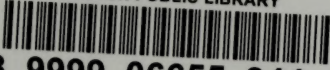


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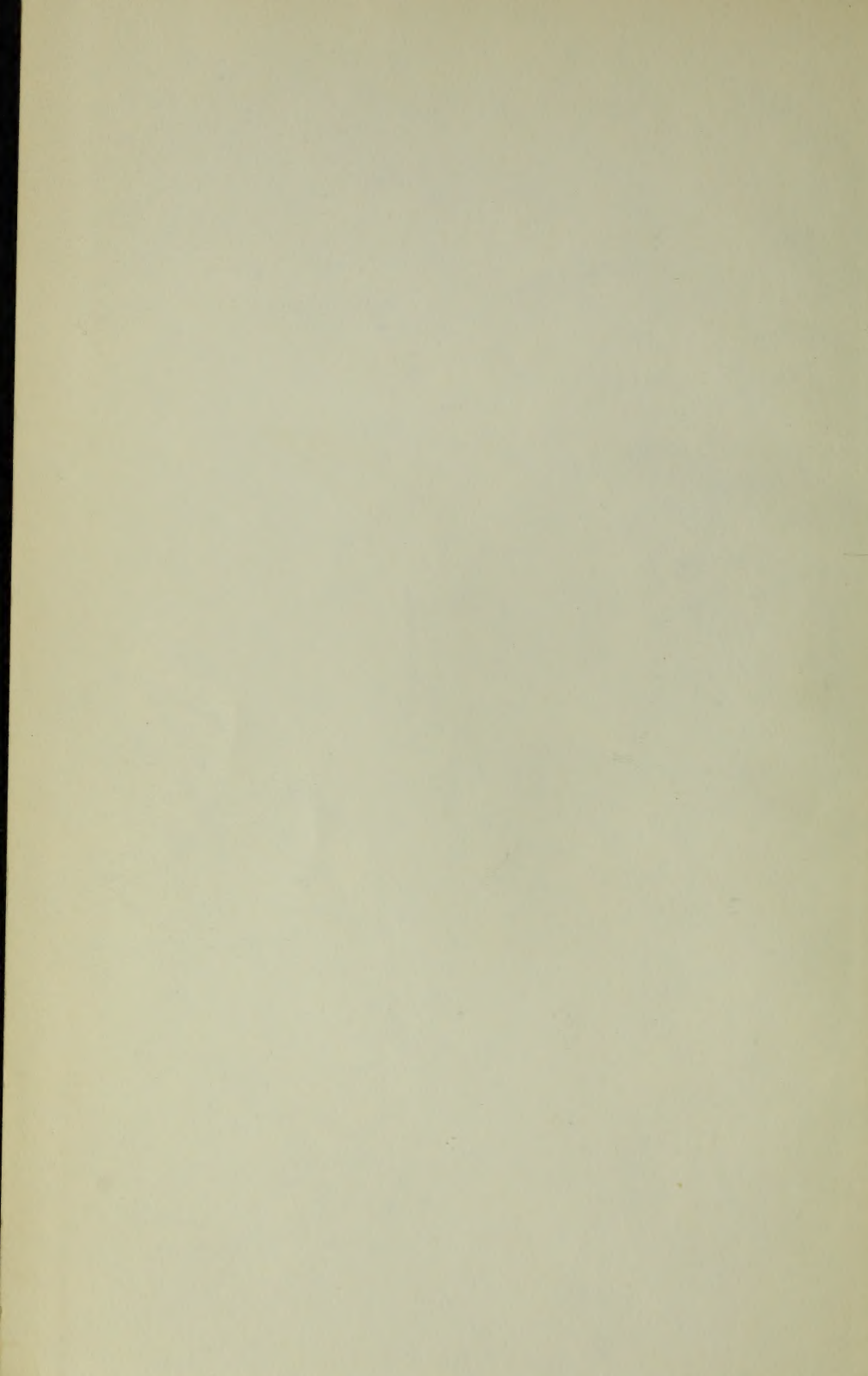


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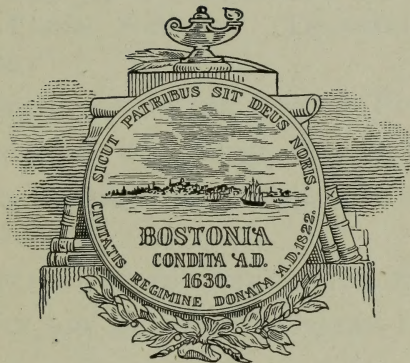








DOCUMENTS  
OF THE  
SCHOOL COMMITTEE  
OF THE  
CITY OF BOSTON  
FOR THE YEAR 1933



CITY OF BOSTON  
PRINTING DEPARTMENT  
1934



## INDEX TO SCHOOL DOCUMENTS, 1933.

Doc.

- 
1. ANNUAL REPORT OF THE BUSINESS MANAGER.
  2. COURSE OF STUDY IN FRENCH, GRADES VII. TO XII.
  3. REAPPOINTMENTS OF TEACHERS AND MEMBERS OF SUPERVISING STAFF.
  4. CANDIDATES ELIGIBLE FOR APPOINTMENT AS TEACHERS.
  5. RULES OF THE SCHOOL COMMITTEE AND REGULATIONS OF THE PUBLIC SCHOOLS. (TRANSFERRED TO 1934 DOCUMENT.)
  6. ANNUAL STATISTICS OF THE BOSTON PUBLIC SCHOOLS.
  7. COURSE OF STUDY IN SPANISH, GRADES VII. TO XII.
  8. COURSE OF STUDY IN CLERICAL PRACTICE FOR GRADE IX.
  9. ANNUAL REPORT OF THE SUPERINTENDENT.
  10. SYLLABUS IN ART EDUCATION, GRADES I., II., III.





SCHOOL DOCUMENT NO. 1 — 1933

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SCHOOL COMMITTEE OF THE  
CITY OF BOSTON

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ANNUAL REPORT OF BUSINESS MANAGER  
ON COST OF PUBLIC SCHOOL EDUCATION

FOR THE

FINANCIAL YEAR 1932

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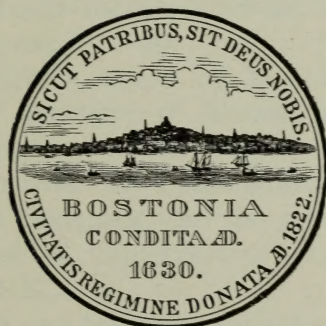
THE BUDGET

FOR THE

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

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JULY, 1933



CITY OF BOSTON  
PRINTING DEPARTMENT  
1933



# ANNUAL REPORT OF BUSINESS MANAGER.

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OFFICE OF THE BUSINESS MANAGER OF THE SCHOOL COMMITTEE,  
15 BEACON STREET, BOSTON, July 1, 1933.

*To the School Committee:*

In compliance with the Rules governing the duties of the Business Manager, the following report for the financial year 1932 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 brought up to date showing the appropriating power for maintenance of the school system beginning with the year 1916-17.

b. Summary of expenditures brought up to date for maintenance and for lands, plans and construction of school buildings beginning with the year 1916-17.

c. Digest of Acts of the Legislature brought up to date showing appropriating power for lands, plans and construction of school buildings beginning with the year 1919-20.

d. Amounts raised by taxation for all school purposes, exclusive of interest and sinking fund charges, beginning with the year 1916-17.

e. Aid from the Commonwealth for vocational education beginning with the year 1916-17.

f. Cost of kindergartens beginning with the year 1916-17.

g. Tax rate beginning with the year 1916.

Respectfully yours,

ALEXANDER M. SULLIVAN,  
*Business Manager.*



**APPROPRIATING POWER**  
**FOR**  
**MAINTENANCE OF THE SCHOOL SYSTEM**  
**BEGINNING WITH THE FINANCIAL**  
**YEAR 1916-17.**

	1916-17	1917-18	1918-19	1919-20	1920-21
Total	100.00	100.00	100.00	100.00	100.00
State	10.00	10.00	10.00	10.00	10.00
Federal	10.00	10.00	10.00	10.00	10.00
Local	80.00	80.00	80.00	80.00	80.00
General	40.00	40.00	40.00	40.00	40.00
Special	40.00	40.00	40.00	40.00	40.00



## APPROPRIATING POWER FOR MAINTENANCE OF THE SCHOOL SYSTEM.

The following table shows the growth in appropriating power for maintenance per thousand dollars of the valuation on which appropriations are based, beginning with the financial year 1916-17.

FINANCIAL YEAR.	1 General School Purposes.	2 Alteration and Repair of School Buildings.	3 Vocational Guidance.	4 Promoting Americanization.	5 Physical Education.	6 School Physicians and Nurses.	7 Extended Use of the Public Schools.	8 Pensions to Teachers.	9 Totals Allowed per \$1,000 of the Valuation.	10 Average Valuation for Three Years, Less Abatements — on which Appropriations are Based.
1 1916-17.....	\$3 40	\$0 35			\$0 04	\$0 02	\$0 02	\$0 07	\$3 90	\$1,538,020,714 00
2 1917-18.....	3 40	35			04	02	02	07	3 90	1,568,290,365 00
3 1918-19.....	3 67	35			04	02	02	07	4 17	1,541,597,610 00
4 1919-20.....	4 11	35	\$0 02	\$0 02	08	06	02	07	4 73	1,518,938,942 00
5 1920-21.....	5 37	84	02	02	10	08	02	07	6 52	1,490,343,142 00
6 1921-22.....	6 30	84	02	02	11	09	03	07	7 48	1,526,365,955 00
7 1922-23.....	6 30	84	02	02	11	09	03	07	7 48	1,557,388,410 00
8 1923-24.....	6 30	91	02	02	11	09	03	07	7 55	1,606,575,807 00
9 1924-25.....	6 30	91	02	02	11	09	03	07	7 55	1,651,200,431 88
10 1925.....	6 30	91	02	02	11	09	03	07	7 55	1,720,250,701 60
11 1926.....	6 84	91	03	03	15	11	04	07	8 18	1,780,945,466 16
12 1927.....	6 92	91	03	03	15	11	04	07	8 26	1,841,057,566 16
13 1928.....	6 94	91	03	03	15	11	04	05	8 26	1,882,009,566 67
14 1929.....	6 96	91	03	03	15	11	04	05	8 28	1,909,255,300 00
15 1930.....	7 20	91	03	03	15	12	04	05	8 53	1,948,713,046 00
16 1931.....	7 20	91	03	03	15	12	04	05	8 53	1,973,091,133 33
17 1932.....	7 20	91	03	03	15	12	04	05	8 53	1,984,506,400 00
18 1933.....	7 20	91	03	03	15	12	04	05	8 53	1,945,584,733 33

- NOTES.— 1. 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.
2. Pensions to teachers' appropriation covers pensions to those teachers retired before the establishment of the Boston Retirement System and to future retirements of teachers who did not become members of such system.
3. 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.)





SUMMARY OF EXPENDITURES FOR MAIN-  
TENANCE OF THE PUBLIC SCHOOLS AND  
FOR LANDS, PLANS AND CONSTRUCTION  
OF SCHOOL BUILDINGS BEGINNING WITH  
THE YEAR 1916-17.



**SUMMARY OF EXPENDITURES FOR MAINTENANCE OF THE PUBLIC SCHOOLS AND FOR LANDS, PLANS AND CONSTRUCTION OF SCHOOL BUILDINGS BEGINNING WITH THE YEAR 1916-17.**

ITEMS.	1916-17.	1917-18.	1918-19.	1919-20.	1920-21.	1921-22.	1922-23.	1923-24.	1924-25.	1925.*	1926.	1927.	1928.	1929.	1930.	1931.	1932.	Increase 1932 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	\$11,252,524 10	\$11,652,433 49	\$11,941,918 47	\$12,156,947 24	\$12,185,073 00	\$7,850,580 03	
Salaries of administrative officers, clerks, stenographers, supervisors of attendance, 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	365,007 45	386,281 50	401,235 02	407,670 97	409,022 16	259,177 00	
Salaries of custodians and salaries of matrons.....	346,485 35	351,941 29	372,644 60	433,221 51	545,273 11	581,263 48	583,896 70	607,311 52	655,170 38	654,419 33	763,178 05	809,027 05	841,944 33	893,557 32	903,902 75	910,294 87	920,709 39	574,224 04	
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	455,622 81	465,734 49	454,021 89	469,645 95	431,548 65	226,629 39	
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	987,685 06	1,008,017 68	961,590 92	953,340 85	619,987 47	343,560 68	
Pensions to supervisors of attendance and pensions to 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	4,042 24	3,993 50	3,276 12	2,968 12	2,739 25	1,991 88	** 6,211 25	
Pensions to veterans.....															968 00	2,904 00	2,904 00	2,904 00	
Promoting the Americanization and better training for citizenship of foreign-born persons****.....																	37,142 78	34,250 09	34,250 09
Vocational Guidance****.....																	57,477 74	53,722 47	53,722 47
Physical Education (salaries of teachers, members of 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	291,189 09	285,644 28	281,450 53	320,744 89	252,998 74	169,585 20	
Salaries of school physicians, salaries of school nurses and care of teeth.....	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	202,970 53	209,507 69	214,257 96	216,708 51	222,084 78	161,047 62	
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	131,529 49	127,599 50	125,335 43	128,423 58	130,013 97	33,984 00	
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	83,895 37	85,370 73	85,510 19	81,872 75	66,331 66	36,246 75	
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	1,609,475 04	1,668,532 96	1,635,552 81	1,627,399 42	1,228,215 25	784,658 34	
Totals for maintenance.....	\$6,034,495 15	\$6,355,589 16	\$6,779,121 62	\$7,394,457 58	\$9,887,477 59	\$11,150,330 35	\$11,756,766 17	\$12,421,826 16	\$13,045,650 47	\$12,697,039 05*	\$15,046,642 95	\$15,805,191 52	\$16,225,836 77	\$16,785,955 76	\$17,008,712 09	\$17,373,312 80	\$16,558,853 51	\$10,524,358 36	
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	3,408,407 55	2,650,259 55	2,312,507 54	3,811,202 99	2,924,751 37	2,484,754 43	
Totals for maintenance and for lands, plans and construction.....	\$6,474,492 09	\$7,396,519 45	\$7,395,605 73	\$7,939,472 90	\$11,098,302 57	\$12,801,653 04	\$14,086,670 93	\$15,641,109 94	\$16,265,015 68	\$17,014,863 82*	\$19,702,392 16	\$19,508,230 93	\$19,634,244 32	\$19,436,215 31	\$19,321,219 63	\$21,184,515 79	\$19,483,604 88	\$13,009,112 79	

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 Department of School Buildings.

\*\* Decrease.

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

\*\*\*\* Included under General School Purposes before year 1931.



DIGEST OF ACTS OF THE LEGISLATURE SHOWING APPROPRIATING POWER FOR LANDS, PLANS AND CONSTRUCTION OF SCHOOL BUILDINGS BEGINNING WITH THE YEAR 1919-20.

ACTS OF THE LEGISLATURE.	Appropriation Limits for Financial Year.	Raising of Money by Taxation, etc., and Years Involved.*
Chapter 206 of the Special Acts of 1919.	\$0.65 per \$1,000 for year ending January 31, 1920.	In full by taxation for year ending on January 31, 1920.
Chapter 524 of the Acts of 1920.	\$1.63 per \$1,000 for years ending January 31, 1921, January 31, 1922, and January 31, 1923.	In full by taxation for years ending on January 31, 1921, January 31, 1922, and January 31, 1923, respectively.
Chapter 488 of the Acts of 1923.	Not to exceed \$3,500,000 for years ending on January 31, 1924, and on January 31, 1925, respectively.	As required by taxation based on estimated expenditures for each year beginning with the year ending on January 31, 1924.
Chapter 327 of the Acts of 1925.	Not to exceed \$3,000,000 for year 1925.	One-half of \$3,000,000 to be raised by taxation in year 1925 and the remaining one-half by taxation as required.
Chapter 314 of the Acts of 1926.	Not to exceed \$4,000,000 for year 1926 — \$3,000,000 for year 1927 — \$3,000,000 for year 1928.	Not less than \$1,000,000 and not more than \$1,500,000 by taxation for year 1926 — not less than \$3,500,000 and not more than \$4,000,000 by taxation for year 1927 — not less than \$3,000,000 and not more than \$3,500,000 by taxation for year 1928, and in year 1929 the balance of the sums not already raised by taxation.
Chapter 256 of the Acts of 1929.	Not to exceed \$3,500,000 for year 1929.	As may be determined by taxation for year 1929, the balance remaining to be raised by taxation in the year 1930.
Chapter 313 of the Acts of 1930 and chapter 314 of the Acts of 1926.	Not to exceed \$3,820,000 for the year 1930 under the provisions of chapter 313 of the Acts of 1930 and not to exceed \$0.68 per \$1,000 under the provisions of chapter 314 of the Acts of 1926.	Chapter 313 of the Acts of 1930 provides that, except on order of the Mayor, not more than \$2,500,000 shall be raised in the tax levy of the year 1931; and that any appropriation made in excess of \$2,500,000 for the year 1930, the City of Boston may borrow outside the statutory limit of indebtedness, within a period of two years from May 14, 1930, such sums as may be necessary, but not to exceed \$1,200,000; provided, however, no loan shall be authorized under this act unless a sum equal to 10 per cent of the loan so authorized is voted for the same purpose to be provided from taxes or other sources of revenue in the year 1931.
Chapter 247 of the Acts of 1931 and chapter 314 of the Acts of 1926.	Not to exceed \$2,000,000 for the year 1931 under the provisions of chapter 247 of the Acts of 1931, and not to exceed \$0.68 per \$1,000 under the provisions of chapter 314 of the Acts of 1926.	Chapter 314 of the Acts of 1926 allows the raising of not more than \$0.68 per \$1,000 by taxation for the year 1930.
Chapter 247 of the Acts of 1931 and chapter 314 of the Acts of 1926.	Not to exceed \$2,000,000 for the year 1931 under the provisions of chapter 247 of the Acts of 1931, and not to exceed \$0.68 per \$1,000 under the provisions of chapter 314 of the Acts of 1926.	Chapter 247 of the Acts of 1931 provides that the City of Boston may borrow, outside the statutory limit of indebtedness, within a period of two years from April 28, 1931, such sums as may be necessary, but not to exceed \$2,000,000.
Chapter 247 of the Acts of 1931 and chapter 314 of the Acts of 1926.	Not to exceed \$2,000,000 for the year 1931 under the provisions of chapter 247 of the Acts of 1931, and not to exceed \$0.68 per \$1,000 under the provisions of chapter 314 of the Acts of 1926.	Chapter 314 of the Acts of 1926 allows the raising of not more than \$0.68 per \$1,000 by taxation for the year 1931.†

\* 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.)

† No change for the years 1932 and 1933.

AMOUNTS RAISED BY TAXATION BEGINNING WITH THE  
YEAR 1916-17.

The following amounts have been raised by taxation for all school purposes, exclusive of interest and sinking fund charges, beginning with the financial year 1916-17:

FINANCIAL YEAR.	Lands and Buildings.	Maintenance.	Totals.
1916-17.....	\$922,812 00	\$5,998,280 78	\$6,921,092 78
1917-18.....	940,974 00	6,116,332 42	7,057,306 42
1918-19.....	711,931 00	6,641,489 59	7,353,420 59
1919-20.....	987,310 31	7,184,581 20	8,171,891 51
1920-21.....	2,667,714 22	9,478,582 37	12,146,296 59
1921-22.....	2,793,249 69	10,936,197 81	13,729,447 50
1922-23.....	2,746,749 37	11,441,059 02	14,187,808 39
1923-24.....	.....	12,129,647 34	12,129,647 34
1924-25.....	1,000,000 00	12,466,563 22	13,466,563 22
1925.....	4,500,000 00	12,316,639 60	16,816,639 60
1926.....	5,998,804 45	14,568,133 89	20,566,938 34
1927.....	3,500,000 00	15,007,135 50	18,507,135 50
1928.....	3,500,000 00	15,545,399 02	19,045,399 02
1929.....	2,500,000 00	15,808,633 88	18,308,633 88
1930.....	3,415,750 00	16,622,522 28	20,038,272 28
1931.....	3,048,701 97	16,080,169 87	19,128,871 84
1932.....	506,368 29	15,643,991 05	16,150,359 34
1933.....	124,938 56	13,829,913 47	13,954,852 03
Totals.....	\$39,865,303 86	\$217,815,272 31	\$257,680,576 17

Notice to Board of Assessors of the amount to be raised by taxation must be certified by the School Committee each year before August 5.

**AID FROM THE COMMONWEALTH  
FOR  
VOCATIONAL EDUCATION  
BEGINNING  
WITH THE YEAR 1916-17.**





**AID FROM THE COMMONWEALTH FOR VOCATIONAL EDUCATION BEGINNING WITH THE YEAR 1916-17.**

ACTIVITIES.	1916-17.	1917-18.	1918-19.	1919-20.	1920-21.	1921-22.	1922-23.	1923-24.	1924-25.	1925.	1926.	1927.	1928.	1929.	1930.	1931.	1932.	Totals 1916-17 Through 1932.
Trade School for Girls (day and extension classes).....	\$16,153 90	\$24,639 68	\$26,986 20	\$24,999 01	\$26,038 78	\$30,702 13	\$33,527 14	\$37,118 25	\$31,639 65	\$37,501 37	\$34,169 31	\$38,325 11	\$40,996 35	\$39,164 19	\$38,404 97	\$43,366 40	\$44,247 21	\$567,979 65
Boston Trade School (day classes).....	13,220 92	16,407 09	18,928 41	23,574 87	22,751 03	28,874 66	36,095 34	48,889 01	48,137 45	60,254 01	51,478 91	57,924 49	67,829 68	77,905 16	84,708 95	85,218 62	98,335 87	840,534 47
Boston Trade School (evening classes).....	3,849 90	3,997 96	4,100 19	3,884 37	4,211 53	5,079 35	8,116 68	5,844 83	5,975 78	7,215 64	6,324 21	6,756 57	6,660 54	7,567 88	7,484 45	8,311 02	7,838 51	103,219 41
Continuation School, compulsory.....	18,083 31	25,500 95	31,568 58	33,550 81	46,203 64	56,729 05	66,276 11	77,237 55	63,298 61	66,310 73	69,224 24	74,134 68	73,770 86	84,358 29	83,127 60	89,009 94	84,898 92	1,043,283 87
Brighton High School, Co-operative Course.....									4,707 89	5,767 65	3,759 80	4,065 55	3,207 43	2,774 82	9,297 24	13,793 85	16,306 60	63,680 83
Charlestown High School, Co-operative Course.....						4,245 65	6,871 22	11,023 24	12,298 38	15,394 99	16,156 45	20,800 64	14,194 23	6,553 81	19,965 80	27,737 12	26,222 09	181,463 62
Dorchester High School for Boys, Co-operative Course.....							1,920 97	4,896 65	4,298 92	3,522 89	4,992 46	5,279 94	4,302 27	3,018 10	10,137 99	16,394 11	14,594 07	73,358 37
East Boston High School, Co-operative Course.....											854 21	5,526 11	5,069 08	4,626 43	10,869 33	16,170 41	16,422 12	59,537 69
Hyde Park High School, Co-operative Course.....						6,078 32	4,377 98	6,608 79	6,919 19	6,386 84	6,854 60	5,867 36	6,209 45	4,481 49	7,389 90	11,820 28	16,662 34	89,656 54
High School of Practical Arts, Household Arts Department.....						17,360 26	28,997 84	38,204 88	41,316 24	47,374 58	51,454 30	52,328 61	46,981 53	47,444 80	47,478 28	47,910 13	46,643 59	513,495 04
Roxbury Memorial High School for Boys, Co-operative Course.....																13,578 25	18,206 41	31,784 66
South Boston High School, Co-operative Course.....															3,157 24	6,030 86	7,331 21	16,519 31
Jamaica Plain High School, Agricultural Department *.....					2,665 60	1,248 46	975 44	2,648 91	2,626 80	2,734 57	2,921 33	4,339 68	4,498 20	5,528 04	5,750 50	6,180 01	6,136 75	48,254 29
Evening Practical Arts Classes.....	5,014 17	4,153 74	5,003 48	3,974 07	3,454 97	5,584 84	9,003 42	11,236 99	11,479 76	13,478 02	10,489 63	11,419 61	11,048 61	10,065 24	8,767 57	8,635 82	8,763 33	141,573 27
Day Practical Arts Classes.....						430 65	1,736 76	1,331 57	1,930 55	2,046 09	2,254 45	2,252 77	2,080 54	1,968 01	1,837 94	1,986 30	1,922 81	21,778 44
Totals.....	\$56,322 20	\$74,699 42	\$86,586 86	\$89,983 13	\$105,325 55	\$156,333 37	\$197,898 90	\$245,040 67	\$234,629 22	\$267,987 38	\$260,933 90	\$289,021 12	\$286,848 77	\$295,456 26	\$338,377 76	\$396,143 12	\$414,531 83	\$3,796,119 46

\* Formerly West Roxbury High School.



**COST OF KINDERGARTENS BEGINNING WITH THE YEAR  
1916-17.**

The following table shows the expenditures for supervision of kindergartens, for salaries of kindergarten teachers and for supplies, beginning with the financial year 1916-17:

FINANCIAL YEAR.	Supervision.*	Salaries of Teachers.	Supplies.	Totals.
1916-17.....	\$4,133 00	\$214,427 93	\$3,396 91	\$221,957 84
1917-18.....	4,321 50	219,063 39	6,811 27	230,196 16
1918-19.....	4,675 64	235,466 16	3,037 46	243,179 26
1919-20.....	5,167 28	276,563 59	4,308 35	286,039 22
1920-21.....	5,872 03	393,102 58	6,843 03	405,817 64
1921-22.....	6,232 00	478,330 58	11,209 78	495,772 36
1922-23.....	6,508 12	508,042 63	4,677 70	519,228 45
1923-24.....	6,789 28	490,398 54	5,354 81	502,542 63
1924-25.....	7,047 32	503,915 13	7,450 07	518,412 52
1925 **.....	7,006 21	490,025 04	6,692 89	503,724 14
1926.....	8,099 12	566,033 20	10,617 88	584,750 20
1927.....	8,391 21	567,161 02	8,920 07	584,472 30
1928.....	8,461 98	578,281 77	12,682 96	599,426 71
1929.....	7,938 24	592,890 30	13,108 33	613,936 87
1930.....	9,289 67	603,525 78	12,667 35	625,482 80
1931.....	9,376 72	615,108 38	10,962 38	635,447 48
1932.....	9,094 71	614,008 83	5,430 33	628,533 87
Totals.....	\$118,404 03	\$7,946,344 85	\$134,171 57	\$8,198,920 45

\* Salaries, office supplies, postage and incidentals.

\*\* Eleven-month year in 1925 due to change in financial-year period.

## TAX RATE BEGINNING WITH THE YEAR 1916.

YEAR.	State Tax.	County Tax.	Schools.	Other City Departments.	Total City and Schools.	Total Tax.
1916.....	\$2 48	\$1 21	\$4 46	\$9 65	\$14 11	\$17 80
1917.....	2 99	1 20	4 33	9 18	13 51	17 70
1918.....	2 99	1 36	4 48	12 37	16 85	21 20
1919.....	5 03	1 42	5 02	12 13	17 15	23 60
1920.....	3 64	1 42	7 14	11 90	19 04	24 10
1921.....	3 69	1 45	8 03	11 53	19 56	24 70
1922.....	2 84	1 49	8 04	12 33	20 37	24 70
1923.....	2 84	1 56	8 68	13 62	20 30	24 70
1924.....	2 41	1 64	7 06	13 59	20 65	24 70
1925.....	2 56	1 62	8 60	13 92	22 52	26 70
1926.....	2 63	1 83	10 43	16 91	27 34	31 80
1927.....	2 77	1 76	9 20	16 27	25 47	30 00
1928.....	2 10	1 77	9 29	15 64	24 93	28 80
1929.....	2 00	1 80	8 68	15 52	24 20	28 00
1930.....	1 86	1 73	9 11	18 10	27 21	30 80
1931.....	1 95	1 89	9 04	18 62	27 66	31 50
1932.....	2 69	1 87	7 67	23 27	30 94	35 50

## FINANCIAL STATEMENT.

The following statement summarizes for the year appropriations, transfers, expenditures and balances unexpended:

On April 4, 1932, the School Committee made the following summarized appropriations "on account":

## General school purposes:

Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees . . .	\$175,000 00
Salaries of principals, teachers, members of the supervising staff and others . . . . .	5,200,000 00
Salaries of custodians and salaries of matrons . . . . .	400,000 00
Fuel and light, including electric current for power . . . . .	275,000 00
Supplies and incidentals . . . . .	250,000 00
Pensions to supervisors of attendance and pensions to custodians . . . . .	1,000 00
Pensions to veterans . . . . .	2,000 00
Promoting the Americanization and better training for citizenship of foreign-born persons . . . . .	21,000 00
Vocational guidance . . . . .	25,000 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, salaries of school nurses, and care of teeth . . . . .	100,000 00
Extended Use of the Public Schools (salaries and supplies and incidentals) . . . . .	42,000 00
Total . . . . .	<u>\$6,591,000 00</u>

On June 6, 1932, the School Committee made the following summarized appropriations "on account" in addition to those appropriated at the meeting of April 4, 1932:

## General school purposes:

Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees . . . . .	\$75,000 00
Salaries of principals, teachers, members of the supervising staff and others . . . . .	2,200,000 00
<i>Carried forward</i> . . . . .	<u>\$2,275,000 00</u>

**Financial Statement — Continued.**

<i>Brought forward</i> . . . . .	\$2,275,000 00
Salaries of custodians and salaries of matrons . . . . .	70,000 00
Fuel and light, including electric current for power . . . . .	—
Supplies and incidentals . . . . .	—
Pensions to supervisors of attendance and pensions to custodians . . . . .	—
Pensions to veterans . . . . .	—
Promoting the Americanization and better training for citizenship of foreign-born persons . . . . .	3,000 00
Vocational guidance . . . . .	8,000 00
Physical education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals — day schools and playgrounds) . . . . .	20,000 00
Salaries of school physicians, salaries of school nurses and care of teeth . . . . .	30,000 00
Extended Use of the Public Schools (salaries and supplies and incidentals) . . . . .	5,000 00
Total . . . . .	<u>\$2,411,000 00</u>

On June 27, 1932, the School Committee made the following final summarized appropriations in addition to the appropriations made "on account" at the meetings of April 4, 1932, and June 6, 1932:

## General school purposes:

Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees . . . . .	\$170,302 38
Salaries of principals, teachers, members of the supervising staff and others . . . . .	5,007,962 67
Salaries of custodians and salaries of matrons . . . . .	469,425 33
Fuel and light, including electric current for power . . . . .	229,020 00
Supplies and incidentals . . . . .	495,802 53
Pensions to supervisors of attendance and pensions to custodians . . . . .	1,000 00
Pensions to veterans . . . . .	3,904 00
Promoting the Americanization and better training for citizenship of foreign-born persons . . . . .	18,675 00
Vocational guidance . . . . .	23,897 66
Physical education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals — day schools and playgrounds) . . . . .	158,714 99
Salaries of school physicians, salaries of school nurses, and care of teeth . . . . .	102,758 33
Extended Use of the Public Schools (salaries and supplies and incidentals) . . . . .	19,461 91
Total . . . . .	<u>\$6,700,924 80</u>

## Financial Statement — Continued.

## Summary of Appropriations.

Appropriations "on account" on April 4, 1932 . . . . .	\$6,591,000 00
Appropriations "on account" on June 6, 1932 . . . . .	2,411,000 00
Final appropriations . . . . .	6,700,924 80
<hr/>	
Total appropriations for maintenance, exclusive of "Alterations and Repairs, etc." . . . . .	<u>\$15,702,924 80</u>

## ALTERATIONS AND REPAIRS TO SCHOOL BUILDINGS.

On April 18, 1932, the School Committee passed the following orders:

*Ordered*, That to provide for the cost of administration expenses of the Department of School Buildings in connection with 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, 1932, the sum of \$160,330.50 is hereby appropriated.

*Ordered*, That to provide for the cost of alterations and repairs 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, 1932, the sum of \$1,039,669.50 is hereby appropriated.

The following is the detail for alterations and repairs covered by the foregoing order:

1. Productive work by pupils . . . . .	\$15,000 00
2. Cost of various current emergency demands (not specified in item below) . . . . .	74,937 50
3. Upkeep of the structural plant . . . . .	200,732 00
4. Fire escapes (new and old) . . . . .	60,000 00
5. Care of school grounds . . . . .	34,500 00
6. Furniture and ordinary equipment (upkeep and replacement) . . . . .	50,000 00
7. Special equipment for:	
(a) Shops . . . . .	5,000 00
(b) Kindergartens . . . . .	3,000 00
(c) Lunch rooms . . . . .	1,000 00
8. Shades for windows, etc. . . . .	8,000 00
9. Painting school buildings . . . . .	40,000 00
10. Plumbing (emergency and upkeep) . . . . .	70,000 00
11. Heating and ventilation (emergency and upkeep) . . . . .	70,000 00
12. Electricity (emergency and upkeep) . . . . .	40,000 00
13. Special appropriations for departments (repairs):	
(a) Evening and summer schools . . . . .	1,000 00
(b) Household science and arts . . . . .	2,000 00
(c) Manual arts . . . . .	5,000 00
(d) School hygiene: Rest and nutrition . . . . .	4,000 00
<hr/>	
<i>Carried forward</i> . . . . .	\$684,169 50

## Financial Statement — Continued.

<i>Brought forward</i> . . . . .	\$684,169 50
14. Educational remodelling (such as removals of partitions and other alterations to provide for additional classrooms; additional recitation, cooking, health and teachers' rooms) . . . . .	55,000 00
15. East Boston High School: Alterations to provide nine additional classrooms, additional accommodations for the lunch room and gymnasium, and the relocation of shops now on the first floor in the basement . . . . .	78,000 00
16. Safes in school buildings . . . . .	1,000 00
17. Lockers . . . . .	1,000 00
18. Trucking and expressage . . . . .	5,500 00
19. Portable buildings (moving) . . . . .	8,000 00
20. Modern plumbing in old buildings . . . . .	47,000 00
21. Modern heating in old buildings . . . . .	50,000 00
22. Modern electrical systems in old buildings . . . . .	40,000 00
23. Roofing . . . . .	20,000 00
24. Reserve to provide for emergency demands during months of September, October, November and December . . . . .	50,000 00
Total for alterations and repairs, etc. . . . .	<u>\$1,039,669 50</u>

## CREDITS TO APPROPRIATION ITEMS.

To the item "Pensions to Teachers" was credited the sum of \$85,451.52, made available by chapter 289 of the Special Acts of 1916, and \$87,715.01 balance unexpended from previous year.

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

## General school purposes:

Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees . . . . .	\$420,302 38
Salaries of principals, teachers, members of the supervising staff and others . . . . .	12,407,962 67
Salaries of custodians and salaries of matrons . . . . .	939,425 33
Fuel and light, including electric current for power . . . . .	504,020 00
Supplies and incidentals . . . . .	745,802 53
Pensions to supervisors of attendance and pensions to custodians . . . . .	2,000 00
Pensions to veterans . . . . .	5,904 00
<i>Carried forward</i> . . . . .	<u>\$15,025,416 91</u>



**Financial Statement — Continued.**

<i>Brought forward</i> . . . . .	\$15,025,416 91
Promoting the Americanization and better training for citizenship of foreign-born persons . . . . .	42,675 00
Vocational guidance . . . . .	56,897 66
Physical Education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals — day schools and playgrounds) . . . . .	278,714 99
Salaries of school physicians, salaries of school nurses and care of teeth . . . . .	232,758 33
Extended Use of the Public Schools (salaries and supplies and incidentals) . . . . .	66,461 91
Pensions to teachers . . . . .	173,166 53
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 . . . . .	* 1,251,535 38
Total amount appropriated . . . . .	<u>\$17,127,626 71</u>

**EXPENDITURES FOR MAINTENANCE.**

## General school purposes:

Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees . . . . .	\$409,022 16
Salaries of principals, teachers, members of the supervising staff and others . . . . .	12,185,073 00
Salaries of custodians and salaries of matrons . . . . .	920,709 39
Fuel and light, including electric current for power . . . . .	431,548 65
Supplies and incidentals . . . . .	619,987 47
Pensions to supervisors of attendance and pensions to custodians . . . . .	1,991 88
Pensions to veterans . . . . .	2,904 00
Promoting the Americanization and better training for citizenship of foreign-born persons . . . . .	34,250 09
Vocational guidance . . . . .	53,722 47
Physical Education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals — day schools and playgrounds) . . . . .	252,998 74
Salaries of school physicians, salaries of school nurses and care of teeth . . . . .	222,084 78
Extended Use of the Public Schools (salaries and supplies and incidentals) . . . . .	66,331 66
Pensions to teachers . . . . .	130,013 97
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 . . . . .	1,228,215 25
Total expenditures . . . . .	<u>\$16,558,853 51</u>

\* Including \$51,535.38 reserved under contracts and carried over from the year 1931.

**Financial Statement — Continued.**

Total credits brought down . . . . .	\$17,127,626 71
Total expenditures brought down . . . . .	16,558,853 51
Balance . . . . .	<u>\$568,773 20</u>

**BALANCES AT THE END OF YEAR.**

## General school purposes:

Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees . . . . .	\$11,280 22
Salaries of principals, teachers, members of the supervising staff and others . . . . .	222,889 67
Salaries of custodians and salaries of matrons . . . . .	18,715 94
Fuel and light, including electric current for power . . . . .	72,471 35
Supplies and incidentals . . . . .	125,815 06
Pensions to supervisors of attendance and pensions to custodians . . . . .	8 12
Pensions to veterans . . . . .	3,000 00
Promoting the Americanization and better training for citizenship of foreign-born persons . . . . .	8,424 91
Vocational guidance . . . . .	3,175 19
Physical Education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals — day schools and playgrounds) . . . . .	25,716 25
Salaries of school physicians, salaries of school nurses and care of teeth . . . . .	10,673 55
Extended Use of the Public Schools (salaries and supplies and incidentals) . . . . .	130 25
Pensions to teachers . . . . .	43,152 56
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 . . . . .	23,320 13
Total balance . . . . .	<u>\$568,773 20</u>

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

Appropriation orders for lands and buildings for the financial year 1932 were passed by the School Committee as follows:

On June 6, 1932, 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

**Financial Statement — Continued.**

of the Acts of 1925, as amended by chapter 314 of the Acts of 1926, the following appropriations are hereby made:

## LAND AND BUILDINGS FOR SCHOOLS.

<i>Item 1.</i> — Administration expenses, Department of School	
Buildings . . . . .	\$109,961 00
<i>Item 9.</i> — Rent of hired accommodations . . . . .	40,000 00
	<hr/>
Total . . . . .	<u>\$149,961 00</u>

On July 22, 1932, the School Committee passed the following orders:

*Ordered*, That the sum of \$24,410.49 resulting from the sale of city property, schools, special fund, is hereby appropriated as follows:

<i>Item 10, 1932.</i> — Joseph H. Barnes Intermediate District,	
East Boston: Land for six-classroom addition to	
Joseph H. Barnes School . . . . .	<u>\$24,410 49</u>

*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:

<i>Item 10, 1932.</i> — Joseph H. Barnes Intermediate District,	
East Boston: Land for six-classroom addition to	
Joseph H. Barnes School . . . . .	\$789 51
<i>Item 11, 1932.</i> — Joseph H. Barnes Intermediate District,	
East Boston: Construction of six-classroom addition	
to Joseph H. Barnes School . . . . .	80,000 00
<i>Item 12, 1932.</i> — Joseph H. Barnes Intermediate District,	
East Boston: Furnishing of six-classroom addition to	
Joseph H. Barnes School . . . . .	3,750 00
<i>Item 13, 1932.</i> — Robert Gould Shaw District, West Rox-	
bury: Construction of four-classroom addition to	
Randall G. Morris School . . . . .	70,000 00
<i>Item 14, 1932.</i> — Robert Gould Shaw District, West Rox-	
bury: Furnishing of four-classroom addition to	
Randall G. Morris School . . . . .	2,500 00
<i>Item 15, 1932.</i> — William Barton Rogers Intermediate	
District, Hyde Park: Construction of eighteen-class-	
room addition to William Barton Rogers School,	187,367 78
<i>Item 16, 1932.</i> — William Barton Rogers Intermediate	
District, Hyde Park: Furnishing of eighteen-class-	
room addition to William Barton Rogers School . . . . .	12,000 00
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Total . . . . .	<u>\$356,407 29</u>

## Financial Statement — Continued.

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

In addition to above orders making appropriations for lands and buildings 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 February 1, 1932, the School Committee passed the following order:

*Ordered*, That of the amounts appropriated by the School Committee under date of April 1, 1930, the following amount is hereby transferred to the 1931 item of school accommodations listed below:

FROM	
<i>Item 3, 1930.</i> — Bennett District, Brighton (Brighton High School): Construction of thirty-six-classroom high school for boys and girls. (Item 35, 1923; Item 22, 1924; Item 12, 1925; Item 17, 1928)	<u>\$6,500 00</u>
To	
<i>Item 15, 1931.</i> — Warren-Bunker Hill District, Charlestown: Furnishing of Clarence R. Edwards Intermediate school building	<u>\$6,500 00</u>

On February 15, 1932, the School Committee passed the following orders:

*Ordered*, That of the amounts appropriated by the School Committee under dates of January 28, 1929, May 15, 1929, June 3, 1929, July 10, 1929, April 1, 1930, June 2, 1930, by transfer, the following amounts are hereby transferred to the 1932 item of school accommodations listed below:

FROM	
<i>Item 3, 1929.</i> — Edmund P. Tileston District, Dorchester: Construction of intermediate school	\$2,000 00
<i>Item 18, 1929.</i> — Bennett District, Brighton: Addition to yard of Alexander Hamilton School	695 00
<i>Item 25, 1929.</i> — Bowditch District, Jamaica Plain: Plans and construction of four-classroom addition to Margaret Fuller School	700 00
<i>Item 33, 1929.</i> — Gilbert Stuart District, Dorchester: Plans for forty-classroom intermediate school	10,000 00
<i>Carried forward</i>	<u>\$13,395 00</u>

**Financial Statement — Continued.**

<i>Brought forward</i> . . . . .	\$13,395 00
<i>Item 3, 1930.</i> — Bennett District, Brighton (Brighton High School): Construction of thirty-six-classroom high school for boys and girls. (Item 35, 1923; Item 22, 1924; Item 12, 1925; Item 17, 1928) . . . . .	8,974 42
<i>Item 6, 1930.</i> — Bennett District, Brighton: Construction of six-classroom addition to Harriet A. Baldwin School . . . . .	4,334 37
<i>Item 7, 1930.</i> — Bennett District, Brighton: Equipment of addition to Harriet A. Baldwin School . . . . .	2,024 75
<i>Item 8, 1930.</i> — Bennett District, Brighton: Construction of eight-classroom addition to Alexander Hamilton School . . . . .	2,391 31
<i>Item 9, 1930.</i> — Bennett District, Brighton: Equipment of addition to Alexander Hamilton School . . . . .	380 15
<i>Item 19, 1930.</i> — Warren-Bunker Hill District, Charlestown: Plans for thirty-classroom unit of forty-classroom intermediate school building . . . . .	15,000 00
<b>Total</b> . . . . .	<u>\$46,500 00</u>

To

<i>Item 2, 1932.</i> — Gilbert Stuart District, Dorchester: Furnishing of Woodrow Wilson intermediate school building . . . . .	<u>\$46,500 00</u>
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*Ordered,* That of the amounts appropriated by the School Committee under dates of June 3, 1929, and April 1, 1930, the following amounts are hereby transferred to the 1930 item of school accommodations listed below:

FROM

<i>Item 22, 1929.</i> — Agassiz-Bowditch District, Jamaica Plain: Plans for forty-classroom intermediate school, . . . . .	\$2,159 49
<i>Item 30, 1929.</i> — Roger Wolcott District, Dorchester: Plans for six-classroom addition to William Bradford School, . . . . .	2,128 19
<i>Item 11, 1930.</i> — Edmund P. Tileston District, Dorchester: Equipment of Solomon Lewenberg Intermediate School . . . . .	2,865 06
<i>Item 15, 1930.</i> — Roger Wolcott District, Dorchester: Construction of six-classroom addition to William Bradford School . . . . .	1,287 43
<i>Item 16, 1930.</i> — Roger Wolcott District, Dorchester: Equipment of addition to William Bradford School, . . . . .	59 83
<b>Total</b> . . . . .	<u>\$8,500 00</u>

To

<i>Item 54, 1930.</i> — Eliot-Hancock District, North End: Land for eighteen-classroom elementary school building with basement assembly room . . . . .	<u>\$8,500 00</u>
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**Financial Statement** — Continued.

*Ordered,* That of the amounts appropriated by the School Committee under date of April 1, 1930, the following amount is hereby transferred to the 1927, 1929 and 1930 items of school accommodations listed below:

FROM	
<i>Item 11, 1930.</i> — Edmund P. Tileston District, Dorchester: Equipment of Solomon Lewenberg Intermediate School . . . . .	<u>\$6,330 92</u>
To	
<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) . . . . .	\$3,230 92
<i>Item 14, 1929.</i> — Warren-Bunker Hill District, Charles- town: Addition to yard of Bunker Hill School. (Item 17, 1926) . . . . .	100 00
<i>Item 27, 1929.</i> — Henry Grew District, Hyde Park: Land for kindergarten and twelve-classroom building . . . . .	1,500 00
<i>Item 45, 1930.</i> — Henry Grew District, Hyde Park: Land for thirteen-classroom annex to Henry Grew elemen- tary school building . . . . .	<u>1,500 00</u>
Total . . . . .	<u>\$6,330 92</u>

On February 29, 1932, the School Committee passed the following orders:

*Ordered,* That of the amounts appropriated by the School Committee under date of July 30, 1930, the following amount is hereby transferred to the 1930 item of school accommodations listed below:

FROM	
<i>Item 53, 1930.</i> — Elihu Greenwood District, Hyde Park: Plans for thirteen-classroom annex to Fairmount ele- mentary school building . . . . .	<u>\$3,305 00</u>
To	
<i>Item 45, 1930.</i> — Henry Grew District, Hyde Park: Land for thirteen-classroom annex to Henry Grew elemen- tary school building . . . . .	<u>\$3,305 00</u>

*Ordered,* That of the amounts appropriated by the School Committee under dates of June 3, 1929, July 30, 1930, and November 16, 1931, by transfer, the following amounts are hereby transferred to the 1930 item of school accommodations listed below:

Financial Statement — Continued.

FROM

<i>Item 22, 1929.</i> — Agassiz-Bowditch District, Jamaica Plain:	
Plans for forty-classroom intermediate school . . . . .	\$7,684 23
<i>Item 57, 1930.</i> — Gilbert Stuart District, Dorchester: Plans for thirteen-classroom unit of elementary school building on Morton street, corner of Pine Ridge road . . . . .	
	3,311 75
<i>Item 13, 1931.</i> — Agassiz-Bowditch District, Jamaica Plain: Grading and fencing of Margaret Fuller schoolyard . . . . .	
	4 02
Total . . . . .	<u>\$11,000 00</u>

To

<i>Item 54, 1930.</i> — Eliot-Hancock District, North End: Land for eighteen-classroom elementary school building with basement assembly room . . . . .	
	<u>\$11,000 00</u>

Ordered, That of the amounts appropriated by the School Committee under date of June 3, 1929, the following amount is hereby transferred to the 1930 items of school accommodations listed below:

FROM

<i>Item 22, 1929.</i> — Agassiz-Bowditch District, Jamaica Plain: Plans for forty-classroom intermediate school . . . . .	
	<u>\$1,000 00</u>

To

<i>Item 33, 1930.</i> — Chapman District, East Boston: Land for thirteen-classroom elementary school building . . . . .	
	\$500 00
<i>Item 38, 1930.</i> — Emerson District, East Boston: Land and plans for thirteen-classroom elementary building with basement auditorium. (Item 38, 1929) . . . . .	
	500 00
Total . . . . .	<u>\$1,000 00</u>

On March 7, 1932, the School Committee passed the following order rescinding order passed on February 29, 1932:

Ordered, That the action of this Committee at the meeting of February 29, 1932, whereby the following order was passed, be and the same is hereby rescinded:

Ordered, That of the amounts appropriated by the School Committee under dates of June 3, 1929, July 30, 1930, and November 16, 1931, by transfer, the following amounts are hereby transferred to the 1930 item of school accommodations listed below:

FROM

<i>Item 22, 1929.</i> — Agassiz-Bowditch District, Jamaica Plain: Plans for forty-classroom intermediate school . . . . .	
	\$7,684 23
<i>Carried forward</i> . . . . .	<u>\$7,684 23</u>

**Financial Statement — Continued.**

<i>Brought forward</i> . . . . .	\$7,684 23
<i>Item 57, 1930.</i> — Gilbert Stuart District, Dorchester: Plans for thirteen-classroom unit of elementary school building on Morton street, corner of Pine Ridge road . . . . .	3,311 75
<i>Item 13, 1931.</i> — Agassiz-Bowditch District, Jamaica Plain: Grading and fencing of Margaret Fuller school-yard . . . . .	4 02
Total . . . . .	<u>\$11,000 00</u>

## To

<i>Item 54, 1930.</i> — Eliot-Hancock District, North End: Land for eighteen-classroom elementary school building with basement assembly room . . . . .	<u>\$11,000 00</u>
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On March 21, 1932, the School Committee passed the following orders:

*Ordered,* That of the amounts appropriated by the School Committee under dates of April 1, 1930, and November 17, 1930, the following amounts are hereby transferred to the 1932 item of school accommodations listed below:

## FROM

<i>Item 3, 1930.</i> — Bennett District, Brighton (Brighton High School): Construction of thirty-six classroom high school for boys and girls. (Item 35, 1923; Item 22, 1924; Item 12, 1925; Item 17, 1928) . . . . .	\$6,000 00
<i>Item 67, 1930.</i> — Warren-Bunker Hill District, Charlestown: Construction of thirty-classroom unit of forty-classroom intermediate school building . . . . .	40,000 00
Total . . . . .	<u>\$46,000 00</u>

## To

<i>Item 3, 1932.</i> — Bennett District, Brighton: Furnishing of Thomas A. Edison intermediate school building . . . . .	<u>\$46,000 00</u>
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*Ordered,* That of the amounts appropriated by the School Committee under date of February 16, 1931, by transfer, the following amount is hereby transferred to the 1932 items of school accommodations listed below:

## FROM

<i>Item 2, 1931.</i> — Gilbert Stuart District, Dorchester: Construction of forty-classroom intermediate school . . . . .	<u>\$39,000 00</u>
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## To

<i>Item 4, 1932.</i> — Chapman District, East Boston: Furnishing of elementary school building . . . . .	\$7,500 00
<i>Carried forward</i> . . . . .	<u>\$7,500 00</u>



**Financial Statement — Continued.**

<i>Brought forward</i> . . . . .	\$7,500 00
<i>Item 5, 1932.</i> — Charles Sumner District, Roslindale: Furnishing of elementary school building on Poplar street, corner of Dale street . . . . .	7,500 00
<i>Item 6, 1932.</i> — Eliot-Hancock District, North End: Furnishing of elementary school building . . . . .	11,000 00
<i>Item 7, 1932.</i> — Longfellow District, Roslindale: Furnishing of elementary school building on Beech street . . . . .	5,500 00
<i>Item 8, 1932.</i> — Robert Gould Shaw District, West Roxbury: Furnishing of elementary school building on Temple street . . . . .	7,500 00
<b>Total</b> . . . . .	<u>\$39,000 00</u>

*Ordered,* That of the amounts appropriated by the School Committee under dates of June 3, 1929, July 14, 1930, July 30, 1930, and November 16, 1931, by transfer, the following amounts are hereby transferred to the 1930 item of school accommodations listed below:

<i>Item 22, 1929.</i> — Agassiz-Bowditch District, Jamaica Plain: Plans for forty-classroom intermediate school . . . . .	\$5,524 74
<i>Item 44, 1930.</i> — Henry Grew District, Hyde Park: Furnishing of nine-classroom addition to William Ellery Channing elementary school building . . . . .	2,159 49
<i>Item 57, 1930.</i> — Gilbert Stuart District, Dorchester: Plans for thirteen-classroom unit of elementary school building on Morton street, corner of Pine Ridge road . . . . .	3,311 75
<i>Item 13, 1931.</i> — Agassiz-Bowditch District, Jamaica Plain: Grading and fencing of Margaret Fuller schoolyard . . . . .	4 02
<b>Total</b> . . . . .	<u>\$11,000 00</u>

To

<i>Item 54, 1930.</i> — Eliot-Hancock District, North End: Land for eighteen-classroom elementary school building with basement assembly room . . . . .	<u>\$11,000 00</u>
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On May 16, 1932, the School Committee passed the following orders:

*Ordered,* That of the amounts appropriated by the School Committee under date of June 23, 1930, the following amount is hereby transferred to the 1926 item of school accommodations listed below:

FROM

<i>Item 23, 1930.</i> — Elihu Greenwood District, Hyde Park: Construction of thirteen-classroom unit of elementary school building on Radcliffe road, corner of Ruskin road . . . . .	<u>\$3,122 75</u>
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## Financial Statement — Continued.

## To

<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) .	<u>\$3,122 75</u>
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*Ordered,* That of the amounts appropriated by the School Committee under dates of March 16, 1931, by transfer, January 28, 1929, June 3, 1929, and April 1, 1930, the following amounts are hereby transferred to the 1929 item of school accommodations listed below:

## FROM

<i>Item 16, 1927.</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) . . . . .	\$268 72
<i>Item 3, 1929.</i> — Edmund P. Tileston District, Dorchester: Construction of intermediate school . . . . .	159 49
<i>Item 25, 1929.</i> — Bowditch District, Jamaica Plain: Plans and construction of four-classroom addition to Margaret Fuller School . . . . .	69 41
<i>Item 11, 1930.</i> — Edmund P. Tileston District, Dorchester: Equipment of Solomon Lewenberg Intermediate School . . . . .	<u>452 38</u>
Total . . . . .	<u>\$950 00</u>

## To

<i>Item 19, 1929.</i> — Christopher Gibson District, Dorchester: Land for high school. (Item 29, 1930) . . . . .	<u>\$950 00</u>
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*Ordered,* That of the amounts appropriated by the School Committee under dates of July 27, 1931, by transfer April 1, 1930, June 23, 1930, and July 14, 1930, the following amounts are hereby transferred to the 1930 item of school accommodations listed below:

## FROM

<i>Item 51, 1929.</i> — Ulysses S. Grant District, East Boston: Plans for eight-classroom special class center . . . . .	\$470 05
<i>Item 8, 1930.</i> — Bennett District, Brighton: Construction of eight-classroom addition to Alexander Hamilton School . . . . .	70 00
<i>Item 9, 1930.</i> — Bennett District, Brighton: Equipment of addition to Alexander Hamilton School . . . . .	45 00
<i>Item 11, 1930.</i> — Edmund P. Tileston District, Dorchester: Equipment of Solomon Lewenberg Intermediate School . . . . .	<u>1,601 91</u>
<i>Carried forward</i> . . . . .	<u>\$2,186 96</u>

**Financial Statement — Continued.**

<i>Brought forward</i> . . . . .	\$2,186 96
<i>Item 23, 1930.</i> — Elishu Greenwood District, Hyde Park: Construction of thirteen-classroom unit of elementary school building on Radcliffe road, corner of Ruskin road . . . . .	1,881 42
<i>Item 25, 1930.</i> — Robert Gould Shaw District, West Rox- bury: Construction and furnishing of four-classroom addition to Beethoven elementary school building . . . . .	1,996 03
<i>Item 43, 1930.</i> — Henry Grew District, Hyde Park: Con- struction of nine-classroom addition to William Ellery Channing elementary school building . . . . .	1,524 98
<i>Item 44, 1930.</i> — Henry Grew District, Hyde Park: Fur- nishing of nine-classroom addition to William Ellery Channing elementary school building . . . . .	808 65
<b>Total</b> . . . . .	<u><u>\$8,398 04</u></u>

To

<i>Item 14, 1930.</i> — Robert Gould Shaw District, West Rox- bury: Land for thirteen-classroom elementary build- ing. (Item 50, 1929) . . . . .	<u><u>\$8,398 04</u></u>
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*Ordered,* That of the amounts appropriated by the School Committee under dates of June 23, 1930, and July 30, 1930, the following amounts are hereby transferred to the 1930 item of school accommodations listed below:

FROM

<i>Item 23, 1930.</i> — Elishu Greenwood District, Hyde Park: Construction of thirteen-classroom unit of elementary school building on Radcliffe road, corner of Ruskin road . . . . .	\$1,578 71
<i>Item 57, 1930.</i> — Gilbert Stuart District, Dorchester: Plans for thirteen-classroom unit of elementary school build- ing on Morton street, corner of Pine Ridge road . . . . .	3,531 29
<b>Total</b> . . . . .	<u><u>\$5,110 00</u></u>

To

<i>Item 33, 1930.</i> — Chapman District, East Boston: Land for thirteen-classroom elementary school building . . . . .	<u><u>\$5,110 00</u></u>
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On June 27, 1932, the School Committee passed the following order:

*Ordered,* That of the amount appropriated by the School Committee under date of September 16, 1929, the following amount is hereby transferred to the 1931 item of school accommodations listed below:

FROM

<i>Item 22, 1928.</i> — Bennett District, Brighton: Plans for forty-classroom intermediate school . . . . .	<u><u>\$4,900 00</u></u>
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## Financial Statement — Continued.

