regulate the belt for proper speed. How to cut the surface with the minimum amount of cuts and finish smooth and straight within $\frac{1}{32}$ inch. (Similar work can be performed on the planer or shaper using a tool having only one cutting edge instead of a cylindrical cutter with many cutting edges.)

### Minimum Requirements for Ninth Grade in Pattern Making.

No.	PROCESSES.	TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
1..	Making layout.....	Shrinkage rule, gauge, knife, wing dividers, bevel.	History of trade, moulding.
2..	Selection and getting out of stock.	Hand saws, rule, pencil, square.	Characteristics of: (a) Lumber. (b) Handsaws.
3..	Truing working faces.....	Planes, try square, bench plate.	Types and characteristics of planes.
4..	Gauging.....	Marking gauge.....	Type and proper use.
5..	Scoring.....	Back saw.....	Type and correct use.
6..	Chiseling and gouging.....	Paring chisels, gouges, mallet.	Types and characteristics of chisels and gouges.
7..	Gluing.....	Sheet or flake glue, hand-screws, clamps, dogs, glue heater.	Kinds and preparation of glue. Type and care of heater, proper adjustment of hand screws and clamps.
8..	Boring..... (a) Through. (b) Blind.	Bit-brace; auger, German, drill and Forstner bits; bit gauge.	Type and proper use: (a) Brace. (b) Bits. (c) Bit gauge.
9..	Dowelling.....	Wood and metal dowels, router, machine drill bits, expansive bit.	Reasons for use of different types of dowels.
10..	Curved sawing (hand).....	Turning, compass and pad saws.	Types and proper use of hand saws for curved work.
11..	Hand shaping.....	Spokeshave, corner tool, pattern makers' knife.	Care and adjustment of hand shaping tool.
12..	Assembling..... (a) Nailing. (b) Screwing. (c) Counter sinking. (d) Counter boring. (e) Plugging.	Hammer, nailset, screw driver, screw driver bit, counter sink, nails, brads, screws, plugs, soap or wax.	(a) Selection and proper use of tools. (b) Types and sizes of nails, brads and screws.
13..	Rubbing in and cutting fillets.	Beeswax and leather fillets, fillet irons, beeswax gun alcohol lamp, shellac and glue.	Reasons for use, preparation and application of fillets.
<b>BENCH PATTERN MAKING.</b>			
14..	Checking and testing patterns.	Surface gauge, calipers.....	Reasons for checking.
15..	Sandpapering.....	Sandpaper, sandpaper block.	Types and grades of sandpaper.
16..	Shellacking and finishing.....	Shellac, alcohol, dry colors, brushes, steel figures and letters, pattern figures and letters, tape.	Reasons for use, preparation and application of shellac and colors. Proper container. Types and care of brushes. Reasons for marking.
<b>CORE BOX MAKING.</b>			
1..	Preparing stock to dimensions.	Core box plane.	Reasons for cores, care and adjustment of core box plane. Method of testing arcs, use of templets.
<b>WOODWORKING MACHINE PROCESSES.</b>			
1..	Turning.....	Lathe and lathe tools, face plates, chucks.	Lathes: (a) Types and characteristics. (b) Care and operation.

No.	PROCESSES.	TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
2..	Band sawing.....	Band saw and blades.....	Band saws: (a) Types and characteristics. (b) Care and operation.
3..	Cross cutting, rip sawing by power.	Saw table, saws, pushstick..	Circular saw: (a) Types and characteristics. (b) Care and operation.
4..	Jointing and surface planing by power.	Hand jointer or buzz planer, knives, pushstick.	Hand jointer: (a) Types and characteristics. (b) Care and operation.
5..	Routing or boring by power..	Boring machine or drill press, routers and fillet, cutters, drills and bits.	Boring machine or drill press: (a) Types and characteristics. (b) Care and operation.
6..	Sanding by power.....	Disk or spindle sander, sandpaper disks and rolls.	Disk or spindle sander: (a) Types and characteristics. (b) Care and operation.
MOULDING.			
	Moulding.....	Flasks, boards, moulding tools, moulding and parting sand.	Principles of foundry practice.
CORE MAKING.			
	Making cores.....	Core box, core sand, binders, vents, core oven.	Preparation of materials. Baking.
	Melting and pouring.....	Soft metal or crucible furnace, ladles, tongs, weights, clamps.	Preparation and types.