To

*Item 1, 1931.*— Bennett District, Brighton: Construction  
of forty-classroom intermediate school . . . . . \$4,900 00

On July 22, 1932, the School Committee passed the following orders:

*Ordered,* That of the amounts appropriated by the School Committee under date of April 1, 1930, the following amount is hereby transferred to the 1930 item of school accommodations listed below:

FROM

*Item 4, 1930.*— Bennett District, Brighton (Brighton High School): Equipment of thirty-six-classroom high school for boys and girls . . . . . \$85 00

To

*Item 36, 1930.*— Elihu Greenwood District, Hyde Park:  
Land for thirteen-classroom annex to Elihu Greenwood elementary school building . . . . . \$85 00

*Ordered,* That of the amounts appropriated by the School Committee under date of April 1, 1930, and June 23, 1930, the following amounts are hereby transferred to the 1930 item of school accommodation listed below:

FROM

*Item 3, 1930.*— Bennett District, Brighton (Brighton High School): Construction of thirty-six-classroom high school for boys and girls. (Item 35, 1923; Item 22, 1924; Item 12, 1925; Item 17, 1928) . . . . . \$253 24

*Item 4, 1930.*— Bennett District, Brighton (Brighton High School): Equipment of thirty-six-classroom high school for boys and girls . . . . . 8 11

*Item 13, 1930.*— Michelangelo Intermediate District, North End: Equipment of annex . . . . . 2,649 11

*Item 23, 1930.*— Elihu Greenwood District, Hyde Park:  
Construction of thirteen-classroom unit of elementary school building on Radcliffe road, corner of Ruskin road . . . . . 1,876 47

Total . . . . . \$4,786 93

To

*Item 10, 1930.*— Charles Sumner District, Roslindale:  
Land for thirteen-classroom elementary building.  
(Item 35, 1929) . . . . . \$4,786 93

*Ordered,* That of the amounts appropriated by the School Committee under dates of April 1, 1930, June 2, 1930, by transfer July 30, 1930, and

**Financial Statement — Continued.**

November 17, 1930, the following amounts are hereby transferred to the 1932 item of school accommodations listed below:

## FROM

<i>Item 3, 1930.</i> — Bennett District, Brighton (Brighton High School): Construction of thirty-six-classroom high school for boys and girls. (Item 35, 1923; Item 22, 1924; Item 12, 1925; Item 17, 1928) . . . . .	\$4,525 58
<i>Item 19, 1930.</i> — Warren-Bunker Hill District, Charlestown: Plans for thirty-classroom unit of forty-classroom intermediate school building . . . . .	5,000 00
<i>Item 49, 1930.</i> — Chapman District, East Boston: Plans for thirteen-classroom elementary school building . . . . .	6,939 50
<i>Item 50, 1930.</i> — Chapman District, East Boston: Construction of thirteen-classroom elementary school building . . . . .	50,000 00
<i>Item 53, 1930.</i> — Elihu Greenwood District, Hyde Park: Plans for thirteen-classroom annex to Fairmount elementary school building . . . . .	4,695 00
<i>Item 55, 1930.</i> — Eliot-Hancock District, North End: Plans for eighteen-classroom elementary school building with basement assembly room . . . . .	472 14
<i>Item 58, 1930.</i> — Gilbert Stuart District, Dorchester: Construction of thirteen-classroom unit of elementary school building . . . . .	1,000 00
<i>Item 67, 1930.</i> — Warren-Bunker Hill District, Charlestown: Construction of thirty-classroom unit of forty-classroom intermediate school building . . . . .	40,000 00
Total . . . . .	<u>\$112,632 22</u>

## TO

<i>Item 15, 1932.</i> — William Barton Rogers Intermediate District, Hyde Park: Construction of eighteen-classroom addition to William Barton Rogers School . . . . .	<u>\$112,632 22</u>
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On August 3, 1932, the School Committee passed the following order:

*Ordered,* That of the amounts appropriated by the School Committee under date of July 30, 1930, the following amount is hereby transferred to the 1930 item of school accommodations listed below:

## FROM

<i>Item 55, 1930.</i> — Eliot-Hancock District, North End: Plans for eighteen-classroom elementary school building with basement assembly room . . . . .	<u>\$82 50</u>
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**Financial Statement — Continued.**

To

*Item 47, 1930.*— Robert Gould Shaw District, West Roxbury: Land for thirteen-classroom elementary school building . . . . . \$82 50

On October 17, 1931, the School Committee passed the following orders:

*Ordered,* That of the amounts appropriated by the School Committee under date of April 1, 1930, the following amount is hereby transferred to the 1928 item of school accommodations listed below:

FROM

*Item 4, 1930.*— Bennett District, Brighton (Brighton High High School): Equipment of thirty-six-classroom high school for boys and girls . . . . . \$210 17

To

*Item 10, 1928.*— 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) . . . . . \$210 17

*Ordered,* That of the amounts appropriated by the School Committee under date of April 1, 1930, the following amount is hereby transferred to the 1923 item of school accommodations listed below:

FROM

*Item 4, 1930.*— Bennett District, Brighton (Brighton High School): Equipment of thirty-six-classroom high school for boys and girls . . . . . \$432 00

To

*Item 39, 1923.*— Prince District, City Proper (Mechanic Arts High School): Land and construction of annex with gymnasium, class and lecture rooms, etc. . . . . \$432 00

On November 14, 1932, the School Committee passed the following order:

*Ordered,* That of the amounts appropriated by the School Committee under dates of July 10, 1929, October 21, 1929, and August 10, 1931, the following amounts are hereby transferred to the 1931 item of school accommodations listed below:

## Financial Statement — Continued.

## FROM

<i>Item 37, 1929.</i> — Christopher Gibson District, Dorchester: Plans for thirty-six-classroom high school . . . . .	\$8,000 00
<i>Item 45, 1929.</i> — Martin District, Roxbury: Plans for fifty-classroom high school for girls . . . . .	32,000 00
<i>Item 4, 1931.</i> — Martin District, Roxbury: Plans, con- struction and furnishing a new forty-classroom high school building for the Public Latin School, to be annexed to the present Public Latin School building,	60,000 00
Total . . . . .	\$100,000 00

## TO

<i>Item 11, 1931.</i> — Christopher Gibson District, Dorchester: Construction of thirty-six-classroom high school for girls . . . . .	\$100,000 00
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The sums appropriated for new buildings, lands, yards, etc., totaled \$530,778.78.

In addition the sum of \$408,845.53 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 Department of School Buildings, and is accounted for by them in their report.

## SUMMARY OF APPROPRIATIONS, CREDITS TO APPROPRIATIONS AND TRANSFERS.

## General school purposes:

Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employes . . . . .	\$420,302 38
Salaries of principals, teachers, members of the supervising staff and others . . . . .	12,407,962 67
Salaries of custodians and salaries of matrons . . . . .	939,425 33
Fuel and light, including electric current for power . . . . .	504,020 00
Supplies and incidentals . . . . .	745,802 53
Pensions to supervisors of attendance and pensions to custodians . . . . .	2,000 00
Pensions to veterans . . . . .	5,904 00
<i>Carried forward</i> . . . . .	\$15,025,416 91

**Financial Statement — Concluded.**

<i>Brought forward</i> . . . . .	\$15,025,416 91	
Promoting the Americanization and better training for citizenship of foreign-born persons . . . . .	42,675 00	
Vocational guidance . . . . .	56,897 66	
Physical education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals — day schools and playgrounds) . . . . .	278,714 99	
Salaries of school physicians, salaries of school nurses, and care of teeth . . . . .	232,758 33	
Extended Use of the Public Schools (salaries and supplies and incidentals) . . . . .	66,461 91	
Pensions to teachers . . . . .	173,166 53	
		\$15,876,091 33
Alteration and repair of school buildings, etc. . . . .		1,251,535 38
New school buildings, lands, yards, etc. . . . .		506,368 29
New school buildings, lands, yards, etc. (derived from sale of property) . . . . .		24,410 49
New school buildings, lands, yards, etc. (by transfer of unexpended balances of previous years) . . . . .		408,845 53
Total . . . . .		<u>\$18,067,251 02</u>

**PERCENTAGE OF EXPENDITURES FOR CERTAIN PURPOSES.**

The distribution of the total expenditures, exclusive of lands and buildings, pensions, and repairs and alterations, including furniture, fixtures, etc., in percentage of the whole sum, is shown below:

Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees . . . . .	\$409,022 16	2.7
Salaries of principals, teachers, members of the supervising staff and others . . . . .	12,185,073 00	80.2
Salaries of custodians and salaries of matrons . . . . .	920,709 39	6.1
Fuel and light (including electric current for power) . . . . .	431,548 65	2.8
Supplies and incidentals . . . . .	619,987 47	4.1
Promoting the Americanization and better training for citizenship of foreign-born persons . . . . .	34,250 09	0.2
Vocational guidance . . . . .	53,722 47	0.3
Physical education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals — day schools and playgrounds) . . . . .	252,998 74	1.7
Salaries of school physicians, salaries of school nurses and care of teeth . . . . .	222,084 78	1.5
Extended use of the public schools (salaries and supplies and incidentals) . . . . .	66,331 66	0.4
Total . . . . .	\$15,195,728 41	100.0



## PERCENTAGE OF EXPENDITURES FOR ALL PURPOSES.\*

Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees.....	\$409,022 16	2.099
Salaries of principals, teachers, members of the supervising staff and others.....	12,185,073 00	62.540
Salaries of custodians and salaries of matrons.....	920,709 39	4.726
Fuel and light (including electric current for power).....	431,548 65	2.215
Supplies and incidentals.....	619,987 47	3.182
Pensions to supervisors of attendance and pensions to custodians.....	1,991 88	0.010
Pensions to veterans.....	2,904 00	0.015
Promoting the Americanization and better training for citizenship of foreign-born persons.....	34,250 09	0.176
Vocational guidance.....	53,722 47	0.276
Physical education (salaries of teachers, member of the supervising staff and others and supplies and incidentals — day schools and playgrounds).....	252,998 74	1.299
Salaries of school physicians, salaries of school nurses and care of teeth.....	222,084 78	1.140
Extended use of the public schools (salaries and supplies and incidentals).....	66,331 66	0.340
Pensions to teachers.....	130,013 97	0.667
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.....	1,228,215 25	6.304
Lands, plans and construction of school buildings.....	2,924,751 37	15.011
Total.....	\$19,483,604 88	100.000

\* Exclusive of interest, sinking fund and serial debt requirements, and of pensions to teachers and others, who are members of Boston Retirement System.

## COMPARISON OF EXPENDITURES.

The following statement shows the expenditures for the financial years 1932 and 1931, exclusive of lands and buildings, with the increases and decreases in the several items:

	1932.	1931.	Decreases, 1932.
General school purposes:			
Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees,	\$409,022 16	\$407,670 97	* \$1,351 19
Salaries of principals, teachers, members of the supervising staff and others.....	12,185,073 00	12,156,947 24	* 28,125 76
Salaries of custodians and salaries of matrons.....	920,709 39	910,294 87	* 10,414 52
Fuel and light (including electric current for power).....	431,548 65	469,645 95	38,097 30
Supplies and incidentals.....	619,987 47	953,340 85	333,353 38
Pensions to supervisors of attendance and pensions to custodians.....	1,991 88	2,739 25	747 37
Pensions to veterans.....	2,904 00	2,904 00	
Promoting the Americanization and better training for citizenship of foreign-born persons.....	34,250 09	37,142 78	2,892 69
Vocational guidance.....	53,722 47	57,477 74	3,755 27
Physical education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals—day schools and playgrounds).....	252,998 74	320,744 89	67,746 15
Salaries of school physicians, salaries of school nurses and care of teeth.....	222,084 78	216,708 51	* 5,376 27
Extended use of the public schools (salaries and supplies and incidentals).....	66,331 66	81,872 75	15,541 09
Pensions to teachers.....	130,013 97	128,423 58	* 1,590 39
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...	1,228,215 25	1,627,399 42	399,184 17
Totals.....	\$16,558,853 51	\$17,373,312 80	\$814,459 29

\* Increase.

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 makes appropriations under existing statutes for such items, the actual expenditures are made by the Department of School Buildings.

It is therefore necessary to refer to the reports of the Department of School Buildings 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	* \$2,924,751 37
b. Alterations and repairs, including furniture, fixtures, etc.	1,228,215 25
Total	<u>\$4,152,966 62</u>

DETAILED STATEMENT OF INCOME RECEIVED DURING YEAR.

Tuition of non-resident pupils:	
Teachers College	\$2,272 00
Latin and high schools	22,157 58
Elementary and intermediate schools	257 80
Boston Clerical School	349 71
Trade School for Girls, day and extension classes	28,706 15
Boston Trade School	50,395 69
Boston Trade School, evening classes	1,773 42
Continuation School	5,643 86
Day School for Immigrants	38 74
Evening high schools	185 00
Evening elementary schools	140 74
Carried forward	<u>\$111,920 69</u>

\* Including expenditures under appropriations made prior to 1932.

<i>Brought forward</i> . . . . .	\$111,920 69	
Lip-reading classes . . . . .	61 45	
Speech improvement classes . . . . .	49 21	
Summer Review elementary and intermediate schools . . . . .	135 00	
Summer Review High Schools . . . . .	1,274 00	
State wards (from the Commonwealth) . . . . .	14,265 01	
Tuition of deaf mutes (from the Commonwealth) . . . . .	69,165 47	
One-half tuition charges paid for Boston pupils attending state-aided schools in other cities and towns (from the Commonwealth) . . . . .	1,395 90	
	<hr/>	\$198,266 73
Smith Fund . . . . .		344 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, 1930, to August 31, 1931 . . . . .	\$44,247 21	
Boston Trade School:		
One-half the net cost of maintenance for the period September 1, 1930, to August 31, 1931 . . . . .	98,335 87	
Boston Trade School, evening classes:		
One-half the net cost of maintenance for the period September 1, 1930, to August 31, 1931 . . . . .	7,838 51	
Continuation School, compulsory:		
One-half the net cost of maintenance for the period September 1, 1930, to August 31, 1931 . . . . .	84,898 92	
Brighton High School, Co-operative Course:		
One-half the net cost of maintenance for the period September 1, 1930, to August 31, 1931 . . . . .	16,306 60	
Charlestown High School, Co-operative Course:		
One-half the net cost of maintenance for the period September 1, 1930, to August 31, 1931 . . . . .	26,222 09	
Dorchester High School for Boys, Co-operative Course:		
One-half the net cost of maintenance for the period September 1, 1930, to August 31, 1931 . . . . .	14,594 07	
<i>Carried forward</i> . . . . .	\$292,443 27	\$198,823 23

<i>Brought forward</i> . . . . .	\$292,443 27	\$198,823 23
East Boston High School, Co-operative Course:		
One-half the net cost of maintenance for the period September 1, 1930, to August 31, 1931 . . . . .	16,422 12	
Hyde Park High School, Co-operative Course:		
One-half the net cost of maintenance for the period September 1, 1930, to August 31, 1931 . . . . .	16,662 34	
High School of Practical Arts, Household Arts Department:		
One-half the net cost of maintenance for the period September 1, 1930, to August 31, 1931 . . . . .	46,643 59	
Roxbury Memorial High School for Boys, Co-operative Course:		
One-half the net cost of maintenance for the period September 1, 1930, to August 31, 1931 . . . . .	18,206 41	
South Boston High School, Co-operative Course:		
One-half the net cost of maintenance for the period September 1, 1930, to August 31, 1931 . . . . .	7,331 21	
Jamaica Plain High School, Vocational Agricultural Department:		
Reimbursement for the period September 1, 1930, to August 31, 1931 . . . . .	6,136 75	
Evening Practical Arts Courses:		
One-half the net cost of maintenance for the period September 1, 1930, to August 31, 1931 . . . . .	8,763 33	
Day Practical Arts Classes:		
One-half the net cost of maintenance for the period September 1, 1930, to August 31, 1931 . . . . .	1,922 81	
		414,531 83
Traveling expenses of deaf mutes (from the Commonwealth) . . . . .		4,257 33
Reimbursement from the Commonwealth, promotion of Americanization (chapter 295, General Acts of 1919) . . . . .		17,936 59
Smith-Hughes Fund, allotment . . . . .		51,271 81
George-Reed Fund, allotment . . . . .		1,500 45
Lighting polling places (from Election Department) . . . . .		207 24
Sale of badges to licensed minors . . . . .		279 25
Sale of books and supplies . . . . .		3,384 02
Sale of car tickets . . . . .		1,550 15
<i>Carried forward</i> . . . . .		\$693,741 90

<i>Brought forward</i> . . . . .		\$693,741 90
Laboratory fees . . . . .		564 00
Registration fees for improvement courses . . . . .		12,350 00
Refunds, salaries, etc. . . . .		274 46
Loan of musical instruments to pupils, and instrumental instruction to pupils . . . . .		18,642 47
Reimbursement from Commonwealth, conservation of eyesight (chapter 229, General Acts of 1919) . . . . .		7,164 00
Heat and power used . . . . .		330 55
Sale of manual arts material . . . . .		1,521 16
Manual arts, work done for Department of School Buildings . . . . .		2,644 22
Incidentals . . . . .		18 89
Trade School for Girls:		
Sale of products, etc. . . . .		15,199 62
Boston Trade School:		
Sale of products, etc. . . . .	\$5,593 91	
Work done for Department of School Buildings . . . . .	10,013 19	
		<hr/> 15,607 10
Continuation School, Compulsory:		
Sale of products, etc. . . . .		708 66
Dorchester High School for Boys:		
Sale of products, etc. . . . .		1,107 48
Roxbury Memorial High for Boys:		
Work done, etc. . . . .		1,101 26
Brighton High School:		
Work done, etc. . . . .		1,237 52
Telephone charges . . . . .		349 80
Forfeited advance payments:		
Evening high schools . . . . .	\$4,702 00	
Evening elementary schools . . . . .	1,011 00	
Evening Opportunity classes . . . . .	239 00	
Boston Trade School, evening classes . . . . .	682 00	
Interest . . . . .	194 38	
		<hr/> 6,828 38
Extended Use of the Public Schools, receipts from school centers and from use of school accommodations . . . . .		11,926 12
Sale of second-hand furniture, etc., Department of School Buildings . . . . .		132 66
Dog licenses . . . . .	\$26,560 00	
Less damages by dogs . . . . .	5,837 28	
		<hr/> 20,722 72
 Total income * . . . . .		 <u>\$812,172 97</u>

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

## INCOME FROM TRUST FUNDS.

Bowdoin Dorchester School Fund . . . . .	\$191 26
Eastburn School Fund . . . . .	442 50
Franklin Medal Fund . . . . .	40 00
Gibson School Fund . . . . .	3,109 36
Horace Mann School Fund . . . . .	336 00
Peter P. F. Degrand School Fund . . . . .	1,155 88
Teachers' Waterston Fund . . . . .	182 93
Charlestown School Fund . . . . .	227 62
Comins School Library Fund . . . . .	19 38
Latin School Prize Fund . . . . .	39 50
Lawrence High School Fund . . . . .	80 00
Lawrence Latin School Fund . . . . .	80 00
Milmore Brimmer School Fund . . . . .	20 00
Norcross School Library Fund . . . . .	36 89
Sherwin School Graduates Fund . . . . .	35 38
Devens Infant School Fund . . . . .	40 00
Webb Franklin School Fund . . . . .	109 00
Ensign David A. Hoffman Memorial Fund . . . . .	50 00
Henry B. Hall Fund . . . . .	620 58
Edward S. Goulston Fund . . . . .	40 00
Prince School Fund . . . . .	7 60
Smith Fund * . . . . .	344 50
Stoughton Fund * . . . . .	212 00
	<hr/>
	<u>\$7,420 38</u>

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 . . . . .	\$129 41
Eastburn School Fund, Income . . . . .	1,000 00
Franklin Medal Fund, Income . . . . .	57 10
Gibson School Fund, Income . . . . .	3,045 54
Horace Mann School Fund, Income . . . . .	144 76
Peter P. F. Degrand School Fund, Income . . . . .	9 06
Teachers' Waterston Fund, Income . . . . .	—
	<hr/>
Total . . . . .	<u>\$4,385 87</u>

## VOCATIONAL EDUCATION-AID FROM THE COMMONWEALTH.

Under the provisions of existing laws, the Commonwealth has paid over into the city treasury during the

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

past financial year the sum of \$414,531.83 as indicated in the preceding detailed statement of income received during year.

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 as follows:

Trade School for Girls (day and extension classes):	
From September 1, 1930, to August 31, 1931 . . . .	\$44,247 21
Boston Trade School:	
From September 1, 1930, to August 31, 1931 . . . .	98,335 87
Boston Trade School, evening classes:	
From September 1, 1930, to August 31, 1931 . . . .	7,838 51
Continuation School, compulsory:	
From September 1, 1930, to August 31, 1931 . . . .	84,898 92
Brighton High Co-operative Course:	
From September 1, 1930, to August 31, 1931 . . . .	16,306 60
Charlestown High Co-operative Course:	
From September 1, 1930, to August 31, 1931 . . . .	26,222 09
Dorchester High School for Boys, Co-operative Course:	
From September 1, 1930, to August 31, 1931 . . . .	14,594 07
East Boston High Co-operative Course:	
From September 1, 1930, to August 31, 1931 . . . .	16,422 12
Hyde Park High Co-operative Course:	
From September 1, 1930, to August 31, 1931 . . . .	16,662 34
High School of Practical Arts; Household Arts Department:	
From September 1, 1930, to August 31, 1931 . . . .	46,643 59
Roxbury Memorial High for Boys, Co-operative Course:	
From September 1, 1930, to August 31, 1931 . . . .	18,206 41
South Boston High Co-operative Course:	
From September 1, 1930, to August 31, 1931 . . . .	7,331 21
Jamaica Plain High, Vocational Agricultural Department:	
From September 1, 1930, to August 31, 1931 . . . .	6,136 75
Evening Practical Arts Courses (evening elementary schools):	
From September 1, 1930, to August 31, 1931 . . . .	8,763 33
Day Practical Arts Classes:	
From September 1, 1930, to August 31, 1931 . . . .	1,922 81
Total . . . . .	<u>\$414,531 83</u>

REIMBURSEMENT FROM THE COMMONWEALTH ON  
ACCOUNT OF EMPLOYMENT OF TEACHERS AND  
OTHERS.

Under the provisions of chapter 70 of the General Laws the Commonwealth has paid over to the city



during the financial year the sum of \$886,088.30, as reimbursement on account of employment of teachers, supervisors, principals, assistant superintendents and superintendent. This money, however, is not used as an income item in the School Committee budget, but is used under the law by the Board of Assessors as an income item in connection with the determination of the tax rate for the year.

**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 Act 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."

Since the enactment of chapter 589 of the Acts 1908, payments for pensions and payments to the Permanent Pension Fund have been distributed as shown in the following table up to and including the year 1927:

PENSIONS TO RETIRED TEACHERS AND PAYMENTS TO PERMANENT PENSION FUND.

FINANCIAL YEAR.	PENSION 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.

During the year 1928 the amount available for pensions to teachers from the tax levy has been reduced under the provisions of chapter 382 of the Acts of 1928 from seven cents to five cents on each \$1,000 of the average valuation upon which appropriations are based.

Beginning with the year 1928 and under the provisions of chapter 382 of the Acts of 1928 balances remaining unexpended from the funds available for "Pensions to Teachers" will no longer be paid over to the Trustees of the Permanent Pension Fund for investment. Such balances shall be available for the payment of pensions in any year subsequent to 1928.

Beginning with the year 1931, and under the provisions of chapter 155 of the Acts of 1931, so much only of the above sum of five cents shall be appropriated in any year as, in the determination of the School Committee, will, together with the amount of other sums available during that year for payment of such pensions produce sufficient funds to make full payment on account of said pensions required during that year.

APPROPRIATIONS, EXPENDITURES AND BALANCES — PENSIONS TO TEACHERS.

FINANCIAL YEAR.	Balance from Year Next Preceding.	Appropriation Tax Levy.	Reimbursement from the Commonwealth.	Total Available.	Expenditures.	Balances.
1928.....	.....	\$94,100 48	\$75,580 23	\$169,680 71	\$131,529 49	\$38,151 22
1929.....	\$38,151 22	95,462 76	78,918 60	212,532 58	127,599 50	84,933 08
1930.....	84,933 08	97,435 65	77,895 47	260,264 20	125,335 43	134,928 77
1931.....	134,928 77	.....	81,209 82	216,138 59	128,423 58	87,715 01
1932.....	87,715 01	.....	85,451 52	173,166 53	130,013 97	43,152 56

SUBDIVISION OF EXPENDITURES FOR SUPPLIES AND  
INCIDENTALS.

SUPPLIES AND INCIDENTALS, GENERAL.

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

Text-books . . . . .	\$107,778 28
Reference books . . . . .	4,288 63
Rebinding books . . . . .	12,917 18
Music sheets . . . . .	87 80
Globes . . . . .	182 50
Maps . . . . .	1,519 40
Charts . . . . .	478 01
Science apparatus, supplies and incidentals . . . . .	9,698 75
Kindergarten supplies and equipment . . . . .	5,430 33
Educational material for first three grades . . . . .	10,921 84
Stationery for schools . . . . .	49,086 98
Other educational supplies and incidentals . . . . .	24,935 50
Shop and manual training supplies, hand tools, etc., for elementary and intermediate schools . . . . .	17,217 31
Shop and manual training supplies, hand tools, etc., for Mechanic Arts High School . . . . .	2,448 22
Shop and manual training supplies, hand tools, etc., for Teachers College, Latin and high schools (exclusive of Mechanic Arts High School) . . . . .	13,335 94
Shop and manual training supplies, hand tools, etc., for special and evening schools . . . . .	29,937 26
Shop and manual training supplies, hand tools, etc., general stock . . . . .	5,797 27
Gardening supplies and incidentals . . . . .	3,056 25
Drawing supplies and equipment for elementary and intermediate schools . . . . .	18,240 16
Drawing supplies and equipment for Teachers College, Latin and high schools . . . . .	3,204 25
Drawing supplies and equipment for special and evening schools . . . . .	296 75
Drawing supplies, general stock . . . . .	3,030 89
Sewing supplies and equipment for high schools (except High School of Practical Arts) . . . . .	322 28
Sewing supplies and equipment for elementary and intermediate schools . . . . .	1,447 69
Sewing supplies and equipment for other schools and classes . . . . .	4,524 58
Sewing supplies, general stock . . . . .	3,845 01
<i>Carried forward</i> . . . . .	\$334,029 06

<i>Brought forward</i> . . . . .	\$334,029 06
Commercial machines and typewriters: new and rentals for Teachers College, Latin and high schools . . . . .	5,914 07
Commercial machines and typewriters: new, rentals and repairs, elementary and special schools . . . . .	1,405 58
Commercial machines and typewriters: new and rentals for Boston Clerical School . . . . .	2,020 60
Repairs to commercial machines and typewriters, Teachers College, Latin and high schools . . . . .	3,116 13
Repairs to commercial machines and typewriters, Continuation School . . . . .	206 47
Repairs to commercial machines and typewriters, Boston Clerical School . . . . .	527 42
Military drill supplies and equipment, and expenses of annual parade . . . . .	8,237 17
Supplies and equipment for visual education . . . . .	8,183 92
Cookery supplies, elementary and high schools (except High School of Practical Arts) . . . . .	18,096 32
Cookery supplies and equipment for special and evening schools and High School of Practical Arts . . . . .	6,815 40
Pianos . . . . .	1,655 00
Orchestral and band instruments and music stands . . . . .	203 43
Repairs on orchestral and band instruments . . . . .	947 82
Orchestral and band music . . . . .	293 46
Music festival expenses . . . . .	806 03
Piano covers and stools . . . . .	108 70
Piano tuning and minor repairs . . . . .	1,936 00
Repairs, regulation and reconstruction of pianos . . . . .	320 83
Moving pianos . . . . .	409 17
Printing, stock for printing, and binding of documents and pamphlets . . . . .	30,909 19
Advertising examinations, etc. . . . .	352 61
Publishing proceedings of School Committee . . . . .	5,093 34
Office supplies . . . . .	3,034 41
Office equipment . . . . .	623 34
Office printing . . . . .	2,527 35
Postage . . . . .	11,694 06
Department of Educational Investigation and Measurement supplies . . . . .	4,202 75
Custodians' supplies and equipment . . . . .	13,454 95
Trucking and express charges . . . . .	1,652 20
Tuition, wards of the city (including transportation) . . . . .	34,759 75
Tuition of Boston pupils attending state-aided industrial schools and agricultural schools in other cities and towns . . . . .	1,937 28
Refunds of tuition charges . . . . .	453 22
Transportation, Horace Mann School pupils (except street car tickets) . . . . .	1,594 27
<i>Carried forward</i> . . . . .	\$507,521 30

<i>Brought forward</i> . . . . .	\$507,521 30
Transportation of pupils by bus to and from school . . . . .	1,103 75
Car tickets . . . . .	24,034 92
Diplomas, certificates and honor rolls . . . . .	4,224 32
Removing ashes and debris . . . . .	630 00
Surety bonds . . . . .	248 54
School Committee contingent fund . . . . .	843 25
Traveling expenses of officers, teachers and members of the supervising staff to conventions . . . . .	560 00
Traveling expenses of officers, teachers and members of the supervising staff visiting candidates for appointment or promotion . . . . .	76 13
Assistance at teachers' examinations . . . . .	5,362 75
Telephone and telegraph . . . . .	26,475 54
Towels and soap for use of teachers and pupils . . . . .	6,262 11
Badges for licensed minors . . . . .	168 30
Improvement courses for teachers . . . . .	12,285 00
Services of certified public accountants, auditing accounts, Services of experts to the Business Manager . . . . .	1,125 00
Expert stenographic services to the Secretary . . . . .	2,146 70
Expert stenographic services to the Secretary . . . . .	69 00
Automobile supplies, equipment, repairs, etc. . . . .	3,402 64
Automobile mileage for officers, supervisors and teachers, Automobile hire . . . . .	3,438 30
Ford bus, Jamaica Plain High School, Agricultural Course . . . . .	1,013 91
Administration Library, books and supplies . . . . .	1,361 00
Supplies and equipment for School Physicians and Nurses, School exhibits . . . . .	695 78
Memorial portraits of Boston schoolboys who died in World War . . . . .	2,213 23
Sundries . . . . .	36 00
War . . . . .	10,455 00
Sundries . . . . .	4,235 00
Total . . . . .	<u>\$619,987 47</u>

## SUPPLIES AND EQUIPMENT FOR PHYSICAL EDUCATION.

*Regular.*

Supplies and incidentals for football, baseball and other games . . . . .	\$1,989 23
Supplies for gymnastic games and play in school buildings and yards . . . . .	245 07
Gymnasium apparatus, new and repairs . . . . .	346 00
Athletic certificates . . . . .	100 00
Office supplies, printing, postage, car tickets and incidentals . . . . .	257 09
Automobile mileage . . . . .	66 06
Automobile supplies, equipment, repairs, etc. . . . .	578 20
	<u>\$3,581 65</u>
<i>Carried forward</i> . . . . .	\$3,581 65

*Brought forward* . . . . . \$3,581 65

*Playgrounds.*

Apparatus, new and repairs . . . . .	\$5,296 95	
Games and play supplies and incidentals . . . . .	3,387 05	
Printing and certificates . . . . .	75 85	
Automobile mileage . . . . .	356 88	
		9,116 73
Total . . . . .		<u>\$12,698 38</u>

SUPPLIES AND EQUIPMENT FOR EXTENDED USE OF THE PUBLIC SCHOOLS.

School centers . . . . .	\$3,844 44	
Use of school accommodations for various purposes . . . . .	73 45	
Postage, printing, car tickets, office supplies and incidentals . . . . .	74 90	
Automobile mileage . . . . .	135 54	
		\$4,128 33
Debit transfer from fuel and light . . . . .		6,500 00
Total . . . . .		<u>\$10,628 33</u>

SCHOOL PHYSICIANS, SCHOOL NURSES AND CARE OF TEETH.

Transportation of pupils to dental infirmaries . . . . .	<u>\$1,995 15</u>
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PROMOTING THE AMERICANIZATION AND BETTER TRAINING FOR CITIZENSHIP OF FOREIGN-BORN PERSONS.

Books and stationery . . . . .	<u>\$371 99</u>
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VOCATIONAL GUIDANCE.

Office supplies, printing, postage and car tickets . . . . .	<u>\$288 06</u>
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SUMMARY.

Supplies, equipment and incidentals, general . . . . .	\$619,987 47
Supplies, equipment and incidentals, physical education . . . . .	12,698 38
Supplies, equipment and incidentals, extended use of the public schools . . . . .	10,628 33
Transportation of pupils to dental infirmaries . . . . .	1,995 15
Supplies, equipment and incidentals, Americanization . . . . .	371 99
Supplies, equipment and incidentals, vocational guidance, . . . . .	288 06
Total . . . . .	<u>\$645,969 38</u>

FUEL AND LIGHT — PRICES PAID UNDER CONTRACT FOR  
FUEL, AND SUMMARY OF EXPENDITURES.

(Including Electric Current for Power.)

From January 1, 1932, to June 15, 1932, coal was  
purchased under contract as follows:

SEMI-BITUMINOUS COAL.

Burton-Furber Coal Company:

Charlestown . . . . .	\$5.47 per ton.
West Roxbury . . . . .	5.98 "
Hyde Park . . . . .	5.98 "

City Fuel Company:

City Proper . . . . .	\$5.64 per ton.
South Boston . . . . .	5.68 "
East Boston . . . . .	5.48 "
Roxbury . . . . .	5.68 "
Dorchester . . . . .	5.74 "

Massachusetts Wharf Coal Company:

Brighton . . . . .	\$5.66 per ton.
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ANTHRACITE COAL.

Tremont Coal Company:

City Proper . . . . .	\$11.95 per ton.
South Boston . . . . .	11.95 "
East Boston . . . . .	12.20 "
Roxbury . . . . .	11.95 "
Dorchester . . . . .	11.95 "
Charlestown . . . . .	12.05 "
Brighton . . . . .	12.05 "
West Roxbury . . . . .	11.95 "
Hyde Park . . . . .	12.20 "

Beginning June 16, 1932, and until the end of the  
financial year, coal was purchased under contract as  
follows:

SEMI-BITUMINOUS COAL.

Burton-Furber Coal Company:

City Proper . . . . .	\$5.18 per ton.
Charlestown . . . . .	5.02 "
Hyde Park . . . . .	5.53 "

City Fuel Company:

East Boston . . . . .	\$4.99 per ton.
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Commonwealth Fuel Company:

Dorchester . . . . .	\$5.46 per ton.
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Massachusetts Wharf Coal Company:

South Boston . . . . .	\$5.19 per ton.
Roxbury . . . . .	5.19 "
Brighton . . . . .	5.09 "
West Roxbury . . . . .	5.45 "

ANTHRACITE COAL.

Batchelder-Whittemore Coal Company:

Entire requirements (egg coal) . . . . .	\$10.67 per ton.
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City Fuel Company:

Entire requirements (No. 1 Buckwheat) . . . . .	\$6.82 per ton.
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FUEL AND LIGHT (INCLUDING ELECTRIC CURRENT FOR POWER).

Semi- Bituminous Coal. Number of Tons Purchased.	American Anthracite Coal. Number of Tons Purchased.	
27,163.008	2,736.83	\$175,480 45
Expenses, sampling, testing and expert advice on fuel . . . . .		2,628 00
Expenses moving coal . . . . .		175 91
413½ cords of wood . . . . .		6,774 69
		<u>\$185,059 05</u>
Add premium allowed contractors on account of quality of coal being above contract requirements . . . . .		28 71
		<u>\$185,087 76</u>
1,818,392.97 gallons fuel oil . . . . . \$60,953 30		
Expense cleaning oil tanks, etc. . . . . 1,088 27		
Add premium allowed contractor on account of quality of oil exceeding contract re- quirements . . . . . 622 22		
		<u>\$62,663 79</u>
Deduct penalties exacted from contractors on account of quality of oil falling below con- tract requirements . . . . . 27 12		
		<u>62,636 67</u>
Total . . . . .		<u>\$247,724 43</u>
Deduct amount charged to appropriation for Extended Use of the Public Schools, to cover cost of fuel used in school centers and other activities . . . . . 2,005 28		
Net total, fuel . . . . .		<u>\$245,719 15</u>

LIGHT AND POWER.

Electric current for light and power . . . . .	\$169,205 83
Gas . . . . .	20,638 75
Mazda lamps . . . . .	479 64
	<u>\$190,324 22</u>
Carried forward . . . . .	\$245,719 15

<i>Brought forward</i> . . . . .	\$190,324 22	\$245,719 15
Deduct amount charged to appropriation for Extended Use of the Public Schools, to cover cost of light used in school centers and other activities . . . . .	4,494 72	
Net total, light and power . . . . .		185,829 50
Total net expenditures, fuel and light (including electric current for power) . . . . .		<u>\$431,548 65</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, with the exception of repairs, alterations, furniture and construction costs which are made by the Department of School Buildings.

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, the number of teachers supervised by 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 costs 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 RECEIVED DURING YEAR.

Any part of the income which could be 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. . . . .	\$551,716 65
Tuition received from non-resident pupils . . . . .	198,266 73
Total . . . . .	<u>\$748,983 38</u>

## GROUP CREDITS AND BALANCE APPORTIONED.

	Group Credits.	Balance Apportioned.	Total.
Teachers College.....		\$435 79	\$435 79
Latin and high schools.....		10,163 16	10,163 16
Intermediate schools.....		6,249 03	6,249 03
Elementary school districts.....		19,746 62	19,746 62
Speech Improvement classes.....		191 92	191 92
Horace Mann School.....		199 90	199 90
Trade School for Girls, day and extension classes.....		367 82	367 82
Boston Trade School.....		583 72	583 72
Continuation School, compulsory.....		379 82	379 82
Boston Clerical School.....		351 83	351 83
Boston Disciplinary Day School.....		55 98	55 98
Day School for Immigrants.....		47 98	47 98
Summer Review High Schools.....		131 94	131 94
Summer Review elementary and intermediate schools.....		275 86	275 86
Boston Trade School, evening classes.....		55 97	55 97
Evening high schools.....	\$138 01	291 86	429 87
Evening elementary schools.....	22,070 60	267 87	22,338 47
Boston Evening Opportunity School.....		19 99	19 99
Day Practical Arts classes.....		15 99	15 99
Training School for Teachers of Mechanic Arts,.....		15 99	15 99
Conservation of Eyesight classes.....		131 94	131 94
Totals.....	\$22,208 61	\$39,980 98	\$62,189 59

## SUMMARY.

Direct credits to each school, etc. . . . .	\$551,716 65
Tuition received for non-resident pupils . . . . .	198,266 73
Group credits . . . . .	22,208 61
Balance apportioned . . . . .	39,980 98
Total income * . . . . .	<u>\$812,172 97</u>

\* Exclusive of income from Trust Funds and of the amount of reimbursement received from the Commonwealth for the employment of teachers under the provisions of the General Laws.

COSTS OF GENERAL CONTROL, SUPERVISION AND  
OTHER ITEMS.

GENERAL CONTROL AND GENERAL ACCOUNT.

SUPERINTENDENT AND SECRETARY.

Salary of Superintendent . . . . .	\$12,000 00	
Salary of Secretary . . . . .	6,000 00	
Salary of Domestic Engineer . . . . .	6,000 00	
Salary of Assistant Secretary . . . . .	3,140 00	
Salary of Inspector . . . . .	2,999 79	
Salaries of clerks and stenographers . . . . .	28,147 27	
Salaries of temporary clerical assistants . . . . .	378 00	
Office supplies and equipment . . . . .	751 56	
Printing . . . . .	424 90	
Telephone switchboard charges . . . . .	767 18	
Telephone (not connected with switchboard), . . . . .	172 41	
Telegrams and messenger service . . . . .	2 22	
Postage . . . . .	1,013 30	
Lunches for assistants . . . . .	38 20	
Expert service to Secretary . . . . .	69 00	
Automobile hire . . . . .	278 82	
Books and subscriptions . . . . .	11 75	
Traveling expenses to convention . . . . .	100 00	
Auditing accounts . . . . .	112 50	
Surety bonds . . . . .	8 00	
Allowance for auto mileage . . . . .	192 36	
Incidentals . . . . .	6 76	
	\$62,614 02	

*Newsboys' Trial Board.*

Salaries of judges . . . . .	\$123 75	
Salary of clerk . . . . .	35 25	
Printing . . . . .	—	
Car tickets . . . . .	15 00	
	174 00	

Total . . . . .	\$62,788 02
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BUSINESS MANAGER.

Salary of Business Manager . . . . .	\$7,500 00
Salary of Assistant Business Manager . . . . .	4,999 92
Salary of Fuel Engineer . . . . .	2,999 79
Salaries of clerks and stenographers . . . . .	58,386 23
Salaries of temporary clerical assistants . . . . .	1,582 00
	\$75,467 94
<i>Carried forward</i> . . . . .	

## Costs of General Control, Supervision, Etc.—Continued.

<i>Brought forward</i>	\$75,467 94	
Salaries of bookbinders	8,643 82	
Salaries of temporary bookbinders	553 33	
Salaries of supply room assistants	30,248 67	
Salaries of chauffeurs, automobile trucks	4,186 66	
Salaries of temporary and emergency assistants, supply room	1,186 00	
Account books	419 60	
Surety bonds	170 00	
Office supplies and equipment	887 70	
Telephone switchboard charges	639 30	
Telephone (not connected with switchboard),	11 33	
Printing and binding	320 90	
Postage	780 00	
Car fares, assistants	18 15	
Lunches for assistants	21 55	
Telegrams and messenger service	2 00	
Calculation of pay roll estimates	222 05	
Adding machine	184 50	
Auditing accounts	517 50	
Burglary insurance	11 00	
Membership in National Association of Public School Business Officials	10 00	
Services of experts	1,924 65	
Automobile hire	9 47	
Incidentals	8 16	
		\$126,444 28

*Automobiles (3).*

Tires and tire repairs (including inner tubes),	\$57 00
Registration fees	12 50
Gasoline	286 08
Lubricants	58 05
Repairs and miscellaneous parts	208 94
Garage rentals	342 00

964 57

*Supply Room.*

General supplies	\$287 07
Equipment	48 11
Car fares	1 10
Expressage	898 36
Telephone switchboard charges	255 76
Telephone (not connected with switchboard),	113 10
Printing	34 40
Postage	131 55
Office supplies and equipment	40 74
Allowance for auto mileage	84 30
Car tickets	38 00
<i>Carried forward</i>	\$1,932 49

Costs of General Control, Supervision, Etc.— Continued.

<i>Brought forward</i> . . . . .	\$1,932 49	
Account books . . . . .	33 65	
Ferry tickets . . . . .	16 80	
Incidentals . . . . .	8 09	
	<hr/>	1,991 03
<i>Automobile (1), Automobile Trucks (2).</i>		
Tires and tire repairs (including inner tubes),	\$9 55	
Gasoline . . . . .	260 58	
Lubricants . . . . .	43 90	
Repairs and miscellaneous parts . . . . .	77 56	
Registration fees . . . . .	9 00	
Garage rental . . . . .	126 00	
	<hr/>	526 59
Total . . . . .		<u>\$129,926 47</u>

SCHOOLHOUSE CUSTODIAN.

Salary of Schoolhouse Custodian . . . . .	\$4,800 00	
Salary of Assistant Schoolhouse Custodian . . . . .	3,999 86	
Salary of clerk . . . . .	2,302 67	
Salaries of temporary clerical assistants . . . . .	456 00	
Office supplies and equipment . . . . .	33 73	
Postage . . . . .	167 30	
Printing . . . . .	45 75	
Telephone switchboard charges . . . . .	127 88	
Telephone (not connected with switchboard),	70 02	
Incidentals . . . . .	—	
	<hr/>	\$12,003 21

*Automobiles (2).*

Tires and tire repairs (including inner tubes),	\$64 85	
Gasoline . . . . .	242 87	
Registration fees . . . . .	6 00	
Lubricants . . . . .	45 00	
Miscellaneous parts and repairs . . . . .	205 27	
Garage rentals . . . . .	228 00	
	<hr/>	791 99
Total . . . . .		<u>\$12,795 20</u>

ASSISTANT SUPERINTENDENTS.

Salaries of Assistant Superintendents (6) . . . . .	\$45,000 00
Salaries of clerks and stenographers . . . . .	11,437 83
Office supplies and equipment . . . . .	227 42
Telephone switchboard charges . . . . .	703 34
Telephone (not connected with switchboard),	15 98
Postage . . . . .	209 78
Printing . . . . .	103 60
	<hr/>
<i>Carried forward</i> . . . . .	\$57,697 95

**Costs of General Control, Supervision, Etc.—Continued.**

<i>Brought forward</i> . . . . .	\$57,697 95
Telegrams and messenger service . . . . .	5 37
Traveling expenses, conventions, etc. . . . .	108 50
Car tickets . . . . .	40 00
Automobile hire . . . . .	123 75
Allowance for auto mileage . . . . .	76 86
Incidentals . . . . .	32
	<hr/>
Total . . . . .	<u>\$58,052 75</u>

**BOARD OF APPORTIONMENT.**

Salaries of clerks . . . . .	\$3,157 53
Office supplies and equipment . . . . .	29 29
Postage . . . . .	4 00
Printing . . . . .	—
Incidentals . . . . .	—
	<hr/>
Total . . . . .	<u>\$3,190 82</u>

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

**BOARD OF EXAMINERS.**

Salary of Chief Examiner . . . . .	\$5,616 00
Salaries of examiners . . . . .	8,784 00
Salaries of clerks and stenographers . . . . .	4,364 66
Salary of temporary clerical assistant . . . . .	52 50
Office supplies and equipment . . . . .	86 12
Telephone switchboard charges . . . . .	255 72
Car tickets . . . . .	20 00
Traveling expenses visiting candidates, etc., . . . . .	59 41
Printing . . . . .	283 55
Postage . . . . .	155 30
Supplies for examinations . . . . .	12 01
Auto hire . . . . .	3 45
Assistance at examinations . . . . .	5,362 75
Incidentals . . . . .	18
	<hr/>
Total . . . . .	<u>\$25,055 65</u>

**EDUCATIONAL INVESTIGATION AND MEASUREMENT.***Salaries and Office Expenditures.*

Salary of Educational Statistician (January 1, 1932, to August 31, 1932) . . . . .	\$3,168 00
Salary of First Assistant Director (January 1, 1932, to June 12, 1932) . . . . .	2,324 64
Salaries of Research Assistants . . . . .	5,273 52
	<hr/>
<i>Carried forward</i> . . . . .	\$10,766 16



Costs of General Control, Supervision, Etc.— Continued.

<i>Brought forward</i> . . . . .	\$10,766 16	
Salary of Vocational Assistant, assigned to department . . . . .	3,059 20	
Salaries of clerks . . . . .	4,242 34	
Salaries of temporary clerical assistants . . . . .	789 00	
Office supplies and equipment . . . . .	117 55	
Postage . . . . .	98 00	
Printing . . . . .	4 75	
Typewriter (rebuilt) . . . . .	12 50	
Telephone switchboard charges . . . . .	127 88	
Car tickets . . . . .	25 00	
Allowance for auto mileage . . . . .	122 88	
Telegrams and messenger service . . . . .	—	
Incidentals . . . . .	25	
	<hr/>	\$19,365 51

*Educational Measurement.*

Tests . . . . .	\$3,764 70	
Printing in connection with tests . . . . .	410 55	
Supplies for tests . . . . .	33 50	
Incidentals . . . . .	54 65	
	<hr/>	4,263 40
Total . . . . .		<u>\$23,628 91</u>

ADMINISTRATION LIBRARY.

Salary of Librarian . . . . .	\$2,400 00	
Salaries of pupil clerical assistants . . . . .	81 00	
Office supplies and equipment . . . . .	19 09	
Postage . . . . .	16 00	
Telephone switchboard charges . . . . .	63 94	
Books and subscriptions . . . . .	711 08	
Car fares for pupil clerical assistants . . . . .	12 00	
Printing . . . . .	15 50	
Membership dues in National Education Association . . . . .	5 00	
Incidentals . . . . .	5 67	
	<hr/>	\$3,329 28
Total . . . . .		<u>\$3,329 28</u>

GENERAL CONTROL, SUNDRY ITEMS.

Administration Building:		
Salary of custodian . . . . .	\$14,092 98	
Fuel . . . . .	976 28	
Electric current for light and power . . . . .	4,479 40	
Towels . . . . .	351 36	
Custodians' supplies . . . . .	122 74	
Paper towels, drinking cups, twine, etc. . . . .	458 42	
Washing windows . . . . .	300 00	
	<hr/>	
<i>Carried forward</i> . . . . .	\$20,781 18	

## Costs of General Control, Supervision, Etc.—Continued.

<i>Brought forward</i> . . . . .	\$20,781 18	
Ice . . . . .	347 50	
Cleaning furniture covers in Rest Room . . . . .	19 60	
Incidentals . . . . .	9 57	
	<hr/>	\$21,157 85
Brookline Avenue:		
Salary of custodian . . . . .	\$4,661 34	
Fuel . . . . .	1,064 62	
Electric current for light and power . . . . .	306 57	
Gas . . . . .	14 40	
Towels . . . . .	50 40	
Ice . . . . .	72 48	
Drinking cups, etc. . . . .	61 95	
Custodians' supplies . . . . .	16 77	
Cleaning windows . . . . .	120 00	
Incidentals . . . . .	—	
	<hr/>	6,368 53
Warrenton Street (partly used for ad- ministration purposes):		
Salary of custodian . . . . .	\$879 74	
Fuel . . . . .	152 32	
Electric light . . . . .	288 43	
Gas . . . . .	8 33	
Custodians' supplies . . . . .	9 02	
Towels . . . . .	55 95	
Ice . . . . .	27 22	
Incidentals . . . . .	1 75	
	<hr/>	1,422 76
School Committee:		
Salaries of clerks . . . . .	\$4,372 83	
Salaries of temporary clerical assistants . . . . .	147 00	
Stationery and office supplies . . . . .	184 88	
Postage . . . . .	212 38	
Printing . . . . .	292 55	
Telephone . . . . .	62 59	
Auto hire . . . . .	672 15	
Traveling expenses to convention . . . . .	100 00	
Allowance for auto mileage . . . . .	105 00	
Telegram and messenger service . . . . .	10 68	
Lunches for clerks . . . . .	69 50	
Refreshments . . . . .	773 75	
	<hr/>	7,003 31
General Expense:		
Radiotone portraits of Boston's World War dead who attended public schools . . . . .	\$10,455 00	
Radiotone portrait of Chairman of School Committee . . . . .	100 00	
	<hr/>	
<i>Carried forward</i> . . . . .	\$10,555 00	\$35,952 45

## Costs of General Control, Supervision, Etc.—Continued.

<i>Brought forward</i> . . . . .	\$10,555 00	\$35,952 45
Engrossing resolution on death of Joanna T. Butler . . . . .	10 00	
	<hr/>	10,565 00
Custodians' Trial Board:		
Attendance of custodian member at hear- ings . . . . .	—	
Salary, clerical assistant . . . . .	—	
	<hr/>	<hr/>
Administration Printing:		
Minutes . . . . .	\$5,912 54	
Index to minutes . . . . .	504 35	
Binding minutes . . . . .	160 00	
Teachers' examinations . . . . .	3,833 15	
Manuals . . . . .	3,241 11	
Pay rolls and certifications . . . . .	641 50	
Bills and statements . . . . .	100 35	
School and office requisition blocks . . . . .	2,706 30	
High schools . . . . .	1,306 25	
Latin and high, intermediate and elemen- tary schools . . . . .	939 00	
Latin and high schools . . . . .	107 85	
Intermediate schools . . . . .	450 00	
Elementary schools . . . . .	907 30	
Evening high schools . . . . .	160 85	
Elementary and intermediate schools . . . . .	298 65	
Latin, high and intermediate schools . . . . .	122 00	
Teachers College, Latin, high, elementary and intermediate schools . . . . .	40 00	
Evening elementary schools . . . . .	102 85	
Evening high and evening trade schools . . . . .	75 60	
Evening schools . . . . .	154 15	
Summer Review high schools . . . . .	14 60	
Summer Review intermediate and ele- mentary schools . . . . .	68 75	
Business Manager's report . . . . .	2,181 90	
Superintendent's report . . . . .	398 50	
Proposals for furnishing supplies to schools, Courses at Teachers College . . . . .	1,337 93	
Request for quotations, etc. . . . .	224 30	
Request for quotations, etc. . . . .	93 10	
Circular on rebinding and repairing of books . . . . .	15 50	
Spelling list, Grades I, II and III . . . . .	200 00	
Budget and annual appropriation order . . . . .	989 90	
Index to school documents . . . . .	524 80	
Annual statistics . . . . .	1,809 51	
Statement of courses and requirements for entrance to Teachers College . . . . .	43 80	
	<hr/>	<hr/>
<i>Carried forward</i> . . . . .	\$29,666 39	\$46,517 45

## Costs of General Control, Supervision, Etc.—Continued.

<i>Brought forward</i> . . . . .	\$29,666 39	\$46,517 45
Schedule of stationery items, etc. . . . .	52 10	
Schedule of salaries of teachers, etc. . . . .	254 15	
Ratings for promotion . . . . .	33 45	
Circular of information on transmission of bills . . . . .	15 75	
History outline for study . . . . .	20 00	
Comparison of scholarship records, second year of high school . . . . .	82 00	
Organization and administration of inter- mediate schools . . . . .	335 10	
Tentative course of study in English . . . . .	120 00	
Course of study for Latin schools . . . . .	224 68	
Reappointment of teachers and members of the supervising staff . . . . .	313 80	
List of eligible candidates . . . . .	706 10	
List of books added to Administration Library . . . . .	46 80	
List of reference books and educational materials . . . . .	316 56	
Cash books used in connection with Relief Fund . . . . .	36 00	
Miscellaneous . . . . .	60 40	
		32,283 28
Total . . . . .		<u>\$78,800 73</u>

## DIRECTOR OF SCHOOL HYGIENE.

	School Physicians and Nurses Appropriation.	Regular Appropriation.
Salary of Director (March 14, 1932, to December 31, 1932) . . . . .	\$5,580 52	
Salaries of physicians assigned to certifying office . . . . .	2,105 69	
Salary of Supervising Nurse . . . . .	3,120 00	
Salary of nurse assigned to certifying office . . . . .	1,619 62	
Salary of Sanitary Inspector . . . . .		\$2,880 00
Salary of Nutrition Specialist . . . . .		3,312 00
Salary of Supervisor of Health Education . . . . .		1,791 00
Salaries of clerks . . . . .		4,464 51
Office supplies and equipment . . . . .		154 87
Transportation of pupils to dental infirmaries . . . . .	1,995 15	
Postage . . . . .		494 00
Messenger service and telegrams . . . . .		14 30

Costs of General Control, Supervision, Etc.—Continued.