### Minimum Requirements for Ninth Grade in Printing.

No.	PROCESSES.	TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
1..	Learn layout of type cases...	Cases of type: (a) Capitals. (b) Lower case. (c) California job case.	Location of characters in cases. How to distinguish lower case letters b-d-p-q, u-n; I (capital I)-l (lower case ell)-1 (one).
2..	Straight matter and spacing...	Cases of type, composing stick, leads, slugs.	Position at case, how to hold composing stick, use of leads, how to pick up type and place it in stick, use of spaces.
3..	Distribution.....	Cases of type, leads, galley...	How to pick up mass of type from galley. Correct method of holding type for distribution. How to take up type with right hand and drop one letter at a time in case.
4..	Set page of straight matter, reprint, and a typewritten manuscript.	Cases of type, composing stick, leads, galleys.	Use of different size spaces. Division of words. Justification. Use of leads between lines. Arrangement of sentences and paragraphs.
5..	Emptying type on a galley...	Stick of type, galley.....	Skill in handling type. Proper position of type on galley.
6..	Tying up type, blocking type on galley.	Mass of type, galley, string, furniture for lock-up on galley, tweezers.	Method of tying. Length of string. How to secure string at each end. Loop-knot. How to wind string around form. How to block up type on galley securely to get proof.
7..	Inking proof press. Pulling proof on proof press.	Proof press, type form, brayer, ink, paper and galley, ink slab, benzine brush, benzine can.	How to place type in correct position on press. The use of ink, brayer and slab. How to place paper on type and how to remove it from type. How to run the roller over the paper. Need of moistening paper sometimes. Benzine, solvent for ink.
8..	Pounding a hand proof.....	Proof planer, mallet, type form, ink, paper, brayer...	How to hold, strike, and raise planer to prevent blurring of the proof. Necessity of moistening paper.
9..	Proofreading marks..... (a) Copy marks and explanations. (b) Read proof. (Elementary.)	List of proofreader's marks.	Proofreader's marks. Significance of marks. How to write them. How to apply them. Not too much detail.
10..	Correct type.....	Mass of type. Corrected proof, tweezers.	Need of careful justification. Need of care in correcting. Ability to understand proof marks.
11..	Lock up job press form..... (a) Plate. (b) Type form.	Stone, type, plate, furniture, quoins, reglets, chase, bearers, mallet, planer, quoin key.	How to place form in position. Arrangement of furniture, reglets, quoins, bearers. Use of key, mallet, planer. How to test for tightness. How to avoid spring, and how to lock up with sufficient squeeze. Two kinds of quoins and keys.
12..	Oiling and cleaning job press. (a) Oiling. (b) Washing rollers, disk and fountain.	Job press, oil can and waste, kerosene can and wiping rags.	Use of oil can, waste, rags, kerosene. Necessity for neatness and cleanliness. Need for lubrication to prevent wear on bearings. Effect of kerosene on the ink and rollers. Need of washing ink to avoid drying of ink on press.
13..	Inking up press.....	Ink, job press with ink rollers.	Amount and method used in applying ink.
14..	Placing chase in press.....	Chase and press.....	Relation of type form and bed of press. Use of form gripper.
15..	Packing press.....	Pressboard and manila paper, screw driver.	Use of tympan and result of too much or too little packing.