DIRECTOR OF SCHOOL HYGIENE.—*Concluded.*

	School Physicians and Nurses Appropriation.	Regular Appropriation.
Telephone switchboard charges.....		\$191 82
Telephone (not connected with switchboard).....		210 89
Traveling expenses to convention.....		40 00
Printing.....		1,622 50
Allowance for auto mileage.....		73 14
Car tickets.....		1,118 50
Supplies for physicians and nurses.....		897 21
Transportation of children to Sherwin School—Program, Department of Public Health.....		67 50
Supplies for audiometer.....		38 55
Transportation of audiometer.....		7 85
Incidentals.....		11 67
<b>Totals.....</b>	<b>\$14,420 98</b>	<b>\$17,390 31</b>
<b>Total.....</b>		<b>\$31,811 29</b>

DIRECTOR OF VOCATIONAL GUIDANCE.

Salary of director . . . . .	\$4,200 00
Salaries of clerks . . . . .	3,401 67
Office supplies and equipment . . . . .	169 31
Printing . . . . .	30 00
Postage . . . . .	114 00
Telephone switchboard charges . . . . .	319 70
Traveling expenses to convention . . . . .	45 00
Telephone (not connected with switchboard),	177 66
Incidentals . . . . .	—

Total . . . . . \$8,457 34

HEAD SUPERVISOR OF ATTENDANCE.

Salary of Head Supervisor of Attendance . . . . .	\$4,320 00
Salaries of clerks . . . . .	2,806 32
Office supplies and equipment . . . . .	49 38
Printing . . . . .	308 50
Postage . . . . .	503 00
Allowance for auto mileage . . . . .	199 68

Carried forward . . . . . \$8,186 88

## Costs of General Control, Supervision, Etc.—Continued.

<i>Brought forward</i> . . . . .	\$8,186 88	
Telephone . . . . .	170 54	
Incidentals . . . . .	80	
		\$8,358 22

*Supervisor of Licensed Minors.*

Salary of Supervisor of Licensed Minors . . . . .	\$3,132 00	
Salary of clerk . . . . .	1,831 67	
Office supplies and equipment . . . . .	4 26	
Telephone . . . . .	97 07	
Printing . . . . .	44 00	
Postage . . . . .	58 10	
Car tickets . . . . .	80 00	
Badges and cards for licensed minors . . . . .	170 00	
Allowance for auto mileage . . . . .	77 10	
		5,494 20
Total . . . . .		<u>\$13,852 42</u>

## GENERAL ACCOUNT.

Salary allowed City Treasurer as Custodian of Teachers' Retirement Fund . . . . .	\$1,500 00	
Salaries of custodians, not otherwise charged, . . . . .	918 16	
Sampling, testing and expert advice on fuel, . . . . .	2,630 00	
Tuning and care of pianos . . . . .	2,112 00	
Premium on fuel oil . . . . .	622 22	
Premium on fuel . . . . .	28 71	
Cost of moving coal . . . . .	175 91	
Advertising . . . . .	352 61	
Diplomas and certificates for day schools . . . . .	3,499 38	
Diplomas and certificates for evening schools, . . . . .	396 73	
Ribbon for diplomas . . . . .	225 00	
Supplies broken and lost in transit and at schools . . . . .	18 72	
Fuel for branch of the Public Library at the Roxbury Memorial High School . . . . .	138 14	
Custodians' supplies for branch of the Public Library at the Roxbury Memorial High School . . . . .	6 34	
Electric current and gas for branch of the Public Library at the Roxbury Memorial High School . . . . .	163 67	
Salary of custodian for branch of the Public Library at the Roxbury Memorial High School . . . . .	3,128 57	
Books, supplies, stamps and car tickets sold out of stock . . . . .	1,660 63	
		\$17,576 79
<i>Carried forward</i> . . . . .		

## Costs of General Control, Supervision, Etc.—Continued.

<i>Brought forward</i> . . . . .	\$17,576 79
Exhibits . . . . .	36 00
Removing ashes and debris . . . . .	630 00
Workmen's compensation received by widow of custodian . . . . .	1,045 71
Expenses in connection with teaching of science in intermediate schools and classes, . . . . .	943 64
Allowance for auto mileage in connection with teaching science in intermediate schools and classes . . . . .	45 90
Tuition, wards of the city . . . . .	31,680 24
Transportation, wards of the city . . . . .	3,079 51
Tuition, paid town of Winthrop . . . . .	378 46
Transportation, paid town of Winthrop . . . . .	34 15
Tuition, paid Massachusetts Industrial and Agricultural Schools . . . . .	494 75
Tuition, paid for Continuation School pupils in other cities and towns . . . . .	1,029 92
Refund on tuition charges . . . . .	453 22
Supplies for bookbinder . . . . .	239 13
Public Library books lost at various schools, . . . . .	266 65
Upkeep and transportation of Katherine Bowlker Public School loan collection . . . . .	1,391 00
Services of judges, use of armories, supplies, etc., for military drill . . . . .	846 50
Military drill equipment . . . . .	340 56
Printing, military drill . . . . .	32 50
Transportation of rifles . . . . .	64 00
Allowance for auto mileage, military drill . . . . .	81 00
Car tickets for pupils in competition military drill . . . . .	33 20
Transportation of pupils taking part in annual parade . . . . .	3,053 60
Use of tents, etc., annual parade of school cadets . . . . .	212 66
Supplies purchased 1931, paid for 1932 . . . . .	754 45
Professional services in connection with injuries to custodians . . . . .	86 60
Short postage . . . . .	118 79
Salaries of custodians, improvement courses for teachers . . . . .	923 28
Conducting improvement courses for teachers . . . . .	12,285 00
Refunds on loan of musical instruments . . . . .	29 00
Refunds on fee for courses at Teachers College . . . . .	30 00
Supplies used as samples . . . . .	8 56
Barrels, cans, etc. . . . .	42 85
<i>Carried forward</i> . . . . .	\$78,267 62

**Costs of General Control, Supervision, Etc.—Continued.**

<i>Brought forward</i> . . . . .	\$78,267 62	
Allowance for auto mileage in connection with checking address of candidates for appointment . . . . .	13 08	
Cleaning oil tanks . . . . .	1,086 27	
Vermicide for destroying rats and mice . . . . .	80 00	
Supplies not severally charged to schools and price adjustments . . . . .	3,694 23	
Incidentals . . . . .	19 42	
	<hr/>	\$83,160 62
<b>Credits:</b>		
Barrels, cans, packing cases, etc. . . . .	\$6 22	
Penalty exacted from contractors on account of quality of fuel falling below standard requirements . . . . .	27 12	
Penalties exacted from contractors on account of quality of supplies falling below standard requirements . . . . .	85 45	
Cash discounts . . . . .	1,061 73	
Supplies returned from various schools . . . . .	331 21	
	<hr/>	1,511 73
<b>Total</b> . . . . .		<u>\$81,648 89</u>

**SALARIES AND EXPENSES OF SUPERVISORS OF GRADES AND SUBJECTS.****PRACTICE AND TRAINING.**

Salary of Director . . . . .	\$4,428 90	
Salary of First Assistant Director . . . . .	3,312 00	
Salaries of Assistant Directors . . . . .	9,699 15	
Salary of Vocational Assistant, assigned to department (March 14, 1932, to August 31, 1932, and December 5, 1932, to December 31, 1932) . . . . .	1,646 94	
Salaries of clerks . . . . .	3,192 34	
Salary of temporary clerical assistant . . . . .	18 00	
Office supplies and equipment . . . . .	55 09	
Printing . . . . .	134 45	
Postage . . . . .	114 03	
Telephone switchboard charges . . . . .	193 83	
Car tickets . . . . .	250 00	
	<hr/>	\$23,044 73
<b>Total</b> . . . . .		<u>\$23,044 73</u>

**ELEMENTARY SUPERVISORS.**

Elementary supervisors (2) . . . . .	\$6,938 25	
Salary of clerk (part time) . . . . .	837 33	
	<hr/>	\$7,775 58
<i>Carried forward</i> . . . . .	\$7,775 58	



## Costs of General Control, Supervision, Etc.—Continued.

<i>Brought forward</i> . . . . .	\$7,775 58	
Office supplies . . . . .	6 33	
Car tickets . . . . .	60 00	
Printing . . . . .	12 35	
Telephone switchboard charges . . . . .	63 94	
Allowance for auto mileage . . . . .	68 22	
Postage . . . . .	—	
	<hr/>	
Total . . . . .		<u>\$7,986 42</u>

## PRIMARY SUPERVISORS.

Primary supervisors (2) . . . . .	\$7,593 60	
Salary of clerk (part time) . . . . .	837 34	
Office supplies and equipment . . . . .	16 21	
Telephone switchboard charges . . . . .	63 94	
Car tickets . . . . .	60 00	
Postage . . . . .	—	
Allowance for auto mileage . . . . .	79 62	
	<hr/>	
Total . . . . .		<u>\$8,650 71</u>

## MANUAL ARTS.

Salary of Director . . . . .	\$4,440 00	
Salary of Associate Director . . . . .	4,896 00	
Salaries of Assistant Directors . . . . .	12,996 99	
Salaries of First Assistants in Manual Arts . . . . .	4,943 05	
Salaries of Assistants in Manual Arts . . . . .	25,112 28	
Salary of Shop Supervisor . . . . .	2,953 68	
Salaries of Instructors of Shop Work, assigned to department (part time) . . . . .	134 35	
Salary of Assistant, Intermediate, assigned to department (October 24, 1932, to December 31, 1932) . . . . .	451 96	
Salary of Assistant, Manual Training, elementary, assigned to department (part time) . . . . .	41 60	
Salary of Shop Instructor, assigned to department (part time) . . . . .	388 80	
Salary of Assistant, High School, assigned to department (January 1, 1932, to August 31, 1932) . . . . .	2,009 60	
Salary of temporary teacher, assigned to department (part time) . . . . .	60 00	
Salaries of temporary teachers at Museum of Fine Arts . . . . .	1,668 00	
Salaries of clerks . . . . .	7,625 84	
Office supplies and equipment . . . . .	227 77	
Printing . . . . .	644 00	
	<hr/>	
<i>Carried forward</i> . . . . .	\$68,593 92	

## Costs of General Control, Supervision, Etc.—Continued.

<i>Brought forward</i> . . . . .	\$68,593 92	
Postage . . . . .	192 99	
Telephone switchboard charges . . . . .	703 34	
Allowance for auto mileage . . . . .	241 02	
Car tickets . . . . .	410 00	
Drawing supplies . . . . .	520 43	
Manual training supplies . . . . .	50 06	
Auto hire . . . . .	2 45	
Lantern slides . . . . .	50 00	
Incidentals . . . . .	08	
		<u>\$70,764 29</u>

## AUTOMOBILE AND AUTOMOBILE TRUCK.

Ford school bus . . . . .	\$1,361 00	
Tires and tire repairs (including inner tubes), . . . . .	17 82	
Gasoline . . . . .	242 45	
Lubricants . . . . .	57 45	
Repairs and miscellaneous parts . . . . .	269 37	
Registration fees . . . . .	4 00	
Garage rentals . . . . .	271 00	
		<u>2,223 09</u>
Total . . . . .		<u>\$72,987 38</u>

## MUSIC.

Salary of Director . . . . .	\$5,040 00	
Salaries of Assistant Directors, Boston Public School Symphony Band (part time) . . . . .	1,819 41	
Salaries of Assistants . . . . .	35,388 36	
Salary of clerk . . . . .	2,041 00	
Office supplies and equipment . . . . .	86 55	
Car tickets . . . . .	600 00	
Printing . . . . .	147 51	
Postage . . . . .	158 80	
Telephone switchboard charges . . . . .	127 88	
Expenses in connection with music festival . . . . .	685 03	
Music supplies . . . . .	11 57	
Allowance for auto mileage . . . . .	677 72	
Traveling expenses to convention . . . . .	75 00	
Incidentals . . . . .	66	
		<u>\$46,859 49</u>
Total . . . . .		<u>\$46,859 49</u>

## KINDERGARTEN.

Salary of Director . . . . .	\$3,990 00	
Salary of Assistant Director . . . . .	3,502 10	
Salary of clerk . . . . .	1,360 65	
Office supplies and equipment . . . . .	37 93	
Car tickets . . . . .	45 00	
		<u>\$8,935 68</u>
<i>Carried forward</i> . . . . .	\$8,935 68	

## Costs of General Control, Supervision, Etc.—Continued.

<i>Brought forward</i> . . . . .	\$8,935 68
Printing . . . . .	30 90
Postage . . . . .	124 28
Telephone switchboard charges . . . . .	63 94
Incidentals . . . . .	—
Total . . . . .	<u>\$9,154 80</u>

## HOUSEHOLD SCIENCE AND ARTS.

Salary of Director . . . . .	\$4,142 25
Salaries of Assistant Directors . . . . .	6,938 25
Salary of First Assistant, Manual Arts (assigned part time) . . . . .	464 00
Salaries of clerks . . . . .	3,349 33
Office supplies and equipment . . . . .	81 13
Car tickets . . . . .	230 00
Printing . . . . .	41 95
Postage . . . . .	98 75
Telephone switchboard charges . . . . .	143 85
Incidentals . . . . .	50
Total . . . . .	<u>\$15,490 01</u>

## SPECIAL CLASSES.

Salary of Director . . . . .	\$4,200 00
Salary of Assistant Director . . . . .	3,471 30
Assistant Special Class, assigned to depart- ment . . . . .	2,496 00
Salary of clerk . . . . .	1,465 33
Office supplies and equipment . . . . .	76 08
Printing . . . . .	60 25
Postage . . . . .	111 40
Telephone switchboard charges . . . . .	63 94
Car tickets . . . . .	150 00
Allowance for auto mileage . . . . .	46 50
Incidentals . . . . .	—
Total . . . . .	<u>\$12,140 80</u>

## COMMERCIAL CO-ORDINATOR.

Salary of Commercial Co-ordinator . . . . .	\$4,452 84
Salary of clerk (part time) . . . . .	457 91
Office supplies and equipment . . . . .	60
Postage . . . . .	7 41
Telephone switchboard charges . . . . .	68 79
Car tickets . . . . .	35 00
Total . . . . .	<u>\$5,022 55</u>

## Costs of General Control, Supervision, Etc.—Continued.

## DIRECTOR OF COMMERCIAL EDUCATION.

Salary of Director (September 1, 1932, to December 31, 1932) . . . . .	\$1,584 00	
Salary of clerk (September 1, 1932, to Decem- ber 31, 1932) . . . . .	520 00	
Postage . . . . .	1 00	
Car tickets . . . . .	10 00	
Total . . . . .		<u>\$2,115 00</u>

## PENMANSHIP.

Salary of Director . . . . .	\$4,142 25	
Salary of Assistant Director . . . . .	3,480 00	
Salaries of assistants . . . . .	6,048 00	
Salary of clerk . . . . .	1,046 67	
Salaries of pupil clerical assistants . . . . .	381 77	
Office supplies and equipment . . . . .	96 88	
Car tickets . . . . .	115 00	
Printing . . . . .	64 45	
Allowance for auto mileage . . . . .	19 32	
Postage . . . . .	90 22	
Telephone switchboard charges . . . . .	139 00	
Incidentals . . . . .	4 39	
Total . . . . .		<u>\$15,627 95</u>

## EVENING AND SUMMER SCHOOLS.

Salary of Director . . . . .	\$5,904 00	
Salary of Assistant Director (January 1, 1932, to August 31, 1932) . . . . .	3,168 00	
Salary of Supervisor of Division "C" Classes . . . . .	135 00	
Salaries of clerks . . . . .	9,322 44	
Office supplies and equipment . . . . .	96 77	
Printing . . . . .	40 75	
Postage . . . . .	181 60	
Allowance for auto mileage . . . . .	103 68	
Telephone switchboard charges . . . . .	383 64	
Incidentals . . . . .	16	
Total . . . . .		<u>\$19,336 04</u>

*Automobile.*

Tires and tire repairs (including inner tubes),	\$18 62	
Gasoline . . . . .	69 25	
Lubricants . . . . .	20 90	
Repairs and miscellaneous parts . . . . .	10 75	
Garage rental . . . . .	114 00	
Total . . . . .		<u>233 52</u>
Total . . . . .		<u>\$19,569 56</u>

Costs of General Control, Supervision, Etc.— Continued.

MODERN FOREIGN LANGUAGES.

Salary of Director . . . . .	\$4,800 00	
Salary of clerk . . . . .	1,140 32	
Printing . . . . .	16 05	
Office supplies and equipment . . . . .	63 97	
Postage . . . . .	42 00	
Car tickets . . . . .	50 00	
Telephone switchboard charges . . . . .	127 88	
Incidentals . . . . .	1 16	
Total . . . . .		<u>\$6,241 38</u>

SUPERVISION OF SCIENCE, INTERMEDIATE SCHOOLS.

Salary of Professor at Teachers College (ninetenths time) . . . . .	\$4,276 80	
Salary of Special Assistant (assigned) . . . . .	1,175 00	
Total . . . . .		<u>\$5,451 80</u>

SUPERVISION OF VISUAL EDUCATION.

Salary of Assistant Professor at Teachers College (three-fourths time) . . . . .	\$3,132 00	
Salary of Special Assistant (assigned) . . . . .	885 00	
Total . . . . .		<u>\$4,017 00</u>

PHYSICAL EDUCATION.

	Physical Education Appropriation.	Regular Appropriation.
Salary of Director . . . . .	\$5,472 00	
Salary of Associate Director . . . . .	5,184 00	
Salary of Assistant Director . . . . .	4,464 00	
Salary of Supervisor in Charge of Playgrounds . . . . .	3,360 00	
Salaries of temporary supervisors of playgrounds . . . . .	2,004 00	
Salaries of clerks . . . . .	3,984 00	
Salaries of temporary clerical assistants . . . . .	44 00	
Office supplies and equipment . . . . .	37 74	\$70 38
Printing . . . . .	89 35	
Surety bonds . . . . .		20 00
Athletic certificates . . . . .	100 00	
<i>Carried forward</i> . . . . .	<u>\$24,739 09</u>	<u>\$90 38</u>

## Costs of General Control, Supervision, Etc.—Continued.

PHYSICAL EDUCATION.—*Concluded.*

	Physical Education Appropriation.	Regular Appropriation.
<i>Brought forward</i> .....	\$24,739 09	\$90 36
Postage.....	180 00	
Car tickets.....	275 00	
Telephone switchboard charges.....		255 76
Telegrams and messenger service.....		1 85
Incidentals.....	15	
Removing gymnasium apparatus to storeroom.....	56 00	
Services of custodian at Boston Clerical School (athletic field),	15 00	919 00
Allowance for auto mileage.....	422 94	
<i>Automobiles (2).</i>		
Tires and tire repairs (including inner tubes)..... \$20 55		
Gasoline..... 199 40		
Registration fees..... 16 00		
Lubricants..... 28 29		
Miscellaneous parts and repairs, etc..... 214 37		
Garage rental..... 101 00		
Incidentals.....	579 61	
Totals.....	\$26,267 79	\$1,266 97
Total.....		\$27,534 76

## VOCATIONAL GUIDANCE AND COMPULSORY ATTENDANCE.

## VOCATIONAL GUIDANCE.

Salaries of Vocational Instructors . . . . .	\$19,152 00	
Salaries of Vocational Assistants . . . . .	26,680 74	
Car tickets . . . . .	70 00	
Allowance for auto mileage . . . . .	23 28	
Telephone charges . . . . .	175 39	
Total . . . . .		<u>\$46,101 41</u>

Costs of General Control, Supervision, Etc.— Continued.

COMPULSORY ATTENDANCE.

Salaries of Supervisors of Attendance . . .	\$82,972 56	
Salaries of Temporary Supervisors of Attendance . . . . .	582 00	
Car tickets . . . . .	1,460 00	
Allowance for auto mileage . . . . .	73 02	
Total . . . . .		<u>\$85,087 58</u>

SUPERVISION, EXTENDED USE OF THE PUBLIC SCHOOLS.

	Extended Use of the Public Schools Appropriation.	Regular Appropriation.
Salary of Director.....	\$4,426 80	
Salary of clerk (part time).....	1,373 76	
Office supplies and equipment.....	11 35	\$26 44
Printing.....	31 30	33 65
Postage.....	73 75	
Car tickets.....	7 50	
Allowance for auto mileage.....	135 54	
Telephone switchboard charges.....	—	127 88
Totals.....	\$6,060 00	\$187 97
Total.....		<u>\$6,247 97</u>

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

GENERAL CONTROL AND GENERAL ACCOUNT.	Total.
Superintendent and Secretary.....	\$62,788 02
Business Manager.....	129,926 47
Schoolhouse Custodian.....	12,795 20
Assistant Superintendents.....	38,052 75
Board of Apportionment.....	3,190 82
Board of Examiners.....	25,055 65
Educational Investigation and Measurement.....	23,628 91
Administration Library.....	3,329 28
General Control, Sundry Items.....	78,800 73
Director of School Hygiene.....	31,811 29
Director of Vocational Guidance.....	8,457 34
Head Supervisor of Attendance.....	13,852 42
General Account.....	81,648 80
Total.....	<u>\$533,337 77</u>

## Costs of General Control, Supervision, Etc.—Continued.

COST OF GENERAL CONTROL.—*Concluded.*

SALARIES AND EXPENSES OF SUPERVISORS OF GRADES AND SUBJECTS.	Total.
Practice and Training.....	\$23,044 73
Elementary Supervisors.....	7,986 42
Primary Supervisors.....	8,650 71
Manual Arts.....	72,987 38
Music.....	46,859 49
Kindergartens.....	9,154 80
Household Science and Arts.....	15,490 01
Special Classes.....	12,140 80
Commercial Co-ordinator.....	5,022 55
Director of Commercial Education.....	2,115 00
Penmanship.....	15,627 95
Modern Foreign Languages.....	6,241 38
Supervision of Science, Intermediate Schools.....	5,451 80
Supervision of Visual Education.....	4,017 00
Evening and Summer Schools.....	19,569 56
Physical Education.....	27,534 76
Total.....	<u>\$281,894 34</u>
OTHER ITEMS.	
Vocational Guidance.....	\$46,101 41
Compulsory Attendance.....	85,087 58
Supervision, Extended Use of the Public Schools.....	6,247 97
Total.....	<u>\$137,436 96</u>
Total cost of general control, supervision and other items.....	<u>\$952,669 07</u>

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

(SEE TABLES OF COSTS.)

Teachers College . . . . .	\$12,893 85
Latin and high schools . . . . .	231,689 18
Intermediate . . . . .	141,928 10
Elementary . . . . .	468,323 76
Conservation of Eyesight classes . . . . .	1,449 33
Speech improvement classes . . . . .	1,992 44
Boston Clerical School . . . . .	4,426 77
Boston Disciplinary Day School . . . . .	3,156 79
Horace Mann School . . . . .	3,458 46
Trade School for Girls . . . . .	5,050 30
Boston Trade School, day classes . . . . .	8,107 61
Continuation school, compulsory . . . . .	12,378 00
Day School for Immigrants . . . . .	1,372 54
Training school for teachers of Mechanic Arts . . . . .	362 44
Boston Public School Symphony Orchestra and Band . . . . .	811 12
Summer Review High Schools . . . . .	4,122 47
Summer Review elementary and intermediate schools . . . . .	7,413 61
Gardening . . . . .	3,504 96
<i>Carried forward</i> . . . . .	<u>\$912,441 73</u>



## Costs of General Control, Supervision, Etc.—Continued.

<i>Brought forward</i>	\$912,441 73
Evening high schools	10,452 43
Evening elementary schools	11,226 30
Boston Trade School, evening classes	1,281 66
Boston Evening Opportunity School	304 74
Day Practical Arts classes	651 90
Park playgrounds	5,031 17
Schoolyard playgrounds	5,031 17
School centers	4,373 58
Use of school accommodations	1,874 39
Total	<u>\$952,669 07</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 therein connected to the switchboard.

## COST OF TELEPHONE SWITCHBOARD OPERATION.

Salaries of operators	\$2,340 04
Switchboard rental	99 98
Trunk lines	308 03
Metallic circuits	140 02
Toll calls and messages	110 78
Excess calls	2,080 60
Telephone sets	774 01
Incidentals	1 20
Listings	8 00
Miscellaneous service	16 27
Dials	129 84
	<u>\$6,008 77</u>

## APPORTIONMENT OF COST OF TELEPHONE SWITCHBOARD CHARGES.

Superintendent and Secretary	\$767 18
Business Manager	639 30
Supply room	255 76
Schoolhouse Custodian	127 88
Assistant Superintendents	703 34
Board of Examiners	255 72
Administration Library	63 94
School Committee Members	62 59
Department of Practice and Training	191 82
<i>Carried forward</i>	<u>\$3,067 53</u>

## Costs of General Control, Supervision, Etc.—Continued.

<i>Brought forward</i> . . . . .	\$3,067 53
Elementary Supervisors . . . . .	63 94
Primary Supervisors . . . . .	63 94
Department of Educational Investigation and Measurement . . . . .	127 88
Department of Vocational Guidance . . . . .	319 70
Department of Manual Arts . . . . .	703 34
Department of Music . . . . .	127 88
Department of Kindergartens . . . . .	63 94
Department of Household Science and Arts, Department of Special Classes . . . . .	127 88
Commercial Co-ordinator . . . . .	63 94
Director of Penmanship . . . . .	127 88
Department of Modern Foreign Languages . . . . .	127 88
Department of Evening Schools and Summer Schools . . . . .	383 64
Department of Physical Education . . . . .	255 76
Department of School Hygiene . . . . .	191 82
Department of Extended Use of the Public Schools . . . . .	127 88

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\$6,008 77

STOCK BALANCE, 1932.

## STOCK BALANCE, 1932.

	<i>Debit.</i>	
Inventory, December 31, 1931:		
Books	\$4,547 78	
Manual training supplies	6,711 17	
Drawing supplies	9,329 17	
Kindergarten supplies	2,258 81	
Custodians' supplies	5,935 70	
Miscellaneous educational supplies	* 37,511 56	
Educational material for first three grades,	1,834 77	
Sewing supplies	1,839 38	
Cookery supplies	252 70	
Science supplies	—	
Physical education supplies	4,887 85	
Supplies for extended use of the public schools	172 82	
Supplies for vocational guidance	59 00	
	<hr/>	\$75,340 71
Receipts, 1932:		
Books	\$3,974 72	
Manual training supplies	6,685 29	
Drawing supplies	2,978 59	
Kindergarten supplies	5,379 36	
Custodians' supplies	9,313 42	
Miscellaneous educational supplies	* 91,499 32	
Educational material for first three grades,	10,089 43	
Sewing supplies	3,911 93	
Cookery supplies	858 92	
Science supplies	38 10	
Physical education supplies	2,750 62	
Supplies for extended use of the public schools	50 00	
Supplies for vocational guidance	150 00	
	<hr/>	137,679 60
From schools:		
Manual training supplies	\$310 54	
Drawing supplies	10 80	
Kindergarten supplies	15 30	
Custodians' supplies	336 86	
Miscellaneous educational supplies	* 552 31	
Educational material for first three grades,	12 00	
Physical education supplies	1,380 50	
	<hr/>	2,618 31
Overcharges:		
Kindergarten supplies	\$45 39	
Educational material for first three grades,	200 52	
Sewing supplies	93 73	
	<hr/>	339 64
Total		<hr/> <u>\$215,978 26</u>

NOTE.—The items included in the above account are only those purchased and stocked 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, 1932.

*Credit.*

## Deliveries on requisitions:

Books . . . . .	\$5,546 45	
Manual training supplies . . . . .	8,816 10	
Drawing supplies . . . . .	4,233 08	
Kindergarten supplies . . . . .	6,088 38	
Custodians' supplies . . . . .	10,258 64	
Miscellaneous educational supplies . . . . .	* 105,825 95	
Educational material for first three grades,	10,892 74	
Sewing supplies . . . . .	4,429 63	
Cookery supplies . . . . .	892 53	
Science supplies . . . . .	24 52	
Physical education supplies . . . . .	6,322 13	
Supplies for extended use of the public schools . . . . .	81 25	
Supplies for vocational guidance . . . . .	184 00	
		\$163,595 40

## Undercharges:

Manual training supplies . . . . .	\$138 17	
Drawing supplies . . . . .	738 00	
Miscellaneous educational supplies . . . . .	* 2,183 75	
Cookery supplies . . . . .	65 03	
Custodians' supplies . . . . .	700 25	
Physical education supplies . . . . .	208 67	
		4,033 87

## Inventory, December 31, 1932:

Books . . . . .	\$2,976 05	
Manual training supplies . . . . .	4,752 73	
Drawing supplies . . . . .	7,347 48	
Kindergarten supplies . . . . .	1,610 48	
Custodians' supplies . . . . .	4,627 09	
Miscellaneous educational supplies . . . . .	* 21,553 39	
Educational material for first three grades,	1,243 98	
Sewing supplies . . . . .	1,415 41	
Cookery supplies . . . . .	154 06	
Science supplies . . . . .	13 58	
Physical education supplies . . . . .	2,488 17	
Supplies for extended use of the public schools . . . . .	121 57	
Supplies for vocational guidance . . . . .	25 00	
		48,348 99
Total . . . . .		<u>\$215,978 26</u>

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

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\* Including school physicians and nurses.

SUMMARY OF COSTS CHECKING TOTAL EXPENDITURES.\*

	Costs, Exclusive of General Control, General Account, Supervision and Other Items and with Direct Income Deducted.	Costs, with Costs of General Control, General Account, Supervision and Other Items Added.	Costs, with Tuition Receipts and Other Income Deducted.
Teachers College.....	\$201,901 04	\$214,794 89	\$212,087 10
Latin and High Schools.....	3,642,050 23	3,873,739 41	3,838,151 49
Intermediate Schools.....	1,477,042 28	1,618,970 38	1,610,105 55
Elementary Schools.....	7,416,423 75	7,884,747 51	7,856,710 78
Horace Mann School.....	70,414 87	73,873 33	4,507 96
Boston Clerical School.....	89,910 12	94,336 89	93,406 31
Boston Disciplinary Day School.....	24,897 24	28,054 03	27,998 05
Trade School for Girls.....	65,658 05	70,708 35	41,295 57
Boston Trade School, day classes.....	133,755 69	141,863 30	90,459 52
Compulsory Continuation School.....	68,038 63	80,416 63	73,694 55
Day Practical Arts Classes.....	1,095 60	1,747 50	1,731 51
Lip-Reading Classes.....	11,805 05	11,805 05	11,743 60
Speech Improvement Classes.....	50,862 99	52,855 43	52,614 30
Conservation of Eyesight Classes.....	36,672 83	38,122 16	37,990 22
Day School for Immigrants.....	9,518 61	10,891 15	10,804 43
Boston Public School Symphony Orchestra and Band.....	319 65	1,130 77	1,130 77
Education of Physically Handicapped Children.....	14,643 75	14,643 75	14,643 75
Gardening Classes.....	5,960 67	9,465 63	9,465 63
Training School for Teachers of Mechanic Arts.....	7,542 44	7,904 88	7,888 89
Summer Review High Schools.....	23,727 03	27,849 50	26,443 56
Summer Review Elementary and Intermediate Schools, Evening High Schools.....	38,792 71	46,206 32	45,795 46
Evening Elementary Schools.....	88,848 83	99,301 26	98,686 39
Evening Elementary Schools.....	60,235 61	71,461 91	48,982 70
Boston Evening Opportunity School.....	4,567 82	4,872 56	4,852 57
Boston Trade School, evening classes.....	11,161 92	12,443 58	10,559 19
Park Playgrounds.....	32,745 90	37,777 07	37,777 07
Schoolyard Playgrounds.....	81,749 57	86,780 74	86,780 74
Extended Use of the Public Schools:			
School Centers.....	43,716 35	48,089 93	48,089 93
Use of School Accommodations.....	4,275 18	6,149 57	6,149 57
Totals.....	\$13,718,334 41	\$14,671,003 48	\$14,410,547 16
Add costs of general control, supervision and other items.....	952,669 07		
Total.....	\$14,671,003 48		
Deduct apportioned income (including tuition and group credits).....	260,456 32		
Net total.....	\$14,410,547 16		
Net total brought down.....	\$14,410,547 16		
Add total income (direct and apportioned).....	812,172 97		
Total.....	\$15,222,720 13		
Decrease in inventory.....	26,991 72		
Total expenditures, 1932.....	\$15,195,728 41		

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

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.....	\$336 30	\$2 52	\$8 33	\$10 85	\$347 15

*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.....	\$122 29	\$1 98	\$1 23	\$3 21	\$125 50
Girls' Latin.....	105 60	2 12	1 54	3 66	109 26
Brighton High.....	130 32	1 89	3 82	5 71	136 03
Charlestown High.....	157 94	1 52	6 94	8 46	166 40
Dorchester High for Boys....	148 10	1 52	3 41	4 93	153 03
Dorchester High for Girls....	116 58	1 53	2 09	3 62	120 20
East Boston High.....	139 63	1 84	4 21	6 05	145 68
English High.....	124 50	1 79	2 04	3 83	128 33
Girls' High.....	124 97	1 42	2 13	3 55	128 52
High School of Commerce....	158 96	87	2 25	3 12	162 08
High School of Practical Arts..	178 00	1 48	2 72	4 20	182 20
Hyde Park High.....	129 60	1 43	3 09	4 52	134 12
Jamaica Plain High.....	107 66	1 03	1 78	2 81	110 47
Mechanic Arts High.....	187 46	1 29	3 72	5 01	192 47
Memorial High for Boys.....	122 77	1 96	2 59	4 55	127 32
Memorial High for Girls.....	111 42	1 92	2 51	4 43	115 85
South Boston High.....	127 94	1 87	5 52	7 39	135 33
Averages.....	\$130 60	\$1 65	\$2 78	\$4 43	\$135 03

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

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

*Intermediate Schools.*

SCHOOLS.	Salaries of In- structors.*	Books.	Educational Supplies and Incidentals.	Books and Educational Supplies and Incidentals.	Total for Instruction.
Clarence R. Edwards <sup>1</sup> .....	—	—	—	—	—
Donald McKay.....	\$82 81	\$0 64	\$2 31	\$2 95	\$85 76
Frank V. Thompson.....	96 60	1 42	2 16	3 58	100 18
Grover Cleveland.....	117 00	1 83	3 48	5 31	122 31
Joseph H. Barnes.....	95 61	1 30	2 65	3 95	99 56
Mary E. Curley.....	96 21	2 16	3 99	6 15	102 36
Michelangelo.....	97 69	2 13	2 95	5 08	102 77
Oliver Wendell Holmes.....	95 47	85	2 81	3 66	99 13
Solomon Lewenberg.....	86 23	1 72	2 70	4 42	90 65
South End Intermediate <sup>2</sup> .....	—	—	—	—	—
Thomas A. Edison <sup>3</sup> .....	—	—	—	—	—
Washington.....	96 88	1 06	3 13	4 19	101 07
Washington Irving.....	96 86	1 73	2 35	4 08	100 94
William Barton Rogers.....	95 78	1 73	3 04	4 77	100 55
William Howard Taft.....	104 78	1 73	3 33	5 06	109 84
Woodrow Wilson <sup>4</sup> .....	—	—	—	—	—
Averages.....	\$89 72	\$1 78	\$2 90	\$4 68	\$94 40

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

<sup>1</sup> Opened for instruction March, 1932. Per capita costs not determined.

<sup>2</sup> Opened for instruction September, 1932. Per capita costs not determined.

<sup>3</sup> Opened for instruction September, 1932. Per capita costs not determined.

<sup>4</sup> Opened for instruction April, 1932. Per capita costs not determined.

*Elementary School Districts.*

SCHOOLS.	Salaries of In- structors.*	Books.	Educational Supplies and Incidentals.	Books and Educational Supplies and Incidentals.	Total for Instruction.
Abraham Lincoln.....	\$95 17	\$0 78	\$1 72	\$2 50	\$97 67
Agassiz.....	75 97	47	1 24	1 71	77 68
Bennett.....	76 82	51	1 08	1 59	78 41
Bigelow <sup>1</sup> .....	—	—	—	—	—

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

<sup>1</sup> Bigelow district includes Lawrence School from February, 1932. Per capita costs not determined.



*Elementary School Districts.—Continued.*

SCHOOLS.	Salaries of Instructors.*	Books.	Educational Supplies and Incidentals.	Books and Educational Supplies and Incidentals.	Total for Instruction.
Blackinton.....	\$73 56	\$0 54	\$1 67	\$2 21	\$76 77
Chapman.....	65 50	89	1 26	2 15	67 65
Charles Sumner.....	59 36	88	1 71	2 59	61 95
Christopher Gibson.....	76 47	98	1 39	2 37	78 84
Dearborn.....	85 91	68	1 54	2 22	88 13
Dillaway.....	72 02	62	1 51	2 13	74 15
Dudley.....	77 40	19	1 09	1 28	78 68
Dwight.....	101 54	26	2 21	2 47	104 01
Edmund P. Tileston.....	69 10	13	1 21	1 34	70 44
Edward Everett.....	76 43	56	1 22	1 78	78 21
Elibu Greenwood.....	68 12	61	1 35	1 96	70 08
Eliot.....	81 80	44	1 36	1 80	83 60
Emerson.....	64 58	41	1 50	1 91	66 49
Emily A. Fifield <sup>1</sup> .....	—	—	—	—	—
Everett.....	85 73	74	1 28	2 02	87 75
Francis Parkman.....	75 81	51	1 80	2 31	78 12
Franklin.....	77 23	94	1 28	2 22	79 45
Gaston.....	78 10	68	1 79	2 47	80 57
Gilbert Stuart.....	66 86	1 16	1 84	3 00	69 86
Hancock.....	79 99	64	1 12	1 76	81 75
Harvard <sup>2</sup> .....	—	—	—	—	—
Henry Grew.....	74 43	58	1 40	1 98	76 41
Henry L. Higginson.....	67 71	1 09	1 19	2 28	69 99
Henry L. Pierce <sup>3</sup> .....	—	—	—	—	—
Hugh O'Brien.....	75 54	54	1 09	1 63	77 17
Hyde.....	86 94	57	1 91	2 48	89 42
Jefferson.....	75 98	44	1 19	1 63	77 61
John A. Andrew.....	70 98	49	1 30	1 79	72 77
John Cheverus.....	69 20	69	1 02	1 71	70 91
John Marshall.....	79 88	59	1 08	1 67	81 55
John Winthrop.....	73 46	74	1 33	2 07	75 53
Julia Ward Howe.....	67 49	05	1 45	1 50	68 99

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

<sup>1</sup> Emily A. Fifield district merged with Henry L. Pierce district, April, 1932. Per capita costs not determined.

<sup>2</sup> Harvard district includes Prescott district from March, 1932. Per capita costs not determined.

<sup>3</sup> Henry L. Pierce district includes Emily A. Fifield district from April, 1932. Per capita costs not determined.

## Elementary School Districts.—Concluded.

SCHOOLS.	Salaries of Instructors.*	Books.	Educational Supplies and Incidentals.	Books and Educational Supplies and Incidentals.	Total for Instruction.
Lawrence .....	—	—	—	—	—
Lewis .....	\$84 79	\$0 93	\$1 86	\$2 79	\$87 58
Longfellow .....	70 67	60	90	1 50	72 17
Lowell .....	72 48	40	1 42	1 82	74 30
Martin .....	101 63	98	1 85	2 83	104 46
Mary Hemenway .....	78 22	34	98	1 32	79 54
Mather .....	70 86	1 03	1 23	2 26	73 12
Minot .....	77 50	72	1 27	1 99	79 49
Norcross .....	77 34	39	1 54	1 93	79 27
Oliver Hazard Perry .....	76 25	82	1 44	2 26	78 51
Phillips Brooks .....	76 00	78	1 68	2 46	78 46
Prescott .....	—	—	—	—	—
Prince .....	86 16	1 08	1 40	2 48	88 64
Quincy .....	78 11	14	1 22	1 36	79 47
Rice .....	78 80	56	1 50	2 06	80 86
Robert G. Shaw .....	70 75	91	1 62	2 33	73 28
Robert Treat Paine .....	68 57	65	1 26	1 91	70 48
Roger Wolcott .....	68 30	29	1 16	1 45	69 75
Samuel Adams .....	69 29	45	77	1 22	70 51
Sherwin .....	102 60	27	2 94	3 21	105 81
Shurtleff .....	75 30	65	1 76	2 41	77 71
Theodore Lyman .....	69 88	38	84	1 22	71 10
Theodore Roosevelt .....	85 30	1 00	1 94	2 94	88 24
Thomas Gardner .....	77 26	58	1 71	2 29	79 55
Thomas N. Hart .....	82 90	86	1 32	2 18	85 08
Ulysses S. Grant .....	74 72	23	1 62	1 85	76 57
Warren .....	73 17	90	1 30	2 20	75 37
Washington Allston .....	76 81	15	66	81	77 62
Wells .....	89 45	08	1 31	1 39	90 84
Wendell Phillips .....	75 18	52	1 35	1 87	77 05
William E. Endicott .....	72 01	33	94	1 27	73 28
William E. Russell .....	74 37	30	1 41	1 71	76 08
William Lloyd Garrison .....	63 14	47	87	1 34	64 48
Averages .....	\$74 22	\$0 60	\$1 35	\$1 95	\$76 17

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

† Lawrence School merged with Bigelow district, February, 1932. Per capita costs not determined.

‡ Prescott district merged with Harvard district, March, 1932. Per capita costs not determined.

*Special Schools.*

SCHOOLS.	Salaries of Instructors.*	Books.	Educational Supplies and Incidentals.	Books and Educational Supplies and Incidentals.	Total for Instruction.
Horace Mann.....	\$347 38	\$0 84	\$6 72	\$7 56	\$354 94
Boston Clerical.....	90 15	65	5 58	6 23	96 38
Boston Disciplinary Day.....	190 59	1 20	7 28	8 48	199 07
Boston Trade, day classes.....	228 79	1 71	29 67	31 38	260 17

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

PER CAPITA COSTS OF CUSTODIANS' SALARIES, FUEL AND LIGHT, CUSTODIANS' SUPPLIES, TELEPHONE AND TOTAL FOR OPERATION OF PLANT, BASED ON AVERAGE ATTENDANCE.

*Teachers College.*

SCHOOL.	Salaries of Custodians.	Fuel and Light.	Custodians' Supplies and Equipment.	Telephone.	Total for Operation of Plant.
Teachers College.....	\$11 43	\$7 72	\$0 43	\$3 30	\$22 88

*Latin and High Schools.*

SCHOOLS.	Salaries of Custodians.	Fuel and Light.	Custodians' Supplies and Equipment.	Telephone.	Total for Operation of Plant.
Public Latin.....	\$5 65	\$2 73	\$0 07	\$0 09	\$8 54
Girls' Latin.....	5 74	3 47	22	11	9 54
Brighton High.....	8 58	4 01	12	18	12 89
Charlestown High.....	8 57	4 10	08	19	12 94
Dorchester High for Boys.....	7 90	4 51	06	14	12 61
Dorchester High for Girls.....	5 42	3 68	12	06	9 28
East Boston High.....	7 57	5 72	21	11	13 61
English High.....	3 53	3 32	06	35	7 26
Girls' High.....	4 87	3 61	11	08	8 67
High School of Commerce.....	5 91	2 65	10	63	9 29
High School of Practical Arts,	9 43	6 70	06	20	16 39
Hyde Park High.....	7 01	4 65	08	08	11 82
Jamaica Plain High.....	5 12	2 73	06	12	8 03
Mechanic Arts High.....	8 40	8 30	04	06	16 80
Memorial High for Boys.....	6 01	4 18	09	10	10 38
Memorial High for Girls.....	4 51	3 21	08	09	7 89
South Boston High.....	8 71	5 17	15	18	14 21
Averages.....	\$6 16	\$4 06	\$0 10	\$0 15	\$10 47

PER CAPITA COSTS OF CUSTODIANS' SALARIES, FUEL AND LIGHT, CUSTODIANS' SUPPLIES, TELEPHONE AND TOTAL FOR OPERATION OF PLANT, BASED ON AVERAGE ATTENDANCE.

*Intermediate Schools.*

SCHOOLS.	Salaries of Custodians.	Fuel and Light.	Custodians' Supplies and Equipment.	Telephone.	Total for Operation of Plant.
Clarence R. Edwards <sup>1</sup> .....	—	—	—	—	—
Donald McKay.....	\$5 11	\$2 50	\$0 10	\$0 08	\$7 79
Frank V. Thompson.....	4 64	2 81	09	10	7 64
Grover Cleveland.....	7 23	2 80	06	12	10 21
Joseph H. Barnes.....	4 08	3 22	07	08	7 45
Mary E. Curley.....	6 75	4 15	22	09	11 21
Michelangelo.....	5 21	4 18	06	11	9 56
Oliver Wendell Holmes.....	6 60	3 97	23	21	11 01
Solomon Lewenberg.....	6 71	2 73	07	08	9 59
South End Intermediate <sup>2</sup> .....	—	—	—	—	—
Thomas A. Edison <sup>3</sup> .....	—	—	—	—	—
Washington.....	6 45	5 24	06	10	11 85
Washington Irving.....	6 24	2 28	16	06	8 74
William Barton Rogers.....	7 42	4 99	11	17	12 69
William Howard Taft.....	6 42	3 16	06	14	9 78
Woodrow Wilson <sup>4</sup> .....	—	—	—	—	—
Averages.....	\$5 89	\$3 18	\$0 16	\$0 11	\$9 34

<sup>1</sup> Opened for instruction March, 1932. Per capita costs not determined.

<sup>2</sup> Opened for instruction September, 1932. Per capita costs not determined.

<sup>3</sup> Opened for instruction September, 1932. Per capita costs not determined.

<sup>4</sup> Opened for instruction April, 1932. Per capita costs not determined.

*Elementary School Districts.*

SCHOOLS.	Salaries of Custodians.	Fuel and Light.	Custodians' Supplies and Equipment.	Telephone.	Total for Operation of Plant.
Abraham Lincoln.....	\$6 79	\$2 49	\$0 08	\$0 15	\$9 51
Agassiz.....	7 28	3 47	06	23	11 04
Bennett.....	7 63	2 30	06	15	10 14
Bigelow <sup>1</sup> .....	—	—	—	—	—
Blackinton.....	6 87	2 07	11	11	9 16
Chapman.....	6 15	3 18	24	11	9 68

<sup>1</sup> Bigelow district includes Lawrence School from February, 1932. Per capita costs not determined.

*Elementary School Districts.—Continued.*

SCHOOLS.	Salaries of Cus- todians.	Fuel and Light.	Custodians' Supplies and Equipment.	Telephone.	Total for Operation of Plant.
Charles Sumner.....	\$7 03	£2 90	\$0 27	\$0 14	\$10 34
Christopher Gibson.....	4 85	2 25	03	09	7 22
Dearborn.....	7 16	3 78	16	17	11 27
Dillaway.....	7 01	2 91	14	12	10 18
Dudley.....	7 21	3 48	07	16	10 92
Dwight.....	8 75	3 10	11	31	12 27
Edmund P. Tileston.....	6 74	1 94	05	11	8 84
Edward Everett.....	7 42	2 53	08	22	10 25
Elihu Greenwood.....	7 27	2 64	09	20	10 20
Eliot.....	3 90	3 14	13	08	7 25
Emerson.....	5 24	2 68	10	14	8 16
Emily A. Fifield <sup>1</sup> .....	—	—	—	—	—
Everett.....	5 29	2 36	12	23	8 00
Francis Parkman.....	7 38	3 81	09	24	11 52
Franklin.....	6 40	2 30	07	21	8 98
Gaston.....	5 69	2 72	07	10	8 58
Gilbert Stuart.....	7 72	2 59	28	22	10 81
Hancock.....	5 45	2 95	06	12	8 58
Harvard <sup>2</sup> .....	—	—	—	—	—
Henry Grew.....	7 75	2 55	11	24	10 65
Henry L. Higginson.....	5 14	1 81	17	11	7 23
Henry L. Pierce <sup>3</sup> .....	—	—	—	—	—
Hugh O'Brien.....	5 62	2 54	08	13	8 57
Hyde.....	7 32	2 26	06	15	9 79
Jefferson.....	8 03	2 85	07	15	11 10
John A. Andrew.....	4 95	2 61	04	12	7 72
John Cheverus.....	5 19	2 05	04	08	7 36
John Marshall.....	6 91	2 74	05	13	9 83
John Winthrop.....	5 64	2 13	13	13	8 03
Julia Ward Howe.....	4 98	2 21	02	08	7 29
Lawrence <sup>4</sup> .....	—	—	—	—	—
Lewis.....	5 33	3 07	06	11	8 57
Longfellow.....	6 71	2 89	12	19	9 91

<sup>1</sup> Emily A. Fifield district merged with Henry L. Pierce district April, 1932. Per capita costs not determined.

<sup>2</sup> Harvard district includes Prescott district from March, 1932. Per capita costs not determined.

<sup>3</sup> Henry L. Pierce district includes Emily A. Fifield district from April, 1932. Per capita costs not determined.

<sup>4</sup> Lawrence School merged with Bigelow district, February, 1932. Per capita costs not determined.

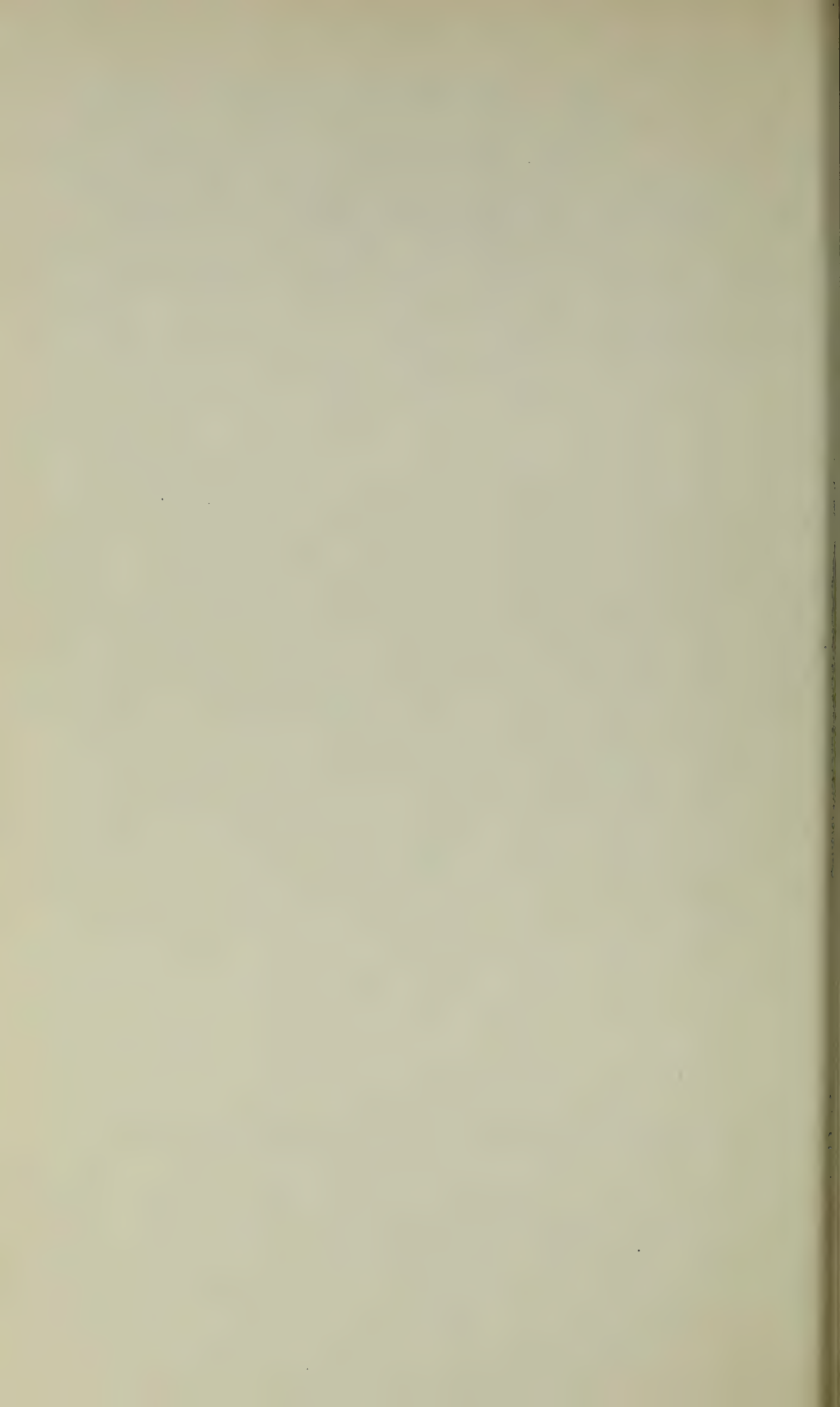
*Elementary School Districts.—Concluded.*

SCHOOLS.	Salaries of Custodians.	Fuel and Light.	Custodians' Supplies and Equipment.	Telephone.	Total for Operation of Plant.
Lowell.....	\$9 13	\$2 67	\$0 06	\$0 26	\$12 12
Martin.....	9 60	3 36	15	19	13 30
Mary Hemenway.....	6 46	2 25	08	21	9 00
Mather.....	5 89	2 98	11	13	9 11
Minot.....	6 26	2 56	09	16	9 07
Norcross.....	6 56	3 38	11	19	10 24
Oliver Hazard Perry.....	6 75	3 49	12	16	10 52
Phillips Brooks.....	5 69	2 30	08	13	8 20
Prescott <sup>1</sup> .....	—	—	—	—	—
Prince.....	8 29	3 20	09	19	11 77
Quincy.....	5 14	2 64	08	07	7 93
Rice.....	5 46	2 85	15	11	8 57
Robert G. Shaw.....	6 99	3 19	13	20	10 51
Robert Treat Paine.....	5 44	1 65	09	11	7 29
Roger Wolcott.....	5 56	1 95	03	13	7 67
Samuel Adams.....	5 06	2 42	05	13	7 66
Sherwin.....	9 98	3 37	13	23	13 71
Shurtleff.....	6 31	2 72	10	21	9 34
Theodore Lyman.....	6 08	3 05	14	18	9 45
Theodore Roosevelt.....	6 77	3 82	08	15	10 82
Thomas Gardner.....	8 82	2 71	13	20	11 86
Thomas N. Hart.....	7 92	2 97	06	22	11 17
Ulysses S. Grant.....	5 54	2 54	12	13	8 33
Warren.....	10 09	3 71	11	17	14 08
Washington Allston.....	7 56	2 26	09	14	10 05
Wells.....	8 79	3 73	04	12	12 68
Wendell Phillips.....	7 76	3 61	10	21	11 68
William E. Endicott.....	5 33	2 06	07	09	7 55
William E. Russell.....	8 26	2 90	09	15	11 40
William Lloyd Garrison.....	4 74	2 78	09	10	7 71
Averages.....	\$6 56	\$2 71	\$0 09	\$0 16	\$9 52

<sup>1</sup> Prescott district merged with Harvard district, March, 1932. Per capita costs not determined.

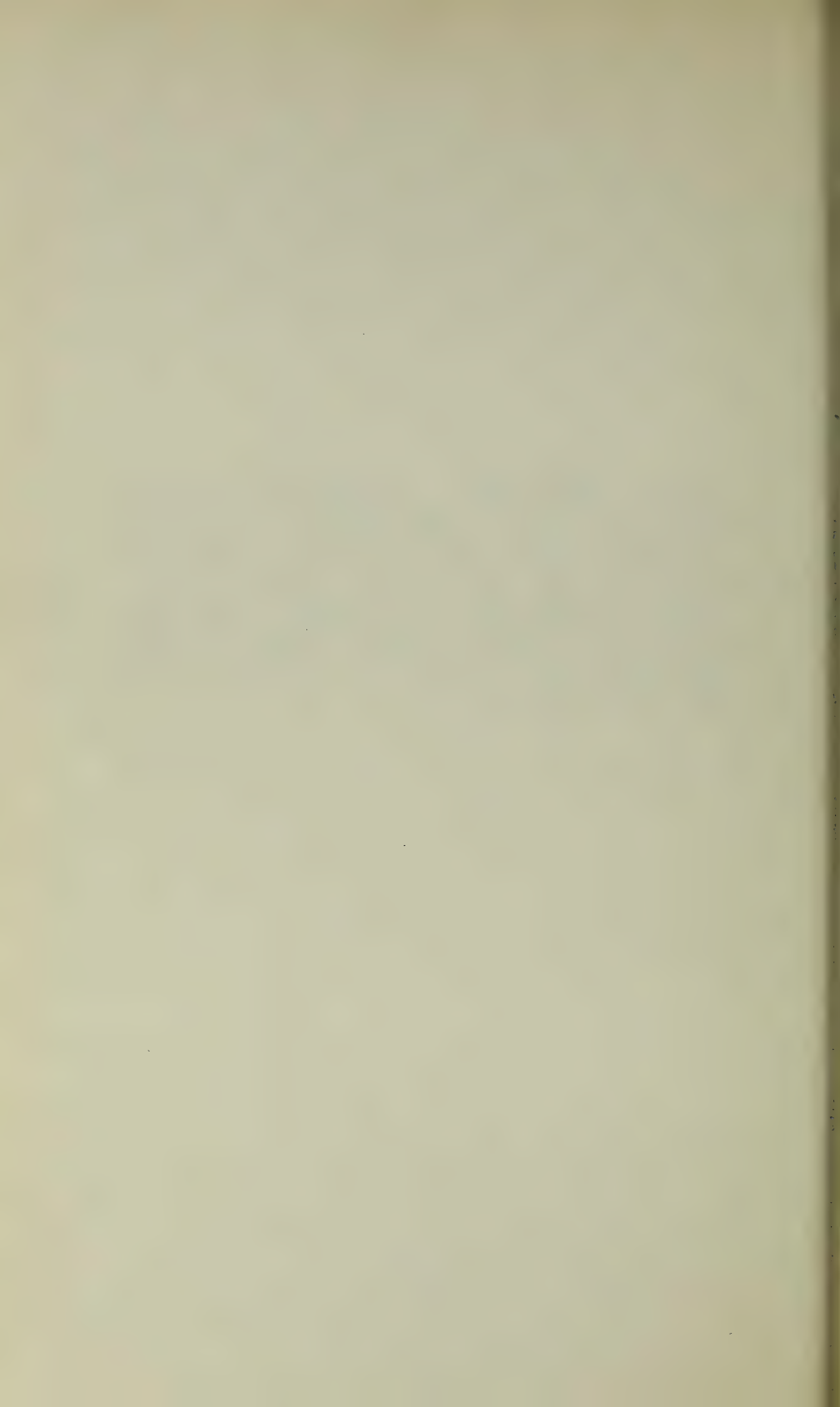
*Special Schools.*

SCHOOLS.	Salaries of Cus- todians.	Fuel and Light.	Custodians' Supplies and Equipment.	Telephone.	Total for Operation of Plant.
Horace Mann.....	\$22 48	\$10 71	\$0 25	\$0 51	\$33 95
Boston Clerical.....	4 17	2 34	11	06	6 68
Boston Disciplinary Day.....	24 38	7 00	05	50	31 93
Boston Trade, day classes....	11 65	6 35	17	73	18 90

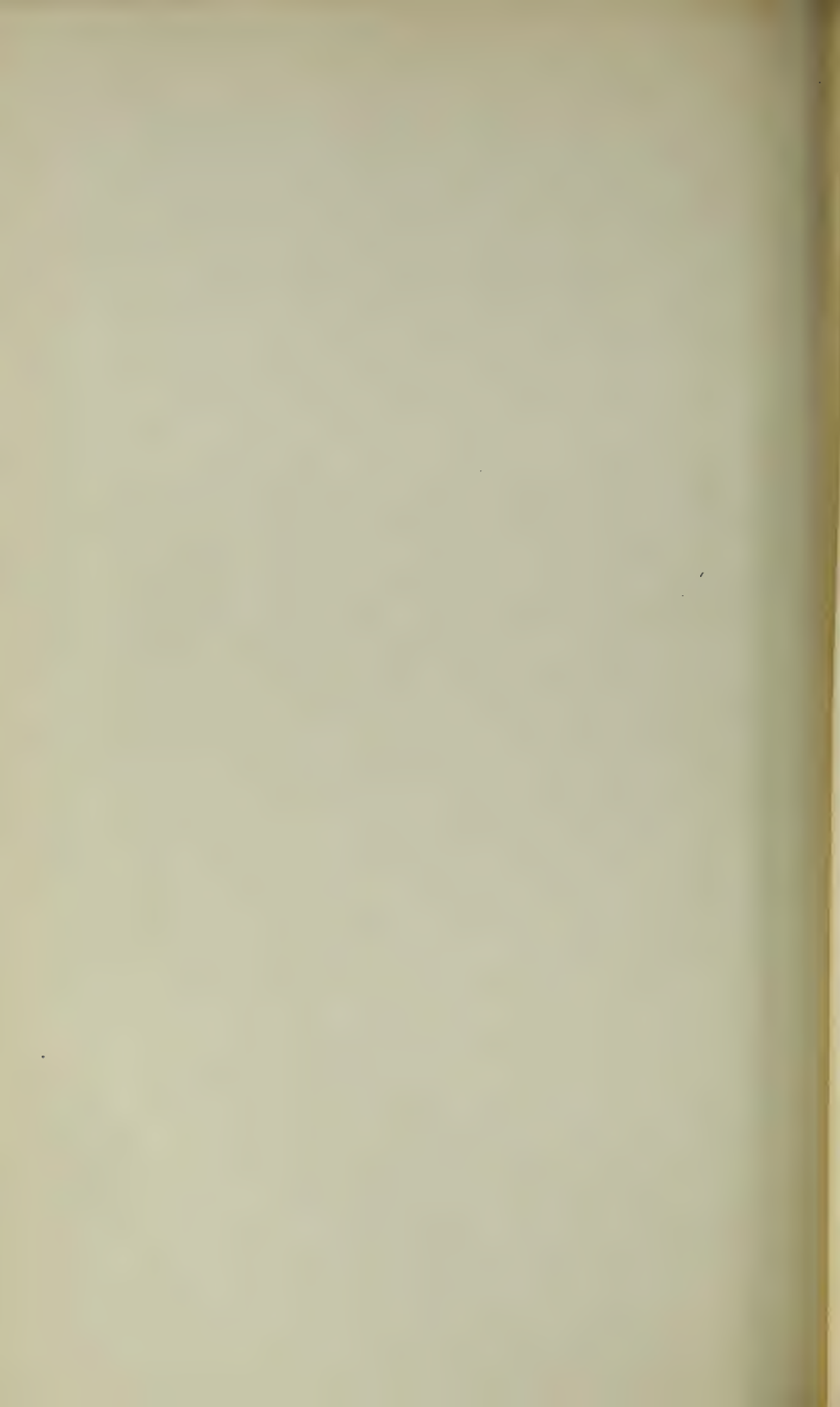




THE APPENDED NUMBERED TABLES SHOW IN DETAIL THE COSTS OF SCHOOLS AND ALL OTHER ACTIVITIES IN OPERATION DURING THE FINANCIAL YEAR. FROM THESE TABLES MAY BE ASCERTAINED THE COST OF RUNNING EACH SCHOOL, SCHOOL DISTRICT AND ACTIVITY. GROUP COSTS ARE ALSO SHOWN.







RECAPITULATION OF THE FOLLOWING TABLES NUMBERED FROM 2 TO 9B, INCLUSIVE; WITH COSTS OF GENERAL CONTROL AND GENERAL ACCOUNT, SUPERVISION AND OTHER ITEMS ADDED TO SHOW TOTAL COSTS AND PER CAPITA COSTS BASED ON TOTAL COSTS; AND WITH TUITION RECEIVED FROM NON-RESIDENT PUPILS AND OTHER 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 9B, INCLUSIVE; WITH COSTS OF GENERAL CONTROL AND GENERAL ACCOUNT, SUPERVISION AND OTHER ITEMS ADDED TO SHOW TOTAL COSTS AND PER CAPITA COSTS BASED ON TOTAL COSTS; AND WITH TUITION RECEIVED FROM NON-RESIDENT PUPILS AND OTHER INCOME DEDUCTED TO SHOW NET TOTAL COSTS AND PER CAPITA COSTS BASED ON NET TOTAL COSTS.\***

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 1.—RECAPITULATION OF THE FOLLOWING TABLES NUMBERED FROM 2 to 9B, INCLUSIVE; WITH COSTS OF GENERAL CONTROL AND GENERAL ACCOUNT, 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 OTHER 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.	Intermediate Schools.**	Elementary School Districts.	Horace Mann School.	Boston Clerical School.	Boston Disciplinary Day School.	Trade School for Girls.†		
1	Costs, with direct income deducted, and exclusive of general control, general account, supervision and other items. (See tables following from 2 to 9B, inclusive.)	\$201,901 04	\$3,642,050 23	\$1,477,042 28	\$7,416,428 75	\$70,414 87	\$89,910 12	\$24,897 24	\$65,658 05	1
2	Average membership.....	568	28,085	14,802	91,251	186	944	113		2
3	Cost per pupil, direct charges only (on average membership),	\$355 46	\$129 68	\$99 79	\$81 12	\$378 57	\$95 24	\$220 33		3
4	Average attendance.....	540	26,165	13,978	84,186	171	855	96		4
5	Cost per pupil, direct charges only (on average attendance) ..	\$373 89	\$139 20	\$105 68	\$87 92	\$411 78	\$105 16	\$259 35		5
6	Number of pupil hours.....	533,787	25,974,336	12,770,817	70,909,121	154,415	859,035	86,830	578,010	6
7	Cost per pupil hour.....	\$0 378	\$0 140	\$0 115	\$0 104	\$0 456	\$0 104	\$0 286	\$0 113	7
8	Above costs brought down.....	\$201,901 04	\$3,642,050 23	\$1,477,042 28	\$7,416,428 75	\$70,414 87	\$89,910 12	\$24,897 24	\$65,658 05	8
9	Cost of general control and general account.....	5,315 18	131,851 58	81,179 22	272,921 39	2,829 81	4,026 45	1,057 22	4,341 64	9
10	Cost of supervision.....	7,578 67	37,372 27	40,712 74	159,747 00	628 65	310 88	77 45	551 92	10
11	Cost of compulsory attendance.....		21,989 88	15,246 46	35,655 37			2,022 12	156 74	11
12	Cost of vocational guidance.....		40,475 45	4,789 68			89 44			12
13	Total costs.....	\$214,794 89	\$3,873,739 41	\$1,618,970 38	\$7,884,747 51	\$73,873 33	\$94,336 89	\$28,054 03	\$70,708 35	13
14	Cost per pupil, total (on average membership).....	\$378 16	\$137 93	\$109 38	\$86 41	\$397 17	\$99 93	\$248 27		14
15	Cost per pupil, total (on average attendance).....	\$397 77	\$148 05	\$115 84	\$93 66	\$432 01	\$110 34	\$292 23		15
16	Cost per pupil hour, total.....	\$0 402	\$0 149	\$0 126	\$0 111	\$0 478	\$0 109	\$0 323	\$0 122	16
17	Above total costs brought down.....	\$214,794 89	\$3,873,739 41	\$1,618,970 38	\$7,884,747 51	\$73,873 33	\$94,336 89	\$28,054 03	\$70,708 35	17
18	Deduct tuition received (from nonresident pupils).....	2,272 00	25,424 76	2,615 80	8,290 11	\$ 69,165 47	578 75		29,044 96	18
19		\$212,522 89	\$3,848,314 65	\$1,616,354 58	\$7,876,457 40	\$4,707 86	\$93,758 14	\$28,054 03	\$41,663 39	19
20	Deduct income (group credits and balance apportioned).....	435 79	10,163 16	6,249 03	19,746 62	199 90	351 83	55 98	367 82	20
21	Net total costs †.....	\$212,087 10	\$3,838,151 49	\$1,610,105 55	\$7,856,710 78	\$4,507 96	\$93,406 31	\$27,998 05	\$41,295 57	21
22	Net cost per pupil (on average membership) †.....	\$373 39	\$136 66	\$108 78	\$86 10	\$24 24	\$98 95	\$247 77		22
23	Net cost per pupil (on average attendance) †.....	\$392 75	\$146 69	\$115 21	\$93 33	\$26 36	\$109 25	\$291 65		23
24	Net cost per pupil hour †.....	\$0 397	\$0 147	\$0 126	\$0 110	\$0 029	\$0 108	\$0 322	\$0 071	24

\*\*EXCLUSIVE OF ELEMENTARY SCHOOL DISTRICTS STILL HOUSING INTERMEDIATE CLASSES.

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

‡ Including regular and summer 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 LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

**TABLE NO. 1.—RECAPITULATION OF THE FOLLOWING TABLES NUMBERED FROM 2 TO 9B, INCLUSIVE; WITH COSTS OF GENERAL CONTROL AND GENERAL ACCOUNT, 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 OTHER 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 Practical Arts Classes.	Lip-Reading Classes.	Speech Improvement Classes.	Conservation of Eyesight Classes.	Day School for Immigrants.	Boston Public School Symphony Orchestra and Band.	
1	\$133,755 69	\$68,038 63	\$1,095 60	\$11,805 05	\$50,862 99	\$36,672 83	\$9,518 61	\$319 65	1
2	1,014								2
3	\$131 91								3
4	926		246						4
5	\$144 44		\$4 45						5
6	1,245,362	364,204	20,258	48,515	449,269	284,170	80,922		6
7	\$0 107	\$0 186	\$0 054	\$0 243	\$0 113	\$0 129	\$0 117		7
8	\$133,755 69	\$68,038 63	\$1,095 60	\$11,805 05	\$50,862 99	\$36,672 83	\$9,518 61	\$319 65	8
9	7,312 00	6,311 23	166 04		1,992 44	1,449 33	529 93		9
10	754 70	210 01	485 86				777 38	811 12	10
11	40 91	5,856 76					65 23		11
12									12
13	\$141,863 30	\$80,416 63	\$1,747 50	\$11,805 05	\$52,855 43	\$38,122 16	\$10,891 15	\$1,130 77	13
14	\$139 90								14
15	\$153 20		\$7 10						15
16	\$0 113	\$0 220	\$0 086	\$0 243	\$0 117	\$0 134	\$0 134		16
17	\$141,863 30	\$80,416 63	\$1,747 50	\$11,805 05	\$52,855 43	\$38,122 16	\$10,891 15	\$1,130 77	17
18	50,820 06	6,342 26		61 45	49 21		38 74		18
19	\$91,043 24	\$74,074 37	\$1,747 50	\$11,743 60	\$52,806 22	\$38,122 16	\$10,852 41	\$1,130 77	19
20	583 72	379 82	15 99		191 92	131 94	47 98		20
21	\$90,459 52	\$73,694 55	\$1,731 51	\$11,743 60	\$52,614 30	\$37,990 22	\$10,804 43	\$1,130 77	21
22	\$89 21								22
23	\$97 69		\$7 04						23
24	\$0 072	\$0 202	\$0 085	\$0 242	\$0 117	\$0 133	\$0 133		24

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 1.—RECAPITULATION OF THE FOLLOWING TABLES NUMBERED FROM 2 TO 9B, INCLUSIVE; WITH COSTS OF GENERAL CONTROL AND GENERAL ACCOUNT, 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 OTHER INCOME DEDUCTED TO SHOW NET TOTAL COSTS AND PER CAPITA COSTS BASED ON NET TOTAL COSTS.\*

	17 Education of Physically Handi- capped Children.	18 Gardening Classes.	19 Training School for Teachers of Mechanic Arts.	20 Summer Review High Schools.	21 Summer Review Elementary and Inter- mediate Schools.	22 Evening High Schools.	23 Evening Elementary Schools.	24 Boston Evening Opportu- nity School.	
1	\$14,643 75	\$5,960 67	\$7,542 44	\$23,727 03	\$38,792 71	\$88,848 83	\$60,235 61	\$4,567 82	1
2									2
3									3
4				2,347	6,269	4,247	2,484	225	4
5				\$10 11	\$6 19	\$20 92	\$24 25	\$20 30	5
6	9,768		24,228	375,520	752,280	660,482	347,534	18,460	6
7	\$1 50		\$0 311	\$0 063	\$0 051	\$0 134	\$0 173	\$0 247	7
8	\$14,643 75	\$5,960 67	\$7,542 44	\$23,727 03	\$38,792 71	\$88,848 83	\$60,235 61	\$4,567 82	8
9			166 03	1,401 63	2,943 66	3,097 84	3,538 97	207 56	9
10		3,504 96	196 41	2,720 84	4,469 95	6,607 75	3,633 22	97 18	10
11							4,054 11		11
12						746 84			12
13	\$14,643 75	\$9,465 63	\$7,904 88	\$27,849 50	\$46,206 32	\$99,301 26	\$71,461 91	\$4,872 56	13
14									14
15				\$11 87	\$7 37	\$23 38	\$28 77	\$21 66	15
16	\$1 499		\$0 326	\$0 074	\$0 061	\$0 150	\$0 205	\$0 263	16
17	\$14,643 75	\$9,465 63	\$7,904 88	\$27,849 50	\$46,206 32	\$99,301 26	\$71,461 91	\$4,872 56	17
18				1,274 00	135 00	185 00	140 74		18
19	\$14,643 75	\$9,465 63	\$7,904 88	\$26,575 50	\$46,071 32	\$99,116 26	\$71,321 17	\$4,872 56	19
20			15 99	131 94	275 86	429 87	22,338 47	19 99	20
21	\$14,643 75	\$9,465 63	\$7,888 89	\$26,443 56	\$45,795 46	\$98,686 39	\$48,982 70	\$4,852 57	21
22									22
23				\$11 27	\$7 31	\$23 24	\$19 72	\$21 57	23
24	\$1 499		\$0 325	\$0 070	\$0 060	\$0 149	\$0 140	\$0 262	24

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS



TABLE NO. 1.—RECAPITULATION OF THE FOLLOWING TABLES NUMBERED FROM 2 TO 9B, INCLUSIVE; WITH COSTS OF GENERAL CONTROL AND GENERAL ACCOUNT, 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 OTHER INCOME DEDUCTED TO SHOW NET TOTAL COSTS AND PER CAPITA COSTS BASED ON NET TOTAL COSTS.\*

	25 Boston Trade School, Evening Classes.	26 Park Playgrounds.	27 Schoolyard Playgrounds.	28 School Centers.	29 Use of School Accommo- dations.	
1	\$11,161 92	\$32,745 90	\$81,749 57	\$43,716 35	\$4,275 18	1
2						2
3						3
4	641			8,727		4
5	\$17 41			\$5 01		5
6	87,092	2,835,818	4,679,650		<sup>1</sup> 331,581	6
7	\$0 128	\$0 011	\$0 017		<sup>2</sup> \$0 013	7
8	\$11,161 92	\$32,745 90	\$81,749 57	\$43,716 35	\$4,275 18	8
9	698 62					9
10	583 04	5,031 17	5,031 17	4,373 58	1,874 39	10
11						11
12						12
13	\$12,443 58	\$37,777 07	\$86,780 74	\$48,089 93	\$6,149 57	13
14						14
15	\$19 41			\$5 51		15
16	\$0 142	\$0 013	\$0 018		\$0 018	16
17	\$12,443 58	\$37,777 07	\$86,780 74	\$48,089 93	\$6,149 57	17
18	1,828 42					18
19	\$10,615 16	\$37,777 07	\$86,780 74	\$48,089 93	\$6,149 57	19
20	55 97					20
21	\$10,559 19	\$37,777 07	\$86,780 74	\$48,089 93	\$6,149 57	21
22						22
23	\$16 47			\$5 51		23
24	\$0 121	\$0 013	\$0 018		\$0 018	24

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

<sup>1</sup> Total attendance.

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

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Section	Area	Acres	Section	Area	Acres	Section	Area	Acres
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	...	...	44	...	...	45	...	...
46	...	...	47	...	...	48	...	...
49	...	...	50	...	...	51	...	...
52	...	...	53	...	...	54	...	...
55	...	...	56	...	...	57	...	...
58	...	...	59	...	...	60	...	...
61	...	...	62	...	...	63	...	...
64	...	...	65	...	...	66	...	...
67	...	...	68	...	...	69	...	...
70	...	...	71	...	...	72	...	...
73	...	...	74	...	...	75	...	...
76	...	...	77	...	...	78	...	...
79	...	...	80	...	...	81	...	...
82	...	...	83	...	...	84	...	...
85	...	...	86	...	...	87	...	...
88	...	...	89	...	...	90	...	...
91	...	...	92	...	...	93	...	...
94	...	...	95	...	...	96	...	...
97	...	...	98	...	...	99	...	...
100	...	...	101	...	...	102	...	...

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**TABLE NO. 2.**

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

**COSTS, EXCLUSIVE OF GENERAL CONTROL, GENERAL ACCOUNT, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\***

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

---

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 2.— COST OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, GENERAL ACCOUNT, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

TEACHERS COLLEGE.\*

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

	SCHOOL.	INSTRUCTION, EXCLUSIVE OF SUPERVISION.								
		1	2	3	4	5	6	7	8	
		Salary of President.	Salaries of Clerks.	Salaries of Physical Education Teachers.	Salaries of All Other Teachers.	Postage.	Text Books.	Reference Books.	Rebinding Books.	
1	Teachers College.....	\$5,616 00	\$6,686 66	\$6,317 50	\$162,979 96	\$138 33	\$1,006 55	\$284 42	\$67 20	1

LATIN AND HIGH SCHOOLS.\*

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

	SCHOOLS.	INSTRUCTION, EXCLUSIVE OF SUPERVISION.								
		1	2	3	4	5	6	7	8	
		Salaries of Head Masters.	Salaries of Clerks.	Salaries of Military Drill Instructors.	Salaries of Physical Education Teachers.	Salaries of All Other Teachers.	Postage.	Text Books.	Reference Books.	
1	Public Latin.....	\$4,896 00	\$3,244 32	\$4,054 21	\$1,335 00	\$246,575 96	\$285 25	\$3,493 30	\$18 30	1
2	Girls' Latin.....	5,616 00	1,623 84	.....	4,462 86	101,820 04	110 44	1,960 02	67 55	2
3	Brighton High.....	4,896 00	3,247 68	1,339 88	4,518 42	158,153 91	139 05	2,085 34	110 17	3
4	Charlestown High.....	5,321 34	3,069 96	1,319 73	3,852 45	121,001 22	95 38	1,059 32	81 24	4
5	Dorchester High for Boys.....	5,472 00	4,023 36	3,300 50	1,327 00	199,732 32	126 80	1,858 61	3 75	5
6	Dorchester High for Girls.....	4,896 00	2,853 00	.....	9,466 52	229,112 59	105 25	3,082 35	28 75	6
7	East Boston High.....	5,616 00	3,033 12	1,392 10	4,494 30	171,867 18	93 46	1,670 84	47 29	7
8	English High.....	5,616 00	4,311 84	6,037 48	1,430 00	310,649 44	217 62	3,943 98	135 66	8
9	Girls' High.....	5,328 00	3,795 96	.....	7,697 30	238,243 90	94 10	2,213 47	374 27	9
10	High School of Commerce.....	5,594 94	1,627 92	4,355 88	1,319 50	152,256 38	121 00	846 65	.....	10
11	High School of Practical Arts.....	4,464 00	3,223 20	.....	5,081 82	118,057 39	101 27	947 75	52 40	11
12	Hyde Park High.....	5,616 00	3,103 50	2,250 20	4,880 98	174,660 31	162 64	1,956 44	13 70	12
13	Jamaica Plain High.....	5,616 00	2,204 02	1,403 04	6,946 44	140,685 45	176 00	1,264 39	31 60	13
14	Mechanic Arts High.....	3,818 88	3,298 32	2,763 68	1,345 00	243,349 22	107 31	1,390 74	.....	14
15	Roxbury Memorial High for Boys.....	5,040 00	3,017 00	4,001 06	1,353 50	165,827 18	82 50	2,456 62	4 40	15
16	Roxbury Memorial High for Girls.....	5,328 00	6,376 56	.....	11,178 36	272,367 63	302 53	4,653 89	60 03	16
17	South Boston High.....	4,608 00	2,270 86	1,387 02	4,412 00	122,042 88	140 60	1,870 32	9 00	17
18	Totals.....	\$87,743 16	\$54,324 46	\$33,604 78	\$75,101 45	\$3,166,403 00	\$2,461 20	\$36,754 03	\$1,038 11	18

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 2.— COST OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, GENERAL ACCOUNT, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

TEACHERS COLLEGE.\*

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

INSTRUCTION, EXCLUSIVE OF SUPERVISION.									
9	10	11	12	13	14	15	16		
Drawing Supplies and Equipment.	Manual Training Supplies and Equipment.	Cookery Supplies and Equipment.	Sewing Supplies and Equipment.	Science Supplies and Equipment.	Kindergarten Supplies.	Musical Instruments and Supplies.	Printing.		
1	\$309 11	\$19 57	.....	.....	\$530 53	\$0 66	\$46 50	\$327 05	1

LATIN AND HIGH SCHOOLS.\*

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

INSTRUCTION, EXCLUSIVE OF SUPERVISION.									
9	10	11	12	13	14	15	16		
Rebinding Books.	Drawing Supplies and Equipment.	Shop and Manual Training Supplies and Equipment.	Cookery Supplies and Equipment.	Sewing Supplies and Equipment.	Science Supplies and Equipment.	Kindergarten Supplies.	Musical Instruments and Supplies.		
1	\$705 60	\$5 17	.....	.....	\$4 17	\$155 88	.....	\$138 83	1
2	253 30	5 17	.....	.....	5 88	38 67	.....	15 00	2
3	304 20	207 12	\$1,346 24	\$185 65	28 38	285 61	.....	52 98	3
4	157 90	123 70	2,768 36	154 26	2 57	233 24	.....	15 14	4
5	339 30	114 84	3,302 89	.....	.....	586 09	.....	117 23	5
6	129 80	308 34	5 60	66 86	201 90	297 66	.....	299 58	6
7	740 30	66 05	2,173 64	174 02	425 42	118 82	.....	28 21	7
8	640 40	224 11	71 17	.....	66	560 32	.....	110 35	8
9	318 95	367 94	2 36	153 22	14 84	212 04	\$7 38	16 20	9
10	54 60	199 82	.....	.....	.....	54 80	.....	34 49	10
11	89 30	370 48	4 44	316 29	48 60	125 03	.....	23 73	11
12	126 00	67 77	1,561 26	100 01	29 54	370 28	.....	29 06	12
13	202 30	88 25	102 14	.....	45 50	211 30	.....	75 68	13
14	355 80	101 43	2,579 69	.....	2 75	1,042 86	.....	41 66	14
15	401 90	173 12	Cr. 18 32	.....	80	602 21	.....	91 11	15
16	373 20	711 39	16 92	323 38	245 59	354 43	.....	61 70	16
17	87 00	209 74	1,744 58	164 72	79 27	223 65	.....	122 46	17
18	\$5,279 85	\$3,344 44	\$15,660 97	\$1,638 41	\$1,135 87	\$5,472 89	\$7 38	\$1,273 41	18

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 2.— COST OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, GENERAL ACCOUNT, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

TEACHERS COLLEGE.\*

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

INSTRUCTION, EXCLUSIVE OF SUPERVISION.									
17	18	19	20	21	22	23	24		
Commercial Supplies and Equipment.	Other Educational Supplies and Equipment.	Physical Education Supplies and Equipment.	Car Tickets for Teachers.	Incidentals.	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.		
1	\$1,549 96	\$1,328 06	\$99 53	\$28 00	\$120 63	\$187,456 22	533,787	\$0 351	1

LATIN AND HIGH SCHOOLS.\*

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

INSTRUCTION, EXCLUSIVE OF SUPERVISION.									
17	18	19	20	21	22	23	24		
Printing.	Commercial Supplies and Equipment.	Other Educational Supplies and Equipment.	Carfares and Auto Mileage.	Military Drill Supplies and Equipment.	Physical Education Supplies and Equipment.	Incidentals.	Total for Instruction.		
1	\$84 10	\$240 81	\$1,510 46	.....	\$10 47	\$179 06	\$4 95	\$266,941 84	1
2	79 50	66 44	1,179 52	.....	.....	146 85	8 47	117,459 55	2
3	148 05	707 66	1,118 13	\$209 76	448 37	165 23	6 37	179,704 20	3
4	79 50	1,178 82	850 76	78 70	122 12	201 63	10 42	141,777 76	4
5	82 60	483 63	603 13	50 82	47 09	Cr. 609 99	15 29	220,977 26	5
6	71 95	1,560 38	1,365 54	17 70	.....	89 21	16 21	253,975 19	6
7	148 50	875 24	1,366 10	44 83	10 47	82 08	12 90	194,480 87	7
8	76 15	682 46	2,071 43	.....	1,137 61	211 04	10 05	338,137 77	8
9	66 95	1,696 16	1,652 83	.....	.....	20 00	42 09	262,317 96	9
10	121 55	347 51	1,201 10	.....	36 47	219 97	63	168,393 21	10
11	160 40	108 20	574 14	81 78	.....	26 82	56 27	133,913 31	11
12	172 35	731 60	984 09	64 16	174 47	58 07	31 68	197,144 11	12
13	96 15	382 95	712 83	277 44	201 87	189 94	30 24	160,943 53	13
14	69 10	96 64	767 46	.....	36 47	198 16	14 35	261,379 52	14
15	115 75	1,334 55	794 91	199 82	218 47	165 72	18 15	185,890 45	15
16	194 85	1,925 43	2,415 86	34 90	.....	55 07	16 82	306,996 54	16
17	84 60	1,727 54	812 17	80 07	208 97	191 89	21 74	142,499 08	17
18	\$1,852 05	\$14,146 02	\$19,980 46	\$1,139 98	\$2,652 85	\$1,590 75	\$316 63	\$3,532,922 15	18

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 2.— COST OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, GENERAL ACCOUNT, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

TEACHERS COLLEGE.\*

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

	OPERATION OF PLANT.							PROMOTION OF HEALTH.	
	25	26	27	28	29	30	31	32	
	Salary of Custodian.	Fuel, Including Oil, Wood and Coal.	Electric Current for Light and Power.	Gas.	Custodians' Supplies and Equipment.	Telephone.	Total for Operation of Plant.	Salaries of School Physicians.	
1	\$6,174 03	\$2,242 47	\$1,835 67	\$93 05	\$233 55	\$1,790 13	\$12,358 90	\$741 91	1

LATIN AND HIGH SCHOOLS.\*

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

	INSTRUCTION, EXCLUSIVE OF SUPERVISION.		OPERATION OF PLANT.						
	25	26	27	28	29	30	31	32	
	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salaries of Custodians.	Fuel, Including Oil, Wood and Coal.	Electric Current for Light and Power.	Gas.	Custodians' Supplies and Equipment.	Telephone.	
1	2,105,886	\$0 126	\$12,013 02	\$3,043 56	\$2,494 24	\$261 19	\$156 28	\$188 98	1
2	1,062,849	110	6,174 03	1,801 52	1,835 67	93 05	240 21	117 28	2
3	1,307,555	137	11,338 24	1,935 33	2,748 27	620 00	163 93	235 60	3
4	844,340	167	7,302 01	1,274 41	1,936 72	283 03	71 42	164 40	4
5	1,428,276	154	11,404 80	3,014 90	2,823 80	672 50	89 69	209 30	5
6	2,101,997	120	11,442 51	4,724 75	2,742 17	312 95	245 61	132 15	6
7	1,310,338	148	10,103 17	2,868 27	3,814 36	958 70	285 68	150 55	7
8	2,603,197	129	9,292 74	4,443 96	3,855 56	436 55	152 83	920 90	8
9	2,016,874	130	9,945 21	3,129 96	3,830 45	408 30	217 53	165 11	9
10	1,028,084	163	6,140 97	1,408 58	1,242 99	98 46	108 58	657 98	10
11	722,922	185	6,928 63	2,203 01	2,211 30	511 10	43 49	148 15	11
12	1,449,351	136	10,307 44	3,237 79	3,085 93	508 31	123 18	124 77	12
13	1,462,761	110	7,456 48	2,148 82	1,636 65	191 87	91 45	174 93	13
14	1,418,611	184	11,407 32	4,518 56	6,446 65	300 90	60 96	76 20	14
15	1,446,090	128	8,769 96	2,820 65	2,997 35	284 32	131 77	150 74	15
16	2,621,312	117	11,946 21	3,825 61	4,344 29	334 09	223 31	245 81	16
17	1,043,893	136	9,169 31	3,057 20	1,680 63	706 20	152 76	191 32	17
18	25,974,336	\$0 136	\$161,142 05	\$49,456 88	\$49,727 03	\$6,931 52	\$2,558 68	\$4,054 17	18

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 2.— COST OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, GENERAL ACCOUNT, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

TEACHERS COLLEGE.\*

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

PROMOTION OF HEALTH.								
33	34	35	36	37	38	39	40	
Salaries of School Nurses.	Supplies and Equipment for School Physicians and Nurses.	Salary of Matron.	Salaries, Rest and Nutrition Classes.†	Supplies and Equipment, Rest and Nutrition Classes.‡	Soap and Towels for Baths.	Soap and Towels for General Use.	Total for Promotion of Health.	
1	\$5 63	\$1,150 29				\$167 00	\$2,064 83	1

LATIN AND HIGH SCHOOLS.\*

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

OPERATION OF PLANT.	PROMOTION OF HEALTH.							
	33	34	35	36	37	38	39	40
Total for Operation of Plant.	Salaries of School Physicians.	Salaries of School Nurses.	Supplies and Equipment, School Physicians and Nurses.	Salaries of Matrons.	Salaries, Rest and Nutrition Classes.†	Supplies and Equipment, Rest and Nutrition Classes.‡	Soap and Towels for Baths.	
1	\$18,157 27	\$981 91		\$11 73				1
2	10,261 76	741 91		33 10	\$1,147 54			2
3	17,041 37	644 41		20 27	1,150 29			3
4	11,031 99	691 94		69 12	1,144 79			4
5	18,214 99	741 92		15 43				5
6	19,600 14	1,221 92		39 34	2,656 12			6
7	18,180 73	541 92		34 94	1,150 29			7
8	19,102 54	1,341 92		7 41				8
9	17,696 56	1,141 92		14 82	2,295 08	\$747 00	\$27 98	9
10	9,657 56	741 92		2 82				10
11	12,045 68	737 42		37 55	1,150 29			11
12	17,387 42	621 92		30 75	1,155 24			12
13	11,700 20	701 92		13 75	1,150 29			13
14	22,810 59	841 72		8 28				14
15	15,154 79	730 86		20 30				15
16	20,919 32	1,349 92		62 51	2,300 58			16
17	14,957 42	741 92		31 12	1,150 29			17
18	\$273,920 33	\$14,517 37		\$453 24	\$16,450 80	\$747 00	\$27 98	18

† Including salaries of lunch attendants.

‡ Including supplies and equipment for school lunches.

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS



TABLE NO. 2.— COST OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, GENERAL ACCOUNT, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

TEACHERS COLLEGE.\*

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

TRANSPOR- TATION.								
	41	42	43	44	45	46	47	48
Car Tickets.	Total.	Direct Income Credits from All Sources.	Net Total.*	Average Member- ship.	Cost per Pupil, Average Member- ship.*	Average Attend- ance.	Cost per Pupil, Average Attend- ance.*	
1	\$60 00	\$201,939 95	\$38 91	\$201,901 04*	568	\$355 46 *	540	\$373 89*

LATIN AND HIGH SCHOOLS.\*

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

PROMOTION OF HEALTH.									
41	42	43	44	45	46	47	48		
Soap and Towels for General Use.	Total for Promotion of Health.	Auditing Accounts.	Total.	Direct Income Credits from All Sources.	Net Total.*	Average Member- ship.	Cost per Pupil, Average Member- ship.*		
1	\$993 64		\$286,092 75	\$147 17	\$285,945 58*	2,227	\$128 40*	1	
2	\$10 30	1,932 85	129,654 16	2 94	129,651 22*	1,125	115 25*	2	
3	63 60	1,878 57	\$45 00	198,669 14	<sup>1</sup> 19,201 65	179,467 49*	1,435	125 06*	3
4	105 85	2,011 70		154,821 45	<sup>1</sup> 29,021 40	125,800 05*	914	137 64*	4
5	28 80	786 15	45 00	240,023 40	<sup>1</sup> 18,669 93	221,353 47*	1,551	142 72*	5
6	20 43	3,937 81		277,513 14	1 45	277,511 69*	2,289	121 24*	6
7	130 99	1,858 14		214,519 74	<sup>1</sup> 18,777 07	195,742 67*	1,426	137 27*	7
8	58 00	1,407 33		358,647 64	33 77	358,613 87*	2,847	125 96*	8
9	114 29	4,341 09		284,355 61	29 20	284,326 41*	2,188	129 95*	9
10	8 70	753 44		178,804 21	52 65	178,751 56*	1,091	163 84*	10
11	76 40	2,001 66	45 00	148,005 65	<sup>1</sup> 56,193 31	91,812 34*	818	112 24*	11
12	41 28	1,849 19	45 00	216,425 72	<sup>1</sup> 18,473 59	197,952 13*	1,592	124 34*	12
13	11 60	1,877 56		174,521 29	<sup>1</sup> 7,439 30	167,081 99*	1,546	108 07*	13
14	17 90	867 90		285,058 01	57 55	285,000 46*	1,449	196 69*	14
15	180 88	932 04	45 00	202,012 28	<sup>1</sup> 21,279 09	180,733 19*	1,565	115 48*	15
16	8 90	3,721 91		331,637 77	7,334 43	324,303 34*	2,895	112 02*	16
17	98 60	2,021 93	45 00	159,523 43	<sup>1</sup> 1,520 66	158,002 77*	1,127	140 20*	17
18	\$976 52	\$33,172 91	\$270 00	\$3,840,285 39	\$198,235 16	\$3,642,050 23*	28,085	\$129 68*	18

<sup>1</sup> Includes aid from the Commonwealth and Smith-Hughes Fund Allotment.

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 2.— COST OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, GENERAL ACCOUNT, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

TEACHERS COLLEGE.\*

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

	49	50	
	Number of Pupil Hours.	Cost per Pupil Hour.*	
1	533,787	\$0 378*	1

LATIN AND HIGH SCHOOLS.\*

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

	49	50	51	52	
	Average Attendance.	Cost per Pupil, Average Attendance.*	Number of Pupil Hours.	Cost per Pupil Hour.*	
1	2,127	\$134 44*	2,105,886	\$0 135*	1
2	1,075	120 61*	1,062,849	121*	2
3	1,321	135 86*	1,307,555	137*	3
4	852	147 65*	844,340	148*	4
5	1,444	153 29*	1,428,276	154*	5
6	2,113	131 34*	2,101,997	132*	6
7	1,335	146 62*	1,310,338	149*	7
8	2,635	136 10*	2,603,197	137*	8
9	2,041	139 31*	2,016,874	140*	9
10	1,039	172 04*	1,028,084	173*	10
11	735	124 91*	722,922	127*	11
12	1,470	134 66*	1,449,351	136*	12
13	1,457	114 68*	1,462,761	114*	13
14	1,358	209 87*	1,418,611	200*	14
15	1,460	123 79*	1,446,090	124*	15
16	2,650	122 38*	2,621,312	123*	16
17	1,053	150 05*	1,043,893	151*	17
18	26,165	\$139 20*	25,974,336	\$0 140*	18

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS

**TABLE NO. 3.**  
**INTERMEDIATE SCHOOLS.†**

**(Clarence R. Edwards to Woodrow Wilson,  
Inclusive.)**

**COSTS, EXCLUSIVE OF GENERAL CONTROL,  
GENERAL ACCOUNT, SUPERVISION AND  
OTHER CHARGES, AND WITH DIRECT  
INCOME DEDUCTED.\***

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

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\*EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

†EXCLUSIVE OF ELEMENTARY SCHOOL DISTRICTS STILL HOUSING INTERMEDIATE CLASSES.

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

INTERMEDIATE SCHOOLS.\*†

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

	SCHOOLS.	INSTRUCTION, EXCLUSIVE OF SUPERVISION.							
		1	2	3	4	5	6	7	8
			Salaries of Principals.	Salaries of Clerks.	Salaries of Military Drill Instructors.	Salaries of Physical Education Teachers.	Salaries of All Other Teachers.	Postage.	Text Books.
1	Clarence R. Edwards.....	Grades VII-IX....	\$4,896 00	\$1,111 24	\$147 76	\$68 26	\$57,273 20	\$47 50	\$1,096 94
2	Donald McKay.....	Grades VII-IX....	4,896 00	1,432 80	332 48	224 00	84,701 75	24 00	511 78
3	Frank V. Thompson.....	Grades VII-IX....	4,896 00	1,152 00	425 83	224 00	84,007 73	41 60	1,281 87
4	Grover Cleveland.....	Grades VII-IX....	4,896 00	1,440 00	425 83	2,027 60	77,794 16	6 95	906 23
5	Joseph H. Barnes.....	Grades VII-IX....	4,896 00	1,436 40	491 94	1,834 88	104,444 27	18 64	1,329 11
6	Mary E. Curley.....	Grades VII-IX....	4,896 00	1,440 00	84 04	345 00	80,399 53	18 07	1,768 36
7	Michelangelo.....	Grades VII-IX....	4,320 00	1,440 00	416 98	224 00	83,573 59	26 00	1,684 23
8	Oliver Wendell Holmes.....	Grades VII-IX....	4,724 64	1,421 00	425 83	224 00	76,551 51	26 72	625 12
9	Solomon Lewenberg.....	Grades VII-IX....	4,752 00	1,144 80	280 28	240 00	75,330 22	10 07	1,513 06
10	South End Intermediate.....	Grade IX.....	936 00	612 00			12,766 79		1,830 66
11	Thomas A. Edison.....	Grades VII-IX....	1,632 00	480 00	147 76	345 00	21,990 28	15 18	1,594 64
12	Washington.....	Grades VII-IX....	4,021 92	1,431 00	212 91	224 00	78,297 40	12 65	556 86
13	Washington Irving.....	Grades VII-IX....	4,896 00	1,440 00	344 26	1,920 00	104,818 01	24 80	1,791 32
14	William Barton Rogers.....	Grades VII-IX....	4,896 00	1,440 00	147 76	279 27	71,013 56	26 80	1,227 15
15	William Howard Taft.....	Grades VII-IX....	4,752 00	1,344 00	278 04	1,920 00	81,185 41	37 00	1,383 73
16	Woodrow Wilson.....	Grades VII-IX....	3,672 00	1,080 00		953 44	56,722 36	25 00	2,674 80
17	Totals.....		\$67,978 56	\$19,845 24	\$4,161 70	\$11,053 45	\$1,150,869 77	\$360 98	\$21,775 86

\*EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.  
†EXCLUSIVE OF ELEMENTARY SCHOOL DISTRICTS STILL HOUSING INTERMEDIATE CLASSES.

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

INTERMEDIATE SCHOOLS.\*†

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

PROMOTION OF HEALTH.	TRANSPORTATION.		43	44	45	46	47	48	
	41	42							
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.		
1	\$1,597 36	.....	\$77,498 12	\$2 67	\$77,495 45*	824	<sup>1</sup> \$94 05*	771	1
2	1,586 98	.....	105,044 41	68 41	104,976 00*	1,144	91 76*	1,106	2
3	2,211 13	.....	103,447 65	39 80	103,407 85*	1,007	102 69*	939	3
4	1,778 65	.....	99,843 42	126 03	99,717 39*	790	126 22*	740	4
5	1,690 83	.....	128,266 86	15 08	128,251 78*	1,271	100 91*	1,183	5
6	2,522 04	\$9 90	105,426 84	321 01	105,105 83*	965	108 92*	906	6
7	1,658 44	.....	105,118 73	38 65	105,080 08*	951	110 49*	921	7
8	1,610 09	.....	97,765 04	135 95	97,629 09*	929	105 09*	873	8
9	2,379 13	.....	97,407 73	189 92	97,217 81*	1,011	96 16*	948	9
10	652 05	.....	19,239 58	.....	19,239 58*	240	<sup>2</sup> 80 16*	230	10
11	467 06	.....	33,380 00	52 65	33,327 35*	776	<sup>2</sup> 42 95*	738	11
12	2,948 95	.....	101,079 36	11 33	101,068 03*	923	109 50*	869	12
13	1,786 23	.....	130,220 96	349 37	129,871 59*	1,233	105 33*	1,171	13
14	1,771 61	214 50	93,934 67	361 47	93,573 20*	858	109 06*	812	14
15	1,782 68	.....	103,940 45	223 84	103,716 61*	911	113 85*	854	15
16	1,320 53	1,053 75	77,465 40	100 76	77,364 64*	969	<sup>3</sup> 79 84*	915	16
17	\$27,763 76	\$1,278 15	\$1,479,079 22	\$2,036 94	\$1,477,042 28*	14,802	\$99 79*	13,976	17

<sup>1</sup> Costs for ten months covering March through December.

<sup>2</sup> Costs for four months covering September through December.

<sup>3</sup> Costs for nine months covering April through December.

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

† EXCLUSIVE OF ELEMENTARY SCHOOL DISTRICTS STILL HOUSING INTERMEDIATE CLASSES.

TABLE NO. 3.— COST OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL GENERAL ACCOUNT, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

INTERMEDIATE SCHOOLS.\*†

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

INSTRUCTION, EXCLUSIVE OF SUPERVISION.								
17	18	19	20	21	22	23	24	
Printing.	Commercial Supplies and Equipment.	Other Educational Supplies and Equipment.	Military Drill, Supplies and Equipment.	Physical Education Supplies and Equipment.	Incidentals.	Total for Instruction.	Number of Pupil Hours.	
1	\$35 45	\$6 70	\$1,213 31			\$3 31	\$68,584 62	604,743
2		22 34	1,060 21	\$9 36		3 76	94,853 02	1,002,978
3	24 05	55 73	667 43	184 46		84	94,060 76	924,156
4		10 55	679 29	70 21	\$25 90	35	90,511 78	729,181
5		53 63	1,087 18	9 36		2 30	117,774 23	1,167,670
6	40	68 28	1,383 09		25 61	1 77	92,734 51	891,057
7	33 50	154 74	595 82	9 37	15 11	2 75	94,657 45	916,714
8		20 67	1,556 32	168 87		57	86,536 91	865,020
9		118 38	875 51	118 07		7 75	85,937 56	938,832
10			23 64			2 89	16,227 23	88,253
11	15 50	80 50	183 23	9 37	50 75	7 92	28,137 06	280,160
12		113 35	1,350 69	9 37		4 23	87,828 50	859,857
13	36 30	35 97	1,139 65	11 62	89 18	6 90	118,189 93	1,156,177
14	8 00	89 00	652 09	9 37	31 35	1 59	81,643 21	801,369
15	15 25	80 16	1,361 40	9 37	97 83	6 78	93,796 80	843,895
16	21 15	18 36	834 95	13 87		5 09	67,953 85	610,755
17	\$189 60	\$926 36	\$14,663 81	\$632 67	\$335 73	\$58 80	\$1,319,427 42	12,770,817

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

† EXCLUSIVE OF ELEMENTARY SCHOOL DISTRICTS STILL HOUSING INTERMEDIATE CLASSES.

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

INTERMEDIATE SCHOOLS.\*†

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

INSTRUCTION, EXCLUSIVE OF SUPERVISION.	OPERATION OF PLANT.							Total for Operation of Plant.	
	25	26	27	28	29	30	31		
Cost per Pupil Hour of Instruction.	Salaries of Custodians.	Fuel, Including Oil, Wood and Coal.	Electric Current for Light and Power.	Gas.	Custo- dians' Supplies and Equip- ment.	Telephone.			
1	\$0 113	\$4,904 70	\$1,244 39	\$537 12	\$235 70	\$345 83	\$48 40	\$7,316 14	1
2	086	5,646 46	1,232 09	1,210 44	321 70	108 13	85 59	8,604 41	2
3	101	4,352 36	1,320 79	1,197 34	124 60	86 07	94 60	7,175 76	3
4	124	5,351 40	844 23	992 54	236 40	42 28	86 14	7,552 99	4
5	100	4,823 84	1,001 98	2,275 82	532 80	78 34	89 02	8,801 80	5
6	104	6,118 84	2,008 21	1,544 50	208 48	197 30	83 06	10,160 39	6
7	103	4,794 44	1,484 67	2,053 87	307 60	59 06	103 20	8,802 84	7
8	100	5,766 07	2,577 77	722 16	167 30	201 44	183 30	9,618 04	8
9	091	6,360 11	1,630 21	762 92	196 35	64 95	76 50	9,091 04	9
10	183	1,302 80	274 45	519 70	15 00	17 25	231 10	2,360 30	10
11	100	3,275 40	457 15	674 10	119 95	225 86	23 42	4,775 88	11
12	102	5,605 40	1,515 14	2,854 88	181 21	55 04	90 24	10,301 91	12
13	102	7,310 71	1,270 40	1,253 59	147 63	193 06	69 41	10,244 80	13
14	101	6,028 23	2,472 49	1,256 22	325 13	88 18	135 10	10,305 35	14
15	111	5,482 17	1,703 79	938 80	59 50	53 44	123 27	8,360 97	15
16	111	5,220 06	881 15	443 84	169 55	366 72	55 95	7,137 27	16
17	\$0 103	\$82,342 99	\$21,918 91	\$19,237 84	\$3,348 90	\$2,182 95	\$1,578 30	\$130,609 89	17

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENT.

† EXCLUSIVE OF ELEMENTARY SCHOOL DISTRICTS STILL HOUSING INTERMEDIATE CLASSES.

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

INTERMEDIATE SCHOOLS.\*†

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

PROMOTION OF HEALTH.									
	33	34	35	36	37	38	39	40	
	Salaries, School Physicians.	Salaries of School Nurses.	Supplies and Equipment, School Physicians and Nurses.	Salaries of Matrons.	Salaries, Rest and Nutrition Classes.‡	Supplies and Equipment, Rest and Nutrition Classes.‡	Soap and Towels for Baths.	Soap and Towels for General Use.	
1	\$609 25	\$939 38	\$15 53					\$33 20	1
2	806 02	760 96						20 00	2
3	669 63	1,510 50	18 99					12 01	3
4	670 84	1,063 22	12 86					31 73	4
5	670 83	984 97	19 19					15 84	5
6	857 50	1,643 65	13 08					7 81	6
7	670 83	957 97	15 14					14 50	7
8	666 03	888 98	16 88					38 20	8
9	669 63	1,080 98	11 19		\$580 00	\$14 33		23 00	9
10	433 99	216 44	1 08					54	10
11	195 32	258 04	6 60					7 10	11
12	684 44	1,077 84	12 56	\$1,150 29				23 82	12
13	670 83	1,078 89	23 91					12 60	13
14	667 23	1,041 59	13 69					49 10	14
15	677 50	1,075 77	12 61					16 80	15
16	559 06	725 24	16 22					20 01	16
17	\$10,178 93	\$15,304 42	\$209 53	\$1,150 29	\$580 00	\$14 33		\$326 26	17

‡ Including salaries and supplies for school lunches.

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

† EXCLUSIVE OF ELEMENTARY SCHOOL DISTRICTS STILL HOUSING INTERMEDIATE CLASSES.



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

INTERMEDIATE SCHOOLS.\*†

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

	PROMOTION OF HEALTH.	TRANS-PORTA-TION.						48	
	41	42	43	44	45	46	47		
	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.	
1	\$1,597 36	.....	\$77,498 12	\$2 67	\$77,495 45*	824	<sup>1</sup> \$94 05*	771	1
2	1,586 98	.....	105,044 41	68 41	104,976 00*	1,144	91 76*	1,106	2
3	2,211 13	.....	103,447 65	39 80	103,407 85*	1,007	102 69*	939	3
4	1,778 65	.....	99,843 42	126 03	99,717 39*	790	126 22*	740	4
5	1,690 83	.....	128,266 86	15 08	128,251 78*	1,271	100 91*	1,183	5
6	2,522 04	\$9 90	105,426 84	321 01	105,105 83*	965	108 92*	906	6
7	1,658 44	.....	105,118 73	38 65	105,080 08*	951	110 49*	921	7
8	1,610 09	.....	97,765 04	135 95	97,629 09*	929	105 09*	873	8
9	2,379 13	.....	97,407 73	189 92	97,217 81*	1,011	96 16*	948	9
10	652 05	.....	19,239 58	.....	19,239 58*	240	<sup>2</sup> 80 16*	230	10
11	467 06	.....	33,380 00	52 65	33,327 35*	776	<sup>2</sup> 42 95*	738	11
12	2,948 95	.....	101,079 36	11 33	101,068 03*	923	109 50*	869	12
13	1,786 23	.....	130,220 96	349 37	129,871 59*	1,233	105 33*	1,171	13
14	1,771 61	214 50	93,934 67	361 47	93,573 20*	858	109 06*	812	14
15	1,782 68	.....	103,940 45	223 84	103,716 61*	911	113 85*	854	15
16	1,320 53	1,053 75	77,465 40	100 76	77,364 64*	969	<sup>3</sup> 79 84*	915	16
17	\$27,763 76	\$1,278 15	\$1,479,079 22	\$2,036 94	\$1,477,042 28*	14,802	899 79*	13,976	17

<sup>1</sup> Costs for ten months covering March through December.

<sup>2</sup> Costs for four months covering September through December.

<sup>3</sup> Costs for nine months covering April through December.

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

† EXCLUSIVE OF ELEMENTARY SCHOOL DISTRICTS STILL HOUSING INTERMEDIATE CLASSES.

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

INTERMEDIATE SCHOOLS.†

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

	49	50	51	
	Cost per Pupil, Average Attendance.*	Number of Pupil Hours.	Cost per Pupil Hour.*	
1	<sup>1</sup> \$100 51*	604,743	\$0 128*	1
2	94 92*	1,092,978	096*	2
3	110 13*	924,156	111*	3
4	134 75*	729,181	136*	4
5	108 41*	1,167,670	109*	5
6	116 01*	891,057	117*	6
7	114 09*	916,714	114*	7
8	111 83*	865,020	112*	8
9	102 55*	938,832	103*	9
10	<sup>2</sup> 83 65*	88,253	218*	10
11	<sup>2</sup> 45 16*	280,160	118*	11
12	116 30*	859,857	117*	12
13	110 91*	1,156,177	112*	13
14	115 24*	801,369	116*	14
15	121 45*	843,895	122*	15
16	<sup>3</sup> 84 55*	610,755	126*	16
17	\$105 68*	12,770,817	\$0 115*	17

<sup>1</sup> Costs for ten months covering March through December.

<sup>2</sup> Costs for four months covering September through December.

<sup>3</sup> Costs for nine months covering April through December.