No.	PROCESSES.	TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
16.	Setting grippers and taking an impression.	Stock grippers. Type form, ink, rollers, tympan.	Necessity of noting position of these grippers. Amount of impression.
17.	Making gauges . . . . .	Rule and pencil, size of stock.	Amount of margins and how to distribute them.
18.	Placing gauges. . . . .	Quads, glue, cardboard . . . . .	Guides to place the stock against when feeding the job.
19.	Proof on stock for position and O. K.	Paper stock and press. . . . .	Position of job is O. K. Ready to be made ready.
20.	Make-ready (simple); overlaying.	Tissue paper, French folio, overlay knife, paste.	How to mark out a sheet. How to patch up. How to secure an even impression.
21.	Testing job make-ready. . . . .	Page stock and press. . . . .	Results of make-ready.
22.	Oil top sheet. . . . .	Oil, top sheet. . . . .	Preventing a job from offsetting.
23.	Taking impression for final O. K.	Paper stock and press. . . . .	Proper appearance of job when printed.
24.	Counting machine. . . . .	Counting machine on press.	Machine registers each sheet that is printed.
25.	Feeding press. . . . . (a) Without form. (b) With small cards. (c) With envelopes. (d) With paper. (e) Accurate feed.	Job press, stock, ink. . . . .	Starting and stopping press. Use of gauges. How to place stock on the feedboard. How to place stock up to gauges. How to take sheets out of press. Need of careful feeding.
26.	Handling and spreading job to dry.	Drying rack. . . . .	Position of lifting and placing stock to dry.
27.	Handling stock. . . . . (a) Jogging. (b) Cutting. (c) Folding. (d) Gathering. (e) Counting.	Paper stock, paper cutter, bone folders.	Ability to square up stock and pile it neatly. Cut paper squarely. How to fold to corners. Prepare arrangement of sections of book. How to arrange stock and count accurately.
28.	Set small poem, two or three stanzas, from reprint copy.	Cases of type, composing stick, composing rule, line gauge, pica letter m's.	Idea of alternating indentions. Poetry does not require changing of spaces between words. Use of capitals. Punctuation. How to set composing stick with pica m's.
29.	Set name cards and correspondence stationery.		Plain types. Simple cards. Proper size cards, types and indentions. Proper leads.
30.	Set plain business cards. . . . .		Use of same families. White space. Different types. Proper margins. Proper leads.
31.	Use of initials. . . . .	Initials, type and stick, leads, type gauge.	Shape harmony and tone harmony.
32.	Set tags. . . . .	Stick, type, leads, rules, galley, type gauge.	{ Principles of display, shape harmony, tone harmony and the proper margins.
33.	Set notehead. . . . .		
34.	Set billhead. . . . .		
35.	Set letterhead. . . . .		
36.	Job with rule border, butted.	Stick, type, leads, rules, galley, type gauge.	How rules are joined by butting.
37.	Job with rule border, mitered.	Stick, type, leads, rules, galley, type gauge, also mitering machine.	Method of using a mitering machine and effect resulting.
38.	Two-color job. (Elementary.)	Stick, type, leads, rules, galley, type gauge.	Methods of breaking a form for two colors. Proper spacing.

### Minimum Requirements for Ninth Grade in Sheet Metal.

No.	JOBS.	TOOLS AND MATERIALS.	RELATED KNOWLEDGE.
1...	Rectangular work..... (a) Match box. (b) Aeroplane. (c) Auto truck. (d) Sail boat. (e) Dust pan. (f) Knife box. (g) Medicine cabinet.	Scratch awl, prick punch, snips, hammer, mallet, hollow punch, rivet set, soldering iron, flux, soldering furnace.	Soldering processes, forging, filing, tinning, how to hold copper on work.
2...	Flaring rectangular work... (a) Candy pan. (b) Range pan. (c) Flower box.	Bar folder, cornice brake, soldering furnace, template.	Use of templates.
3...	Cylindrical work..... (a) Straight pipe. (b) Half-pint cup. (c) Paint pail. (d) Covered sink pail.	Bench stakes, forming rolls, hand groover, wiring machine, burring machine, turning machine.	Names of the different stakes and their uses in forming work; double-seaming; raising covers.
4...	Cylinders cut on a bevel... (a) Small sugar scoop. (b) Large flour scoop. (c) Two-piece, 60-degree elbow conductor pipe. (d) Three-piece, 90-degree elbow conductor pipe.	Beading machine.....	How to cut irregular curves; the forming of small cylinders; the method of turning an edge in a machine; assembling of pieces.
5...	Conical work..... (a) Pitch top cover..... (b) Tin funnel. (c) Handle for dust pan. (d) Sink strainer. (e) Pint measure.	Solid punch.....	The forming of large cones; peined joint; cross rolling; tin wiring; the forming of small cones; correct use of solid punch.
6...	Productive work..... The amount of commercial work a boy may do is determined by his ability. Small parts of commercial jobs, such as, making of braces, pieces to reinforce, hinges, handles, etc.	All necessary tools and machines.	Accurate and neat workmanship; knowledge of facility and speed required for shop practices; correct manipulative processes.

NOTE.—The jobs here listed are type jobs only, representing necessary processes. The object to be made, covering the processes involved, should fit the need of the pupil and district.

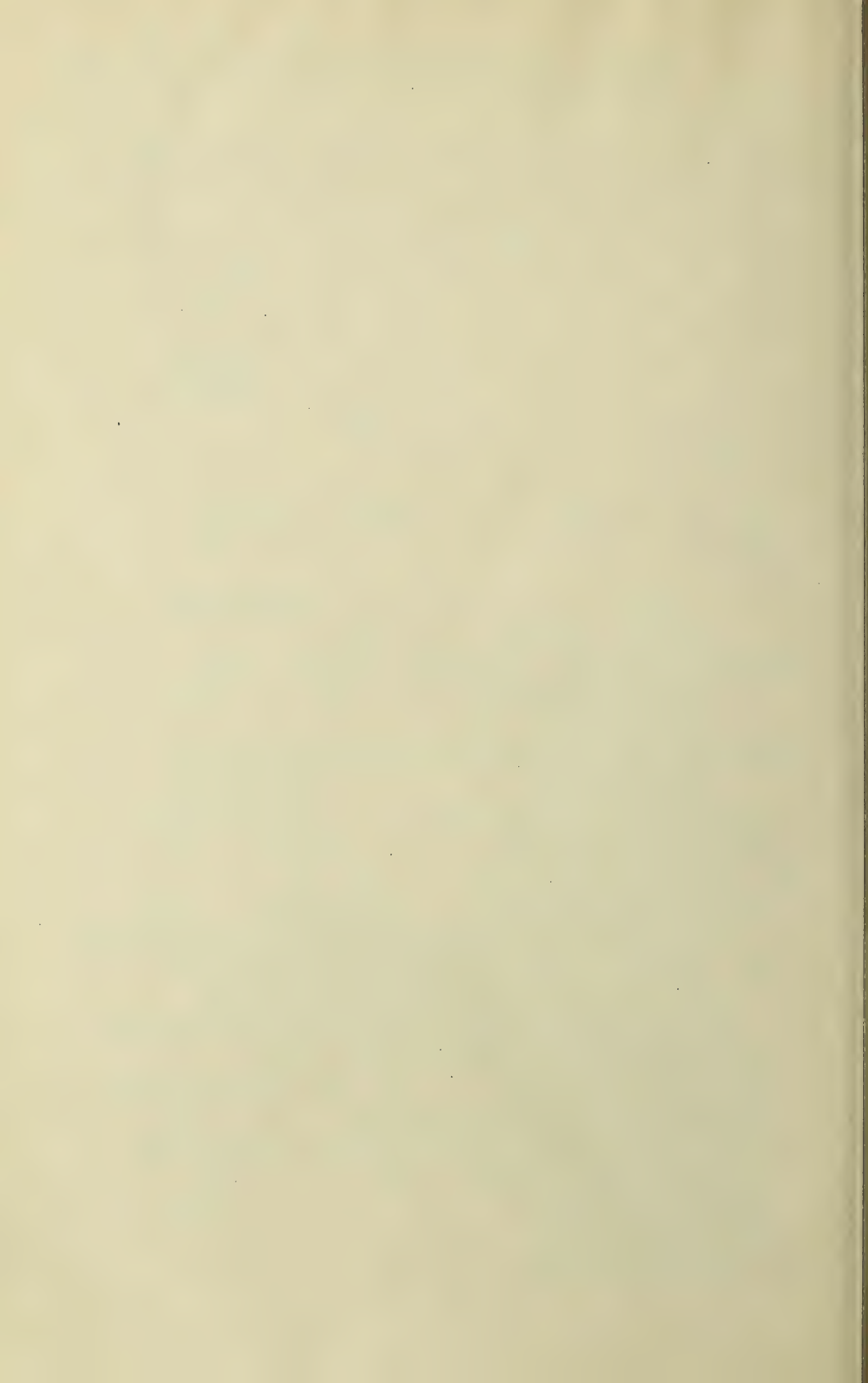
**Minimum Requirements for Ninth Grade in Woodworking.**