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENT

† EXCLUSIVE OF ELEMENTARY SCHOOL DISTRICTS STILL HOUSING INTERMEDIATE CLASSES

**TABLE NO. 4.**  
**ELEMENTARY SCHOOL**  
**DISTRICTS.**

**(Abraham Lincoln to John Winthrop, Inclusive.)**

**COSTS, EXCLUSIVE OF GENERAL CONTROL,  
GENERAL ACCOUNT, SUPERVISION AND  
OTHER CHARGES, AND WITH DIRECT  
INCOME DEDUCTED.\***

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

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\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 4.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL,  
GENERAL ACCOUNT, SUPERVISION AND OTHER CHARGES, AND WITH  
DIRECT INCOME DEDUCTED.\*

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

SCHOOL DISTRICTS.		INSTRUCTION, EXCLUSIVE OF SUPERVISION.								
		1	2	3	4	5	6	7	8	
			Salaries of Principals.	Salaries of Clerks.	Salaries of Military Drill Instructors.	Salaries of Physical Education Teachers.	Salaries of Kindergarten Teachers.	Salaries of All Other Teachers.	Postage.	
1	Abraham Lincoln.....	Kindergarten and Grades I-IX.	\$4,896 00	\$1,343 40	\$283 07	\$218 07	\$3,163 08	\$90,305 30	\$15 44	1
2	Agassiz <sup>1</sup> .....	Kindergarten and Grades I-VI.	4,889 88	1,440 00	.....	411 53	11,090 24	90,277 33	11 41	2
3	Bennett.....	Kindergarten and Grades I-IX.	4,560 00	1,496 80	130 28	279 28	22,415 40	166,774 91	25 88	3
4	Bigelow <sup>2</sup> .....	Kindergarten and Grades I-IX.	4,488 00	1,449 00	250 90	.....	3,428 40	98,819 12	25 77	4
5	Blackinton.....	Kindergarten and Grades I-VIII.	4,032 00	624 00	.....	.....	4,033 24	40,887 71	9 80	5
6	Chapman.....	Kindergarten and Grades I-VI.	4,176 00	720 00	.....	.....	9,449 77	63,793 09	7 36	6
7	Charles Sumner.....	Kindergarten and Grades I-VI.	4,452 84	624 00	.....	218 07	12,020 90	71,605 14	16 69	7
8	Christopher Gibson.....	Kindergarten and Grades I-VIII.	4,896 00	528 00	.....	254 72	6,738 25	83,245 05	15 63	8
9	Dearborn.....	Kindergarten and Grades I-VIII.	4,896 00	1,414 80	.....	120 00	7,768 74	105,899 07	16 41	9
10	Dillaway.....	Kindergarten and Grades I-VIII.	4,889 88	620 88	.....	254 72	7,641 84	68,553 29	16 30	10
11	Dudley.....	Kindergarten and Grades I-VIII.	4,896 00	720 00	.....	.....	7,066 40	70,914 84	14 50	11
12	Dwight.....	Kindergarten and Grades I-VIII.	4,608 00	.....	.....	.....	3,855 12	58,450 00	25 03	12
13	Edmund P. Tileston.....	Kindergarten and Grades I-VI.	4,896 00	718 20	.....	254 72	12,679 57	73,417 59	14 40	13
14	Edward Everett.....	Kindergarten and Grades I-VIII.	4,896 00	1,436 40	.....	279 28	9,651 01	89,590 94	14 47	14
15	Elihu Greenwood.....	Kindergarten and Grades I-VI.	4,320 00	669 48	.....	279 28	16,275 20	76,201 68	23 18	15
16	Eliot.....	Kindergarten and Grades I-VI.	4,608 00	1,438 20	.....	.....	12,282 88	111,738 78	15 23	16
17	Emerson.....	Kindergarten and Grades I-VI.	3,920 58	620 88	.....	.....	9,657 91	75,242 62	17 11	17
18	Emily A. Fifield <sup>3</sup> .....	Kindergarten and Grades I-VI.	1,188 00	180 00	.....	54 30	1,852 92	14,267 31	.....	18
19	Everett.....	Kindergarten and Grades I-VIII.	4,458 42	.....	.....	218 07	3,552 00	48,698 15	7 31	19
20	Francis Parkman.....	Kindergarten and Grades I-VIII.	4,668 84	60 00	.....	198 40	8,159 47	63,254 23	9 93	20
21	Franklin.....	Kindergarten and Grades I-VIII.	4,176 00	63 60	.....	254 72	7,178 40	53,274 23	19 09	21
22	Gaston.....	Kindergarten and Grades I-IX.	4,464 00	1,440 00	.....	224 00	3,746 00	63,855 06	14 69	22
23	Gilbert Stuart.....	Kindergarten and Grades I-VIII.	2,984 04	63 60	.....	254 72	9,284 40	59,215 66	23 90	23
24	Hancock.....	Kindergarten and Grades I-VI.	3,888 00	1,344 00	.....	218 06	14,224 16	95,597 83	11 50	24
25	Harvard <sup>4</sup> .....	Kindergarten and Grades I-VIII.	4,896 00	720 00	.....	289 78	13,562 02	79,255 61	41 00	25
26	Henry Grew.....	Kindergarten and Grades I-VI.	4,272 00	669 48	.....	279 27	11,501 16	59,941 54	13 97	26
27	Henry L. Higginson.....	Kindergarten and Grades I-VI.	4,590 72	718 20	.....	218 06	13,516 07	64,307 54	12 48	27
28	Henry L. Pierce <sup>5</sup> .....	Kindergarten and Grades I-IX.	4,788 00	1,470 60	425 84	418 49	13,070 64	79,450 86	13 40	28
29	Hugh O'Brien.....	Kindergarten and Grades I-VIII.	4,752 00	1,440 00	.....	218 05	8,047 50	111,017 41	15 20	29
30	Hyde.....	Kindergarten and Grades I-VIII.	4,528 80	60 57	.....	218 05	6,000 00	43,618 15	6 20	30
31	Jefferson <sup>6</sup> .....	Kindergarten and Grades I-VII.	4,464 00	717 25	.....	223 99	9,801 64	77,263 24	18 00	31
32	John A. Andrew.....	Kindergarten and Grades I-VIII.	4,712 40	759 36	.....	279 27	4,365 04	59,510 43	17 50	32
33	John Cheverus.....	Kindergarten and Grades I-VIII.	4,896 00	624 00	.....	.....	6,028 58	53,708 58	6 85	33
34	John Marshall.....	Kindergarten and Grades I-VI.	4,896 00	1,402 20	.....	254 72	9,135 44	102,299 80	23 97	34
35	John Winthrop.....	Kindergarten and Grades I-IX.	4,394 16	1,440 00	425 84	120 00	7,694 20	100,670 52	14 49	35
Carried forward.....			\$155,338 56	\$29,036 90	\$1,515 93	\$6,511 62	\$309,937 59	\$2,664,922 61	\$554 09	

<sup>1</sup> Prior to February 15 known as Agassiz-Bowditch District.

<sup>2</sup> Emily A. Fifield District merged with Henry L. Pierce District April 1.

<sup>3</sup> Lawrence School merged with Bigelow District February 1.

<sup>4</sup> Prior to March 1 known as Harvard-Frothingham District.

<sup>5</sup> Prior to February 15 known as Jefferson-Comins District.

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 4.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, GENERAL ACCOUNT, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

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

INSTRUCTION, EXCLUSIVE OF SUPERVISION.									
9	10	11	12	13	14	15	16		
Text Books.	Reference Books.	Rebinding Books.	Drawing Supplies and Equipment.	Shop and Manual Training Supplies.	Cookery Supplies and Equipment.	Sewing Supplies and Equipment.	Science Supplies and Equipment.		
1	\$781 07	\$10 71	\$25 50	\$317 78	\$342 52	\$252 70	\$59 60	\$48 20	1
2	655 87		9 30	229 41	222 83		31 66		2
3	1,280 86	27 02		476 91	241 73	185 66	82 03	48 18	3
4	1,131 42	16 39	59 70	316 27	959 68			83 00	4
5	311 42	1 00	50 40	183 89	46 82	137 23	12 15	48 20	5
6	966 92	42 03	47 35	222 93	370 00		27 98		6
7	1,237 47	73 82		502 09	121 04		7 23		7
8	1,067 77	6 11	148 95	245 46	253 35	249 26	60 81	48 20	8
9	755 01	8 79	191 05	292 01	385 71	176 72	83 72	49 40	9
10	704 18	5 23		207 73		230 42	19 90	48 20	10
11	152 65	17 95	30 90	257 80	295 53		6 16	48 20	11
12	69 16	42 99	56 20	157 45	121 74	263 28	26 25	48 20	12
13	139 23	3 45	23 80	292 60	232 08	1 42	14 82		13
14	562 53	8 80	203 75	328 29	168 87	138 58	36 61	48 20	14
15	703 85	13 78	157 80	354 13	132 07	8 02	15 78	48 19	15
16	622 50	59 55	12 90	250 77	627 54	29	12 02		16
17	507 60	60 60		342 96	119 25		32 81		17
18	148 20	9 00			Cr. 14 16				18
19	398 33	5 23	88 20	92 86	28 33	233 44	61 05	48 20	19
20	463 36	7 35	38 70	209 97	102 95	89 51	13 95	48 20	20
21	580 06	139 30	68 40	133 10	19 60	290 61	35 17	48 20	21
22	580 19	3 25	56 70	220 61		376 18	73 83	48 20	22
23	1,184 61	52 33	11 35	336 55	127 31	68 60	69 86	48 20	23
24	865 93	40 89	9 30	247 18	51 89	112 67	155 33		24
25	1,098 60	44 30	65 25	265 46	262 17	50 45	20 48	3 71	25
26	526 50	7 45	62 75	279 99	100 07	9 73	13 91	48 19	26
27	1,283 64	54 02	8 10	303 10	67 18	40	29 55		27
28	780 64	1 80	184 80	424 14	139 98	58 10	208 42	48 20	28
29	899 81	1 50		359 24	214 87	280 00	51 97	48 20	29
30	341 55	7 55	9 00	135 20	26 77	237 74	64 17	48 19	30
31	449 91	15 78	67 80	232 41	104 42	128 50	37 28	48 20	31
32	394 84		85 90	161 12	205 20	202 32	15 73	48 19	32
33	574 80	2 25	71 30	152 86	56 23	137 12	8 04	48 19	33
34	643 77	34 52	192 45	275 11	203 58	163 47	54 46		34
35	1,027 92	50 46	76 50	359 08	168 93	157 16	24 11	48 18	35
	\$23,892 17	\$875 20	\$2,114 10	\$9,166 46	\$6,506 08	\$4,239 58	\$1,466 84	\$1,196 42	

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 4.—COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, GENERAL ACCOUNT, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

ELEMENTARY SCHOOL DISTRICTS.\*

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

INSTRUCTION, EXCLUSIVE OF SUPERVISION.								
17	18	19	20	21	22	23	24	
Kindergarten Supplies.	Musical Instruments and Supplies.	Printing.	Commercial Supplies and Equipment.	Other Educational Supplies and Equipment.	Military Drill Supplies and Equipment.	Physical Education Supplies and Equipment.	Incidentals.	
1	\$21 40	\$6 90	\$2 75	\$20 85	\$722 96	Cr. \$5 88	\$5 55	1
2	90 72	7 51	5 50	16	1,051 47	104 31	4 02	2
3	232 69	40 04	28 70	97 84	1,284 02		3 31	3
4	37 21	10 50	18 65	26 58	1,030 59	\$47 85 Cr.	65 25	4
5	75 10	18 00	15 40	12 85	545 69	15 59	6 14	5
6	148 88	20 00	14 65	83 74	567 55	39 52	5 66	6
7	286 17	227 00		30 34	1,352 01		11 63	7
8	60 99		20	55 50	743 37		1 91	8
9	56 26	17 48		27 68	974 42	70 58	7 52	9
10	51 65		9 00	85 05	979 05	54 00	13 11	10
11	57 32	11 50		21 98	462 28		5 31	11
12	56 21			48	759 62		1 38	12
13	124 27	13 99		98 47	804 71	5 60	2 39	13
14	74 35		7 10	35 93	813 39	16 59	7 15	14
15	116 63		8 45	17 26	1,176 75	32 63	7 08	15
16	126 09	110 03	24 60	16 05	895 88	81 50	4 15	16
17	177 98	232 00		1 11	1,140 81	17 43	2 68	17
18				5 60	95 96	23 23	2 96	18
19	14 44			11 04	315 80	37 50	1 18	19
20	126 89	224 55	10 75	4 83	968 69		3 81	20
21	50 12	2 00	15 50		447 95	9 60	5 38	21
22	34 35		8 50	17 26	869 19	27 06	1 17	22
23	185 52	3 26	21 25	38 14	1,016 62	18 11	16 83	23
24	111 73	15 49	16 75	75 51	804 46		11 39	24
25	66 99	1 50		11 00	840 59	15 00	5 79	25
26	99 41	9 00	3 25	21 77	797 77	37 80	2 96	26
27	212 86	34 95		9 92	722 49	57 77	8 89	27
28	156 66	Cr. 34 52	10 20	26 16	1,418 24		2 42	28
29	59 91		4 00	44 49	731 56		6 97	29
30	48 52	3 50		7 11	581 61	28 33	10 63	30
31	60 86			2 80	795 88	19 45	2 85	31
32	67 46			99 90	460 34		77	32
33	48 55	4 55	9 10	5 23	468 17	4 00	10 30	33
34	185 32	7 00	30 75	13 73	635 78	1 80	2 62	34
35	76 81	7 49		124 52	1,034 95	6 50	39 99	35
	\$3,400 32	\$993 72	\$265 05	\$1,150 88	\$28,310 62	\$54 35	\$686 26	\$198 24

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENT.

**TABLE NO. 4.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, GENERAL ACCOUNT, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\***

**ELEMENTARY SCHOOL DISTRICTS.\***

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

	INSTRUCTION, EXCLUSIVE OF SUPERVISION.			OPERATION OF PLANT.					
	25	26	27	28	29	30	31	32	
	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salaries of Custodians.	Fuel, Including Oil, Wood and Coal.	Electric Current for Light and Power.	Gas.	Custodians' Supplies and Equipment.	
1	\$102,836 97	930,074	\$0 110	\$7,148 23	\$1,533 46	\$1,011 30	\$77 47	\$87 34	1
2	110,533 15	1,192,652	092	10,363 32	3,448 86	1,330 63	158 25	86 37	2
3	199,711 54	2,182,369	091	19,421 75	3,664 52	1,864 55	336 30	161 76	3
4	112,137 69	1,077,161	104	10,753 02	1,869 17	1,332 59	148 82	72 53	4
5	51,066 63	572,106	089	4,629 55	747 09	606 78	40 00	73 32	5
6	80,703 43	1,017,361	079	7,338 80	2,410 50	1,281 26	98 90	285 44	6
7	92,786 44	1,272,265	072	10,536 85	3,275 61	955 92	106 80	399 27	7
8	98,619 53	1,084,582	090	6,064 25	1,907 66	817 62	88 40	33 24	8
9	123,211 37	1,210,008	101	10,014 10	3,200 05	1,852 64	230 20	223 23	9
10	84,384 43	968,469	087	7,981 41	2,086 01	1,091 85	135 30	164 45	10
11	84,979 32	919,906	092	7,782 16	2,480 66	1,103 63	172 72	77 83	11
12	68,541 11	565,319	121	5,768 66	981 56	965 85	93 10	73 02	12
13	93,737 31	1,125,715	083	8,972 88	1,949 01	603 54	28 60	72 00	13
14	108,318 24	1,193,301	090	10,275 17	2,728 46	702 42	74 73	116 47	14
15	100,561 24	1,212,877	082	10,436 13	2,683 44	861 37	247 85	122 35	15
16	132,926 96	1,357,461	097	6,198 19	2,453 77	2,473 56	67 23	205 35	16
17	92,094 33	1,188,977	077	7,260 78	2,021 61	1,523 51	168 90	140 08	17
18	17,813 32	297,819	059	921 00	280 73	144 27	3 90	.....	18
19	58,269 55	583,712	099	3,510 77	810 04	689 17	70 90	81 50	19
20	78,664 38	867,425	090	7,429 22	2,779 87	1,014 23	47 39	94 24	20
21	66,811 03	733,620	091	5,381 19	1,136 41	682 44	112 69	58 11	21
22	76,060 24	819,589	092	5,373 80	1,906 20	603 60	55 40	63 12	22
23	75,024 86	915,089	081	8,292 15	1,932 30	758 38	94 50	297 12	23
24	117,802 07	1,191,330	098	7,851 40	1,916 91	2,250 42	79 74	90 37	24
25	101,515 70	989,826	102	13,625 73	2,905 73	1,321 96	118 94	99 82	25
26	78,697 97	877,707	089	7,984 42	1,800 61	629 79	199 23	113 50	26
27	86,155 94	1,043,555	082	6,327 24	1,393 87	719 84	111 32	203 86	27
28	103,063 07	1,131,971	091	9,942 02	2,504 48	804 01	42 77	117 11	28
29	128,192 68	1,439,097	089	9,336 90	2,807 65	1,231 95	181 30	130 43	29
30	55,981 64	527,074	106	4,581 60	937 58	364 54	111 85	36 07	30
31	94,454 26	1,029,465	091	9,768 98	2,719 94	680 83	68 90	83 89	31
32	71,385 77	859,371	083	4,853 67	1,777 77	735 29	44 60	41 22	32
33	66,864 70	815,566	081	4,894 68	1,296 64	599 63	32 76	39 36	33
34	120,456 49	1,265,825	095	10,206 77	2,873 12	1,057 03	112 80	80 93	34
35	117,970 23	1,351,485	087	8,803 80	2,233 60	1,006 08	81 90	205 29	35
	\$3,252,333 59	35,810,129	.....	\$280,030 59	\$73,454 89	\$35,672 48	\$3,844 46	\$4,229 99	

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 4.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, GENERAL ACCOUNT, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

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

OPERATION OF PLANT.		PROMOTION OF HEALTH.							
33	34	35	36	37	38	39	40		
Telephone.	Total for Operation of Plant.	Salaries of School Physicians.	Salaries of School Nurses.	Supplies and Equipment, School Physicians and Nurses.	Salaries of Matrons.	Salaries, Rest and Nutrition Classes.†	Supplies and Equipment, Rest and Nutrition Classes.‡		
1	\$160 12	\$10,017 92	\$1,381 85	\$1,080 96	\$28 80	\$1,144 79	\$1,768 00	\$47 31	1
2	333 65	15,721 08	1,071 37	1,580 49	25 48		178 00		2
3	370 16	25,819 04	1,257 52	1,402 13	32 75				3
4	161 31	14,337 44	895 05	1,400 34	23 85		1,144 00	22 76	4
5	75 23	6,171 97	597 74	850 38	30 63				5
6	126 54	11,541 44	799 00	984 96	20 46				6
7	212 72	15,487 17	909 66	2,030 51	28 67		176 00		7
8	115 22	9,026 39	797 50	1,063 21	18 50		344 00		8
9	244 43	15,764 65	1,392 08	1,505 13	34 22		1,770 00	39 04	9
10	132 62	11,591 64	786 67	1,029 00	18 32				10
11	176 51	11,793 51	785 00	1,155 74	17 54		720 00	10 63	11
12	202 70	8,084 89	790 84	1,075 73	15 49		156 00		12
13	143 71	11,769 74	909 04	1,080 96	20 62				13
14	307 93	14,205 18	790 84	2,597 16	26 31				14
15	284 05	14,635 19	921 83	2,654 68	26 84				15
16	127 19	11,525 29	910 84	2,038 87	22 37				16
17	189 32	11,304 20	793 29	984 96	20 13				17
18	25 30	1,375 20	97 83	26 94			36 00		18
19	149 70	5,312 08	790 83	1,075 74	15 43				19
20	242 86	11,607 81	910 83	1,845 21	17 30				20
21	178 76	7,549 60	820 83	1,127 75	16 94		1,570 00	31 83	21
22	93 67	8,095 79	790 83	983 09	26 94				22
23	236 66	11,611 11	908 84	999 97	20 13				23
24	179 08	12,367 92	1,390 84	2,036 79	18 18	1,155 24	900 00	13 90	24
25	356 94	18,429 12	946 92	1,988 34	20 94		155 00		25
26	247 23	10,974 78	910 84	1,942 99	19 19			5 79	26
27	133 65	8,889 78	786 38	1,400 97	18 13				27
28	333 48	13,743 87	947 38	898 97	21 86		144 00		28
29	211 92	13,900 15	1,402 50	1,975 67	17 45				29
30	93 14	6,124 78	729 48	1,265 51	18 66				30
31	185 96	13,508 50	990 83	1,474 36	21 89				31
32	113 26	7,565 81	783 33	1,028 20	20 75				32
33	77 96	6,941 03	595 72	850 39	29 28				33
34	185 82	14,516 47	903 63	2,040 98	20 30		720 00	8 54	34
35	205 34	12,536 01	794 14	2,040 97	21 74		170 00		35
	\$6,614 14	\$403,846 55	\$31,292 10	\$49,518 05	\$756 09	\$2,300 03	\$9,951 00	\$179 80	

† Including salaries of lunch attendants.

‡ Including supplies and equipment for school lunches.

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS



**TABLE NO. 4.—COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, GENERAL ACCOUNT, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\***

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

	PROMOTION OF HEALTH.			TRANSPORTATION.	45	46	47	48
	41	42	43	44				
	Soap and Towels for Baths.	Soap and Towels for General Use.	Total for Promotion of Health.	Car Tickets.	Total.	Direct Income Credits from All Sources.	Net Total.*	Average Membership.
1	\$728 64	\$17 05	\$6,197 40		\$119,052 29	\$620 34	\$118,431 95*	1,119
2		15 43	2,870 77		129,125 00	461 48	128,663 52*	1,543
3		32 33	2,724 73	\$5 00	228,260 31	1,070 89	227,189 42*	2,790
4	275 89	41 58	3,803 47		130,278 60	189 59	130,089 01*	1,286
5		7 27	1,486 02		58,724 62	116 96	58,607 66*	713
6		35 39	1,839 81		94,084 68	133 38	93,951 30*	1,284
7		23 53	3,168 37		111,441 98	330 13	111,111 85*	1,628
8		24 38	2,247 59		109,893 51	232 68	109,660 83*	1,370
9		15 02	4,755 49		143,731 51	63 06	143,668 45*	1,524
10		26 23	1,860 22		97,836 29	203 44	97,632 85*	1,249
11		16 37	2,705 28		99,478 11	409 01	99,069 10*	1,169
12		48 74	2,086 80	1,300 00	80,012 80	7 69	80,005 11*	718
13		27 34	2,037 96	5 00	107,550 01	6 34	107,543 67*	1,467
14		10 52	3,424 83		125,948 25	209 24	125,739 01*	1,507
15		12 50	3,615 85		118,812 28	300 49	118,511 79*	1,570
16		6 00	2,978 08		147,430 33	103 29	147,327 04*	1,671
17		13 97	1,812 35		105,210 88	303 62	104,907 26*	1,481
18			160 77		19,349 29	149 69	19,199 60*	1,161
19		3 53	1,885 53		65,467 16	8 69	65,458 47*	716
20		18 75	2,792 09		93,064 28	705 77	92,358 51*	1,079
21		12 86	3,580 21		77,940 84	3 72	77,937 12*	915
22		5 45	1,806 31		85,962 34	162 58	85,799 76*	1,015
23		14 70	1,943 64		88,579 61	192 63	88,386 98*	1,168
24	321 54	19 74	5,856 23		136,026 22	7 94	136,018 28*	1,531
25		11 98	3,123 18		123,068 00	26 77	123,041 23*	1,261
26		19 65	2,898 46	25 00	92,596 21	83 43	92,512 78*	1,115
27		30 68	2,236 16		97,281 88	782 18	96,499 70*	1,356
28		23 75	2,035 96		118,842 90	46 47	118,796 43*	1,457
29		30 38	3,426 00		145,518 83	227 70	145,291 13*	1,813
30		3 57	2,017 22		64,123 64	76 98	64,046 66*	674
31		7 42	2,494 50		110,457 26	126 23	110,331 03*	1,306
32		3 76	1,836 04		80,787 62	112 68	80,674 94*	1,056
33		12 14	1,487 53		75,293 26	185 83	75,107 43*	1,005
34		7 93	3,701 38	1,875 00	140,549 34	402 82	140,146 52*	1,660
35		12 63	3,039 48		133,545 72	144 86	133,400 86*	1,715
	\$1,326 07	\$612 57	\$95,935 71	\$3,210 00	\$3,755,325 85	\$8,208 60	\$3,747,117 25*	46,092

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 4.—COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, GENERAL ACCOUNT, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

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

	49	50	51	52	53	
	Cost per Pupil, Average Membership.*	Average Attendance.	Cost per Pupil, Average Attendance.*	Number of Pupil Hours.	Cost per Pupil Hour.*	
1	\$105 84*	1,053	\$112 47*	930,074	\$0 127*	1
2	83 39*	1,423	90 42*	1,192,652	107*	2
3	81 43*	2,547	89 20*	2,182,369	104*	3
4	101 16*	1,227	106 02*	1,077,161	120*	4
5	82 20*	674	86 95*	572,106	102*	5
6	73 17*	1,193	78 75*	1,017,361	092*	6
7	68 25*	1,498	74 17*	1,272,265	087*	7
8	80 04*	1,251	87 66*	1,084,582	101*	8
9	94 27*	1,398	102 77*	1,210,008	118*	9
10	78 17*	1,138	85 79*	968,469	100*	10
11	84 75*	1,080	91 73*	919,906	107*	11
12	111 43*	659	121 40*	565,319	141*	12
13	73 31*	1,331	80 80*	1,125,715	095*	13
14	83 44*	1,385	90 79*	1,193,301	105*	14
15	75 49*	1,435	82 59*	1,212,877	097*	15
16	88 17*	1,590	92 66*	1,357,461	108*	16
17	70 84*	1,385	75 75*	1,188,977	088*	17
18	116 54*	1,053	118 23*	297,819	064*	18
19	91 42*	664	98 58*	583,712	112*	19
20	85 60*	1,007	91 72*	867,425	106*	20
21	85 18*	841	92 67*	733,620	106*	21
22	84 53*	944	90 89*	819,589	104*	22
23	75 67*	1,074	82 30*	915,089	096*	23
24	88 84*	1,441	94 39*	1,191,330	114*	24
25	97 57*	1,162	105 89*	989,826	124*	25
26	82 97*	1,030	89 82*	877,707	105*	26
27	71 16*	1,231	78 39*	1,043,555	092*	27
28	81 53*	1,341	88 59*	1,131,971	104*	28
29	80 14*	1,661	87 47*	1,439,097	100*	29
30	95 02*	626	102 31*	527,074	121*	30
31	84 48*	1,217	90 66*	1,029,465	107*	31
32	76 40*	981	82 24*	859,371	093*	32
33	74 73*	943	79 65*	815,566	092*	33
34	84 43*	1,477	94 89*	1,265,825	110*	34
35	77 78*	1,562	85 40*	1,351,485	098*	35
	.....	42,522	.....	35,810,129	.....	

\* Costs for three months covering January through March.

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

**TABLE NO. 4, CONCLUDED.**

**ELEMENTARY SCHOOL  
DISTRICTS.**

**(Julia Ward Howe to William Lloyd Garrison,  
Inclusive.)**

**COSTS, EXCLUSIVE OF GENERAL CONTROL,  
SUPERVISION AND OTHER CHARGES, AND  
WITH DIRECT INCOME DEDUCTED.\***

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

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\*EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 4, CONCLUDED.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

ELEMENTARY SCHOOL DISTRICTS.\*

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

SCHOOL DISTRICTS.	INSTRUCTION, EXCLUSIVE OF SUPERVISION.							
	1	2	3	4	5	6	7	8
		Salaries of Principals.	Salaries of Clerks.	Salaries of Military Drill Instructors.	Salaries of Physical Education Teachers.	Salaries of Kindergarten Teachers.	Salaries of All Other Teachers.	Postage.
<i>Brought forward.</i>		\$155,338 56	\$29,036 90	\$1,515 93	\$6,511 62	\$309,937 59	\$2,664,922 61	\$554 09
36 Julia Ward Howe.....	Kindergarten and Grades I-VI.	4,752 00	620 88		218 05	6,624 00	72,355 16	4 98
37 Lawrence (See Bigelow.).....	Kindergarten and Grades I-VIII.	408 00				320 00	3,726 98	
38 Lewis.....	Grades IV-IX.....	4,464 00	1,429 20	425 84	1,681 92		79,753 23	16 05
39 Longfellow.....	Kindergarten and Grades I-VI.	4,458 42	1,440 00		218 05	16,695 32	91,745 01	33 20
40 Lowell.....	Kindergarten and Grades I-VI.	4,896 00	717 25		279 27	9,985 95	52,474 56	12 00
41 Martin.....	Kindergarten and Grades I-VIII.	5,328 00	1,625 88		404 23	7,873 68	59,768 42	27 95
42 Mary Hemenway.....	Kindergarten and Grades I-IX.	4,896 00	1,440 00	425 83	224 01	11,476 58	103,724 24	10 26
43 Mather.....	Kindergarten and Grades I-VIII.	4,896 00	1,506 40		93 09	11,949 90	135,326 35	5 00
44 Minot.....	Kindergarten and Grades I-VIII.	4,752 00	51 60		254 72	8,753 73	60,589 82	12 96
45 Norcross.....	Kindergarten and Grades I-IX.	4,896 00	1,440 00		279 27	8,866 31	74,468 23	14 35
46 Oliver Hazard Perry.....	Kindergarten and Grades I-VIII.	3,211 54	48 00		224 00	3,209 77	48,512 53	10 94
47 Phillips Brooks.....	Kindergarten and Grades I-VIII.	4,176 00	1,340 64		224 00	9,208 23	97,301 44	12 49
48 Prescott <sup>8</sup> .....	Kindergarten and Grades I-VIII.	816 00			29 02	602 60	8,145 82	2 00
49 Prince.....	Kindergarten and Grades I-VIII.	4,896 00	571 68		120 00	8,252 40	74,731 39	15 05
50 Quincy.....	Kindergarten and Grades I-VI.	4,896 00	620 88			7,181 40	53,456 70	6 00
51 Rice.....	Kindergarten and Grades I-VIII.	4,896 00	56 40		254 72	3,618 88	56,894 75	25 80
52 Robert Gould Shaw.....	Kindergarten and Grades I-IX.	4,896 00	1,496 80	425 83	254 72	19,563 90	176,420 24	28 01
53 Robert Treat Paine.....	Kindergarten and Grades I-VI.	4,896 00	180 00		218 05	6,752 85	52,068 82	7 50
54 Roger Wolcott.....	Kindergarten and Grades I-VI.	4,896 00	1,436 40		224 00	16,372 36	104,248 85	14 68
55 Samuel Adams.....	Kindergarten and Grades I-VI.	4,752 00	1,440 00			17,822 74	121,286 10	29 80
56 Sherwin.....	Kindergarten and Grades I-VIII.	4,752 00	55 20			7,004 26	84,221 15	22 68
57 Shurtleff.....	Kindergarten and Grades I-IX.	4,896 00	1,440 00		218 05	6,736 21	68,933 88	18 96
58 Theodore Lyman.....	Kindergarten and Grades I-VI.	4,883 76	626 32			10,371 64	61,612 80	17 07
59 Theodore Roosevelt.....	Kindergarten and Grades I-IX.	4,896 00	1,440 00	425 83	198 40	3,679 16	106,142 49	28 56
60 Thomas Gardner.....	Kindergarten and Grades I-VI.	4,896 00	720 00		218 05	10,969 02	75,214 89	11 20
61 Thomas N. Hart <sup>7</sup> .....	Kindergarten and Grades I-IX.	4,896 00	1,152 00	84 04		10,818 36	94,296 50	14 30
62 Ulysses S. Grant.....	Kindergarten and Grades I-VI.	4,608 00	629 82			7,949 44	77,226 33	13 11
63 Warren <sup>9</sup> .....	Kindergarten and Grades I-VIII.	4,080 00	132 00		193 53	9,170 18	68,159 57	22 63
64 Washington Allston.....	Kindergarten and Grades I-VI.	4,896 00			279 27	7,093 31	61,779 24	9 36
65 Wells.....	Kindergarten and Grades I-VI.	4,608 00	1,440 00		120 00	14,438 00	87,270 24	12 30
66 Wendell Phillips <sup>9</sup> .....	Kindergarten and Grades I-VI.	4,032 00	571 68			7,175 94	92,577 16	13 12
67 William E. Endicott.....	Kindergarten and Grades I-VI.	4,896 00	1,244 88		254 72	14,230 92	81,405 10	23 24
68 William E. Russell.....	Kindergarten and Grades I-VIII.	4,896 00	11 97		254 72	8,354 32	56,762 26	8 47
69 William Lloyd Garrison.....	Kindergarten and Grades I-VI.	4,896 00	528 00		224 00	10,949 78	58,217 81	14 51
70 Totals.....		\$307,548 28	\$56,490 78	\$3,303 30	\$13,673 48	\$614,008 83	\$5,265,740 47	\$1,072 62

<sup>6</sup> Prescott District merged with Harvard District March 1.

<sup>8</sup> Prior to March 1 known as Warren-Bunker Hill District.

<sup>7</sup> Prior to February 15 known as Thomas N. Hart-F. W. Lincoln District.

<sup>9</sup> Prior to February 15 known as Bowdoin-Wendell Phillips District.

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 4, CONCLUDED.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

ELEMENTARY SCHOOL DISTRICTS.\*

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

INSTRUCTION, EXCLUSIVE OF SUPERVISION.								
9	10	11	12	13	14	15	16	
Text Books.	Reference Books.	Rebinding Books.	Drawing Supplies and Equipment.	Shop and Manual Training Supplies.	Cookery Supplies and Equipment.	Sewing Supplies and Equipment.	Science Supplies and Equipment.	
\$23,892 17	\$875 20	\$2,114 10	\$9,166 46	\$6,506 08	\$4,239 58	\$1,466 84	\$1,196 42	
36	12 06	52 15	284 03	110 39		46 84		36
37	3 15	25 01	1 35	45 62		5 40		37
38	775 92	4 55	186 30	116 16	487 43	444 57	7 16	48 18 38
39	881 83	33 12	58 80	387 61	118 38		61 38	39
40	333 10	10 60	33 30	140 56	188 41		33 23	40
41	389 44	219 38	117 05	148 59	60 93	134 13	8 93	48 70 41
42	500 97	17 64	12 00	325 97	163 99	70 16	52 31	42
43	2,093 67	59 73	72 90	426 60	342 85	241 41	72 90	48 18 43
44	662 62	7 10	25 80	111 84	49 79	118 82	5 52	48 18 44
45	342 08	48 70	65 70	219 16	64 51	263 79	163 61	48 18 45
46	468 30	9 56	112 25	147 98	51 96	86 17	17 03	48 18 46
47	1,071 58	16 38	62 10	252 23	185 43	216 11	75 11	48 18 47
48	2 76	16 38		6 50	5 50	8 21		48
49	1,068 82	18 44	27 60	207 31	135 05	161 32	98 32	48 18 49
50	61 10	14 79	39 00	203 87	142 36		22 70	50
51	363 26	88 15	13 50	100 94	297 23	217 19	58 58	48 18 51
52	2,432 09	70 21	115 50	759 28	678 40	499 37	103 36	52 81 52
53	516 18	12 34	76 20	192 02	24 22		26 04	53
54	429 84	10 71	105 50	400 16	150 87		59 31	54
55	801 55	19 90	121 00	467 24	159 79		69 86	55
56	176 93	6 95	69 30	305 32	975 82	407 90	3 50	48 18 56
57	527 13	89 55	92 40	301 74	30 19	200 30	105 83	48 18 57
58	335 45	8 81	81 80	188 38	196 24		17 01	58
59	1,082 47		290 35	299 56	356 66	369 78	31 43	48 18 59
60	641 58	4 95	47 30	169 13	88 52	3 47	62 17	60
61	988 15	102 88	63 90	202 95	424 26			109 70 61
62	236 94	16 58	20 70	256 10	649 20	181 65	60 78	62
63	998 57	6 61		242 24	81 92	44 40	Cr. 53 44	48 18 63
64	140 62	3 45		145 95	42 67		34 86	64
65	70 44	7 40	15 40	318 65	47 53	133 50	105 13	65
66	572 33	4 65	66 50	209 91	478 51		9 88	66
67	408 92	17 10	41 10	226 92	72 38	60	8 67	67
68	259 38	11 29	14 40	178 48	142 69	145 90	22 67	48 17 68
69	528 01		31 20	244 34	89 72		5 40	69
70	\$44,057 35	\$1,870 17	\$4,245 10	\$17,355 53	\$13,645 50	\$8,188 33	\$2,868 32	\$2,033 96 70

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 4, CONCLUDED.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

ELEMENTARY SCHOOL DISTRICTS.\*

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

INSTRUCTION, EXCLUSIVE OF SUPERVISION.								
17	18	19	20	21	22	23	24	
Kindergarten Supplies.	Musical Instruments and Supplies.	Printing.	Commerical Supplies and Equipment.	Other Educational Supplies and Equipment.	Military Drill Supplies and Equipment.	Physical Education Supplies and Equipment.	Incidentals.	
	\$3,400 32	\$993 72	\$265 05	\$1,150 88	\$28,310 62	\$54 35	\$686 26	\$198 24
36	16 28	16 78	468 20	92 19	718 97		53 81	4 88
37		10 00			33 99			76 37
38		58 01	8 95	10 58	680 76	48 02		4 30
39	85 56	24 05	5 75	27 87	702 42			8 59
40	150 83	10 49	7 45	146 85	642 50			6 12
41	74 25	Cr. 45 00	24 35	35 47	815 90		21 92	6 80
42	91 92	10 00	29 65	8 05	762 31			4 45
43	74 70	12 49	25 50	39 72	1,326 76		56 88	6 39
44	140 64		10 25	7 18	687 63		21 20	4 75
45	109 78	15 00		5 80	836 42		42 00	7 65
46	25 18	13 49	10 20	8 56	622 77		92	1 36
47	84 13	14 80	14 00	4 85	1,533 18		28 38	8 80
48		12 00	9 00		61 22			31 48
49	59 69	1 20	17 00		631 21		67 78	1 07
50	52 66			48 88	553 86			59 50
51	25 44		4 70	8 70	460 67			3 54
52	191 11	299 80	28 30	16 07	1,939 27	24 70	22 50	14 94
53	60 02	4 49		28 78	738 11		89 69	7 12
54	130 06	23 98		24 99	1,335 47		13 60	69 54
55	106 57	24 00		7 95	712 68		37 50	3 05
56	77 64	3 74	18 75	5 81	850 56		14 54	15 72
57	67 33	49 17		41 60	1,046 07			8 56
58	35 31	8 05		8 79	462 10			48 58
59	35 25	31 89	4 75	2 42	1,338 38	108 95		4 62
60	93 89	213 00	8 50	23 32	1,251 29		101 29	6 54
61	107 25	25 37		78 71	778 80		25 00	3 41
62	100 75	35 92		80 42	577 22		8 91	1 92
63	96 14	40 48		3 72	918 78			7 81
64	54 83	14 98		7 50	324 74			4 26
65	133 54		10 10	90	797 79		19 08	65
66	86 45			12 48	878 60		12 50	3 21
67	96 99	51 60		10 56	777 50		62 50	3 56
68	52 93	7 55	37 35	92 60	596 23			3 00
69	107 68			Cr. 2 34	510 12		60 96	4 71
70	\$6,025 12	\$1,981 05	\$1,007 80	\$2,039 86	\$55,214 90	\$236 02	\$1,447 22	\$362 20

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS

TABLE NO. 4, CONCLUDED.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

ELEMENTARY SCHOOL DISTRICTS.\*

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

INSTRUCTION, EXCLUSIVE OF SUPERVISION.			OPERATION OF PLANT.				
25	26	27	28	29	30	31	32
Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salaries of Custodians.	Fuel Including Oil, Wood and Coal.	Electric Current for Light and Power.	Gas.	Custodians' Supplies and Equipment.
\$3,252,333 59	35,810,129	.....	\$280,030 59	\$73,454 89	\$35,672 48	\$3,844 46	\$4,229 99
86,451 65	1,095,036	\$0 078	6,246 07	1,766 63	984 59	16 07	28 41
4,580 26	58,765	077	575 24	243 89	122 55	20 01	.....
90,651 13	1,026,000	088	5,515 70	2,010 00	1,016 29	146 70	59 28
116,985 36	1,375,151	085	10,882 70	3,599 03	1,046 72	36 58	188 85
70,068 47	786,554	089	8,610 63	1,655 32	805 54	56 50	60 23
77,089 00	625,914	123	7,087 16	1,764 47	675 27	42 36	113 72
124,246 34	1,347,763	092	10,091 61	2,371 17	1,043 98	102 54	128 05
158,677 42	1,864,685	085	12,772 12	4,845 26	1,286 14	337 99	228 70
76,316 15	822,909	092	6,007 08	1,660 90	733 54	61 10	91 15
92,196 54	1,000,731	092	7,624 95	2,434 92	1,144 38	348 87	128 28
56,840 69	623,897	091	4,885 05	1,727 82	656 81	143 90	86 07
115,878 16	1,275,465	090	8,402 31	2,242 00	954 43	193 57	121 56
9,717 32	111,648	087	335 62	48 20	175 60	14 94	.....
91,129 51	886,693	102	8,526 57	1,715 92	1,488 00	83 60	92 45
67,300 79	736,012	091	4,354 65	1,041 74	1,138 27	57 37	64 11
67,436 63	739,887	091	4,557 49	1,254 81	922 37	202 90	122 45
210,333 21	2,542,159	082	20,059 54	7,356 02	1,450 58	362 80	359 93
65,898 43	807,400	081	5,087 33	1,004 43	519 13	18 46	83 19
129,877 47	1,582,882	082	10,357 43	2,489 46	1,097 20	51 25	64 26
147,861 73	1,791,915	082	10,605 15	3,097 32	1,834 71	136 69	105 16
99,035 95	816,049	121	9,339 77	1,685 23	1,093 73	377 83	124 43
84,851 15	926,746	091	6,887 47	1,983 63	876 75	110 50	109 82
78,853 81	946,843	083	6,740 98	1,757 31	1,450 41	172 03	150 57
120,815 13	1,270,277	095	9,270 74	3,128 46	1,853 20	253 60	110 38
94,744 11	1,014,413	093	10,505 04	2,451 98	688 95	90 28	149 02
114,171 58	1,140,135	100	10,627 65	2,620 22	1,188 02	176 77	75 06
92,653 79	1,031,596	089	6,703 56	1,753 94	1,131 58	188 79	148 54
84,193 32	949,217	088	11,265 36	2,465 20	1,261 01	420 33	120 20
74,831 04	821,020	091	7,289 15	1,466 71	652 85	61 65	89 15
109,548 00	1,021,627	107	10,606 07	2,113 87	2,220 54	162 54	44 16
106,704 92	1,074,318	099	10,666 74	2,789 80	1,979 34	176 70	151 52
103,833 26	1,188,719	087	7,559 51	1,630 30	1,236 56	59 00	96 10
71,900 38	794,555	090	7,801 80	2,087 09	558 96	97 70	88 72
76,409 90	1,002,011	076	5,612 02	2,399 13	874 48	20 10	107 27
\$6,424,416 19	70,909,121	\$0 090	\$553,490 85	\$148,117 07	\$71,834 96	\$8,646 48	\$7,920 78

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 4.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, GENERAL ACCOUNT, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

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

	OPERATION OF PLANT.		PROMOTION OF HEALTH.						
	33 Telephone.	34 Total for Operation of Plant.	35 Salaries of School Physicians.	36 Salaries of School Nurses.	37 Supplies and Equipment, School Physicians and Nurses.	38 Salaries of Matrons.	39 Salaries, Rest and Nutrition Classes.†	40 Supplies and Equipment, Rest and Nutrition Classes.‡	
1	\$160 12	\$10,017 92	\$1,381 85	\$1,080 96	\$28 80	\$1,144 79	\$1,768 00	\$47 31	1
2	333 65	15,721 08	1,071 37	1,580 49	25 48		178 00		2
3	370 16	25,819 04	1,257 52	1,402 13	32 75				3
4	161 31	14,337 44	895 05	1,400 34	23 85		1,144 00	22 76	4
5	75 23	6,171 97	597 74	850 38	30 63				5
6	126 54	11,541 44	799 00	984 96	20 46				6
7	212 72	15,487 17	909 66	2,030 51	28 67		176 00		7
8	115 22	9,026 39	797 50	1,063 21	18 50		344 00		8
9	244 43	15,764 65	1,392 08	1,505 13	34 22		1,770 00	39 04	9
10	132 62	11,591 64	786 67	1,029 00	18 32				10
11	176 51	11,793 51	785 00	1,155 74	17 54		720 00	10 63	11
12	202 70	8,084 89	790 84	1,075 73	15 49		156 00		12
13	143 71	11,769 74	909 04	1,080 96	20 62				13
14	307 93	14,205 18	790 84	2,597 16	26 31				14
15	284 05	14,635 19	921 83	2,654 68	26 84				15
16	127 19	11,525 29	910 84	2,038 87	22 37				16
17	189 32	11,304 20	793 29	984 96	20 13				17
18	25 30	1,375 20	97 83	26 94			36 00		18
19	149 70	5,312 08	790 83	1,075 74	15 43				19
20	242 86	11,607 81	910 83	1,845 21	17 30				20
21	178 76	7,549 60	820 83	1,127 75	16 94		1,570 00	31 83	21
22	93 67	8,095 79	790 83	983 09	26 94				22
23	236 66	11,611 11	908 84	999 97	20 13				23
24	179 08	12,367 92	1,390 84	2,036 79	18 18	1,155 24	900 00	13 90	24
25	356 94	18,429 12	946 92	1,988 34	20 94		155 00		25
26	247 23	10,974 78	910 84	1,942 99	19 19			5 79	26
27	133 65	8,889 78	786 38	1,400 97	18 13				27
28	333 48	13,743 87	947 38	898 97	21 86		144 00		28
29	211 92	13,900 15	1,402 50	1,975 67	17 45				29
30	93 14	6,124 78	729 48	1,265 51	18 66				30
31	185 96	13,508 50	990 83	1,474 36	21 89				31
32	113 26	7,565 81	783 33	1,028 20	20 75				32
33	77 96	6,941 03	595 72	850 39	29 28				33
34	185 82	14,516 47	903 63	2,040 98	20 30		720 00	8 54	34
35	205 34	12,536 01	794 14	2,040 97	21 74		170 00		35
	\$6,614 14	\$403,846 55	\$31,292 10	\$49,518 05	\$756 09	\$2,300 03	\$9,951 00	\$179 80	

† Including salaries of lunch attendants.

‡ Including supplies and equipment for school lunches.

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.



TABLE NO. 4.—COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, GENERAL ACCOUNT, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

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

	PROMOTION OF HEALTH.			TRANSPORTATION.	45	46	47	48	
	41	42	43	44					
	Soap and Towels for Baths.	Soap and Towels for General Use.	Total for Promotion of Health.	Car Tickets.	Total.	Direct Income Credits from All Sources.	Net Total.*	Average Membership.	
1	\$728 64	\$17 05	\$6,197 40		\$119,052 29	\$620 34	\$118,431 95*	1,119	1
2		15 43	2,870 77		129,125 00	461 48	128,663 52*	1,543	2
3		32 33	2,724 73	\$5 00	228,260 31	1,070 89	227,189 42*	2,790	3
4	275 89	41 58	3,803 47		130,278 60	189 59	130,089 01*	1,286	4
5		7 27	1,486 02		58,724 62	116 96	58,607 66*	713	5
6		35 39	1,839 81		94,084 68	133 38	93,951 30*	1,284	6
7		23 53	3,168 37		111,441 98	330 13	111,111 85*	1,628	7
8		24 38	2,247 59		109,893 51	232 68	109,660 83*	1,370	8
9		15 02	4,755 49		143,731 51	63 06	143,668 45*	1,524	9
10		26 23	1,860 22		97,836 29	203 44	97,632 85*	1,249	10
11		16 37	2,705 28		99,478 11	409 01	99,069 10*	1,169	11
12		48 74	2,086 80	1,300 00	80,012 80	7 69	80,005 11*	718	12
13		27 34	2,037 96	5 00	107,550 01	6 34	107,543 67*	1,467	13
14		10 52	3,424 83		125,948 25	209 24	125,739 01*	1,507	14
15		12 50	3,615 85		118,812 28	300 49	118,511 79*	1,570	15
16		6 00	2,978 08		147,430 33	103 29	147,327 04*	1,671	16
17		13 97	1,812 35		105,210 88	303 62	104,907 26*	1,481	17
18			160 77		19,349 29	149 69	19,199 60*	1,161	18
19		3 53	1,885 53		65,467 16	8 69	65,458 47*	716	19
20		18 75	2,792 09		93,064 28	705 77	92,358 51*	1,079	20
21		12 86	3,580 21		77,940 84	3 72	77,937 12*	915	21
22		5 45	1,806 31		85,962 34	162 58	85,799 76*	1,015	22
23		14 70	1,943 64		88,579 61	192 63	88,386 98*	1,168	23
24	321 54	19 74	5,856 23		136,026 22	7 94	136,018 28*	1,531	24
25		11 98	3,123 18		123,068 00	26 77	123,041 23*	1,261	25
26		19 65	2,898 46	25 00	92,596 21	83 43	92,512 78*	1,115	26
27		30 68	2,236 16		97,281 88	782 18	96,499 70*	1,356	27
28		23 75	2,035 96		118,842 90	46 47	118,796 43*	1,457	28
29		30 38	3,426 00		145,518 83	227 70	145,291 13*	1,813	29
30		3 57	2,017 22		64,123 64	76 98	64,046 66*	674	30
31		7 42	2,494 50		110,457 26	126 23	110,331 03*	1,306	31
32		8 76	1,836 04		80,787 62	112 68	80,674 94*	1,056	32
33		12 14	1,487 53		75,293 26	185 83	75,107 43*	1,005	33
34		7 93	3,701 38	1,875 00	140,549 34	402 82	140,146 52*	1,660	34
35		12 63	3,039 48		133,545 72	144 86	133,400 86*	1,715	35
	\$1,326 07	\$612 57	\$95,935 71	\$3,210 00	\$3,755,325 85	\$8,208 60	\$3,747,117 25*	46,092	

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 4, CONCLUDED.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

ELEMENTARY SCHOOL DISTRICTS.\*

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

	OPERATION OF PLANT.		PROMOTION OF HEALTH.						
	33 Telephone.	34 Total for Operation of Plant.	35 Salaries of School Physicians.	36 Salaries of School Nurses.	37 Supplies and Equipment, School Physicians and Nurses.	38 Salaries of Matrons.	39 Salaries, Rest and Nutrition Classes.†	40 Supplies and Equipment, Rest and Nutrition Classes.‡	
	\$6,614 14	\$403,846 55	\$31,292 10	\$49,518 05	\$756 09	\$2,300 03	\$9,951 00	\$179 80	
36	106 34	9,148 11	787 83	1,080 97	24 87		346 00		36
37	28 40	990 09	116 73	54 30			105 00		37
38	111 19	8,859 16	787 83	1,080 97	33 95				38
39	306 23	16,060 11	1,464 17	2,032 63				19 06	39
40	241 49	11,429 71	969 82	1,481 04	20 12				40
41	142 23	9,825 21	790 83	1,078 89	17 66				41
42	329 00	14,066 35	914 16	2,038 89	23 08				42
43	280 92	10,751 13	1,394 16	2,040 98	20 29		1,260 00	21 19	43
44	153 96	8,707 73	788 83	984 98	19 52				44
45	222 97	11,904 37	990 83	1,333 58	18 42		3,044 00	67 84	45
46	118 94	7,618 59	790 83	983 10	14 12		177 00		46
47	193 57	12,107 44	794 14	1,843 34	18 96		1,363 50	13 31	47
48	11 74	586 10	82 28	57 83			20 00		48
49	190 50	12,097 04	790 83	1,078 89	18 21		402 50		49
50	62 53	6,718 67	705 83	1,080 98	22 75		683 00	16 95	50
51	93 25	7,153 27	790 83	1,127 76	15 85		342 00		51
52	582 74	30,171 61	1,394 17	3,760 21	62 80		2,222 00	68 87	52
53	105 07	6,817 61	790 83	974 65	18 88				53
54	235 08	14,294 68	924 03	1,745 05	25 34				54
55	270 69	16,049 72	1,400 62	1,656 98	19 05		1,578 00	27 76	55
56	215 33	12,836 32	729 48	1,265 51	18 56		1,366 50	24 87	56
57	229 39	10,197 56	715 03	969 73	19 40		179 00		57
58	204 32	10,475 62	795 73	1,400 98	24 22		154 00		58
59	208 97	14,825 35	752 17	2,040 98	19 75		156 00		59
60	238 91	14,124 18	919 17	2,030 53	16 84		1,298 50	58 12	60
61	292 55	14,980 27	792 01	2,028 20	24 21		884 00	25 98	61
62	157 76	10,084 17	915 72	984 98	22 24		1,417 00	25 11	62
63	189 38	15,721 48	677 93	1,207 88		655 60			63
64	133 09	9,692 60	933 33	2,173 87	27 70				64
65	143 89	15,291 07	923 67	1,077 85	18 71		1,597 00	14 23	65
66	302 09	16,066 19	1,150 84	1,208 29	25 69		1,405 00	35 16	66
67	125 24	10,706 71	1,387 83	2,026 76	21 71		1,249 00	32 88	67
68	139 46	10,773 73	794 23	1,025 71	25 50				68
69	122 10	9,135 10	752 17	974 65	20 19		159 00		69
70	\$13,103 46	\$803,113 60	\$61,000 99	\$97,449 99	\$1,434 68	\$2,955 63	\$31,359 00	\$631 13	70

† Including salaries of lunch attendants.

‡ Including supplies and equipment for school lunches.

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

**TABLE NO. 4, CONCLUDED.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\***

**ELEMENTARY SCHOOL DISTRICTS.\***

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

	PROMOTION OF HEALTH.			TRANS- PORTA- TION.	45  Total.	46  Direct Income Credits from all Sources.	47  Net Total.*	48  Average Member- ship.
	41  Soap and Towels for Baths.	42  Soap and Towels for General Use.	43  Total for Promotion of Health.	44  Car Tickets.				
	\$1,326 07	\$612 57	\$95,935 71	\$3,210 00	\$3,755,325 85	\$8,208 60	\$3,747,117 25*	46,092
36		9 17	2,248 84		97,848 60	285 16	97,563 44*	1,375 36
37		4 20	280 23		5,850 58	40 44	5,810 14*	638 37
38		14 68	1,917 43		101,427 72	220 31	101,207 41*	1,116 38
39		16 57	3,532 43		136,577 90	830 91	135,746 99*	1,768 39
40		29 00	2,499 98		83,998 16	242 32	83,755 84*	1,031 40
41		30 38	1,917 76		88,831 97	86 75	88,745 22*	797 41
42		21 29	2,997 42	45 00	141,355 11	332 90	141,022 21*	1,708 42
43		21 02	4,757 64		183,186 19	264 44	182,921 75*	2,356 43
44		42 53	1,835 86		86,859 74	147 22	86,712 52*	1,039 44
45		22 96	5,477 63		109,578 54	3 33	109,575 21*	1,241 45
46		6 96	1,972 01	5 00	66,436 29	19 05	66,417 24*	775 46
47		15 72	4,048 97		132,034 57	308 95	131,725 62*	1,611 47
48			160 11		10,463 53	1 04	10,462 49*	704 48
49	80 61	7 65	2,378 69		105,605 24	256 42	105,348 82*	1,133 49
50		5 05	2,514 56		76,534 02	1 32	76,532 70*	901 50
51		26 10	2,302 54		76,892 44	295 37	76,597 07*	885 51
52		32 29	7,540 34	2,405 00	250,450 16	2,205 60	248,244 56*	3,084 52
53		5 90	1,790 26	6 00	74,512 30	103 05	74,409 25*	1,033 53
54		27 61	2,722 03		146,894 18	485 88	146,408 30*	2,056 54
55		15 78	4,698 19		168,609 64	10 11	168,599 53*	2,242 55
56	365 95	23 47	3,794 34	2,400 00	118,066 61	133 64	117,932 97*	1,010 56
57		12 21	1,895 37		96,944 08	1 64	96,942 44*	1,192 57
58		48 46	2,423 39		91,752 82	46 54	91,706 28*	1,176 58
59		8 70	2,977 60		138,618 08	351 62	138,266 46*	1,467 59
60		32 94	4,356 10		113,224 39	131 32	113,093 07*	1,272 60
61		39 02	3,793 42		132,945 27	320 78	132,624 49*	1,472 61
62	10 50	18 50	3,394 05	495 00	106,627 01	86 98	106,540 03*	1,274 62
63	252 94	12 34	2,806 69		102,721 49	14 47	102,707 02*	1,204 63
64		9 73	3,144 63		87,668 27	273 82	87,394 45*	1,061 64
65		20 27	3,651 73		128,490 80	94	128,489 86*	1,307 65
66		27 98	3,852 96		126,624 07	209 04	126,415 03*	1,306 66
67		32 33	4,750 51		119,290 48	884 13	118,406 35*	1,578 67
68		5 91	1,851 35		84,525 46	121 07	84,404 39*	1,035 68
69		33 91	1,939 92		87,484 92	907 57	86,577 35*	1,312 69
70	\$2,036 07	\$1,293 20	\$198,160 69	\$3,566 00	\$7,434,256 48	\$17,832 73	\$7,416,423 75*	91,251 70

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

**TABLE NO. 4, CONCLUDED.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\***

**ELEMENTARY SCHOOL DISTRICTS.\***

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

	49	50	51	52	53	
	Cost per Pupil, Average Membership.*	Average Attendance.	Cost per Pupil, Average Attendance.*	Number of Pupil Hours.	Cost per Pupil Hour.*	
		42,522		35,810,129		
36	\$70 96*	1,253	\$77 86*	1,095,036	\$0 089*	36
37	19 11*	601	19 67*	58,765	098*	37
38	90 69*	1,035	97 78*	1,026,000	098*	38
39	76 78*	1,621	83 74*	1,375,151	098*	39
40	81 24*	943	88 82*	786,554	106*	40
41	111 35*	738	120 25*	625,914	141*	41
42	82 57*	1,562	90 28*	1,347,763	104*	42
43	77 64*	2,170	84 30*	1,864,685	098*	43
44	83 46*	960	90 33*	822,909	105*	44
45	88 30*	1,163	94 22*	1,000,731	109*	45
46	85 70*	724	91 74*	623,897	106*	46
47	81 77*	1,477	89 18*	1,275,465	103*	47
48	2 14 86*	635	2 16 48*	111,648	093*	48
49	92 98*	1,028	102 48*	886,693	118*	49
50	84 94*	847	90 36*	736,012	103*	50
51	86 55*	834	91 84*	739,887	103*	51
52	80 49*	2,870	86 50*	2,542,159	097*	52
53	72 03*	935	79 58*	807,400	092*	53
54	71 21*	1,862	78 63*	1,582,882	092*	54
55	75 20*	2,097	80 40*	1,791,915	094*	55
56	116 77*	936	126 00*	816,049	144*	56
57	81 33*	1,092	88 78*	926,746	104*	57
58	77 98*	1,109	82 69*	946,843	096*	58
59	94 25*	1,369	101 00*	1,270,277	108*	59
60	88 91*	1,191	94 96*	1,014,413	111*	60
61	90 10*	1,342	98 83*	1,140,135	116*	61
62	83 63*	1,210	88 05*	1,031,596	103*	62
63	85 30*	1,117	91 95*	949,217	108*	63
64	82 37*	964	90 66*	821,020	106*	64
65	98 31*	1,206	106 54*	1,021,627	125*	65
66	96 80*	1,226	103 11*	1,074,318	117*	66
67	75 04*	1,417	83 56*	1,188,719	099*	67
68	81 55*	945	89 32*	794,555	106*	68
69	65 99*	1,185	73 06*	1,002,011	086*	69
70	\$81 27*	84,186	\$88 10*	70,909,121	\$0 104*	70

<sup>1</sup> Costs for one month—January.

<sup>2</sup> Costs for two months covering January through February.

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

**TABLE NO. 5A.**

**TRADE SCHOOL, SPECIAL SCHOOLS, ETC.**

**COSTS, EXCLUSIVE OF GENERAL CONTROL,  
SUPERVISION AND OTHER 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.)**

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**\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.**



TABLE NO. 5A.— COSTS OF SPECIAL SCHOOLS AND CLASSES, ETC. (DAY), EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

HORACE MANN SCHOOL.\*

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

SCHOOL	INSTRUCTION, EXCLUSIVE OF SUPERVISION																							OPERATION OF PLANT						PROMOTION OF HEALTH						TRANSPORTATION		SUMMARY								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	44	45		46	47	48
Horace Mann School	\$4,590 00	\$1,440 00	\$2,095 84	\$50,970 32	\$40 00	\$167 29	\$29 12	\$12 00	\$96 91	\$67 84	\$110 09	\$13 41	\$48 79	\$60 67	\$27 05	\$29 00		\$459 00	\$189 00	\$7 04	\$80,694 37	154,415	\$0 393	\$3,843 80	\$832 30	\$935 00	\$63 45	\$43 19	\$86 01	\$5,804 95	\$500 12	\$194 22	\$20 25	\$3,150 79			\$60 13	\$3,025 51	\$4,269 27	\$74,694 10	\$4,270 21	\$70,414 87*	156	\$178 57*	171	\$411 78*	174,415	\$0 470*	Horace Mann School

† Including salaries of attendants ‡ Including supplies and equipment for school lunches

BOSTON CLERICAL SCHOOL.\*

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

SCHOOL	INSTRUCTION, EXCLUSIVE OF SUPERVISION																OPERATION OF PLANT						PROMOTION OF HEALTH						SUMMARY								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
Boston Clerical School	\$5 016 00	\$1,611 60		\$69,848 36	\$91 88	\$516 75	\$6 00	\$34 50	\$206 60	\$3,610 13	\$340 87		\$2 27	\$81,390 96	850,035	\$0 095	\$3,563 03	\$920 81	\$1,022 36	\$55 57	\$92 14	\$14 75	\$5,708 60	\$430 67	\$6 08	\$1,323 69	\$32 40	\$1,802 44	\$89,911 06	\$0 94	\$89,910 12*	944	\$95 24*	855	\$105 10*	\$59,045	\$0 104*	Boston Clerical School

BOSTON DISCIPLINARY DAY SCHOOL.\*

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

SCHOOL	INSTRUCTION, EXCLUSIVE OF SUPERVISION																		OPERATION OF PLANT						PROMOTION OF HEALTH						TRANSPORTATION		SUMMARY								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	
Boston Disciplinary Day School	\$18,265 60	\$30 00		\$33 00	\$91 50	\$24 00	\$240 68		\$339 51		\$4 00	\$62 59	\$18 01	\$1 10	\$19,110 79	86,830	\$0 220	\$2,340 70	\$256 30	\$305 08	\$100 56	\$5 13	\$47 03	\$3,065 36	\$164 15	\$640 00	\$1 49	\$480 00	\$34 45	\$1,320 09	\$1,395 00	\$24,900 24	\$3 00	\$24,897 24*	113	\$220 33*	96	\$259 35*	80,830	\$0 280*	Boston Disciplinary Day School

† Including salaries of lunch attendants

TRADE SCHOOL FOR GIRLS.\*

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

SCHOOL	INSTRUCTION, EXCLUSIVE OF SUPERVISION																		OPERATION OF PLANT						PROMOTION OF HEALTH						SUMMARY								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	44
Trade School for Girls	\$4,518 00	\$4,992 00	\$2,304 00	\$96,390 92	\$98 50	\$36 00	\$15 00	\$33 60	\$157 09	\$5,460 43	\$4,202 20	\$80 40	\$135 77	\$288 85	\$16 00	\$290 91		\$110,165 67	\$0 25	\$110,165 42	564,054	\$0 210	\$5,558 84	\$1,298 63	\$1,650 80	\$228 50	\$102 16	\$384 28	\$0,123 01	\$479 50	\$1,020 00	\$12 63	\$3 53	\$2,415 72	\$75 00	\$130,770 15	\$65,121 10	\$65,658 05*	491	\$133 72*	424	\$154 85*	564,954	\$0 110*	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 and Summer Classes.  
\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.





**TABLE NO. 5B.**

**TRADE SCHOOLS, SPECIAL SCHOOLS, ETC.**

**COSTS, EXCLUSIVE OF GENERAL CONTROL,  
SUPERVISION AND OTHER CHARGES, AND  
WITH DIRECT INCOME DEDUCTED.\***

**BOSTON TRADE SCHOOL, DAY CLASSES.**

**COMPULSORY CONTINUATION SCHOOL.**

**DAY PRACTICAL ARTS CLASSES.**

**LIP-READING CLASSES.**

**SPEECH IMPROVEMENT CLASSES.**

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

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**\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.**



TABLE NO. 5B.— COSTS OF SPECIAL SCHOOLS AND CLASSES, ETC. (DAY), EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

BOSTON TRADE SCHOOL, DAY CLASSES.\*

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

SCHOOL	INSTRUCTION, EXCLUSIVE OF SUPERVISION																									OPERATION OF PLANT						PROMOTION OF HEALTH				OTHER						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	44	45	46
	Salary of Principal	Salaries of Clerks	Salaries of Military Drill Instructors	Salaries of Physical Education Teachers	Salaries of Teachers	Postage	Text Books	Reference Books	Rebinding Books	Drawing Supplies and Equipment	Shop Supplies and Hand Tools	Science Supplies and Equipment	Printing	Musical Instruments and Supplies	Commercial Supplies and Equipment	Other Educational Supplies and Equipment	Traveling Expenses of Principal	Military Drill Supplies	Physical Education Supplies	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, Including Oil, Wood and Coal	Electric Current for Light and Power	Gas	Custodians' Supplies and Equipment	Telephone	Total for Operation of Plant	Salaries, School Physicians	Supplies, School Physicians and Nurses	Paper Towels	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	\$5,476.09	\$4,968.70	\$3,075.42	\$1,280.00	\$197,157.0	\$155.53	\$1,109.31	\$12.00	\$450.00	\$1.20	\$25,257.05	\$113.68		\$57.03	\$20.50	\$1,312.24		\$180.02	\$171.27	\$134.00	\$240,913.73	\$1,338.90	\$230,574.83	1,245,362	\$0.102	\$10,792.45	\$1,170.05	\$574.22	\$925.60	\$157.67	\$674.40	\$17,504.38	\$610.12	\$57.77	\$199.36	\$867.25	\$105.00	\$258,051.46	\$124,205.77	\$133,755.69*	1,014	\$131.01*	926	\$144.44*	1,245,362	\$1.107*	Boston Trade School, Day Classes

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

COMPULSORY CONTINUATION SCHOOL.\*

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

SCHOOL	INSTRUCTION, EXCLUSIVE OF SUPERVISION																								OPERATION OF PLANT						PROMOTION OF HEALTH						OTHER						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	
	Salary of Principal	Salaries of Clerks	Salaries of Teachers	Postage	Car Tickets for Teachers	Text Books	Reference Books	Rebinding Books	Drawing Supplies and Equipment	Shop Supplies and Hand Tools	Cookery Supplies and Equipment	Sewing Supplies and Equipment	Science 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	Salary of Custodian	Fuel, Including Oil, Wood and Coal	Electric Current for Light and Power	Gas	Custodians' Supplies and Equipment	Telephone	Total for Operation of Plant	Salaries, School Physicians	Salaries, Nurses	Supplies, School Physicians and Nurses	Soap and Towels for General Use	Total for Promotion of Health	Auditing Accounts	Total	Direct Income Credits from all Sources †	Net Total.*	Number of Pupil Hours †	Cost per Pupil Hour.*	
Compulsory Continuation School	\$4,664.96	\$7,990.03	\$17,385.65	\$114.00	\$300.00	\$1,199.90	\$4.38	\$7.50	\$102.00	\$2,771.37	\$381.33	\$57.6	\$48.18	Cr \$20.00	\$436.03	\$487.58		\$20.21	\$140,010.55	\$70.00	\$145,034.55	364,204	\$0.400	\$8,861.01	\$1,817.79	\$3,425.00	\$102.03	\$109.29	\$1,848.78	\$16,161.89	\$2,373.02	\$624.02	\$25.07	\$195.00	\$3,210.81	\$45.00	\$165,261.25	\$97,322.62	\$68,038.63*	361,204	\$0.186*	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 1,057

DAY PRACTICAL ARTS CLASSES.\*

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

CLASSES	INSTRUCTION, EXCLUSIVE OF SUPERVISION						OPERATION OF PLANT											OTHER						CLASSES
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
	Salaries of Teachers	Postage	Sewing Supplies and Equipment	Total for Instruction	Number of Pupil Hours	Cost per Pupil Hour of Instruction	Salary of Custodian	Fuel, Including Oil, Wood and Coal	Electric Current for Light and Power	Custodians' Supplies and Equipment	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	\$2,085.00		\$144.00	\$2,220.00	20,258	\$0.110	\$695.00	\$61.83	\$27.18	\$4.41	\$788.42	\$3,018.41	\$1,922.81	\$1,095.60*	248	\$4.45*	20,258	\$0.054*	Day Practical Arts Classes					

† Includes aid from the Commonwealth.

LIP-READING CLASSES.\*

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

CLASSES	INSTRUCTION, EXCLUSIVE OF SUPERVISION									OPERATION OF PLANT						TRANSPORTATION	OTHER						CLASSES
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21		
	Salaries of Teachers	Postage	Car Tickets and Automobile Mileage	Text Books	Reference Books	Printing	Commercial Supplies and Equipment	Other Educational Supplies and Equipment	Total for Instruction	Salary of Custodian	Fuel, Including Oil, Wood and Coal	Electric Current for Light and Power	Custodians' Supplies and Equipment	Telephone	Total for Operation of Plant	Car Tickets	Total	Direct Income Credits from all Sources	Net Total.*	Number of Pupil Hours	Cost per Pupil Hour.*		
Lip-Reading Classes	\$10,135.44	\$17.00	\$198.32					\$13.52	\$10,304.28	\$380.08	\$122.14	\$127.01	\$7.34	\$44.70	\$801.17	\$550.00	\$11,805.45	\$0.40	\$11,805.05*	48,515	\$0.243*	Lip-Reading Classes	

SPEECH IMPROVEMENT CLASSES.\*

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

CLASSES	INSTRUCTION, EXCLUSIVE OF SUPERVISION													OPERATION OF PLANT						TRANSPORTATION	OTHER						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	
	Salaries of Teachers	Salaries of Clerks	Postage	Car Tickets and Automobile Mileage	Text Books	Reference Books	Rebinding Books	Printing	Musical Instruments and Supplies	Commercial Supplies and Equipment	Other Educational Supplies and Equipment	Incidentals	Total for Instruction	Salary of Custodian	Fuel, Including Oil, Wood and Coal	Electric Current for Light and Power	Gas	Custodians' Supplies and Equipment	Telephone	Total for Operation of Plant	Car Tickets	Total	Direct Income Credits from all Sources	Net Total.*	Number of Pupil Hours	Cost per Pupil Hour.*	
Speech Improvement Classes	\$41,237.68	\$58.80	\$64.20	\$60.00	\$240.50	\$0.80	\$15.00	\$0.00	\$7.50	\$5.59	\$88.23	\$0.04	\$43,707.39	\$4,216.20	\$815.19	\$587.07	\$40.04	\$31.04	\$113.47	\$5,903.10	\$1,162.50	\$50,862.99		\$50,862.99*	440,260	\$0.113*	Speech Improvement Classes

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

1	2	3	4	5	6
100	100	100	100	100	100
100	100	100	100	100	100
100	100	100	100	100	100

1	2	3	4	5	6
100	100	100	100	100	100
100	100	100	100	100	100
100	100	100	100	100	100

**TABLE NO. 5C.**

**TRADE SCHOOL, SPECIAL SCHOOLS, ETC.**

**COSTS, EXCLUSIVE OF GENERAL CONTROL,  
SUPERVISION AND OTHER CHARGES, AND  
WITH DIRECT INCOME DEDUCTED.\***

**CONSERVATION OF EYESIGHT CLASSES.**

**DAY SCHOOL FOR IMMIGRANTS.**

**BOSTON PUBLIC SCHOOL SYMPHONY  
ORCHESTRA AND BAND.**

**EDUCATION OF PHYSICALLY HANDICAPPED  
CHILDREN.**

**CLASSES IN GARDENING.**

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

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

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\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

<p>Table 1. Summary of the data.</p>			
Year	1990	1991	1992
Number of cases	100	120	150
Number of deaths	5	8	12
Number of recoveries	95	112	138
Number of relapses	10	12	15
Number of recurrences	15	18	22

<p>Table 2. Details of the data.</p>			
Year	1990	1991	1992
Number of cases	100	120	150
Number of deaths	5	8	12
Number of recoveries	95	112	138
Number of relapses	10	12	15
Number of recurrences	15	18	22

TABLE NO. 5C.— COSTS OF SPECIAL SCHOOLS AND CLASSES, ETC. (DAY), EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

CONSERVATION OF EYESIGHT CLASSES.\*

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

CLASSES	INSTRUCTION, EXCLUSIVE OF SUPERVISION											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	30	31	32	33	34	35	36	37	38	39	40	41	42	43	
	Salary of Assistant-in-Charge	Salaries of Teachers	Salaries of Clerks	Postage	Teachers' Car Tickets	Text Books	Reference Books	Rebinding Books	Drawing Supplies and Equipment	Shop and Manual Training Supplies	Cookery Supplies and Equipment	Sewing Supplies and Equipment	Science Supplies and Equipment	Kindergarten Supplies	Musical Instruments and Supplies	Printing	Commercial Supplies and Equipment	Other Educational Supplies and Equipment	Incidentals	Total for Instruction	Number of Pupil Hours	Cost per Pupil Hour of Instruction	Salaries of Custodians	Fuel, Including Oil, Wood and Coal	Electric Current for Light and Power	Gas	Custodians' Supplies and Equipment	Telephone	Total for Operation of Plant	Salaries of School Physicians	Salaries of School Nurses	Supplies and Equipment, School Physicians and Nurses	Soap and Towels for Baths	Soap and Towels for General Use	Total for Promotion of Health	Car Tickets	Total	Direct Income Credits from all Sources †	Net Total.*	Average Attendance	Cost per Pupil, Average Attendance*	Number of Pupil Hours	Cost per Pupil Hour.*	CLASSES
Conservation of Eyesight Classes	\$3,072.00	\$34,825.45	\$26.10	\$23.20	\$8.00	\$110.88	\$370.75	\$20.50	\$27.30	\$25.05	\$6.26	\$0.92		\$0.50	\$0.76	\$2.75	\$6.73	\$231.71	\$0.85	\$38,759.71	284,170	\$0.136	\$2,404.98	\$696.89	\$487.46	\$37.50	\$30.91	\$6.80	\$3,670.54			\$0.32		\$11.70	\$12.08	\$1,304.50	\$43,836.83	\$7,164.00	\$36,672.83*	157	\$233.58*	284,170	\$0.129*	Conservation of Eyesight Classes

† Includes aid from the Commonwealth.

DAY SCHOOL FOR IMMIGRANTS.\*

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

SCHOOL	INSTRUCTION, EXCLUSIVE OF SUPERVISION											OPERATION OF PLANT							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	SCHOOL	
	Salaries of Teachers	Office Supplies and Equipment	Text Books	Teachers' Car Tickets	Postage	Printing	Other Educational Supplies and Equipment	Incidentals	Total for Instruction	Number of Pupil Hours	Cost per Pupil Hour of Instruction	Salary of Custodian	Fuel, Including Oil, Wood and Coal	Electric Current for Light and Power	Gas	Custodians' Supplies and Equipment	Telephone	Total for Operation of Plant	Car Tickets	Total	Direct Income Credits from all Sources †	Net Total.*	Number of Pupil Hours	Cost per Pupil Hour.*	SCHOOL	
Day School for Immigrants	\$12,043.10			\$8.74	\$13.75	\$15.03		\$89.24		\$13,069.80	90,922	\$0.101	\$1,794.51	\$284.75	\$383.04	\$14.00	\$14.33	\$97.06	\$2,588.29		\$15,858.15	\$6,139.54	\$9,518.01*	80,922	\$0.117*	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.]

CLASSES	1	2	3	4	5	6	7	8
	Printing	Musical Instruments	Repairing Musical Instruments	Musical Supplies	Incidentals	Total	Direct Income Credits from all Sources	Net Total.*
Boston Public School Symphony Orchestra and Band	\$43.25	\$116.80	\$78.71	\$123.89	\$10.00	\$372.65	\$53.00	\$310.65*

EDUCATION OF PHYSICALLY HANDICAPPED CHILDREN.\*

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

CLASSES	1	2	3	4	5
	Salaries of Teachers	Miscellaneous Educational Supplies	Total	Number of Pupil Hours	Cost per Pupil Hour.*
Education of Physically Handicapped Children	\$14,643.75		\$14,643.75	9,768	\$1.499*

CLASSES IN GARDENING.\*

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

CLASSES	1	2	3	4	5	6	7	8	9	10	11
	Salaries of Supervisors, Instructors and Assistants	Printing	Labor and Supplies for School Gardens	Other Educational Supplies and Equipment	Incidentals	Reference Books	Salaries of Custodians	Telephone	Total	Direct Income Credits from all Sources	Net Total.*
Classes in Gardening	\$2,844.50	\$21.15	\$3,054.57	\$0.11		\$1.00	\$30.75	\$3.07	\$5,964.75	\$4.08	\$5,960.67*

TRAINING SCHOOL FOR TEACHERS OF MECHANIC ARTS.\*

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

SCHOOL	INSTRUCTION, EXCLUSIVE OF SUPERVISION														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
	Salaries of Teachers	Automobile Mileage	Postage	Printing	Text Books	Shop Supplies and Hand Tools	Drawing Supplies and Equipment	Incidentals	Other Educational Supplies and Equipment	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, Including Oil, Wood and Coal	Electric Current for Light and Power	Gas	Custodians' Supplies and Equipment	Telephone	Total for Operation of Plant	Paper Towels for General Use	Total for Promotion of Health	Total	Direct Income Credits from all Sources	Net Total.*	Number of Pupil Hours	Cost per Pupil Hour.*
Training School for Teachers of Mechanic Arts	\$6,146.01	\$0.57	\$1.50	\$4.00	\$44.65	\$275.15	Cr. \$14.48	\$0.57	\$58.56	\$6,516.53	\$36.00	\$6,480.53	24,228	\$0.267	\$760.40	\$91.82	\$148.46	\$42.00	\$12.49	\$52.86	\$1,109.03	\$7.62	\$7.02	\$7,596.18	\$53.74	\$7,542.44*	24,228	\$0.311*

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

No.	Date	Particulars	Debit	Credit	Balance
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**TABLE NO. 6.**

**SUMMER REVIEW SCHOOLS.**

**COSTS, EXCLUSIVE OF GENERAL CONTROL,  
SUPERVISION AND OTHER CHARGES, AND  
WITH DIRECT INCOME DEDUCTED.\***

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

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

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\*EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 6.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

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

SCHOOLS.		INSTRUCTION, EXCLUSIVE OF SUPERVISION.								
		1	2	3	4	5	6	7		8
		Salary of Principal.	Salaries of Clerks.	Salaries of Teachers.	Postage.	Text Books.	Science Supplies and Equipment.	Printing.	Commercial Supplies and Equipment.	
1	Central.....	\$320 00	\$178 50	\$14,137 00	\$45 00	\$316 95	\$9 37	\$9 75	\$37 44	1
2	Dorchester.....	320 00	175 00	6,938 00	41 30	146 60		14 00	82 99	2
3	Totals.....	\$640 00	\$353 50	\$21,075 00	\$86 30	\$463 55	\$9 37	\$23 75	\$120 43	3

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

SCHOOLS.		INSTRUCTION, EXCLUSIVE OF SUPERVISION.								
		1	2	3	4	5	6	7		8
		Salaries of Principals.	Salaries of Clerks.	Salaries of Teachers.	Postage.	Text Books.	Other Educational Supplies and Equipment.	Incidentals.	Total for Instruction.	
1	Lewis Intermediate.....	\$240 00		\$1,820 00	\$7 00	\$31 25	\$34 25		\$2,132 50	1
2	Oliver Wendell Holmes Intermediate.....	240 00		2,940 00	22 36	43 32	41 61	\$0 07	3,287 36	2
3	Abraham Lincoln.....	240 00		3,099 50	17 20	79 55	93 50		3,529 75	3
4	Bigelow.....	240 00		2,229 50	6 00	39 30	43 51		2,558 31	4
5	Dudley.....	240 00		3,460 50	12 82	125 15	98 34		3,936 81	5
6	Hugh O'Brien.....	240 00		1,960 00	5 23	65 70	44 30		2,315 23	6
7	Sarah Greenwood.....	240 00		2,380 00	6 10	62 85	71 23		2,760 18	7
8	Shurtleff.....	240 00		1,508 50	5 75	57 85	44 74		1,856 84	8
9	Theodore Roosevelt.....	240 00		2,940 00	9 45	84 60	77 52		3,351 57	9
10	Ulysses S. Grant.....	240 00		3,048 50	9 01	122 45	58 03		3,477 99	10
11	Warren.....	240 00		1,781 50	5 02	41 75	45 30		2,113 57	11
12	Wells.....	240 00		1,578 50	5 45	96 10	30 33		1,950 38	12
13	William Barton Rogers.....	240 00		1,928 50	6 15	49 05	35 33		2,259 03	13
14	Totals.....	\$3,120 00		\$30,675 00	\$117 54	\$898 92	\$717 99	\$0 07	\$35,529 52	14

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 6.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

SUMMER REVIEW HIGH SCHOOLS.\*

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

	INSTRUCTION, EXCLUSIVE OF SUPERVISION.					OPERATION OF PLANT.			
	9 Other Educational Supplies and Equipment.	10 Incidentals.	11 Total for Instruction.	12 Number of Pupil Hours.	13 Cost per Pupil Hour of Instruction.	14 Salaries of Custodians.	15 Custodians' Supplies and Equipment.	16 Telephone.	
1	\$203 40	\$0 25	\$15,257 66	243,200	\$0 062	\$323 42	.....	\$1 00	1
2	110 12	.....	7,828 01	132,320	059	249 76	.....	70	2
3	\$313 52	\$0 25	\$23,085 67	375,520	\$0 061	\$573 18	.....	\$1 70	3

SUMMER REVIEW ELEMENTARY AND INTERMEDIATE SCHOOLS.\*

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

	INSTRUCTION, EXCLUSIVE OF SUPERVISION.		OPERATION OF PLANT.			PROMOTION OF HEALTH.			
	9 Number of Pupil Hours.	10 Cost per Pupil Hour of Instruction.	11 Salaries of Custodians.	12 Telephone.	13 Total for Operation of Plant.	14 Salaries of School Physicians.	15 Salaries of School Nurses.	16 Supplies and Equipment, School Physicians and Nurses.	
1	43,920	\$0 048	\$162 40	\$1 00	\$163 40	\$20 00	.....	.....	1
2	71,880	045	181 14	20	181 34	24 00	.....	\$2 13	2
3	73,920	047	187 20	1 62	188 82	39 89	.....	.....	3
4	56,760	045	176 18	.....	176 18	39 89	.....	.....	4
5	77,160	051	426 00	2 00	428 00	100 02	.....	.....	5
6	48,120	048	159 20	.....	159 20	40 00	.....	.....	6
7	64,800	042	178 40	2 50	180 90	24 00	.....	.....	7
8	39,120	047	154 96	1 00	155 96	39 89	.....	.....	8
9	71,280	047	307 20	.....	307 20	40 00	.....	.....	9
10	77,280	045	181 60	1 60	183 20	33 33	.....	.....	10
11	43,680	048	285 44	1 25	286 69	33 33	.....	.....	11
12	39,960	048	193 80	40	194 20	33 32	.....	.....	12
13	44,400	050	161 60	70	162 30	26 00	.....	.....	13
14	752,280	\$0 047	\$2,755 12	\$12 27	\$2,767 39	\$493 67	.....	\$2 13	14

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 6.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

SUMMER REVIEW HIGH SCHOOLS.\*

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

	OPERATION OF PLANT.	PROMOTION OF HEALTH.						24 Total.	
	17 Total for Operation of Plant.	18 Salaries, School Physicians.	19 Salaries of School Nurses.	20 Supplies and Equipment, School Physicians and Nurses.	21 Salary of Matron.	22 Soap and Towels for General Use.	23 Total for Promotion of Health.		
1	\$324 42	\$40 48					\$40 48	\$15,622 56	1
2	250 46	26 00					26 00	8,104 47	2
3	\$574 88	\$66 48					\$66 48	\$23,727 03	3

SUMMER REVIEW ELEMENTARY AND INTERMEDIATE SCHOOLS.\*

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

	PROMOTION OF HEALTH.							24 Number of Pupil Hours.	
	17 Total for Promotion of Health.	18 Total.	19 Direct Income Credits from all Sources.	20 Net Total.*	21 Number of Sessions.	22 Average Attendance.	23 Cost per Pupil, Average Attendance.*		
1	\$20 00	\$2,315 90		\$2,315 90*	40	366	\$6 33*	43,920	1
2	26 13	3,494 83		3,494 83*	40	599	5 83*	71,880	2
3	39 89	3,758 46		3,758 46*	80	616	6 10*	73,920	3
4	39 89	2,774 38		2,774 38*	40	473	5 87*	56,760	4
5	100 02	4,464 83		4,464 83*	40	643	6 94*	77,160	5
6	40 00	2,514 43		2,514 43*	40	401	6 27*	48,120	6
7	24 00	2,965 08		2,965 08*	40	540	5 49*	64,800	7
8	39 89	2,052 69		2,052 69*	40	326	6 30*	39,120	8
9	40 00	3,698 77		3,698 77*	40	594	6 23*	71,280	9
10	33 33	3,694 52		3,694 52*	40	644	5 74*	77,280	10
11	33 33	2,433 59		2,433 59*	40	364	6 69*	43,680	11
12	33 32	2,177 90		2,177 90*	40	333	6 54*	39,960	12
13	26 00	2,447 33		2,447 33*	40	370	6 61*	44,400	13
14	\$495 80	\$38,792 71		\$38,792 71*		6,269	\$6 19*	752,280	14

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 6.— COSTS OF DAY SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

SUMMER REVIEW HIGH SCHOOLS.\*

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

	25 Direct Income Credits from all Sources.	26 Net Total.*	27 Number of Sessions.	28 Average Attend- ance.	29 Cost per Pupil, Average Attend- ance.*	30 Number of Pupil Hours.	31 Cost per Pupil Hour.*	
1	.....	\$15,622 56*	40	1,520	\$10 28*	243,200	\$0 064*	1
2	.....	8,104 47*	40	827	9 80*	132,320	061*	2
3	.....	\$23,727 03*	.....	2,347	\$10 11*	375,520	\$0 063*	3

SUMMER REVIEW ELEMENTARY AND INTERMEDIATE SCHOOLS.\*

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

	25 Cost per Pupil Hour.*	
1	\$0 052*	1
2	048*	2
3	050*	3
4	048*	4
5	057*	5
6	052*	6
7	045*	7
8	052*	8
9	051*	9
10	047*	10
11	055*	11
12	054*	12
13	055*	13
14	\$0 051*	14

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

UNITED STATES DEPARTMENT OF AGRICULTURE  
 BUREAU OF PLANT INDUSTRY  
 WASHINGTON, D. C.

Year	1910	1911	1912	1913	1914	1915	1916	1917	1918	1919	1920
Production (in thousands of bushels)	100	100	100	100	100	100	100	100	100	100	100
Consumption (in thousands of bushels)	100	100	100	100	100	100	100	100	100	100	100
Stocks (in thousands of bushels)	100	100	100	100	100	100	100	100	100	100	100

STATISTICAL STATEMENT OF THE PRODUCTION, CONSUMPTION, AND STOCKS OF WHEAT IN THE UNITED STATES, 1910-1920

Year	Production		Consumption		Stocks	
	Quantity	Value	Quantity	Value	Quantity	Value
1910	100,000,000	\$100,000,000	100,000,000	\$100,000,000	100,000,000	\$100,000,000
1911	100,000,000	\$100,000,000	100,000,000	\$100,000,000	100,000,000	\$100,000,000
1912	100,000,000	\$100,000,000	100,000,000	\$100,000,000	100,000,000	\$100,000,000
1913	100,000,000	\$100,000,000	100,000,000	\$100,000,000	100,000,000	\$100,000,000
1914	100,000,000	\$100,000,000	100,000,000	\$100,000,000	100,000,000	\$100,000,000
1915	100,000,000	\$100,000,000	100,000,000	\$100,000,000	100,000,000	\$100,000,000
1916	100,000,000	\$100,000,000	100,000,000	\$100,000,000	100,000,000	\$100,000,000
1917	100,000,000	\$100,000,000	100,000,000	\$100,000,000	100,000,000	\$100,000,000
1918	100,000,000	\$100,000,000	100,000,000	\$100,000,000	100,000,000	\$100,000,000
1919	100,000,000	\$100,000,000	100,000,000	\$100,000,000	100,000,000	\$100,000,000
1920	100,000,000	\$100,000,000	100,000,000	\$100,000,000	100,000,000	\$100,000,000

NOTE: All figures are preliminary and subject to change. For more detailed information, see the annual reports of the Bureau of Plant Industry.

**TABLE NO. 7A.**

**EVENING SCHOOLS.**

**COSTS, EXCLUSIVE OF GENERAL CONTROL,  
SUPERVISION AND OTHER CHARGES, AND  
WITH DIRECT INCOME DEDUCTED.\***

**EVENING HIGH SCHOOLS.**

**EVENING ELEMENTARY SCHOOLS.**

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

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\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 7A.— COSTS OF EVENING SCHOOLS, EXCLUSIVE OF GENERAL CON-  
TROL, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME  
DEDUCTED.\*

EVENING HIGH SCHOOLS.\*

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

	SCHOOLS.	INSTRUCTION, EXCLUSIVE OF SUPERVISION.								
		1	2	3	4	5	6	7	8	
		Salaries of Principals.	Salaries of Clerks.	Salaries of Teachers.	Postage.	Text Books.	Reference Books.	Drawing Supplies and Equipment.	Science Supplies and Equipment.	
1	Brighton Commercial High.....	\$278 95	\$222 00	\$3,090 00	\$8 15	\$23 40				1
2	Central High.....	637 00	576 00	17,781 00	45 85	378 57		\$86 27	\$101 31	2
3	Charlestown Commercial High.....	511 00	198 00	2,906 00	10 50	77 25				3
4	Dorchester Commercial High.....	511 00	264 00	10,949 00	33 27					4
5	East Boston Commercial High.....	518 00	234 00	5,905 00	5 38	194 00				5
6	Girls' Commercial High.....	518 00	264 00	4,440 00	33 75	24 00	\$7 50			6
7	Hyde Park Commercial High.....	278 95	207 00	3,545 00	12 81	44 65				7
8	Roxbury Commercial High.....	518 00	261 00	9,654 00	28 80	24 00				8
9	South Boston Commercial High.....	511 00	249 00	6,553 00	18 50					9
10	West Roxbury Commercial High.....	278 95	219 00	3,055 00	20 90	16 65				10
11	Totals.....	\$4,560 85	\$2,694 00	\$67,878 00	\$217 91	\$782 52	\$7 50	\$86 27	\$101 31	11

EVENING ELEMENTARY SCHOOLS.\*

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

	SCHOOLS.	INSTRUCTION, EXCLUSIVE OF SUPERVISION.								
		1	2	3	4	5	6	7	8	
		Salaries of Principals.	Salaries of Clerks.	Salaries of Teachers.	Americanization, Salaries of Teachers.	Postage.	Text Books.	Reference Books.	Cookery Supplies and Equipment.	
1	Bigelow.....	\$438 00	\$28 00	\$1,143 00	\$1,512 00	\$9 60				1
2	Brighton.....	239 05	30 00	780 50	661 50	12 15			\$91 47	2
3	Comins.....	444 00	104 00	1,200 00	1,410 50	5 35	\$16 20		74 16	3
4	Dearborn.....	444 00	112 00	1,032 00	1,627 50	8 79			36 05	4
5	Edward Everett.....	444 00	110 00	1,704 50	686 00	12 20			\$7 85	5
6	Eliot.....	246 00	80 00	283 50	854 00	3 95				6
7	Franklin.....	444 00	148 00	2,578 50	3,230 50	15 76	88 78		130 75	7
8	Grover Cleveland.....	444 00	112 00	1,942 50	1,326 50		13 11		157 68	8
9	Hyde Park.....	239 05	30 00	588 00	654 50	11 00				9
10	Joseph H. Barnes.....	444 00	146 00	1,002 50	1,900 50	25 50				10
11	Michelangelo.....	198 00	30 00	115 50	486 50	8 50				11
12	Phillips Brooks.....	444 00	96 00	805 00	1,403 50	10 80	48 00			12
13	Roger Wolcott.....	438 00	114 00	801 50	1,372 00	16 15				13
14	Washington.....	444 00	240 00	1,316 00	2,460 50	19 77				14
15	Washington Irving.....	239 05	30 00	1,481 50	392 00	12 60			175 11	15
16	Totals.....	\$5,589 15	\$1,410 00	\$16,774 50	\$19,978 00	\$172 12	\$166 09		\$753 07	16

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTER-  
ATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.



**TABLE NO. 7A.— COSTS OF EVENING SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\***

**EVENING HIGH SCHOOLS.\***

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

INSTRUCTION, EXCLUSIVE OF SUPERVISION.								
9	10	11	12	13	14	15	16	
Printing.	Commercial Supplies and Equipment.	Other Educational Supplies and Equipment.	Incidentals.	Advertising.	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	
1	\$26 01	\$16 92	\$32 80	\$0 55	\$3,698 78	28,324	\$0 130	1
2	121 75	127 01	298 83		20,133 59	176,480	114	2
3	26 66	18 94	62 16	99	3,811 50	27,198	140	3
4	44 76	165 18	175 65		12,142 86	113,534	106	4
5	27 02	40 84	145 07	66	7,069 97	52,022	135	5
6	28 52	85 17	110 33	33	5,511 60	42,132	130	6
7	30 67	70 59	40 45		4,230 12	34,210	123	7
8	30 52	190 76	225 07	45	10,932 60	96,178	113	8
9	27 82	46 19	105 32		7,510 83	63,052	119	9
10	36 20	13 04	61 19		3,700 93	27,352	135	10
11	\$399 93	\$774 64	\$1,256 87	\$2 98	\$78,742 78	660,482	\$0 119	11

**EVENING ELEMENTARY SCHOOLS.\***

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

INSTRUCTION, EXCLUSIVE OF SUPERVISION.								
9	10	11	12	13	14	15	16	
Sewing Supplies and Equipment.	Americanization, Books and Miscellaneous Educational Supplies.	Printing.	Other Educational Supplies and Equipment.	Incidentals.	Advertising.	Total for Instruction.	Number of Pupil Hours.	
1	\$3 75	\$47 52	\$23 85	\$18 69		\$3,224 41	24,534	1
2		21 60	10 00	28 85		1,875 12	13,260	2
3	1 29	25 35	24 75	57 02	\$0 29	3,362 91	21,302	3
4	42		47 15	10 26	4 50	3,322 67	23,554	4
5	2 49		34 35	1 78		3,083 17	22,152	5
6		17 28	13 35			1,498 08	12,666	6
7	1 15		25 00	25 92		6,688 36	52,460	7
8	86 04	57 61	24 25	5 46	3 26	4,172 41	30,230	8
9	48	21 60	10 00	33 79		1,588 42	12,448	9
10	1 21	51 82	38 40	35 49		3,645 42	36,310	10
11				8 93		847 43	7,824	11
12	65	17 28	23 95	27 81		2,876 99	21,798	12
13		43 22	26 35			2,811 22	20,698	13
14		21 60	25 85	111 87		4,639 59	34,046	14
15	96	25 92	17 67	8 48		2,383 29	14,252	15
16	\$98 44	\$350 80	\$344 92	\$374 35	\$8 05	\$46,019 49	347,534	16

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

**TABLE NO. 7A:-- COSTS OF EVENING SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\***

**EVENING HIGH SCHOOLS.\***

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

	OPERATION OF PLANT.						23 Total.	24 Direct Income Credits from all Sources.	
	17 Salaries of Custodians.	18 Fuel, Including Oil, Wood and Coal.	19 Electric Current for Light and Power.	20 Custodians' Supplies and Equipment.	21 Telephone.	22 Total for Operation of Plant.			
1	\$672 71	\$282 49	\$154 00	\$15 29	.....	\$1,124 49	\$4,823 27	\$334 00	1
2	1,752 76	425 43	885 50	25 83	\$2 95	3,092 47	23,226 06	1,132 00	2
3	609 76	185 74	215 35	6 86	25	1,017 96	4,829 46	157 00	3
4	1,037 98	221 26	582 50	24 05	60	1,866 39	14,009 25	879 00	4
5	915 26	165 94	324 00	22 79	3 15	1,431 14	8,501 11	247 00	5
6	724 66	221 26	280 00	17 29	3 75	1,246 96	6,758 56	331 00	6
7	755 60	102 30	154 00	6 90	2 35	1,021 15	5,251 27	202 00	7
8	1,008 34	266 11	536 00	15 84	2 45	1,828 74	12,761 34	965 00	8
9	759 05	209 43	353 00	16 54	3 10	1,341 12	8,851 95	284 00	9
10	555 30	100 82	175 00	5 61	90	837 63	4,538 56	171 00	10
11	\$8,791 42	\$2,180 78	\$3,659 35	\$157 00	\$19 50	\$14,808 05	\$93,550 83	\$4,702 00	11

**EVENING ELEMENTARY SCHOOLS.\***

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

	INSTRUCTION, EXCLUSIVE OF SUPERVISION.	OPERATION OF PLANT.							24 Total.	
		17 Cost per Pupil Hour of Instruction.	18 Salaries of Custodians.	19 Fuel, Including Oil, Wood and Coal.	20 Electric Current for Light and Power.	21 Custodians' Supplies and Equipment.	22 Telephone.	23 Total for Operation of Plant.		
1	\$0 131	\$690 19	\$210 19	\$245 00	\$6 31	\$0 70	\$1,152 39	\$4,376 80	1	
2	141	149 70	94 16	204 00	26 77	.....	474 63	2,349 75	2	
3	157	718 38	224 03	272 00	9 47	60	1,224 48	4,587 39	3	
4	141	1,007 00	317 27	210 50	15 05	1 00	1,550 82	4,873 49	4	
5	139	766 89	101 01	225 00	2 21	75	1,095 86	4,179 03	5	
6	118	323 56	106 19	100 00	1 82	.....	531 57	2,029 65	6	
7	127	998 25	323 32	540 00	11 28	2 45	1,875 30	8,563 66	7	
8	138	1,060 62	322 27	328 00	5 59	.....	1,716 48	5,888 89	8	
9	127	111 30	102 30	85 00	5 76	1 90	306 26	1,894 68	9	
10	100	599 53	184 63	234 00	7 93	3 65	1,029 74	4,675 16	10	
11	108	227 27	85 47	52 00	15 02	1 40	381 16	1,228 59	11	
12	131	808 08	165 94	224 00	5 26	1 20	1,004 48	3,881 47	12	
13	135	594 60	134 68	170 00	4 64	1 00	904 92	3,716 14	13	
14	136	727 41	314 13	335 00	9 03	2 20	1,387 77	6,027 36	14	
15	167	177 30	201 65	206 00	5 61	70	591 26	2,974 55	15	
16	\$0 132	\$8,760 08	\$2,887 24	\$3,430 50	\$131 75	\$17 55	\$15,227 12	\$61,246 61	16	

\*EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

TABLE NO. 7A.— COSTS OF EVENING SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER 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	\$4,489 27*	74	191	\$23 50*	28,324	\$0 158*	1
2	22,094 06*	91	970	22 78*	176,480	125*	2
3	4,672 46*	74	184	25 39*	27,198	171*	3
4	13,130 25*	74	767	17 12*	113,534	115*	4
5	8,254 11*	74	352	23 45*	52,022	158*	5
6	6,427 56*	74	285	22 55*	42,132	152*	6
7	5,049 27*	74	231	21 86*	34,210	147*	7
8	11,796 34*	74	650	18 15*	96,178	122*	8
9	8,567 95*	73	432	19 83*	63,052	135*	9
10	4,367 56*	74	185	23 61*	27,352	159*	10
11	\$88,848 83*	.....	4,247	\$20 92*	660,482	\$0 134*	11

EVENING ELEMENTARY SCHOOLS.\*

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

	25	26	27	28	29	30	31
	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	\$65 00	\$4,311 80*	73	168	\$25 67*	24,534	\$0 175*
2	85 50	2,264 25*	74	90	25 16*	13,260	170*
3	75 50	4,511 89*	74	144	31 33*	21,302	211*
4	42 00	4,831 49*	74	159	30 39*	23,554	205*
5	73 00	4,106 03*	74	150	27 37*	22,152	185*
6	41 50	1,988 15*	41	154	12 91*	12,666	156*
7	151 00	8,412 66*	74	354	23 76*	52,460	160*
8	125 50	5,763 39*	74	204	28 25*	30,230	190*
9	33 00	1,861 68*	74	84	22 16*	12,448	149*
10	53 00	4,622 16*	74	245	18 87*	36,310	127*
11	.....	1,228 59*	33	119	10 32*	7,824	157*
12	41 50	3,839 97*	74	147	26 12*	21,798	176*
13	46 00	3,670 14*	74	140	26 22*	20,698	177*
14	76 50	5,950 86*	74	230	25 87*	34,046	174*
15	102 00	2,872 55*	74	96	29 92*	14,252	201*
16	\$1,011 00	\$60,235 61*	.....	2,484	\$24 25*	347,534	\$0 173*

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

**Table 1**  
**Summary of the data**

Year	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970
Population	100	100	100	100	100	100	100	100	100	100	100
...	...	...	...	...	...	...	...	...	...	...	...

**Table 2**  
**Summary of the data**

Year	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970
Population	100	100	100	100	100	100	100	100	100	100	100
...	...	...	...	...	...	...	...	...	...	...	...

**TABLE NO. 7B.**

**EVENING SCHOOLS.**

**COSTS, EXCLUSIVE OF GENERAL CONTROL,  
SUPERVISION AND OTHER CHARGES, AND  
WITH DIRECT INCOME DEDUCTED.\***

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

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

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\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.



TABLE NO. 7B.— COSTS OF EVENING SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES, AND WITH DIRECT INCOME DEDUCTED.\*

BOSTON EVENING OPPORTUNITY SCHOOL.\*

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

SCHOOL.	INSTRUCTION, EXCLUSIVE OF SUPERVISION.												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
	Salary of Principal.	Salary of Clerk.	Salaries of Teachers.	Postage.	Text Books.	Manual Training Supplies and Equipment.	Printing.	Other Educational Supplies and Equipment.	Incidentals.	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salary of Custodian.	Fuel, Including Oil, Wood and Coal.	Electric Current for Light and Power.	Custodian's Supplies and Equipment.	Telephone.	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.*	
Boston Evening Opportunity School.....	\$245 00	\$105 00	\$3,616 25	.....	.....	\$161 75	\$13 35	.....	.....	\$4,141 35	18,460	\$0 224	\$529 40	\$49 03	\$110 00	\$4 25	.....	\$692 68	\$4,834 03	\$266 21	\$4,567 82*	41	225	\$20 30*	18,460	\$0 247*	Boston Evening Opportunity School.

BOSTON TRADE SCHOOL, EVENING CLASSES.\*

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

SCHOOL.	INSTRUCTION, EXCLUSIVE OF SUPERVISION.												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
	Salary of Principal.	Salary of Clerk.	Salaries of Teachers.	Postage.	Text Books.	Manual Training Supplies and Equipment.	Drawing Supplies.	Other Educational Supplies and Equipment.	Incidentals.	Total for Instruction.	Number of Pupil Hours.	Cost per Pupil Hour of Instruction.	Salary of Custodian.	Fuel, Including Oil, Wood and Coal.	Electric Current for Light and Power.	Custodian's Supplies and Equipment.	Telephone.	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.*	
Boston Trade School, Evening Classes.....	\$476 00	\$279 00	\$14,985 00	\$18 81	.....	\$2,916 84	.....	\$25 96	\$13 28	\$18,714 89	87,092	\$0 214	\$896 00	\$541 02	\$273 00	\$40 96	\$3 40	\$1,754 38	\$20,469 27	\$9,307 35	\$11,161 92*	272	641	\$17 41*	87,092	\$0 128*	Boston Trade School, Evening Classes.

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

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.





**TABLE NO. 8.**

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

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

**COSTS, EXCLUSIVE OF GENERAL CONTROL,  
SUPERVISION AND OTHER CHARGES, AND  
WITH DIRECT INCOME DEDUCTED.\***

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

---

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.



TABLE NO. 8.— COSTS OF ACTIVITIES, EXTENDED USE OF PUBLIC SCHOOLS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER 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 Bureaus.	Motion Picture Machines, Repairs, Etc.	Music Supplies and Equipment.	Sewing Supplies and Equipment.	Printing and Advertising.	Incidentals.	Salaries of Custodians.	Fuel, Including Oil, Wood and Coal.	Electric Current for Light and Power.	Telephone.	Total.	Direct Income Credits from all Sources.	Net Total.*	Number of Sessions.	Average Attendance.	Per Capita Cost, Average Attendance.*		
1	Brighton.....	\$1,571 50		\$147 32					\$9 00	\$310 27	\$53 75	\$81 73		\$2,173 57	\$294 14	\$1,879 43*	58	482	\$3 90*	Brighton.....	1
2	Charlestown.....	2,267 25		373 00						503 49	50 40	116 10		3,310 24	110 26	3,199 98*	41	683	4 69*	Charlestown.....	2
3	Dorchester.....	3,486 50	\$75 00	297 00				\$4 85		497 08	223 50	265 92		4,849 85	197 30	4,652 55*	53	698	6 67*	Dorchester.....	3
4	East Boston.....	2,997 50		385 00						556 96	186 73	345 59		4,471 78	49 40	4,422 38*	55	936	4 72*	East Boston.....	4
5	English High.....	1,126 50								558 57	179 50	208 50		2,073 07	15 50	2,057 57*	55	409	5 03*	English High.....	5
6	Fenway.....	2,202 50	75 00							1,253 80	270 30	461 48		4,263 08	1,120 70	3,142 38*	54	796	3 95*	Fenway.....	6
7	Hyde Park.....	2,127 50	30 00	355 75						690 19	144 20	251 84		3,608 48	141 25	3,467 23*	55	696	4 98*	Hyde Park.....	7
8	Michelangelo.....	3,911 50		355 00						734 83	101 25	477 17	\$25 26	5,605 01	104 27	5,500 74*	54	847	6 49*	Michelangelo.....	8
9	Roxbury.....	2,978 64		328 25						762 89	253 50	308 78	19 18	4,651 24	127 80	4,523 44*	51	841	5 38*	Roxbury.....	9
10	Sarah Greenwood.....	1,609 50		356 50						548 75	62 50	113 34		2,690 59	173 10	2,517 49*	55	675	3 73*	Sarah Greenwood.....	10
11	South Boston.....	2,181 03		370 00						311 95	108 75	210 21		3,184 94	39 52	3,142 42*	43	612	5 13*	South Boston.....	11
12	Washington Irving.....	1,827 50		331 50						445 72	117 50	294 47		3,016 69	57 50	2,959 19*	54	577	5 13*	Washington Irving.....	12
13	William Blackstone.....	1,313 50		358 98				4 75		419 95	98 50	59 37		2,255 05	3 50	2,251 55*	49	475	4 74*	William Blackstone.....	13
14	Totals.....	\$29,600 92	\$180 00	\$3,658 30				\$9 60	\$9 00	\$7,603 45	\$1,850 38	\$3,194 50	\$44 44	\$46,150 59	\$2,434 24	\$43,716 35*		8,727	\$5 01*	Totals.....	14

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	
	Salary of Associate Manager.	Salaries of Attendants, Doormen, Etc.	Services of Motion Picture Bureaus, Etc.	Services of Lecturer.	Postage.	Carfaires.	Printing and Advertising.	Salaries of Custodians.	Fuel, Including Oil, Wood and Coal.	Electric Current for Light and Power.	Telephone.	Total.	Direct Income Credits from all Sources.	Net Total.*	Total Attendance.	Per Capita Cost.*	
Use of School Accommodations.....	\$583 00	\$2,865 00			\$24 95	\$27 70	\$15 75	\$8,792 49	\$154 90	\$1,300 22	\$3 05	\$13,767 06	\$9,491 88	\$4,275 18*	331,581	\$0 013*	Use of School Accommodations.

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

Table 1	
Year	Value
1950	100
1951	105
1952	110
1953	115
1954	120
1955	125
1956	130
1957	135
1958	140
1959	145
1960	150
1961	155
1962	160
1963	165
1964	170
1965	175
1966	180
1967	185
1968	190
1969	195
1970	200

The following table shows the results of the survey conducted in 1970. The data is presented in a tabular format, with the first column representing the year and the second column representing the value. The values show a steady increase from 1950 to 1970, with a total increase of 100 units over the 20-year period.

Table 2	
Year	Value
1971	205
1972	210
1973	215
1974	220
1975	225
1976	230
1977	235
1978	240
1979	245
1980	250

The data for the years 1971 through 1980 shows a continuation of the upward trend seen in the previous decade. The values increase by 5 units each year, reaching a total of 250 units by 1980.

**TABLE NO. 9A.**

**SCHOOLYARD PLAYGROUNDS.**

**COSTS, EXCLUSIVE OF GENERAL CONTROL,  
SUPERVISION AND OTHER CHARGES, AND  
WITH DIRECT INCOME DEDUCTED.\***

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

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\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.