The following items are added to the Minimum Requirements of the course for Grade VIII. (See page 43.)

No.	PROCESSES.	RELATED KNOWLEDGE.
15.....	Nailing.....	Selection of type of nails for job.
18.....	Sandpapering.....	Use of oil on shellacked surfaces.
30.....	Gluing.....	Preparation and use of casein glue.
34.....	Sharpening of tools..... (i) Screw drivers.	Proper shape of screw driver tip. Why edge tool is made of steel. Difference between steel and iron.
37.....	Buzz planing: (d) Rabbet.	
40.....	Piling and selection of lumber.....	Care in storing. Meaning of P2S and P4S. Warping. Checking. Sap and hardwood. Quartered and slash sawed. Wind check. Rift.

**Minimum Requirements in Mechanical Drawing.****All Subjects in Grade IX.**

- I. Use of mechanical drawing instruments; also  
 Drawing board.  
 T square.  
 Triangles, 45 and 30-60.  
 Architect's scale.
- II. Mechanical drawing conventions.
- III. Geometrical Problems:
  1. Bisect a line.
  2. Bisect an angle.
  3. Divide a given line into any number of equal parts.
  4. Erect a perpendicular to a given line at any point on the line.
  5. Construct any regular polygon on a given base.
  6. Inscribe any regular polygon in a given circle.
  7. Construct an ellipse by trammel method, or by tacks and string.
- IV. Industrial freehand sketching (special problems suitable to the activity).
- V. Principles of Third Angle Projection (two and three views).
- VI. Freehand lettering.
- VII. Blueprint reading.
- VIII. Inking, tracing and blueprinting.





## INDEX.

	PAGE
INTRODUCTION . . . . .	3
List of Committees participating in the revision of the Shopwork Syllabus . . . . .	4, 5
PART I. AIMS AND MEANS.	
Grades VI, VII, VIII	} . . . . . 6, 7
Grade IX, Mechanic Arts Courses	
PART II. REGULATIONS GOVERNING SHOP ADMINISTRATION AND PROCEDURE.	
Admission of pupils to shopwork . . . . .	8
Time allotment . . . . .	8
Courses planned by teachers . . . . .	9
Lesson planning . . . . .	9
Correlation . . . . .	9
Productive work for the City . . . . .	9-12
Home Mechanics and Material . . . . .	12
Disposition of product to pupils . . . . .	13
Work for individuals . . . . .	13
No concession to former pupils . . . . .	13
Payments by pupils . . . . .	13
Admissions to high schools from Mechanic Arts Classes . . . . .	14
PART III. MINIMUM REQUIREMENTS.	
For Grades VI, VII and VIII (introduction to) . . . . .	15
Auto Mechanics (see note) . . . . .	19
Bookbinding . . . . .	20
Electricity . . . . .	25
Interior Decorating . . . . .	30
Machine Shop Practice . . . . .	32
Printing . . . . .	35
Sheet Metal . . . . .	40
Woodworking . . . . .	43
Mechanical Drawing . . . . .	49

	PAGE
For Grade IX (introduction to) . . . . .	51
Auto Mechanics . . . . .	52
Electricity . . . . .	54
Machine Shop Practice . . . . .	58
Pattern Making . . . . .	60
Printing . . . . .	62
Sheet Metal . . . . .	64
Woodworking . . . . .	65
Mechanical Drawing . . . . .	65