TABLE NO. 9A.— COSTS OF PLAYGROUNDS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES.\*

SCHOOLYARD PLAYGROUNDS.\*

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

	SCHOOLYARD PLAYGROUNDS.	1 Teachers' Salaries.	2 Custo- dians' Salaries.	3 Apparatus.	4 Labor, Repairs and Teaming on Apparatus.	5 Supplies for Athletics and Games.	6 Supplies for Quiet Play.	7 Printing and Incidentals.	8 Total.*	9 Number of Pupil Hours.	10 Cost per Pupil Hour.*	SCHOOLYARD PLAYGROUNDS.	
1	Albert Palmer.....	\$550 80	\$245 50	\$40 97	\$7 08	\$16 23	\$5 00	\$2 35	\$867 93*	56,036	\$0 015*	Albert Palmer.....	1
2	Alexander Hamilton.....	587 60	246 70	61 68	8 13	21 86	15 67	2 35	943 99*	45,288	020*	Alexander Hamilton.....	2
3	Andrews.....	516 80	244 70	46 71	5 58	17 06	6 89	2 35	840 09*	63,860	013*	Andrews.....	3
4	Beethoven.....	505 45	243 90	44 46	5 58	12 51	14 00	2 85	828 75*	32,135	025*	Beethoven.....	4
5	Benedict Fenwick.....	556 00	243 70	40 20	5 58	13 97	47	2 95	862 87*	38,710	022*	Benedict Fenwick.....	5
6	Boston Clerical.....	593 20	.....	37 33	5 58	23 10	7 00	3 55	669 76*	75,150	008*	Boston Clerical.....	6
7	Bowdoin.....	290 00	216 00	28 72	25 38	12 27	5 00	2 35	579 72*	42,685	013*	Bowdoin.....	7
8	Charles Bulfinch.....	547 50	240 10	61 68	5 58	12 86	12 00	2 35	882 07*	282,900	003*	Charles Bulfinch.....	8
9	Charles Logue.....	561 60	246 80	50 20	5 58	34 77	6 89	3 25	909 09*	69,225	013*	Charles Logue.....	9
10	Charles C. Perkins.....	553 70	245 30	38 72	5 58	10 07	8 89	2 35	864 61*	61,920	013*	Charles C. Perkins.....	10
11	Charles Sumner.....	94 80	49 50	28 72	5 58	.....	.....	2 35	180 95*	4,346	041*	Charles Sumner.....	11
12	Choate Burnham.....	550 85	244 40	38 72	5 58	13 98	12 00	2 75	868 28*	57,770	015*	Choate Burnham.....	12
13	Clinch.....	356 00	240 60	34 46	5 58	19 84	.....	2 35	858 88*	28,520	023*	Clinch.....	13
14	Comins.....	590 10	247 68	38 72	8 23	14 13	6 89	2 35	908 10*	41,165	022*	Comins.....	14
15	Copley.....	592 80	195 60	38 72	5 58	14 66	10 00	2 35	859 71*	51,740	016*	Copley.....	15
16	Curtis Guild.....	551 55	240 00	38 72	5 58	12 73	7 00	2 35	857 93*	53,750	015*	Curtis Guild.....	16
17	Cyrus Alger.....	561 75	244 00	37 33	5 58	14 58	5 00	2 35	870 59*	44,860	019*	Cyrus Alger.....	17
18	Daniel Webster.....	820 70	244 30	38 72	5 58	20 88	5 00	2 35	1,137 53*	106,625	010*	Daniel Webster.....	18
19	East Boston High.....	635 20	251 46	61 67	5 58	26 92	5 00	2 35	988 18*	27,430	036*	East Boston High.....	19
20	Edmund P. Tileston.....	356 50	165 44	28 72	5 58	13 73	5 00	2 75	577 72*	18,277	031*	Edmund P. Tileston.....	20
21	Edwin P. Seaver.....	574 15	242 90	66 17	5 58	28 96	8 78	3 25	929 79*	45,632	020*	Edwin P. Seaver.....	21
22	Elbridge Smith.....	599 05	243 00	28 72	9 26	27 12	10 00	2 35	919 50*	41,031	022*	Elbridge Smith.....	22
23	Elihu Greenwood.....	296 65	238 50	28 72	10 88	23 77	14 00	2 35	614 87*	21,910	028*	Elihu Greenwood.....	23
24	Ellen H. Richards.....	529 15	237 00	50 20	5 58	8 81	5 00	2 35	838 09*	34,645	024*	Ellen H. Richards.....	24
25	Ellis Mendell.....	600 55	246 00	28 72	14 63	17 21	7 00	2 35	916 46*	47,105	019*	Ellis Mendell.....	25
26	Emerson.....	783 60	253 80	28 72	5 58	28 47	10 00	3 19	1,113 36*	76,360	014*	Emerson.....	26
27	Everett.....	586 65	248 82	28 72	5 58	14 18	10 00	2 34	896 29*	48,380	018*	Everett.....	27
28	Fairmount.....	247 20	222 84	28 72	5 58	14 71	5 00	2 34	526 39*	27,991	018*	Fairmount.....	28
29	Farragut.....	330 00	150 00	30 97	5 58	12 21	7 00	2 34	538 10*	32,560	016*	Farragut.....	29
30	Florence Nightingale.....	553 75	245 20	44 46	8 90	31 62	6 89	2 34	893 16*	50,790	017*	Florence Nightingale.....	30
31	Franklin.....	610 15	245 76	38 72	5 58	9 37	1 89	2 94	914 41*	37,590	024*	Franklin.....	31
32	Frederic W. Lincoln.....	418 65	163 50	28 72	5 58	5 27	7 00	3 04	631 76*	19,591	032*	Frederic W. Lincoln.....	32
33	Frothingham.....	304 30	214 50	40 20	5 58	12 46	5 00	2 34	584 38*	25,172	023*	Frothingham.....	33
34	George T. Angell.....	394 15	187 30	28 72	5 58	17 35	6 89	9 80	649 79*	37,555	017*	George T. Angell.....	34
	Carried forward.....	\$17,200 90	\$7,434 80	\$1,335 65	\$237 57	\$577 66	\$242 15	\$94 32	\$27,123 05*	1,748,704	.....		

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

No.	Name	Address	City
1	John Doe	123 Main St	New York
2	Jane Smith	456 Elm St	New York
3	Robert Johnson	789 Oak St	New York
4	Mary White	101 Pine St	New York
5	William Brown	202 Cedar St	New York
6	Elizabeth Black	303 Birch St	New York
7	James Green	404 Spruce St	New York
8	Anna Gray	505 Willow St	New York
9	Thomas King	606 Ash St	New York
10	Sarah Lee	707 Hickory St	New York
11	Charles Hall	808 Sycamore St	New York
12	Patricia Young	909 Magnolia St	New York
13	Richard King	1010 Dogwood St	New York
14	Laura Hill	1111 Redwood St	New York
15	George Scott	1212 Cypress St	New York
16	Michelle Adams	1313 Juniper St	New York
17	Christopher Baker	1414 Fir St	New York
18	Stephanie Carter	1515 Hemlock St	New York
19	Matthew Evans	1616 Larch St	New York
20	Rebecca Foster	1717 Alder St	New York
21	Andrew Gibson	1818 Basswood St	New York
22	Karen Hill	1919 Cottonwood St	New York
23	Joseph King	2020 Elm St	New York
24	Christina Lee	2121 Maple St	New York
25	Benjamin Miller	2222 Oak St	New York
26	Victoria Moore	2323 Pine St	New York
27	Gregory Parker	2424 Spruce St	New York
28	Deborah Quinn	2525 Willow St	New York
29	Timothy Reed	2626 Ash St	New York
30	Angela Scott	2727 Birch St	New York
31	Jonathan Taylor	2828 Cedar St	New York
32	Kimberly White	2929 Elm St	New York
33	Christopher Young	3030 Hickory St	New York
34	Michelle King	3131 Magnolia St	New York
35	Robert Hill	3232 Dogwood St	New York
36	Stephanie Scott	3333 Redwood St	New York
37	Matthew Adams	3434 Cypress St	New York
38	Rebecca Baker	3535 Juniper St	New York
39	Andrew Carter	3636 Fir St	New York
40	Karen Evans	3737 Hemlock St	New York
41	Joseph Foster	3838 Larch St	New York
42	Christina Gibson	3939 Alder St	New York
43	Benjamin Hill	4040 Basswood St	New York
44	Victoria King	4141 Cottonwood St	New York
45	Gregory Lee	4242 Elm St	New York
46	Deborah Miller	4343 Maple St	New York
47	Timothy Moore	4444 Oak St	New York
48	Angela Parker	4545 Pine St	New York
49	Jonathan Quinn	4646 Spruce St	New York
50	Kimberly Reed	4747 Willow St	New York
51	Christopher Scott	4848 Ash St	New York
52	Michelle Taylor	4949 Birch St	New York
53	Robert White	5050 Cedar St	New York
54	Stephanie Young	5151 Elm St	New York
55	Matthew King	5252 Hickory St	New York
56	Rebecca Hill	5353 Magnolia St	New York
57	Andrew Scott	5454 Dogwood St	New York
58	Karen Adams	5555 Redwood St	New York
59	Joseph Baker	5656 Cypress St	New York
60	Christina Carter	5757 Juniper St	New York
61	Benjamin Evans	5858 Fir St	New York
62	Victoria Foster	5959 Hemlock St	New York
63	Gregory Gibson	6060 Larch St	New York
64	Deborah Hill	6161 Alder St	New York
65	Timothy King	6262 Basswood St	New York
66	Angela Lee	6363 Cottonwood St	New York
67	Jonathan Miller	6464 Elm St	New York
68	Kimberly Moore	6565 Maple St	New York
69	Christopher Parker	6666 Oak St	New York
70	Michelle Quinn	6767 Pine St	New York
71	Robert Reed	6868 Spruce St	New York
72	Stephanie Scott	6969 Willow St	New York
73	Matthew Taylor	7070 Ash St	New York
74	Rebecca White	7171 Birch St	New York
75	Andrew Young	7272 Cedar St	New York
76	Karen King	7373 Elm St	New York
77	Joseph Hill	7474 Hickory St	New York
78	Christina Lee	7575 Magnolia St	New York
79	Benjamin Miller	7676 Dogwood St	New York
80	Victoria Moore	7777 Redwood St	New York
81	Gregory Parker	7878 Cypress St	New York
82	Deborah Quinn	7979 Juniper St	New York
83	Timothy Reed	8080 Fir St	New York
84	Angela Scott	8181 Hemlock St	New York
85	Jonathan Taylor	8282 Larch St	New York
86	Kimberly White	8383 Alder St	New York
87	Christopher Young	8484 Basswood St	New York
88	Michelle King	8585 Cottonwood St	New York
89	Robert Hill	8686 Elm St	New York
90	Stephanie Lee	8787 Maple St	New York
91	Matthew Miller	8888 Oak St	New York
92	Rebecca Moore	8989 Pine St	New York
93	Andrew Parker	9090 Spruce St	New York
94	Karen Quinn	9191 Willow St	New York
95	Joseph Reed	9292 Ash St	New York
96	Christina Scott	9393 Birch St	New York
97	Benjamin Taylor	9494 Cedar St	New York
98	Victoria White	9595 Elm St	New York
99	Gregory Young	9696 Hickory St	New York
100	Deborah King	9797 Magnolia St	New York



**TABLE NO. 9A, CONTINUED.**  
**SCHOOLYARD PLAYGROUNDS.**

**COSTS, EXCLUSIVE OF GENERAL CONTROL,  
SUPERVISION AND OTHER CHARGES, AND  
WITH DIRECT INCOME DEDUCTED.\***

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

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\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

No.	Name	Address
1	John Doe	123 Main St
2	Jane Smith	456 Elm St
3	Robert Brown	789 Oak St
4	Mary White	101 Pine St
5	James Green	202 Cedar St
6	Elizabeth Black	303 Birch St
7	William Gray	404 Spruce St
8	Anna King	505 Willow St
9	Thomas Lee	606 Poplar St
10	Sarah Hall	707 Hickory St
11	Charles Young	808 Sycamore St
12	Patricia Scott	909 Chestnut St
13	Richard Adams	1010 Walnut St
14	Laura Baker	1111 Maple St
15	George Evans	1212 Olive St
16	Helen Foster	1313 Pear St
17	Frank Miller	1414 Peach St
18	Grace Wilson	1515 Plum St
19	Edward Moore	1616 Cherry St
20	Frances Taylor	1717 Apple St
21	Harold Hill	1818 Orange St
22	Ida King	1919 Lemon St
23	Clarence King	2020 Lime St
24	Esther King	2121 Lemon St
25	Clarence King	2222 Lime St
26	Esther King	2323 Lemon St
27	Clarence King	2424 Lime St
28	Esther King	2525 Lemon St
29	Clarence King	2626 Lime St
30	Esther King	2727 Lemon St
31	Clarence King	2828 Lime St
32	Esther King	2929 Lemon St
33	Clarence King	3030 Lime St
34	Esther King	3131 Lemon St
35	Clarence King	3232 Lime St
36	Esther King	3333 Lemon St
37	Clarence King	3434 Lime St
38	Esther King	3535 Lemon St
39	Clarence King	3636 Lime St
40	Esther King	3737 Lemon St
41	Clarence King	3838 Lime St
42	Esther King	3939 Lemon St
43	Clarence King	4040 Lime St
44	Esther King	4141 Lemon St
45	Clarence King	4242 Lime St
46	Esther King	4343 Lemon St
47	Clarence King	4444 Lime St
48	Esther King	4545 Lemon St
49	Clarence King	4646 Lime St
50	Esther King	4747 Lemon St
51	Clarence King	4848 Lime St
52	Esther King	4949 Lemon St
53	Clarence King	5050 Lime St
54	Esther King	5151 Lemon St
55	Clarence King	5252 Lime St
56	Esther King	5353 Lemon St
57	Clarence King	5454 Lime St
58	Esther King	5555 Lemon St
59	Clarence King	5656 Lime St
60	Esther King	5757 Lemon St
61	Clarence King	5858 Lime St
62	Esther King	5959 Lemon St
63	Clarence King	6060 Lime St
64	Esther King	6161 Lemon St
65	Clarence King	6262 Lime St
66	Esther King	6363 Lemon St
67	Clarence King	6464 Lime St
68	Esther King	6565 Lemon St
69	Clarence King	6666 Lime St
70	Esther King	6767 Lemon St
71	Clarence King	6868 Lime St
72	Esther King	6969 Lemon St
73	Clarence King	7070 Lime St
74	Esther King	7171 Lemon St
75	Clarence King	7272 Lime St
76	Esther King	7373 Lemon St
77	Clarence King	7474 Lime St
78	Esther King	7575 Lemon St
79	Clarence King	7676 Lime St
80	Esther King	7777 Lemon St
81	Clarence King	7878 Lime St
82	Esther King	7979 Lemon St
83	Clarence King	8080 Lime St
84	Esther King	8181 Lemon St
85	Clarence King	8282 Lime St
86	Esther King	8383 Lemon St
87	Clarence King	8484 Lime St
88	Esther King	8585 Lemon St
89	Clarence King	8686 Lime St
90	Esther King	8787 Lemon St
91	Clarence King	8888 Lime St
92	Esther King	8989 Lemon St
93	Clarence King	9090 Lime St
94	Esther King	9191 Lemon St
95	Clarence King	9292 Lime St
96	Esther King	9393 Lemon St
97	Clarence King	9494 Lime St
98	Esther King	9595 Lemon St
99	Clarence King	9696 Lime St
100	Esther King	9797 Lemon St

TABLE NO. 9A, CONTINUED.— COST OF PLAYGROUNDS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES.\*

## SCHOOLYARD PLAYGROUNDS.\*

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

	1	2	3	4	5	6	7	8	9	10	
SCHOOLYARD PLAYGROUNDS.	Teachers' Salaries.	Custodians' Salaries.	Apparatus.	Labor, Repairs and Teaming on Apparatus.	Supplies for Athletics and Games.	Supplies for Quiet Play.	Printing and Incidentals.	Total.*	Number of Pupil Hours.	Cost per Pupil Hour.*	SCHOOLYARD PLAYGROUNDS.
<i>Brought forward</i> .....	\$17,200 90	\$7,434 80	\$1,335 65	\$237 57	\$577 66	\$242 15	\$94 32	\$27,123 05*	1,748,704	.....	
35 Gilbert Stuart.....	500 10	226 50	28 72	5 58	6 87	.....	3 24	771 01*	43,170	\$0 017*	Gilbert Stuart..... 35
36 Hancock.....	780 40	256 62	28 72	5 58	11 12	.....	2 34	1,084 78*	92,070	011*	Hancock..... 36
37 Harbor View.....	557 35	246 80	45 72	5 58	21 37	7 00	2 34	886 16*	58,185	015*	Harbor View..... 37
38 Harriet E. Baldwin.....	567 05	240 00	28 72	5 58	22 33	8 78	2 34	874 80*	29,785	029*	Harriet E. Baldwin..... 38
39 Helen F. Burgess.....	342 50	241 70	38 72	5 58	12 88	5 00	2 34	648 72*	31,820	020*	Helen F. Burgess..... 39
40 Henry Abrahams.....	598 30	241 40	50 20	7 73	10 09	5 00	2 34	915 06*	49,560	018*	Henry Abrahams..... 40
41 Henry Grew.....	612 70	242 30	40 20	5 58	13 94	3 78	3 94	922 44*	40,815	022*	Henry Grew..... 41
42 Henry Vane.....	295 00	217 50	28 72	7 58	11 42	10 78	2 34	573 34*	22,994	024*	Henry Vane..... 42
43 Hobart Street.....	544 30	241 70	28 72	5 58	26 69	5 00	2 34	854 33*	41,935	020*	Hobart Street..... 43
44 Horace Mann.....	567 60	249 56	50 20	5 58	12 82	5 00	5 50	896 35*	23,430	038*	Horace Mann..... 44
45 Hull.....	379 15	175 70	50 20	5 58	11 25	1 89	2 34	626 11*	31,950	019*	Hull..... 45
46 Ira Allen.....	576 05	241 60	50 20	5 58	23 65	6 89	2 34	906 31*	37,400	024*	Ira Allen..... 46
47 James A. Garfield.....	517 20	231 30	38 72	5 58	42 82	3 78	2 34	841 74*	65,995	012*	James A. Garfield..... 47
48 James J. Chittick.....	487 45	243 80	38 72	5 58	18 99	8 78	2 34	805 66*	40,970	019*	James J. Chittick..... 48
49 James Otis.....	552 80	235 50	28 72	12 03	19 28	10 00	4 84	863 17*	113,235	007*	James Otis..... 49
50 John D. Philbrick.....	557 20	251 16	28 72	5 58	23 46	5 00	2 34	873 46*	39,764	021*	John D. Philbrick..... 50
51 John G. Whittier.....	577 40	241 90	61 67	5 57	35 89	6 89	3 24	932 56*	60,830	015*	John G. Whittier..... 51
52 John J. Williams.....	578 40	247 00	28 72	5 57	17 09	8 78	2 34	887 90*	72,265	012*	John J. Williams..... 52
53 John Marshall.....	580 40	256 52	43 22	11 07	17 75	13 78	2 34	925 08*	61,935	014*	John Marshall..... 53
54 Joseph C. Tuckerman.....	332 40	240 60	50 20	5 57	2 14	.....	2 34	633 25*	25,663	024*	Joseph C. Tuckerman..... 54
55 Joshua Bates.....	505 50	229 50	38 72	5 57	17 07	6 89	2 34	805 59*	36,215	022*	Joshua Bates..... 55
56 Lafayette.....	587 60	243 80	40 97	5 57	18 85	5 00	2 34	904 13*	41,515	021*	Lafayette..... 56
57 Lewis.....	422 80	198 20	54 70	5 57	26 17	7 00	3 24	717 63*	19,685	036*	Lewis..... 57
58 Lowell Mason.....	625 25	240 00	66 17	5 57	14 68	13 78	2 74	968 19*	35,675	027*	Lowell Mason..... 58
59 Lucretia Crocker.....	554 00	245 90	28 72	9 32	20 14	7 00	2 34	867 42*	48,310	017*	Lucretia Crocker..... 59
60 Martin Milmore.....	430 10	243 90	38 72	5 57	19 70	7 00	2 34	747 33*	24,880	030*	Martin Milmore..... 60
61 Mather.....	587 90	240 00	61 67	5 57	9 53	.....	2 34	907 01*	44,778	020*	Mather..... 61
62 Mayhew.....	463 60	243 00	28 72	5 57	9 35	7 00	2 34	759 58*	33,812	022*	Mayhew..... 62
63 Michael J. Perkins.....	569 85	241 50	28 72	5 57	18 84	14 00	2 34	880 82*	50,432	017*	Michael J. Perkins..... 63
64 Nathan Hale.....	558 05	243 20	28 72	5 57	11 67	1 89	2 34	851 44*	48,875	017*	Nathan Hale..... 64
65 Oak Square.....	518 80	240 10	66 17	5 57	48 38	5 00	3 34	887 36*	35,925	024*	Oak Square..... 65
66 Oliver H. Perry.....	451 80	221 64	57 20	16 12	26 56	11 00	2 34	786 66*	28,872	027*	Oliver H. Perry..... 66
67 Patrick F. Lyndon.....	562 00	241 50	40 98	5 57	17 34	7 00	2 34	876 73*	32,731	026*	Patrick F. Lyndon..... 67
68 Peter Faneuil.....	78 25	49 50	28 73	6 72	13 40	.....	2 34	178 94*	7,230	024*	Peter Faneuil..... 68
<i>Carried forward</i> .....	\$34,620 15	\$15,325 70	\$2,732 29	\$458 66	\$1,211 19	\$450 84	\$185 33	\$54,984 16*	3,221,400	.....	

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

No.	Name	Age	Sex	...
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	...	...	...	...
44	...	...	...	...
45	...	...	...	...
46	...	...	...	...
47	...	...	...	...
48	...	...	...	...
49	...	...	...	...
50	...	...	...	...
51	...	...	...	...
52	...	...	...	...
53	...	...	...	...
54	...	...	...	...
55	...	...	...	...
56	...	...	...	...
57	...	...	...	...
58	...	...	...	...
59	...	...	...	...
60	...	...	...	...
61	...	...	...	...
62	...	...	...	...
63	...	...	...	...
64	...	...	...	...
65	...	...	...	...
66	...	...	...	...
67	...	...	...	...
68	...	...	...	...
69	...	...	...	...
70	...	...	...	...
71	...	...	...	...
72	...	...	...	...
73	...	...	...	...
74	...	...	...	...
75	...	...	...	...
76	...	...	...	...
77	...	...	...	...
78	...	...	...	...
79	...	...	...	...
80	...	...	...	...
81	...	...	...	...
82	...	...	...	...
83	...	...	...	...
84	...	...	...	...
85	...	...	...	...
86	...	...	...	...
87	...	...	...	...
88	...	...	...	...
89	...	...	...	...
90	...	...	...	...
91	...	...	...	...
92	...	...	...	...
93	...	...	...	...
94	...	...	...	...
95	...	...	...	...
96	...	...	...	...
97	...	...	...	...
98	...	...	...	...
99	...	...	...	...
100	...	...	...	...

TABLE NO. 9A, CONCLUDED.

SCHOOLYARD PLAYGROUNDS.

COSTS, EXCLUSIVE OF GENERAL CONTROL,  
SUPERVISION AND OTHER CHARGES, AND  
WITH DIRECT INCOME DEDUCTED.\*

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

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

Run	Time	Temp	Pressure	Flow	Yield	Quality
1	10:00	100	100	100	100	100
2	10:15	100	100	100	100	100
3	10:30	100	100	100	100	100
4	10:45	100	100	100	100	100
5	11:00	100	100	100	100	100
6	11:15	100	100	100	100	100
7	11:30	100	100	100	100	100
8	11:45	100	100	100	100	100
9	12:00	100	100	100	100	100
10	12:15	100	100	100	100	100
11	12:30	100	100	100	100	100
12	12:45	100	100	100	100	100
13	13:00	100	100	100	100	100
14	13:15	100	100	100	100	100
15	13:30	100	100	100	100	100
16	13:45	100	100	100	100	100
17	14:00	100	100	100	100	100
18	14:15	100	100	100	100	100
19	14:30	100	100	100	100	100
20	14:45	100	100	100	100	100
21	15:00	100	100	100	100	100
22	15:15	100	100	100	100	100
23	15:30	100	100	100	100	100
24	15:45	100	100	100	100	100
25	16:00	100	100	100	100	100
26	16:15	100	100	100	100	100
27	16:30	100	100	100	100	100
28	16:45	100	100	100	100	100
29	17:00	100	100	100	100	100
30	17:15	100	100	100	100	100
31	17:30	100	100	100	100	100
32	17:45	100	100	100	100	100
33	18:00	100	100	100	100	100
34	18:15	100	100	100	100	100
35	18:30	100	100	100	100	100
36	18:45	100	100	100	100	100
37	19:00	100	100	100	100	100
38	19:15	100	100	100	100	100
39	19:30	100	100	100	100	100
40	19:45	100	100	100	100	100
41	20:00	100	100	100	100	100
42	20:15	100	100	100	100	100
43	20:30	100	100	100	100	100
44	20:45	100	100	100	100	100
45	21:00	100	100	100	100	100
46	21:15	100	100	100	100	100
47	21:30	100	100	100	100	100
48	21:45	100	100	100	100	100
49	22:00	100	100	100	100	100
50	22:15	100	100	100	100	100
51	22:30	100	100	100	100	100
52	22:45	100	100	100	100	100
53	23:00	100	100	100	100	100
54	23:15	100	100	100	100	100
55	23:30	100	100	100	100	100
56	23:45	100	100	100	100	100
57	00:00	100	100	100	100	100
58	00:15	100	100	100	100	100
59	00:30	100	100	100	100	100
60	00:45	100	100	100	100	100
61	01:00	100	100	100	100	100
62	01:15	100	100	100	100	100
63	01:30	100	100	100	100	100
64	01:45	100	100	100	100	100
65	02:00	100	100	100	100	100
66	02:15	100	100	100	100	100
67	02:30	100	100	100	100	100
68	02:45	100	100	100	100	100
69	03:00	100	100	100	100	100
70	03:15	100	100	100	100	100
71	03:30	100	100	100	100	100
72	03:45	100	100	100	100	100
73	04:00	100	100	100	100	100
74	04:15	100	100	100	100	100
75	04:30	100	100	100	100	100
76	04:45	100	100	100	100	100
77	05:00	100	100	100	100	100
78	05:15	100	100	100	100	100
79	05:30	100	100	100	100	100
80	05:45	100	100	100	100	100
81	06:00	100	100	100	100	100
82	06:15	100	100	100	100	100
83	06:30	100	100	100	100	100
84	06:45	100	100	100	100	100
85	07:00	100	100	100	100	100
86	07:15	100	100	100	100	100
87	07:30	100	100	100	100	100
88	07:45	100	100	100	100	100
89	08:00	100	100	100	100	100
90	08:15	100	100	100	100	100
91	08:30	100	100	100	100	100
92	08:45	100	100	100	100	100
93	09:00	100	100	100	100	100
94	09:15	100	100	100	100	100
95	09:30	100	100	100	100	100
96	09:45	100	100	100	100	100
97	10:00	100	100	100	100	100
98	10:15	100	100	100	100	100
99	10:30	100	100	100	100	100
100	10:45	100	100	100	100	100

TABLE NO. 9A, CONCLUDED.— COSTS OF PLAYGROUNDS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES.\*

SCHOOLYARD PLAYGROUNDS.\*

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

	SCHOOLYARD PLAYGROUNDS.	1	2	3	4	5	6	7	8	9	10	SCHOOLYARD PLAYGROUNDS.	
		Teachers' Salaries.	Custodians' Salaries.	Apparatus.	Labor, Repairs and Teaming on Apparatus.	Supplies for Athletics and Games.	Supplies for Quiet Play.	Printing and Incidentals.	Total.*	Number of Pupil Hours.	Cost per Pupil Hour.*		
	<i>Brought forward</i> .....	\$34,620 15	\$15,325 70	\$2,732 29	\$458 66	\$1,211 19	\$450 84	\$185 33	\$54,984 16*	3,221,400			
69	Philip H. Sheridan.....	580 40	241 50	28 73	5 57	29 64	5 00	2 94	893 78*	46,740	\$0 019*	Philip H. Sheridan.....	69
70	Phineas Bates.....	582 15	234 10	38 73	5 57	12 83	3 78	2 34	879 50*	45,986	019*	Phineas Bates.....	70
71	Plummer.....	541 90	246 90	28 73	5 57	16 89	5 00	3 09	848 08*	99,532	008*	Plummer.....	71
72	Poplar Street.....	469 95	192 40	69 05	5 57	13 70	10 67	2 34	763 68*	32,735	023*	Poplar Street.....	72
73	Prescott.....	577 50	247 86	28 73	5 57	11 79	5 00	2 34	878 79*	40,140	021*	Prescott.....	73
74	Quincy.....	540 75	250 68	28 73	8 62	13 31	7 00	2 34	851 43*	36,323	023*	Quincy.....	74
75	Quincy E. Dickerman.....	618 95	246 20	28 73	10 72	15 21	7 00	2 34	929 15*	54,820	016*	Quincy E. Dickerman.....	75
76	Randall G. Morris.....	295 70	198 20	28 73	6 62	27 04	5 00	2 34	563 63*	14,370	039*	Randall G. Morris.....	76
77	Rice.....	500 10	251 84	38 73	5 57	25 41	6 89	2 34	830 88*	50,626	016*	Rice.....	77
78	Richard C. Humphreys.....	598 35	255 80	28 73	5 57	11 53	5 00	2 94	907 92*	68,395	013*	Richard C. Humphreys.....	78
79	Richard Olney.....	344 25	230 70	48 73	5 57	9 41	7 00	2 34	648 00*	27,385	027*	Richard Olney.....	79
80	Robert Swan.....	594 00	243 20	28 73	5 57	15 46	6 89	2 34	896 19*	56,275	015*	Robert Swan.....	80
81	Roger Wolcott.....	183 60	90 00	34 47	5 57	33 56		2 34	349 54*	25,095	013*	Roger Wolcott.....	81
82	Samuel Adams.....	414 40	249 60	38 73	5 57	17 21	12 00	2 34	739 85*	24,400	030*	Samuel Adams.....	82
83	Samuel G. Howe.....	581 10	243 80	28 73	13 42	9 31		2 34	878 70*	47,740	018*	Samuel G. Howe.....	83
84	Sophia W. Ripley.....	487 15	190 70	66 18	5 57	16 75	10 78	2 34	779 47*	33,690	023*	Sophia W. Ripley.....	84
85	Stephen M. Weld.....	571 55	247 80	38 73	5 57	26 74	5 00	2 34	897 73*	37,733	023*	Stephen M. Weld.....	85
86	Stoughton.....	24 75	16 50	28 73	5 57	6 53		2 34	84 42*	2,210	038*	Stoughton.....	86
87	Tappan.....	472 25	193 50	38 73	5 57	13 27	5 00	3 19	731 51*	29,934	024*	Tappan.....	87
88	Theodore Lyman.....	573 20	255 90	28 73	5 57	19 15	7 00	3 33	892 88*	57,695	015*	Theodore Lyman.....	88
89	Thomas Gardner.....	519 20	237 78	28 73	5 57	29 57	10 78	2 34	833 97*	51,449	016*	Thomas Gardner.....	89
90	Thomas N. Hart.....	547 20	257 46	38 73	6 97	14 87	6 89	2 34	874 46*	71,055	012*	Thomas N. Hart.....	90
91	Ulysses S. Grant.....	349 40	155 10	28 73	5 57	22 38		2 34	563 52*	52,970	010*	Ulysses S. Grant.....	91
92	Washington.....	648 40	241 50	28 73	22 47	22 23		2 34	965 67*	53,170	018*	Washington.....	92
93	Wendell Phillips.....	508 80	250 80	28 73	5 57	11 64	7 00	2 34	814 88*	43,178	018*	Wendell Phillips.....	93
94	William Bacon.....	559 60	232 00	38 73	5 57	20 61	22 89	2 64	882 04*	44,190	019*	William Bacon.....	94
95	William Blackstone.....	566 30	228 00	50 44	5 57	19 48	5 00	3 94	878 73*	52,654	016*	William Blackstone.....	95
96	William Bradford.....	570 30	238 00	34 47	5 57	15 75	6 00	2 34	872 43*	35,761	024*	William Bradford.....	96
97	William E. Channing.....	505 60	247 00	28 73	5 57	16 40	5 00	2 34	810 64*	36,940	021*	William E. Channing.....	97
98	William Eustis.....	579 75	240 00	28 73	5 57	26 41	8 89	2 34	891 69*	46,030	019*	William Eustis.....	98
99	William E. Russell.....	502 40	254 88	28 73	5 57	16 89		2 34	810 81*	25,306	032*	William E. Russell.....	99
100	William H. Kent.....	589 90	248 50	38 73	5 57	13 31	5 00	2 34	903 35*	52,743	016*	William H. Kent.....	100
101	William Lloyd Garrison.....	836 30	244 70	28 73	13 27	10 60	7 00	4 34	1,144 94*	54,400	021*	William Lloyd Garrison.....	101
102	Winchell.....	151 15	70 50	30 98	7 07	11 11		2 34	273 15*	10,560	025*	Winchell.....	102
	Totals.....	\$51,606 45	\$22,799 10	\$3,922 32	\$692 64	\$1,807 18	\$649 30	\$272 58	\$81,749 57*	4,679,650	\$0 017*		

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.





**TABLE NO. 9B.**

**PARK PLAYGROUNDS.**

**COSTS, EXCLUSIVE OF GENERAL CONTROL,  
SUPERVISION AND OTHER CHARGES, AND  
WITH DIRECT INCOME DEDUCTED.\***

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

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\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

No.	Author	Title	Year	Pages	Price
1	...	...	...	...	...
2	...	...	...	...	...
3	...	...	...	...	...
4	...	...	...	...	...
5	...	...	...	...	...
6	...	...	...	...	...
7	...	...	...	...	...
8	...	...	...	...	...
9	...	...	...	...	...
10	...	...	...	...	...
11	...	...	...	...	...
12	...	...	...	...	...
13	...	...	...	...	...
14	...	...	...	...	...
15	...	...	...	...	...
16	...	...	...	...	...
17	...	...	...	...	...
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TABLE NO. 9B.— COSTS OF PLAYGROUNDS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES.\*

PARK PLAYGROUNDS.\*

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

	PARK PLAYGROUNDS.	1 Teachers' Salaries.	2 Custo- dians' Salaries.	3 Apparatus.	4 Labor, Repairs and Teaming on Apparatus.	5 Supplies for Athletics and Games.	6 Supplies for Quiet Play.	7 Printing and Incidentals.	8 Total.*	9 Number of Pupil Hours.	10 Cost per Pupil Hour.*	PARK PLAYGROUNDS.	
1	Almont.....	\$691 90		\$28 73	\$5 57	\$27 45	\$6 89	\$2 34	\$762 88*	54,460	\$0 014*	Almont.....	1
2	Arthur McLean.....	546 70	\$45 18	28 73	5 57	13 90	5 00	2 34	647 42*	72,325	008*	Arthur McLean.....	2
3	Billings Field.....	538 80		28 73	5 57	34 30	10 00	2 34	619 74*	29,500	021*	Billings Field.....	3
4	Brookside.....	552 60		28 73	5 57	24 76	5 00	2 34	619 00*	69,660	008*	Brookside.....	4
5	Castle Island.....	337 20		28 73	5 57	14 39		2 34	388 23*	55,965	006*	Castle Island.....	5
6	Charlestown.....	579 20	43 00	28 73	5 57	29 15		2 34	687 99*	37,213	018*	Charlestown.....	6
7	Christopher J. Lee.....	695 85		28 73	5 57	14 92		2 34	747 41*	66,045	011*	Christopher J. Lee.....	7
8	Columbus Park.....	661 65		28 73	5 57	26 72		2 34	725 01*	116,147	006*	Columbus Park.....	8
9	Dunbar Avenue.....	425 55	34 50	40 21	5 57	42 74	10 78	2 34	561 69*	33,185	016*	Dunbar Avenue.....	9
10	Faneuil.....	674 00		28 73	5 57	39 63		3 34	751 27*	38,554	019*	Faneuil.....	10
11	Father Buckley.....	640 40	37 24	28 73	5 57	29 85		2 34	744 13*	50,620	014*	Father Buckley.....	11
12	Fenway.....	566 40		28 73	5 57	20 36		2 34	623 40*	50,030	012*	Fenway.....	12
13	Franklin Field.....	682 25	43 00	28 73	5 57	21 93		2 34	783 82*	94,069	008*	Franklin Field.....	13
14	Franklin Park.....	566 90		32 73	5 57	45 08		3 34	653 62*	43,090	015*	Franklin Park.....	14
15	Frederic D. Emmons.....	94 50		28 73	5 57	18 17		2 34	149 31*	6,840	021*	Frederic D. Emmons.....	15
16	Frog Pond.....	437 10		28 73	5 57	28 58		2 34	502 32*	112,860	004*	Frog Pond.....	16
17	George H. Walker.....	555 95	11 90	28 73	5 57	30 77	5 00	2 34	640 26*	52,300	012*	George H. Walker.....	17
18	Gertrude E. Howes.....	615 65	17 12	48 97	5 57	34 45	8 89	3 34	733 99*	53,804	013*	Gertrude E. Howes.....	18
19	Health Unit — Charlestown.....	300 15				15 71			315 86*	35,580	008*	Health Unit — Charlestown.....	19
20	Health Unit — East Boston.....	304 55				15 55			320 10*	35,970	008*	Health Unit — East Boston.....	20
21	Health Unit — North End.....	237 60				9 00			246 60*	17,970	013*	Health Unit — North End.....	21
22	Health Unit — Roxbury.....	194 00				10 05			204 05*	21,780	009*	Health Unit — Roxbury.....	22
23	Health Unit — South Boston.....	239 10	31 50			6 72			277 32*	19,575	014*	Health Unit — South Boston.....	23
24	Health Unit — West End.....	274 90							274 90*	48,420	005*	Health Unit — West End.....	24
25	James L. Cronin.....	173 70		28 73	5 57	16 81		2 34	227 15*	22,520	010*	James L. Cronin.....	25
26	J. M. and J. J. Sullivan.....	168 80		28 73	5 57	10 15		2 34	215 59*	5,180	041*	J. M. and J. J. Sullivan.....	26
27	John A. Doherty.....	655 25		28 73	5 57	20 96		2 34	712 85*	64,990	010*	John A. Doherty.....	27
28	John F. Holland.....	681 05	55 40	28 73	5 57	22 19		2 34	795 28*	56,180	014*	John F. Holland.....	28
	Carried forward.....	\$13,091 70	\$318 84	\$667 78	\$122 54	\$624 29	\$51 56	\$54 48	\$14,931 19*	1,364,837			

\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

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TABLE NO. 9B, CONCLUDED.

PARK PLAYGROUNDS.

COSTS, EXCLUSIVE OF GENERAL CONTROL,  
SUPERVISION AND OTHER CHARGES, AND  
WITH DIRECT INCOME DEDUCTED.\*

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

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\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.

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TABLE NO. 9B, CONCLUDED.— COSTS OF PLAYGROUNDS, EXCLUSIVE OF GENERAL CONTROL, SUPERVISION AND OTHER CHARGES.\*

PARK PLAYGROUNDS.\*

[FOR TOTAL AND NET COSTS, SEE TABLE NO. 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.	Printing and Incidentals.	Total.*	Number of Pupil Hours.	Cost per Pupil Hour.*	PARK PLAYGROUNDS.	
<i>Brought forward</i> .....	\$13,091 70	\$318 84	\$667 78	\$122 54	\$624 29	\$51 56	\$54 48	\$14,931 19*	1,364,837	.....		
29 John H. L. Noyes.....	453 80	.....	28 73	5 57	29 28	5 00	2 34	524 72*	66,850	\$0 007*	John H. L. Noyes.....	29
30 John W. Murphy, Jr.....	668 65	.....	28 73	5 57	14 76	.....	2 34	720 05*	105,845	006*	John W. Murphy, Jr.....	30
31 John Winthrop.....	660 40	38 84	40 21	5 57	14 12	10 78	2 34	772 26*	108,840	007*	John Winthrop.....	31
32 Lester J. Rotch.....	624 00	.....	28 73	5 57	13 56	7 00	2 34	681 20*	32,955	020*	Lester J. Rotch.....	32
33 Long Island Park.....	463 25	.....	28 73	5 57	.....	.....	2 34	499 89*	13,305	037*	Long Island Park.....	33
34 Mary Hemenway.....	609 60	17 12	37 37	5 57	24 76	1 89	2 34	698 65*	41,438	016*	Mary Hemenway.....	34
35 Massachusetts S. P. C. C.....	120 25	.....	.....	.....	2 61	.....	.....	122 86*	2,142	057*	Massachusetts S. P. C. C.....	35
36 Matthew J. Sweeney.....	655 75	45 06	28 73	5 57	14 92	10 00	2 34	762 37*	58,053	013*	Matthew J. Sweeney.....	36
37 McConnell Park.....	400 80	.....	28 73	5 57	15 18	.....	2 34	452 62*	97,952	004*	McConnell Park.....	37
38 Mission Hill.....	631 40	96 70	28 73	5 57	21 09	1 89	2 34	787 72*	49,120	016*	Mission Hill.....	38
39 Orchard Park.....	568 40	88 50	28 73	5 57	15 99	.....	2 34	709 53*	39,695	017*	Orchard Park.....	39
40 Portsmouth Street.....	605 60	28 50	28 73	5 57	33 38	5 00	2 34	709 12*	57,835	012*	Portsmouth Street.....	40
41 Prendergast Camp.....	348 80	.....	.....	.....	12 40	10 78	.....	371 98*	3,678	101*	Prendergast Camp.....	41
42 Readville.....	610 75	38 10	28 73	5 57	29 02	3 78	2 34	718 29*	35,098	020*	Readville.....	42
43 Ripley.....	644 65	34 60	28 73	5 57	18 81	7 00	3 79	743 15*	65,195	011*	Ripley.....	43
44 Rogers Park.....	275 45	.....	28 73	5 57	34 74	5 00	2 34	351 83*	21,810	016*	Rogers Park.....	44
45 Ronan Park.....	516 00	9 50	28 73	5 57	34 35	7 00	2 89	604 04*	62,320	009*	Ronan Park.....	45
46 Shawmut.....	626 40	129 40	28 73	5 57	10 15	.....	2 34	802 59*	38,168	021*	Shawmut.....	46
47 Stanley H. Ringer.....	407 80	17 00	28 73	5 57	17 28	.....	2 34	478 72*	29,259	016*	Stanley H. Ringer.....	47
48 Vincent Cutillo.....	668 75	.....	28 73	5 57	20 39	.....	3 29	726 73*	43,265	016*	Vincent Cutillo.....	48
49 Wachusett.....	564 00	69 68	28 73	5 57	14 17	7 00	2 34	691 49*	53,615	012*	Wachusett.....	49
50 West Third Street.....	629 75	29 40	32 21	5 57	13 98	7 00	2 34	720 25*	58,706	012*	West Third Street.....	50
51 William Amerena.....	728 45	.....	28 73	5 57	35 71	.....	3 34	801 80*	54,925	014*	William Amerena.....	51
52 William Eustis Park.....	651 10	45 10	34 47	5 57	16 44	15 78	2 34	770 80*	142,752	005*	William Eustis Park.....	52
53 William F. Smith.....	628 40	.....	28 73	5 57	36 96	14 00	2 34	716 00*	42,800	016*	William F. Smith.....	53
54 William H. Garvey.....	622 40	49 80	34 47	5 57	21 97	.....	2 34	736 55*	39,100	018*	William H. Garvey.....	54
55 William J. Barry.....	430 05	.....	30 98	5 57	23 83	5 00	2 34	497 77*	32,610	015*	William J. Barry.....	55
56 World War Memorial Park.....	574 60	.....	28 73	5 57	30 49	.....	2 34	641 73*	73,650	008*	World War Memorial Park.....	56
Totals.....	\$28,480 95	\$1,056 14	\$1,452 09	\$267 36	\$1,194 63	\$175 46	\$119 27	\$32,745 90*	2,835,818	\$0 011*		

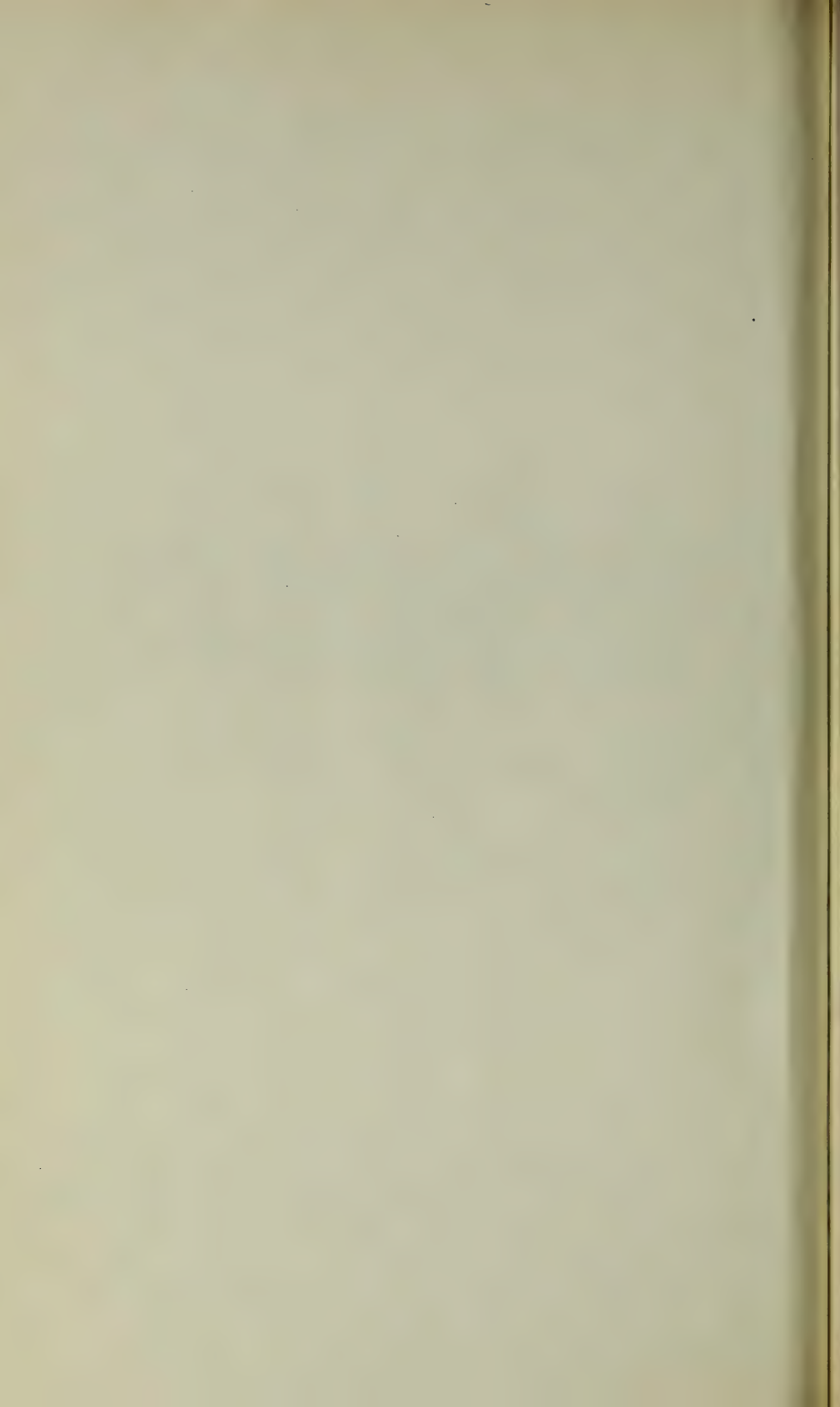
\* EXCLUSIVE OF COSTS OF LANDS, PLANS, CONSTRUCTION, DEPRECIATION, REPAIRS, ALTERATIONS, FURNITURE, FIXTURES, INTEREST, SINKING FUND AND SERIAL DEBT REQUIREMENTS.





## **SUMMARIZED BUDGET FOR 1933.**

**THE BUDGET AND ANNUAL APPROPRIATION ORDERS IN SUMMARIZED FORM FOR THE FINANCIAL YEAR 1933, 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 WITH DETAILED ESTIMATES FOR THE FINANCIAL YEAR 1933 TO PROVIDE FOR THE MAINTENANCE OF THE BOSTON PUBLIC SCHOOLS COVERING THE COST OF ADMINISTRATION, INSTRUCTION, SUPERVISION OF INSTRUCTION, PROMOTION OF HEALTH, CUSTODIANS' SERVICES, FUEL AND LIGHT, SUPPLIES AND INCIDENTALS; AND THE COST OF SUNDRY OTHER SERVICES AND EXPENSES, 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."

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

In compliance with the Rules of the School Committee, I submit herewith budget and annual appropriation order with detailed estimates for the financial year 1933 to provide for the maintenance of the Boston Public Schools covering the cost of administration, instruction, supervision of instruction, promotion of health, custodians' services, fuel and light, supplies and incidentals; and the cost of sundry other services and expenses, 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."

The average valuation of the city for the three years 1930, 1931 and 1932, with all abatements allowed up to December 31, 1932, as certified to His Honor the Mayor by the Board of Assessors, is \$1,945,584,733.33. This is the sum upon which all appropriations by the School Committee for the financial year 1933 are based.

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

(a.) Seven dollars and twenty 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, chapter 309 of the Acts of 1925, and chapter 283 of the Acts of 1930.)

(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.) Twelve 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, chapter 153 of the Acts of 1926, and chapter 283 of the Acts of 1930.)

(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, and acts in amendment thereof, chapter 206 of the Special Acts of 1919, chapter 382 of the Acts of 1928, and chapter 155 of the Acts of 1931.

(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 1932.

(j.) The excess of income, if any, for the financial year 1932 over that estimated.

(k.) The estimated income for the financial year 1933.

#### ESTIMATED TOTAL MONEY AVAILABLE FOR MAINTENANCE, 1933.

The sums available under existing statutes for the financial year 1933 to provide for the estimated cost of the school system covering the items enumerated in the preceding chapters are as follows:

\$7.20 per \$1,000 for general school purposes . . . . .	\$14,008,210 08
.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,	1,770,482 11
<i>Carried forward</i> . . . . .	\$15,778,692 19

<i>Brought forward</i> . . . . .	\$15,778,692 19
.15 per \$1,000 for physical education . . . . .	291,837 71
.12 per \$1,000 for school physicians, school nurses, and care of teeth . . . . .	233,470 17
.04 per \$1,000 for extended use of the public schools . . . . .	77,823 39
.05 per \$1,000 for pensions to teachers (\$97,279.73) . . . . .	* 10,000 00
.03 per \$1,000 for promoting Americanization . . . . .	58,367 54
.03 per \$1,000 for vocational guidance . . . . .	58,367 54
Unexpended balance, general appropriation, 1932, \$454- 180.36 less deficit in estimated income for 1932, \$1,689.74 . . . . .	452,490 62
Unexpended balance, vocational guidance, 1932 . . . . .	3,175 19
Unexpended balance, promoting Americanization, 1932 . . . . .	8,424 91
Unexpended balance, physical education, 1932 . . . . .	25,716 25
Unexpended balance, extended use of the public schools, 1932 . . . . .	130 25
Unexpended balance, school physicians, school nurses, and care of teeth, 1932 . . . . .	10,673 55
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 exist- ing school yards, 1932 . . . . .	23,320 13
Excess of income over amount estimated, general, 1932 . . . . .	—
Excess of income over amount estimated, promoting Americanization, 1932 . . . . .	1,936 59
Excess of income over amount estimated, physical educa- tion, 1932 . . . . .	—
Excess of income over amount estimated, extended use of the public schools, 1932 . . . . .	1,926 12
Excess of income over amount estimated, school physicians, school nurses, and care of teeth, 1932 . . . . .	—
Estimated income, general, including Smith-Hughes Fund, 1933 . . . . .	725,000 00
Estimated income, promoting Americanization, 1933 . . . . .	12,500 00
Estimated income, physical education, 1933 . . . . .	—
Estimated income, school physicians, school nurses, and care of teeth, 1933 . . . . .	—
Estimated income, extended use of the public schools, 1933 . . . . .	10,000 00
Total . . . . .	\$17,783,852 15
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 existing school yards," for which a separate appropriation order is made . . . . .	1,770,482 11
<i>Carried forward</i> . . . . .	\$16,013,370 04

\* But \$10,000 required for 1933.

*Brought forward*

Estimated total amount available for maintenance, 1933, \$16,013,370 04 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 existing buildings, and for improving existing school yards," for which a separate appropriation order is made . \$16,013,370 04

The accompanying detailed estimates in the budget on file show the ranks and salaries of all permanent and temporary personnel in actual employment on January 1, 1933, separated for each school, department and activity. The vacancies reported by the Superintendent of Schools as at January 1, 1933, are shown separately as are the expansion items recommended by the Board of Apportionment and approved by the School Committee. The allowance for supplies for each school, department or activity is recorded. These detailed estimates contain approximately three thousand items exclusive of totals and afford the opportunity of studying school costs in great detail as they present a collection of facts properly organized and classified for presentation and discussion. Classification by ranks and by salaries of all permanent and temporary personnel enables the School Committee and its officers to give information on salaries of teachers and others which is being sought constantly by boards of education, educational associations and other agencies throughout the country.

I recommend the passage of the accompanying order appropriating the sum of \$5,740,446.24, being the amount necessary in addition to the amount (\$6,591,500) appropriated "on account" at the meeting of April 10, 1933, and also in addition to the amount (\$1,764,000) appropriated "on account" at the meeting of June 19, 1933, to provide for the maintenance of the Boston Public Schools covering the cost of administration, instruction, supervision of instruction, promotion of health, custodians' services, fuel and light, supplies and incidentals; and the cost of sundry other services and expenses, 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." The total of the appropriations for the year for the purposes mentioned is therefore \$14,095,946.24 (\$6,591,500 + \$1,764,000 + \$5,740,446.24).

TABLE SHOWING DECREASE IN ALL APPROPRIATIONS, 1933.

	General School Purposes and Special Items.	Alteration and Repair of School Buildings, Furniture, Fixtures, Etc.	New School Buildings, Lands, Yards, Etc.	Totals.
1. Appropriations for 1932 . . . . .	\$15,702,924 80	\$1,200,000 00	\$506,368 29	\$17,409,293 09
2. Appropriations for 1933 . . . . .	14,095,946 24	1,009,260 84	124,938 56	15,230,145 64
3. Decrease in appropriations, 1933 . .	\$1,606,978 56	\$190,739 16	\$381,429 73	\$2,179,147 45

The foregoing table shows that the total amount appropriated last year for maintenance and for new school buildings was \$17,409,293.09 and that the scheduled appropriations for 1933 for the same purposes amount to \$15,230,145.64, a decrease in appropriations of \$2,179,147.45, apportioned as follows:

Decrease general school purposes and special items . . . . .	\$1,606,978 56
Decrease alteration and repair of school buildings, furniture, fixtures, etc. . . . .	190,739 16
Decrease new school buildings, lands, yards, etc. . . . .	381,429 73
<b>Total decrease . . . . .</b>	<b><u>\$2,179,147 45</u></b>

This decrease in appropriations (\$2,179,147.45) in the year 1933 as compared with the year 1932 is due to the reduction in salaries of all school employees which took effect on April 21, 1933, to savings in the maintenance appropriations and to the fact that no appropriations are contemplated for the construction of new school buildings. Of the total savings as represented by the decrease in appropriations, viz., \$2,179,147.45, I estimate that \$1,381,000 is due to the reduction in salaries and \$798,147.45 to other savings. The School Committee, therefore, has reduced its appropriations for 1933 as compared with 1932 by approximately 13 per cent.

It is my opinion that this reduction of about 13 per cent in school budgets is substantially greater than the reductions made in the city or county budgets. We must also bear in mind that for the current financial year and up to and including April 20 school employees had made voluntary contributions for the relief of the unemployed and needy to the amount of \$278,109.83. Adding this sum, viz., \$278,109.83, to the decrease in appropriations, viz., \$2,179,147.45, gives a total of \$2,457,257.28, which relieves the tax rate for the current year by approximately \$1.40.

Respectfully yours,

ALEXANDER M. SULLIVAN,  
*Business Manager.*

**Summary of Budget and Detailed Estimates.**

The detailed estimates of the cost of maintenance of the public schools, 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 schoolyards," call for appropriations as follows:

General school purposes:

Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees . . . . .	\$373,483 00	Pages	1-5
Salaries of principals, teachers, members of the supervising staff and others . . . . .	11,115,000 00	Pages	6-112
Salaries of custodians and salaries of matrons . . . . .	832,885 00	Pages	113-130
<i>Carried forward . . . . .</i>	<u>\$12,321,368 00</u>		

<i>Brought forward</i> . . . . .	\$12,321,368 00	
Fuel and light, including electric current for power . . . . .	433,215 00	Page 131
Supplies and incidentals . . . . .	744,397 00	Pages 132-144
Pensions to supervisors of attendance and pensions to custodians . . . . .	2,000 00	Page 145
Pensions to veterans . . . . .	7,224 00	Page 146
Promoting the Americanization and better training for citizenship of foreign-born persons . . . . .	32,275 95	Page 147
Vocational guidance . . . . .	48,155 46	Page 148
Physical education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals — day schools and playgrounds) . . . . .	218,835 00	Pages 149-151
Salaries of school physicians, salaries of school nurses and care of teeth . . . . .	209,775 00	Pages 152-153
Extended Use of the Public Schools (salaries and supplies and incidentals) . . . . .	68,700 83	Pages 154-155
Pensions to teachers . . . . .	10,000 00	Page 156
Total . . . . .	<u>\$14,095,946 24</u>	

**N. B. Complete Details of the Estimates for the Year will be Found in the Budget for the Year by Reference to the Pages Numbered as Above.**

On April 10, 1933, the School Committee made the following appropriations "on account":

General school purposes:

Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees . . . . .	\$175,000 00
Salaries of principals, teachers, members of the supervising staff and others . . . . .	5,200,000 00
Salaries of custodians and salaries of matrons . . . . .	400,000 00
Fuel and light, including electric current for power . . . . .	275,000 00
Supplies and incidentals . . . . .	250,000 00
Pensions to supervisors of attendance and pensions to custodians . . . . .	1,000 00
Pensions to veterans . . . . .	2,500 00
Promoting the Americanization and better training for citizenship of foreign-born persons . . . . .	21,000 00
Vocational guidance . . . . .	25,000 00
<i>Carried forward</i> . . . . .	<u>\$6,349,500 00</u>



<i>Brought forward</i> . . . . .	\$6,349,500 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, salaries of school nurses, and care of teeth . . . . .	100,000 00
Extended Use of the Public Schools (salaries and supplies and incidentals) . . . . .	42,000 00
Total . . . . .	<u>\$6,591,500 00</u>

On June 19, 1933, the School Committee made the following appropriations "on account":

General school purposes:

Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees . . . . .	\$50,000 00
Salaries of principals, teachers, members of the supervising staff and others . . . . .	1,600,000 00
Salaries of custodians and salaries of matrons . . . . .	70,000 00
Fuel and light, including electric current for power . . . . .	—
Supplies and incidentals . . . . .	—
Pensions to supervisors of attendance and pensions to custodians . . . . .	—
Pensions to veterans . . . . .	1,000 00
Promoting the Americanization and better training for citizenship of foreign-born persons . . . . .	—
Vocational guidance . . . . .	8,000 00
Physical education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals — day schools and playgrounds) . . . . .	10,000 00
Salaries of school physicians, salaries of school nurses, and care of teeth . . . . .	25,000 00
Extended Use of the Public Schools (salaries and supplies and incidentals) . . . . .	—
Total . . . . .	<u>\$1,764,000 00</u>

It is therefore necessary to appropriate the balances of the several items, and the following order carries this intention into effect:

*Ordered,* That to provide for the maintenance of the public schools covering the cost of administration, instruction, supervision of instruction, promotion of health, custodians' services, fuel and light, supplies and incidentals; and the cost of sundry other services and expenses for the financial year 1933, 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," the following sums are hereby appropriated for the purposes hereinafter stated, in addition to the sums appropriated on April 10,

1933, and June 19, 1933, "on account"; and be it further ordered that the expenditures during said financial year shall be substantially in accordance with the accompanying detailed estimates:

General school purposes:

Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees . . .	\$148,483 00
Salaries of principals, teachers, members of the supervising staff and others . . . . .	4,315,000 00
Salaries of custodians and salaries of matrons . . . . .	362,885 00
Fuel and light, including electric current for power . . . . .	158,215 00
Supplies and incidentals . . . . .	494,397 00
Pensions to supervisors of attendance and pensions to custodians . . . . .	1,000 00
Pensions to veterans . . . . .	3,724 00
Promoting the Americanization and better training for citizenship of foreign-born persons . . . . .	11,275 95
Vocational guidance . . . . .	15,155 46
Physical education (salaries of teachers, members of the supervising staff and others, and supplies and incidentals — day schools and playgrounds) . . . . .	108,835 00
Salaries of school physicians, salaries of school nurses, and care of teeth . . . . .	84,775 00
Extended Use of the Public Schools (salaries and supplies and incidentals) . . . . .	26,700 83
Pensions to teachers . . . . .	10,000 00
Total . . . . .	<u>\$5,740,446 24</u>

#### Summary of Appropriations.

Appropriations "on account" on April 10, 1933 . . . . .	\$6,591,500 00
Appropriations "on account" on June 19, 1933 . . . . .	1,764,000 00
Final appropriations . . . . .	<u>5,740,446 24</u>
Total appropriations for maintenance, exclusive of "Alterations and Repairs, etc." . . . . .	<u>\$14,095,946 24</u>

#### Alteration and Repair of School Buildings, Furniture, Fixtures, Etc.

On April 3, 1933, the School Committee passed the following order:

*Ordered*, That to provide for the cost of alterations and repairs 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, 1933, the sum of \$850,000 is hereby appropriated.

#### Estimates.

The following is the detail for alterations and repairs covered by the foregoing order:

1. Productive work by pupils . . . . .	\$8,000 00
2. Cost of various current emergency demands (not specified in items below) . . . . .	40,000 00
3. Upkeep of the structural plant . . . . .	200,000 00
4. Fire escapes (new and old) . . . . .	35,000 00
5. Care of school grounds . . . . .	45,000 00
6. Furniture and ordinary equipment (upkeep and replacement) . . . . .	50,000 00
7. Special equipment for:	
(a) Shops . . . . .	3,000 00
(b) Kindergartens . . . . .	2,000 00
(c) Lunch rooms . . . . .	1,000 00
8. Shades for windows, etc. . . . .	10,000 00
9. Painting school buildings . . . . .	40,000 00
10. Plumbing (emergency and upkeep) . . . . .	75,000 00
11. Heating and ventilation (emergency and upkeep) . . . . .	80,000 00
12. Electricity (emergency and upkeep) . . . . .	40,000 00
13. Special appropriations for departments (repairs):	
(a) Household science and arts . . . . .	1,000 00
(b) Manual arts . . . . .	4,000 00
(c) School hygiene: Rest and nutrition . . . . .	2,000 00
14. Educational remodelling (such as removals of partitions and other alterations to provide for additional classrooms; additional recitation, cooking, health and teachers' rooms) . . . . .	31,000 00
15. Lockers . . . . .	1,000 00
16. Trucking and expressage . . . . .	10,000 00
17. Portable buildings (moving) . . . . .	6,000 00
18. Modern plumbing in old buildings . . . . .	50,000 00
19. Modern heating in old buildings . . . . .	25,000 00
20. Modern electrical systems in old buildings . . . . .	21,000 00
21. Roofing . . . . .	30,000 00
22. Reserve to provide for emergency demands during months of September, October, November and December . . . . .	40,000 00
Total . . . . .	<u>\$850,000 00</u>

On June 19, 1933, the School Committee passed the following order:

*Ordered,* That to provide for the cost of administration expenses of the Department of School Buildings in connection with 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, 1933, the sum of \$139,260.84 is hereby appropriated.

On July 13, 1933, the School Committee passed the following order:

*Ordered,* That to provide for the cost of alterations and repairs 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, 1933, the sum of \$20,000 is hereby appropriated, in addition to the sum appropriated on April 3, 1933.

#### Estimates.

The following is the detail for alterations and repairs covered by the foregoing order:

Alterations, Dorchester High School for Boys . . . . .	\$10,000 00
Repairs in yard of Martin Milmore School . . . . .	5,000 00
Alterations at Hilltop School . . . . .	1,500 00
Reserve, major educational items for the following:	
Removal of equipment from Cottage Place School and fitting up room in Comins School for kindergarten	} 3,500 00
Removal of equipment from Grant School and setting it up in Wendell Phillips and Peter Faneuil Schools	
New kindergarten room in David A. Ellis School and making certain changes adjacent to sanitaries, Morrison Building . . . . .	
Total . . . . .	<u>\$20,000 00</u>

#### Transfers of Appropriation Orders for Alterations and Repair of School Buildings, Furniture, Fixtures, Etc.

On July 13, 1933, the School Committee passed the following order:

*Ordered,* That of the amount appropriated at the meeting of April 3, 1933 "to provide for the cost of alterations and repairs 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, 1933," the sum of \$6,364.44 is hereby transferred to the appropriation for "Administration Expenses of the Department of School Buildings in connection with 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, 1933."

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

On June 19, 1933, 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:

#### LAND AND BUILDINGS FOR SCHOOLS.

<i>Item 1.</i> —Administration expenses, Department of School Buildings . . . . .	\$95,256 56
<i>Item 7.</i> —Rent of hired accommodations . . . . .	29,682 00
Total . . . . .	<u>\$124,938 56</u>

**Amendments to Appropriations, New School Buildings, Lands, Yards, Etc.**

On June 19, 1933, the School Committee passed the following order:

*Ordered,* That the order passed by the School Committee under date of July 22, 1932, making appropriations for the purpose of meeting the cost of new land and building items, is hereby amended as follows:

Item 11, 1932, strike out the word "six" preceding "classroom" and substitute in place thereof the word "fourteen"; and insert "with lunchroom and shop accommodations" to follow the word "School." so that the item shall read as follows:

*Item 11, 1932.*—Joseph H. Barnes Intermediate District,  
 East Boston: Construction of fourteen-classroom  
 addition to Joseph H. Barnes School with lunchroom  
 and shop accommodations . . . . . \$80,000 00

Item 12, 1932, strike out the words "six-classroom" so that the item shall read as follows:

*Item 12, 1932.*—Joseph H. Barnes Intermediate District,  
 East Boston: Furnishing of addition to Joseph H.  
 Barnes School . . . . . \$3,750 00

**Transfers of Appropriations, New School Buildings, Lands, Yards, Etc.**

On January 16, 1933, the School Committee passed the following order:

*Ordered,* That of the amounts appropriated by the School Committee under date of June 23, 1930, the following amount is hereby transferred to the 1933 item of school accommodations listed below:

FROM

*Item 26, 1930.*—Ulysses S. Grant District, East Boston:  
 Construction of eight-classroom special class building  
 (annex to Ulysses S. Grant elementary school building), \$7,500 00

TO

*Item 2, 1933.*—Emerson District, East Boston: Furnish-  
 ing of thirteen-classroom elementary building . . . \$7,500 00

On February 6, 1933, the School Committee passed the following orders:

*Ordered,* That of the amounts appropriated by the School Committee under date of July 14, 1930, the following amount is hereby transferred to the 1928 and 1931 items as listed below:

FROM

*Item 35, 1930.*—Charles Sumner District, Roslindale:  
 Plans for thirteen-classroom elementary school  
 building on Poplar street, corner of Dale street . . . \$342 50

## To

<i>Item 10, 1928.</i> — Longfellow District, West Roxbury: Land and construction of four-room unit (kindergarten and Grades I. to III.) of eight-room building and 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.)	\$32 50
<i>Item 13, 1928.</i> — Bowditch District, Jamaica Plain: Addition to yard of Margaret Fuller School . . . . .	60 00
<i>Item 14, 1931.</i> — Elihu Greenwood District, Hyde Park: Land for elementary school building (Fairmount Section) . . . . .	250 00
Total . . . . .	<u>\$342 50</u>

*Ordered,* That of the amounts appropriated by the School Committee under dates of January 28, 1929, July 10, 1929, September 16, 1929 and July 13, 1931, the following amounts are hereby transferred to the 1931 item of school accommodations listed below:

## FROM

<i>Item 22, 1928.</i> — Bennett District, Brighton: Plans for forty-classroom intermediate school . . . . .	\$10,337 64
<i>Item 2, 1929.</i> — Abraham Lincoln District, City Proper (Continuation School): Equipment of second unit . . . . .	1,742 50
<i>Item 36, 1929.</i> — Charles Sumner District, Roslindale: Plans for thirteen-classroom elementary building . . . . .	2,637 54
<i>Item 39, 1929.</i> — Gilbert Stuart District, Dorchester: Plans for forty-class room intermediate school . . . . .	8,838 81
<i>Item 10, 1931.</i> — Longfellow District, Roslindale: Razing of Mozart School building, and plans, construction and grading of elementary building (kindergarten and seven classrooms) to replace it . . . . .	16,656 28
Total . . . . .	<u>\$40,212 77</u>

## To

<i>Item 11, 1931.</i> — Christopher Gibson District, Dorchester: Construction of thirty-six-classroom high school for girls . . . . .	<u>\$40,212 77</u>
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On March 20, 1933, the School Committee passed the following orders:

*Ordered,* That of the amounts appropriated by the School Committee under dates of July 14, 1930 and November 17, 1930, the following amounts are hereby transferred to the 1931 item of school accommodations listed below:

## FROM

<i>Item 35, 1930.</i> — Charles Sumner District, Roslindale: Plans for thirteen-classroom elementary school building on Poplar street, corner of Dale street . . . . .	\$442 10
<i>Carried forward</i> . . . . .	\$442 10

<i>Brought forward</i> . . . . .	\$442 10
<i>Item 67, 1930.</i> — Warren-Bunker Hill District, Charles- town: Construction of thirty-classroom unit of forty- classroom intermediate school building . . . . .	1,304 15
<b>Total</b> . . . . .	<u>\$1,746 25</u>

To

<i>Item 14, 1931.</i> — Elihu Greenwood District, Hyde Park: Land for elementary school building (Fairmount Section) . . . . .	<u>\$1,746 25</u>
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*Ordered,* That of the amounts appropriated by the School Committee under date of July 14, 1930, the following amount is hereby transferred to the 1929 item of school accommodations listed below:

FROM

<i>Item 34, 1930.</i> — Charles Sumner District, Roslindale: Furnishing of thirteen-classroom annex to Charles Sumner elementary school building . . . . .	<u>\$543 43</u>
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To

<i>Item 27, 1929.</i> — Henry Grew District, Hyde Park: Land for kindergarten and twelve-classroom building . . . . .	<u>\$543 43</u>
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On May 15, 1933, the School Committee passed the following orders:

*Ordered,* That of the amounts appropriated by the School Committee under date of July 30, 1930, the following amount is hereby transferred to the 1933 item of school accommodations listed below:

FROM

<i>Item 51, 1930.</i> — Charles Sumner District, Roslindale: Con- struction of thirteen-classroom elementary school building on Poplar street, corner of Dale street . . . . .	<u>\$3,300 00</u>
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To

<i>Item 3, 1933.</i> — Robert Gould Shaw District, West Rox- bury: Plans for four-classroom addition to Robert Gould Shaw School . . . . .	<u>\$3,300 00</u>
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*Ordered,* That of the amounts appropriated by the School Committee under dates of June 23, 1930 and July 30, 1930, the following amounts are hereby transferred to the 1933 item of school accommodations listed below:

FROM

<i>Item 22, 1930.</i> — Charles Sumner District, Roslindale: Construction of thirteen-classroom annex to Charles Sumner elementary school building . . . . .	<u>\$2,056 07</u>
<i>Carried forward</i> . . . . .	<u>\$2,056 07</u>

<i>Brought forward</i> . . . . .	\$2,056 07
<i>Item 26, 1930.</i> — Ulysses S. Grant District, East Boston: Construction of eight-classroom special class building (annex to Ulysses S. Grant elementary school building) . . . . .	5,027 50
<i>Item 51, 1930.</i> — Charles Sumner District, Roslindale: Construction of thirteen-classroom elementary school building on Poplar street, corner of Dale street . . . . .	7,418 34
<i>Item 52, 1930.</i> — Elihu Greenwood District, Hyde Park: Plans for thirteen-classroom annex to Elihu Greenwood elementary school building . . . . .	8,000 00
<i>Item 59, 1930.</i> — Henry Grew District, Hyde Park: Plans for thirteen-classroom annex to Henry Grew elementary school building . . . . .	8,000 00
<i>Item 60, 1930.</i> — Henry L. Higginson District, Roxbury: Plans for thirteen-classroom elementary school building with basement assembly room . . . . .	3,205 51
<i>Item 61, 1930.</i> — Henry L. Higginson District, Roxbury: Construction of thirteen-classroom elementary school building with basement assembly room . . . . .	17,156 22
<i>Item 64, 1930.</i> — Robert Gould Shaw District, West Roxbury: Plans for thirteen-classroom elementary school building . . . . .	4,136 36
Total . . . . .	<u>\$55,000 00</u>

To

<i>Item 4, 1933.</i> — Robert Gould Shaw District, West Rox- bury: Construction of four-classroom addition to Robert Gould Shaw School . . . . .	<u>\$55,000 00</u>
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*Ordered,* That of the amounts appropriated by the School Committee under date of July 30, 1930, the following amount is hereby transferred to the 1933 items of school accommodations listed below:

FROM

<i>Item 51, 1930.</i> — Charles Sumner District, Roslindale: Construction of thirteen-classroom elementary school building on Poplar street, corner of Dale street . . . . .	<u>\$4,000 00</u>
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To

<i>Item 5, 1933.</i> — Robert Gould Shaw District, West Rox- bury: Furnishing of four-classroom addition to Robert Gould Shaw School . . . . .	\$2,500 00
<i>Item 6, 1933.</i> — Robert Gould Shaw District, West Rox- bury: Plans for proposed twelve-classroom addition to Robert Gould Shaw School . . . . .	1,500 00
Total . . . . .	<u>\$4,000 00</u>



On June 19, 1933, the School Committee passed the following orders:

*Ordered*, That of the amounts appropriated by the School Committee under date of July 10, 1929, the following amount is hereby transferred to the 1929 and 1931 items of school accommodations listed below:

FROM

*Item 29, 1928.*— Gilbert Stuart District, Dorchester: Site for forty-classroom intermediate school . . . . . \$30,000 00

To

*Item 37, 1929.*— Christopher Gibson District, Dorchester: Plans for thirty-six-classroom high school . . . . . \$2,500 00  
*Item 11, 1931.*— Christopher Gibson District, Dorchester: Construction of thirty-six-classroom high school for girls . . . . . 27,500 00  
 Total . . . . . \$30,000 00

*Ordered*, That of the amounts appropriated by the School Committee under dates of April 1, 1930, July 30, 1930, and February 16, 1931, by transfer, the following amounts are hereby transferred to the 1933 item of school accommodations listed below:

FROM

*Item 4, 1930.*— Bennett District, Brighton (Brighton High School): Equipment of thirty-six-classroom high school for boys and girls . . . . . \$670 21  
*Item 55, 1930.*— Eliot-Hancock District, North End: Plans for eighteen-classroom elementary school building with basement assembly room . . . . . 12,309 91  
*Item 2, 1931.*— Gilbert Stuart District, Dorchester: Construction of forty-classroom intermediate school . . . . . 10,119 88  
 Total . . . . . \$23,100 00

To

*Item 8, 1933.*— Joseph H. Barnes Intermediate District, East Boston: Land for addition to Joseph H. Barnes School . . . . . \$23,100 00

*Ordered*, That of the amounts appropriated by the School Committee under dates of June 23, 1930, July 14, 1930, as amended May 6, 1931, July 30, 1930, and June 15, 1931, by transfer, the following amounts are hereby transferred to the 1933 item of school accommodations listed below:

FROM

*Item 20, 1930.*— Agassiz-Bowditch District, Jamaica Plain: Construction of forty-classroom intermediate school building on Centre street, corner of Pershing road . . . . . \$387 11  
 Carried forward . . . . . \$387 11

<i>Brought forward</i> . . . . .	\$387 11
<i>Item 27, 1930.</i> —Ulysses S. Grant District, East Boston: Furnishing eight-classroom special class building (annex to Ulysses S. Grant elementary school building) . . . . .	1,440 37
<i>Item 34, 1930.</i> —Charles Sumner District, Roslindale: Furnishing of thirteen-classroom annex to Charles Sumner elementary school building . . . . .	31 38
<i>Item 35, 1930.</i> —Charles Sumner District, Roslindale: Plans for thirteen-classroom elementary school building on Poplar street, corner of Dale street . . . . .	680 43
<i>Item 41 (a), 1930.</i> —Francis Parkman District, Jamaica Plain: Plans for four-classroom addition to Edwin P. Seaver elementary school building . . . . .	444 85
<i>Item 41 (b), 1930.</i> —Francis Parkman District, Jamaica Plain: Construction of four-classroom addition to Edwin P. Seaver elementary school building . . . . .	546 05
<i>Item 50, 1930.</i> —Chapman District, East Boston: Con- struction of thirteen-classroom elementary school building . . . . .	1,552 50
<i>Item 51, 1930.</i> —Charles Sumner District, Roslindale: Construction of thirteen-classroom elementary school building on Poplar street, corner of Dale street . . . . .	3,547 73
<i>Item 54, 1930.</i> —Eliot-Hancock District, North End: Land for eighteen-classroom elementary school building with basement assembly room . . . . .	153 73
<i>Item 58, 1930.</i> —Gilbert Stuart District, Dorchester: Con- struction of thirteen-classroom unit of elementary school building . . . . .	135 84
<i>Item 62, 1930.</i> —Henry L. Higginson District, Roxbury: Furnishing of thirteen-classroom elementary school building with basement assembly room . . . . .	1,308 68
<i>Item 3, 1931.</i> —Elihu Greenwood District, Hyde Park: Furnishing of thirteen-classroom unit of elementary school building on Radcliffe road, corner of Ruskin road . . . . .	1,866 33
Total . . . . .	<u>\$12,095 00</u>

To

<i>Item 9, 1933.</i> —Joseph H. Barnes Intermediate District, East Boston: Plans for fourteen-classroom addition to Joseph H. Barnes School with lunchroom and shop accommodations . . . . .	<u>\$12,095 00</u>
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*Ordered.* That of the amounts appropriated by the School Committee under dates of July 30, 1930, and February 16, 1931, by transfer, the following amounts are hereby transferred to Item 11, 1932 (as amended):

## FROM

<i>Item 56, 1930.</i> —Eliot-Hancock District, North End: Construction of eighteen-classroom elementary school building with basement assembly room . . . . .	\$42,000 00
<i>Item 65, 1930.</i> —Robert Gould Shaw District, West Roxbury: Construction of thirteen-classroom ele- mentary school building . . . . .	33,555 00
<i>Item 2, 1931.</i> —Gilbert Stuart District, Dorchester: Con- struction of forty-classroom intermediate school . . . . .	19,000 00
Total . . . . .	<u>\$94,555 00</u>

## To

<i>Item 11, 1932.</i> —Joseph H. Barnes Intermediate District, East Boston: Construction of fourteen-classroom addition to Joseph H. Barnes School with lunchroom and shop accommodations . . . . .	<u>\$94,555 00</u>
--	--------------------

*Ordered,* That of the amounts appropriated by the School Committee under date of July 30, 1930, the following amount is hereby transferred to Item 12, 1932 (as amended):

## FROM

<i>Item 51, 1930.</i> —Charles Sumner District, Roslindale: Construction of thirteen-classroom elementary school building on Poplar street, corner of Dale street . . . . .	<u>\$2,500 00</u>
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## To

<i>Item 12, 1932.</i> —Joseph H. Barnes Intermediate District, East Boston: Furnishing of addition to Joseph H. Barnes School . . . . .	<u>\$2,500 00</u>
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On July 13, 1933, the School Committee passed the following orders:

*Ordered,* That of the amounts appropriated by the School Committee under date of July 22, 1932, the following amount is hereby transferred to the 1933 item of school accommodations listed below:

## FROM

<i>Item 13, 1932.</i> —Robert Gould Shaw District, West Roxbury: Construction of four-classroom addition to Randall G. Morris School . . . . .	<u>\$20,000 00</u>
--	--------------------

## To

<i>Item 10, 1933.</i> —Robert Gould Shaw District, West Roxbury: Construction of four-classroom addition, second story on original building, Randall G. Morris School, interior to be finished at a later date . . . . .	<u>\$20,000 00</u>
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*Ordered,* That of the amounts appropriated by the School Committee under date of July 30, 1930, the following amount is hereby transferred to the 1925 item of school accommodations listed below:

## FROM

*Item 51, 1930.*— Charles Sumner District, Roslindale:  
Construction of thirteen-classroom elementary school  
building on Poplar street, corner of Dale street . . . . . \$600 00

## TO

*Item 9, 1925.*— Minot District, Dorchester: Land and  
construction of eight-classroom unit (kindergarten  
and Grades I. to III.) of twenty-four-classroom inter-  
mediate school. (Item 31, 1924, as amended May 18,  
1925) . . . . . \$600 00

*Ordered,* That of the amounts appropriated by the School Committee under date of July 30, 1930, the following amount is hereby transferred to the 1925 item of school accommodations listed below:

## FROM

*Item 51, 1930.*— Charles Sumner District, Roslindale:  
Construction of thirteen-classroom elementary school  
building on Poplar street, corner of Dale street . . . . . \$25 00

## TO

*Item 27, 1929.*— Henry Grew District, Hyde Park: Land  
for kindergarten and twelve-classroom building . . . . . \$25 00

**Summary of Appropriations.**

Current expenses (exclusive of alterations, repairs, etc.) . . . . .	\$14,095,946 24
Alterations and repairs, etc. . . . .	1,009,260 84
New school buildings, lands, yards, etc. . . . .	124,938 56
Total . . . . .	<u>\$15,230,145 64</u>

In addition to the above total, viz., \$15,230,145.64, there was made available by transfers from appropriations of preceding years the sum of \$295,519.95 for new school buildings, lands, yards, etc., up to the time that this report went to press.

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SCHOOL DOCUMENT NO. 2—1933

BOSTON PUBLIC SCHOOLS

**COURSE OF STUDY IN FRENCH  
GRADES VII TO XII**



CITY OF BOSTON  
PRINTING DEPARTMENT  
1933

IN SCHOOL COMMITTEE,  
April 17, 1933.

*Ordered,* That the accompanying Courses of Study in French, First, Second, Third, and Fourth Units, are hereby adopted, and that one thousand (1,000) copies be printed as a school document.

Attest:

ELLEN M. CRONIN,  
*Secretary.*

# COURSE OF STUDY IN FRENCH

---

## FIRST UNIT

FOR GRADES VII AND VIII OF INTERMEDIATE SCHOOLS  
AND CLASSES, OR CLASSES OF BEGINNERS IN  
GRADE IX

## SECOND UNIT

FOR GRADE IX OF INTERMEDIATE SCHOOLS,  
OR GRADE X IN HIGH SCHOOLS

## THIRD UNIT

FOR GRADES X OR XI IN HIGH SCHOOLS

## FOURTH UNIT

FOR GRADES XI OR XII IN HIGH SCHOOLS

---

This Course of Study in French has been prepared  
by the following Committee:

ANDREW R. McCORMICK, *Chairman*,  
Roxbury Memorial High School (Boys)  
MAX LEVINE, *Secretary* . . . . . Public Latin School  
MAE P. BURNS . . . . . Thomas A. Edison School  
ANASTASIA B. CONNOR . . . . . Jamaica Plain High School  
EDITH A. MAYBERRY . . . . . Dorchester High School (Girls)  
RUTH L. QUINN . . . . . Washington School  
EDWARD N. WILSON . . . . . English High School  
MARY G. WOODMAN . . . . . Frank V. Thompson School  
MARIE A. SOLANO, *Chairman, ex officio*,  
Director of Modern Foreign Languages

It has been approved by the High School and Inter-  
mediate School Modern Foreign Language Councils.

## FOREWORD

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From time to time committees of Boston teachers are asked to revise the authorized course of study in various subjects of the curriculum, as it is felt that no persons are as competent to suggest amendments to existing courses as the experts working in our class rooms. In accordance with this policy the courses in modern foreign languages have been assigned for such revision to committees under the general leadership of the Director of Modern Foreign Languages.

Since 1924, when our last course of study in French was published, the entire field of modern language teaching has been studied by a group of experts working under the auspices of the American Council on Education with funds of approximately a quarter of a million dollars provided by the Carnegie Foundation. The results of this investigation have been published in seventeen volumes under the general title of the Modern Foreign Language Study.

The writer was privileged to take part in this study and to participate in its discussions. It is common knowledge that a unanimous agreement was not reached concerning all points discussed, and that, in particular, a difference of opinion developed as to the part that oral training on the one hand and reading practice on the other should have in our class room procedure, the representatives of the secondary schools for the most part emphasizing the importance of oral and aural training as the basis of well-rounded achievement in the study of a modern foreign language, while many representatives of the colleges accepted two years as the actual time given in most cases to the study of a modern foreign language, and, recognizing how little can be done in that time, advised concentration of effort on reading

power as the only objective possible to attain under actual conditions. It is needless to repeat here the arguments pro and con which have been so effectively presented in the *Modern Language Journal* and other publications. It is the belief of the writer that the two groups are really in much closer agreement than would appear from discussions which too often stress apparent differences rather than substantial accords.

Fortunately the two-year course in a foreign language has long been anathema in Boston schools; we have insisted that every pupil who begins a foreign language should look forward to continuing it far enough to gain something of what the French call "effective possession." To that end we make it possible to study a modern foreign language all the way from Grade VII to Grade XII, inclusive; we do not have to limit our objectives to the beggarly reading power which an average child can obtain in two years under class room conditions; and we have long been convinced that co-operation of ear, tongue, eye, and hand gives the best assurance of accurate learning and permanent retention, even when reading power is regarded as the chief objective.

With this understanding we are not surprised to find little essential difference between the course of 1924 and that of 1933. We believe that our former efforts have had reasonable success; that our theory was right; and that for improvement in our work we must look chiefly to a steadily increasing proportion of well-trained and energetic teachers, competent in all phases of the work to be taught, and tireless in their determination to work unceasingly to fulfill their mission.

Personally, I congratulate the committee on having done their work intelligently and faithfully; I believe that they have given us an outline which our teachers can study and follow for years to come.

WILLIAM B. SNOW,  
*Assistant Superintendent.*

## PREFACE

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The 1933 revision of the Course of Study in French was undertaken with the purpose of making whatever changes and additions seemed in accordance with the present trend in modern foreign language teaching. Vocabularies and idiom lists have been arranged and checked by the Vander Beke, Henmon, and Cheydleur lists. In some cases grammatical points have been restated and re-allocated.

The work has been so outlined as to develop increasingly in each unit, through the training of ear, tongue, and eye, the power to comprehend and to use the French language.

All teaching of French should contribute to a knowledge of the geography, history, literature, and customs of France, and to an understanding of the French people.

The following table shows time allotments and point values in Grades VII, VIII, and IX. Grades X, XI, and XII are not included in this table, as the periods and points vary slightly according to the different types of high schools in the city.

GRADES.	Periods.	Periods Prepared.	Periods Unprepared.	Points.
VII.....	5	0	5	2
VIII.....	5	2	3	3
IX.....	5	5	0	5

## OUTLINE OF WORK FOR THE FIRST UNIT

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NOTE.— The First Unit outlines the work of Grades VII and VIII and of one year's work in all other classes that begin the study of French.

I. *Pronunciation*.— Pupils should be taught how to produce the sounds of the language. As soon as possible the letters should be given their French names. The use of the phonetic symbols is not recommended, but the different spellings represented by one sound should be grouped and kept before the eyes of the class, either by means of charts or by permanent work on the blackboard. Lists of common words chosen for the illustration of the phonetic sounds should be practised in concert. Pronouncing one or two short words at a given time in unison after the teacher is recommended. Attention should be given to the division of words into syllables, to liaison, and to elision.

II. *Vocabulary*.— The teaching of vocabulary should be done by means of objects. Those in the class room make an excellent beginning, but the teacher is at liberty to choose other familiar objects. All through the first half of this unit the use of objects, pictures, and charts is of the greatest help and interest to the pupils in aiding them to acquire the vocabulary. When the object is shown, its name should be repeated many times by teacher and pupils, singly and in concert, the pronunciation receiving special attention. Each noun should be accompanied by its corresponding article. The teaching of vocabulary and the building of sentences should be closely related during this whole unit, since the sentence, not the single word, is the unit of expression. Each new word or sentence should be written on the blackboard by the teacher and copied into notebooks by

the pupils. No text books should be used during the first few weeks in any beginning classes.

III. *Memorizing.*— Short, easy sentences using familiar vocabulary should be memorized from the beginning. Exercises on numbers, dates, time, days of the week, months of the year, age, and similar topics, serve as suitable material for this purpose. This may be supplemented later by the learning of easy selections of both prose and poetry, and short dialogues. A few songs should be taught in this unit to add variety and interest to the work.

IV. *Reading.*— The texts used should furnish material for oral practice and for the observation of simple grammatical points. From seventy-five (75) to one hundred (100) pages should be covered. Translation into English should be used when the judgment of the teacher decides it to be advisable.

V. *Dictation.*— As soon as possible dictation should be given. At first it should consist of short, familiar sentences, later of longer ones, and of simple, connected stories.

VI. *Translation from English into French.*— All such composition work should consist of easy sentences based on vocabulary and constructions which have been carefully explained.

VII. *Grammar.*

A. Article.

1. Definite and indefinite.
2. Gender and number.
3. Contractions with *à* and *de*.
4. Partitive constructions.

B. Noun.

1. Formation of regular plural.
2. Formation of irregular plural of nouns listed in First Unit Vocabulary.

C. Adjective.

1. Kinds.
  - a. Descriptive.



- b. Possessive.
- c. Demonstrative.
- d. Numeral—cardinal, ordinal.
- e. Interrogative.

- 2. Formation of feminine and plural of adjectives listed in First Unit Vocabulary.
- 3. Agreement.
- 4. Position.
- 5. Positive and comparative.

D. Pronoun.

- 1. Personal.
  - a. Subject of verb.
  - b. Direct and indirect objects of verb.
    - (1) Reflexive.
    - (2) *One* object pronoun with verb.
    - (3) Position as object of verb.
  - c. Disjunctive.
- 2. Interrogative — *qui, que, qu'est-ce que, quoi*.
- 3. Relative — *qui, que*.
- 4. Indefinite — *on*.
- 5. *en*.

E. Verb.

- 1. Present indicative, imperative, past indefinite, imperfect indicative, and future (past definite and present conditional taught only for recognition when reading) of:
  - a. Three regular conjugations including the orthographic-changing verbs listed in the Vocabulary.

- b. *avoir* and *être*.
- c. *aller, dire, faire, mettre, prendre, venir*.
- 2. Present indicative, imperative, and past indefinite of: *écrire, lire, ouvrir, voir*.
- 3. Present indicative and imperative of: *se lever* and *s'asseoir*
- 4. Present indicative only of: *pouvoir, s'appeler, savoir, vouloir*.
- F. \* Adverb.
  - 1. Position with simple and compound tenses.
  - 2. Adverbs of quantity.
- G. \* Preposition.
- H. \* Conjunction.

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\* See vocabulary.

## VOCABULARY FOR THE FIRST UNIT (MINIMUM)

### LA SALLE DE CLASSE

le livre	l'élève	le tableau
la page	la place	le tableau noir
la ligne	la chaise	la brosse
la leçon	la table	la craie
le papier	l'école	le bureau
le cahier	la salle	le pupitre
la plume	la porte	l'horloge
l'encre	la fenêtre	le dictionnaire
l'encrier	le coin	la carte
le crayon	le mur	le téléphone
la règle	le plafond	le calendrier
le maître	le plancher	le drapeau
le professeur		

### LA GRAMMAIRE

l'article	le mot	le point
le nom	la syllabe	le point d'interrogation
l'adjectif	la lettre	le point d'exclamation
le pronom	l'accent	la virgule
le verbe	l'accent aigu	le point-virgule
l'adverbe	l'accent grave	les deux points
la préposition	l'accent circonflexe	le trait d'union
la conjonction	l'apostrophe	le tiret
le devoir	la cédille	la liaison
la phrase		

### LA FAMILLE, LES PERSONNES

l'homme	le fils	l'amie
la femme	la fille	le voisin
l'enfant	le frère	la voisine
les parents	la soeur	le monsieur
le père	le cousin	la dame
la mère	la cousine	Monsieur (M.)
le grand-père	l'oncle	Madame (Mme)
la grand'mère	la tante	Mademoiselle (Mlle)
le garçon	l'ami	

## LES SAISONS, LE TEMPS, ET LE CALENDRIER

le printemps	hier	mardi
l'été	la veille	mercredi
l'automne	aujourd'hui	jeudi
l'hiver	demain	vendredi
le nord	après-demain	samedi
le sud	le lendemain	dimanche
l'est	le matin	janvier
l'ouest	(le) midi	février
la date	l'après-midi	mars
l'an	le soir	avril
l'année	la nuit	mai
le mois	(le) minuit	juin
la semaine	le ciel	juillet
le jour	la terre	août
la journée	le soleil	septembre
l'heure	la pluie	octobre
la minute	la neige	novembre
la seconde	le vent	décembre
avant-hier	lundi	

## LE CORPS HUMAIN

la tête	la bouche	la main
les cheveux	la langue	le doigt
la figure	l'oreille	le coeur
le visage	l'épaule	la jambe
l'oeil	le bras	le pied
le nez		

## LES VÊTEMENTS

le chapeau	le gant	le bas
la chemise	le mouchoir	le soulier
l'habit	le pantalon	la robe
la poche	le tricot	le manteau

## LES REPAS

le petit déjeuner	la serviette	la cuillère
le déjeuner	l'assiette	la cuiller
le dîner	le couvert	le verre
le souper	le couteau	la tasse
la nappe	la fourchette	la soucoupe

## LES ALIMENTS

l'eau	le chocolat	le fruit
le pain	le sucre	la fraise
le beurre	le potage	l'orange
le lait	la viande	la pêche
le café	l'oeuf	la poire
le thé	le légume	la pomme

## LA MAISON

la pièce	le fauteuil	la salle de bain
l'escalier	la cheminée	la salle à manger
le salon	la lumière	la cuisine
les meubles	la chambre	l'étage
le tapis	le lit	le rez-de-chaussée

## LES ANIMAUX

le chat	l'éléphant	le tigre
le cheval	le lion	la vache
le chien	l'oiseau	

## PAYS ET HABITANTS

l'Amérique du Nord	Américain	la Belgique	Belge
l'Amérique du Sud		l'Allemagne	Allemand
l'Europe	Européen	l'Angleterre	Anglais
les États-Unis		l'Espagne	Espagnol
le Canada	Canadien	l'Italie	Italien
la France	Français		

## QUELQUES NOMS UTILES

Dieu	la chanson	l'arbre
Noël	le journal	le bois
le monde	l'agent de police	la forêt
la vie	le boulanger	la mer
la chose	le boucher	les vacances
le travail	le marchand	l'argent
la ville	le médecin	le franc
le village	le soldat	le sou
le chemin	le jardin	le centime
la rue	la fleur	l'exemple
le magasin	la rose	la question
le marché	la pensée	la faute
l'église	la violette	la fin
le château	la campagne	la lettre
le théâtre	le champ	l'enveloppe
le cinéma		

## LES PRÉPOSITIONS

à	de	par
après	depuis	pendant
autour de	derrière	pour
avant	devant	près de
avec	en	sans
chez	entre	sous
contre	jusqu'à	sur
dans		

## LES CONJONCTIONS

et	ou	que
mais	parce que	si

## LES ADVERBES

à droite	en	où
à gauche	encore	oui
alors	ensemble	peut-être
assez	ensuite	plus
aussi	ici	pourquoi
beaucoup	jamais	quand
bien	là	si
bientôt	longtemps	toujours
certainement	maintenant	très
combien	mal	un peu
comme	moins	vite
comment	ne . . . pas	voici
debout	ne . . . rien	voilà
donc	non	y

## LES VERBES

The first group contains the verbs already noted under the topic "Grammar." (For tenses to be taught see pp. 9 and 10.)

avoir	lire	venir
être	mettre	voir
aller	ouvrir	vouloir
dire	pouvoir	s'appeler
écrire	prendre	s'asseoir
faire	savoir	se lever

---

acheter	couper	marcher
aimer	demander	montrer
apporter	demeurer	oublier
apprendre	donner	parler
arriver	écouter	penser
chanter	entendre	porter
chercher	fermer	regarder
commencer	finir	répondre
comprendre	jouer	tomber
compter	lever	trouver
corriger	manger	

## LES ADJECTIFS

assis	gauche	riche
autre	gentil	tout
bas	grand	triste
beau	haut	utile
bon	heureux	vieux
chaque	inutile	vrai
chaud	jeune	blanc
cher	joli	bleu
content	long	brun
court	malheureux	gris
dernier	mauvais	jaune
difficile	même	noir
droit	nouveau	rouge
facile	pauvre	vert
froid	petit	

## VERB IDIOMS FOR THE FIRST UNIT

avoir	avoir . . . ans avoir chaud, froid, raison, tort, faim, soif, sommeil, peur avoir mal à la tête, aux dents avoir les yeux bleus; avoir les cheveux bruns; il y a
être	C'est aujourd'hui . . . . Quelle heure est-il? être à l'école, à l'église, à la campagne; n'est-ce pas? A qui est ce livre? Ce livre est à . . . .
aimer	aimer mieux
aller	Comment allez-vous? Je vais bien. aller (ou venir) à pied, en automobile, en tramway, en autobus
apprendre	apprendre par coeur
faire	faire attention; faire une question; faire beau, mauvais, chaud, froid, du soleil, du vent
écrire	écrire à l'encre, au crayon
lire	lire à haute voix
mettre	mettre le couvert
savoir	with common infinitives
vouloir	Que veut dire?

## OTHER USEFUL EXPRESSIONS

Il neige. Il pleut.  
 Je vous remercie. Merci beaucoup (bien).  
 Il n'y a pas de quoi. De rien.  
 S'il vous plaît.  
 Plaît-il?  
 Je vous demande pardon. Pardon.  
 Bonjour. Au revoir. A demain.  
 A la page. . . . Au bas de la page. Au haut de la page. Au milieu de la page.  
*Il faut* with an infinitive, for class room corrections, such as: Il faut ajouter, corriger, effacer, épeler, changer, etc.

## OUTLINE OF WORK FOR THE SECOND UNIT

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NOTE.— This unit comprises the work of the ninth grade in the intermediate school when preceded by two years of the study of French, or the work of the second year in high schools.

1. *Review.*— The first few weeks of the Second Unit should be spent largely in a thorough review of the work of the First Unit in order to strengthen weak points. At the same time that the review is taking place, some new material must be given to add interest and variety to the work. It is desirable that the language of the class room be French, except for brief explanations which may require the use of English.

II. *Pronunciation.*— Pupils should be constantly drilled in pronunciation of individual sounds, in word grouping, liaison, intonation, rhythm, stress. Special attention must be given to the division of words into syllables, as well as to the spelling of words in French. Much reading in concert, pronouncing short passages immediately after the teacher, is recommended. By the end of the Second Unit, pupils should be able to read aloud easy French with approximate accuracy.

III. *Composition.*— For drill on grammatical requirements, for accuracy in thinking and in spelling, frequent exercises in translating English into French should be given. Constant practice in writing French is imperative. Grammars usually furnish sufficient material for set composition. Free composition is not recommended in this unit except in the writing of simple answers to carefully prepared questions that will involve only well known principles and vocabulary.

IV.— *Dictation.*— Dictation must be given frequently in order to train the pupil in perception of sounds, in



association of form with sound, and in the application of grammatical principles. Dictation exercises should be brief, based on simple, familiar material. At least twenty minutes a week, divided preferably into short periods, should be devoted to dictation. The exercise is most valuable when corrected as soon as given.

V. *Reading*.— At least one hundred (100) pages are to be read in this unit. Intensive, accurate, thorough mastery of what is read is necessary. Both oral and silent reading should be given, followed by questions on the subject matter to make sure it has been understood. Formal translation into English should be minimized, but is sometimes necessary for comprehension of idioms and of tenses. Repetition individually or in concert of what the teacher has read aloud is recommended.

VI. *Memorizing*.— The learning by heart of French prose and poetry is one of the greatest aids in the study of French. The material for memorizing may be idioms, classroom expressions, type sentences, proverbs, famous French sayings frequently found in English literature, paragraphs of beauty or merit from prose texts, poems, songs, fables, or selections from plays.

VII. *Grammar*.— Note. The grammatical principles taught in Unit I have not been repeated in the outline for Unit II; nevertheless, they will need to be constantly reviewed.

A. Noun.

1. Irregular plurals.
2. Nouns of quantity.

B. Adjective.

1. Emphasis on agreement.
2. Gender and number of adjectives  
in the following list:

neuf	délicieux	faux
vif	fameux	fou
public	généreux	fier
épais	joyeux	léger
éternel	mystérieux	particulier

gros	paresseux	singulier
net	précieux	complet
pareil	religieux	inquiet
curieux	sérieux	frais
dangereux	doux	sec

## 3. Comparison.

- a. Emphasis on position of comparative and superlative forms.
- b. Use of *de* after comparative before a numeral.
- c. Superlative forms.

## C. Pronoun.

## 1. Personal.

- a. Position of two objects.
- b. Use and position of *y* and *en*.

## 2. Possessive.

- a. Forms.
- b. Agreement.

## 3. Demonstrative.

- a. Forms.
- b. Agreement.
- c. *C'est* and *ce sont* before a noun, pronoun, or superlative.

4. Relative (*qui, que*).

## D. Verb.

1. All forms of *avoir* and *être*. (Omit subjunctive.)
2. Principal parts of regular verbs and methods of forming therefrom all tenses, simple and compound. (Omit subjunctive.) Verb blanks recommended.
3. Agreement of past participles conjugated with *être*.
4. Agreement of past participles conjugated with *avoir*.

5. Principal parts, simple and compound tenses (omit subjunctive) of the following verbs, arranged according to frequency:

faire	prendre	sortir
dire	mettre	lire
voir	croire	écrire
pouvoir	connaître	courir
aller	recevoir	ouvrir
vouloir	vivre	mourir
savoir	partir	boire
venir	envoyer	dormir

and of the following verbs having orthographic changes:

appeler	employer	obliger
jeter	avancer	espérer
lever	prononcer	posséder
mener	changer	répéter

E. Adverb.

1. All negative particles.
2. Formation of adverbs in *ment*.
3. Emphasis on position.
4. Comparison.

(See First Unit.)

F. Preposition.

1. Use of *à*, *en*, and *de* with names of cities and countries.

## IDIOMS AND VERBAL EXPRESSIONS FOR THE SECOND UNIT

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à la bonne heure!	en effet
à la fois	en ville
à la française	entrer dans
à la mode	envoyer chercher
à mon avis	il y a (ago)
à peu près	faire venir, entrer, and others
aimez-vous le français?	faire une promenade
allez	faire (une) visite
alors!	faire un voyage
allons!	mais non!
au contraire	monter à
au moins	monter en
au mois de	neuf heures du matin
au printemps	obéir à
avoir besoin de	par exemple
avoir envie de	par ici
avoir honte de	par là
avoir l'air de	par la fenêtre
avoir l'intention de	pas du tout
bien entendu	qu'avez-vous?
bon marché	tiens!
de ce côté	tout à coup
de bonne heure	tout à fait
de nouveau	tout à l'heure
de plus	tout de même
de temps en temps	tout de suite
demandez quelque chose à quelqu'un	tout le monde
dépêchez-vous	voyons!
eh bien!	

## OUTLINE OF WORK FOR THE THIRD UNIT

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NOTE.—This unit outlines the work of high school classes which have completed the First and Second Units. It prepares for the Cp. 2 examination of the College Entrance Examination Board. In classes that are not preparing for college, the emphasis may be transferred from formal grammar to reading and to the oral use of the language.

I. *Review*.—The work of the previous units should be reviewed during the first few weeks to strengthen and unify the instruction given in the preceding years.

II. *Reading*.—From one hundred and seventy-five (175) to two hundred (200) pages is the amount of reading allotted to this unit. Enough translation must be given for the pupils to learn to put the thoughts and expressions of the foreign language into correct and idiomatic English.

III. *Composition*.—Translation of set passages into the foreign language is necessary. Pupils should also have practice in writing, in French, answers to questions designed to test their comprehension of the texts read.

IV. *Oral and Aural Training*.—French should be read aloud often and spoken constantly by the teacher in order to train the pupils to understand oral French and to perceive correctness of pronunciation and intonation. Pupils should have daily practice in reading aloud and in speaking French.

V. *Dictation*.—Frequent dictation should be continued throughout this unit.

VI. *Memorizing*.—Memorizing of selected passages should be included in the work whenever possible.

VII. *Grammar.*

## A. Article.

1. General and partitive sense.
2. Use with titles and geographical names.
3. Possessive use.
4. Distributive use.
5. Omission.

## B. Noun.

1. Further study of irregular plurals including compound and proper nouns.
2. Feminine of such common nouns as:

vendeur	prince	compagnon
empereur	duc	veuf
acteur	berger	grand-père
roi	paysan	héros

## C. Adjective.

1. Feminine of such common adjectives as:
 

franc	ancien	sot
grec	européen	favori
turc	bref	malin
muet	aigu	bénin
2. Variation of meaning according to position.
3. Adverbial use.

## D. Pronoun.

1. Personal.
  - a. Complete study of object pronouns including *y* and *en*.
  - b. Complete study of disjunctives.
  - c. Reflexive and reciprocal uses.
  - d. Predicative *le, la, les*.

2. Demonstrative.
    - a. Difference between *c'est* and *il est*.
  3. Relative.
    - a. Qui, que, dont, où, lequel, ce qui, ce que, quoi.
  4. Interrogative.
    - a. Qui, que, quoi, qu'est-ce qui, qu'est-ce que, lequel.
  5. Indefinite.
    - a. On, aucun, pas un, nul, personne, rien, chacun, quelqu'un, quelque chose, plusieurs, autre, tel, tout.
- E. Verb.
1. Forms.
    - a. Intensive drill on all verbs taught in the Second Unit, adding the subjunctive.
    - b. Principal parts, simple and compound tenses, of:
 

s'asseoir	falloir	pleuvoir
conduire	fuir	résoudre
conquérir	haïr	rire
coudre	mouvoir	suivre
craindre	naître	vaincre
croître	plaire	valoir
cueillir		vêtir
  2. Constructions.
    - a. Use of past tenses.
    - b. Complete study of past participle agreement.
    - c. Conditional sentences.
    - d. Simpler uses of the subjunctive.
    - e. Use of complementary infinitive with verbs, nouns, and adjectives.

*f.* Infinitive as subject or object.

*g.* The passive voice.

*h.* The present participle.

## F. Conjunction.

1. Time clauses with *depuis*, *combien de temps*, *quand*, *lorsque*, *dès que*, *aussitôt que*, *tant que*.

## IDIOMS AND VERBAL EXPRESSIONS FOR THE THIRD UNIT

à bientôt	commencer par
à demi	d'après
à force de	d'aujourd'hui en huit
à jamais	d'avance
à la fin	de grand matin
à la renverse	de la part de
à l'instant	de mal en pis
à moitié	demander à quelqu'un de
à part	de nos jours
à peine	de parti pris
à propos	de plus en plus
à quoi bon	de quoi écrire
à vrai dire	de rigueur
aller chercher	descendre à, de
assister à	des deux côtés
au bord de	donner sur
au bout de	d'ordinaire
au courant de	douter de
au dehors	du côté de
au-dessous de	éclater de, en
au-dessus de	en arrière
au lieu de	en avant
au loin	en bas
auprès de	en famille
au secours	en haut
aux yeux bleus	en même temps
avant de	entendre dire
avoir beau	entendre parler de
avoir de la chance	en tout cas
avoir lieu	en vouloir à
avoir l'occasion	en voyage
bon gré, mal gré	et ainsi de suite
ça m'est égal	être bien aise
c'est-à-dire	être de retour
changer d'avis	être en train de
comme ci, comme ça	être sur le point de



faire connaissance avec	rien de nouveau
faire de son mieux	rire de
faire mal à	s'agir de
faire peur à	s'attendre à
faire semblant de	se défier de
faire son possible	se douter de
faire + infinitive	se fier à
féliciter quelqu'un de	se marier
finir par	se méfier de
hors de	se mêler de
jamais de la vie	se mettre à
jouer à, de	se mettre en route
jour de	se moquer de
la veille (de)	se passer de
le lendemain (de)	se rendre compte de
le long de	se servir de
le matin (in the morning)	se souvenir de
ni moi non plus	se tirer d'affaire
par hasard	sur-le-champ
parvenir à	tant bien que mal
passer chez	tant mieux
passer le temps à	tant pis
penser à, de	tarder à
peu à peu	tenir à
prier quelqu'un de	tête-à-tête
quand même	valoir la peine de
quant à	valoir mieux
quelque chose de beau	venir de
qu'y a-t-il	vis-à-vis
remercier quelqu'un de	y être (j'y suis)
réussir à	

## OUTLINE OF WORK FOR THE FOURTH UNIT

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NOTE.— This unit outlines the work of high school classes which have completed the first three units. It is designed to meet the requirements for the Cp. 3 examination of the College Entrance Examination Board. In classes that are not preparing for college, the emphasis may be placed upon reading and the oral use of the language.

- I. *Reading.*— At least three hundred (300) pages of French should be read in this unit.
  - A. *Intensive Reading.*— Part of the reading should be of sufficient difficulty to require intensive study. Accurate translation into clear idiomatic English must be insisted upon. Pupils should have further practice in answering, in French, questions testing the comprehension of passages read.
  - B. *Outside Reading.*— Texts of easier grade may be assigned in accordance with the ability of the class.
  - C. *Oral Reading.*— By continuing to read French orally in class, pupils of this unit should acquire increasing facility.
- II. *Composition.*
  - A. Connected prose passages based on some French text should be frequently translated.
  - B. The ability to write easy free composition dealing with the pupil's personal experiences and environment may be developed. Practice in letter writing should be included. Pupils should be taught to make outlines before writing their compositions.

III. *Oral Expression.*

Pupils should be encouraged to give brief oral compositions on topics connected with their work in the language.

IV. *Dictation.*

Dictation based on material previously read should be given frequently. New material may be introduced with profit.

V. *Memorizing.*

Selections of prose and poetry or rôles in plays are suitable material for this unit.

VI. *Grammar.*

A. Review. As this unit involves a more detailed study of the language, elementary principles of grammar will of necessity be reviewed throughout the year.

B. Subjunctive. All the uses of the subjunctive, as found in a standard grammar, should be studied intensively.

C. Tenses. Constant drill should be given on the use and sequence of tenses.

IDIOMS AND VERBAL EXPRESSIONS FOR THE FOURTH  
UNIT

à bas!	à partir de
à cause de	à perte de vue
à cet égard	à plusieurs reprises
à demi-voix	à point
à la belle étoile	à son gré
à la hauteur	à suivre
à la longue	à tout prix
à la main (by)	au besoin
à la portée de	au dehors
à l'avenir	au fond
à l'écart	au fur et à mesure
à l'étranger	à une condition
à ma guise	au pas
à ma montre	au point de vue de
à même de	au premier abord
à merveille	aux aguets
à mon insu	avoir affaire à
à mon tour	avoir du savoir-faire

avoir la parole	faire une conférence
à volonté	faire un faux pas
ça y est	faire un somme
c'est à vous de	faire voir quelque chose
c'est entendu	faute de
chemin faisant	fermer à clef
comment se fait-il que	il lui va bien
comme il faut	il ne sait que faire
connaître de vue	il n'y a pas moyen de
coup d'état	il se fait nuit
coup d'œil	il y va de
d'autant plus	j'ai de ses nouvelles
de bon appétit	je crois bien
de bon cœur	je crois que oui
de haut en bas	je n'en puis plus
demander pardon à	je suis à vous
de plus belle	jeter par la fenêtre
de premier ordre	jeu de mots
dès le début	je vous en prie
dire son fait à	l'échapper belle
donner rendez-vous à	l'emporter sur
d'une part	mais oui
d'un ton rude	manquer à
en outre	manquer de
en plein air	mettre à la porte
en règle	mettre de côté
en revanche	monsieur un tel
en soldat	montrer du doigt
en somme	ne faire que + infinitive
en sursaut	ou . . . ou bien
(n') être bon à rien	par conséquent
être ce qu'il y a de plus beau	par excellence
être d'accord	par exemple!
être hors de	pas grand'chose
être le bienvenu	pas que je sache
être on ne peut plus	passer un examen (to take)
être sans le sou	peu importe
faillir + infinitive	peu s'en faut que
faire bon accueil à	pleuvoir à verse
faire de la musique	plus . . . plus
faire des économies	pour ainsi dire
faire des excuses	pour de bon
faire feu	prendre au sérieux
faire fortune	prendre dans (from)
faire grand cas de	prendre part à
faire la bête	prendre son parti
faire le tour	prendre un billet
faire mon affaire (to suit)	quelque part
faire queue	qu'est-il devenu?
faire ses adieux	sain et sauf

savoir bon gré à . . . .de	sous peu
se faire à	tantôt . . . tantôt
se mettre à genoux	tel quel
se mettre en colère	tenir de
se prendre à	tôt ou tard
serrer la main à	tour à tour
servir à	tout droit
se tenir debout	un beau jour
si!	un je ne sais quoi
si j'étais de vous	un sur cinq
si je ne me trompe	venir à bout de
si nous y allions (suppose)	vous autres + noun
soit!	y compris

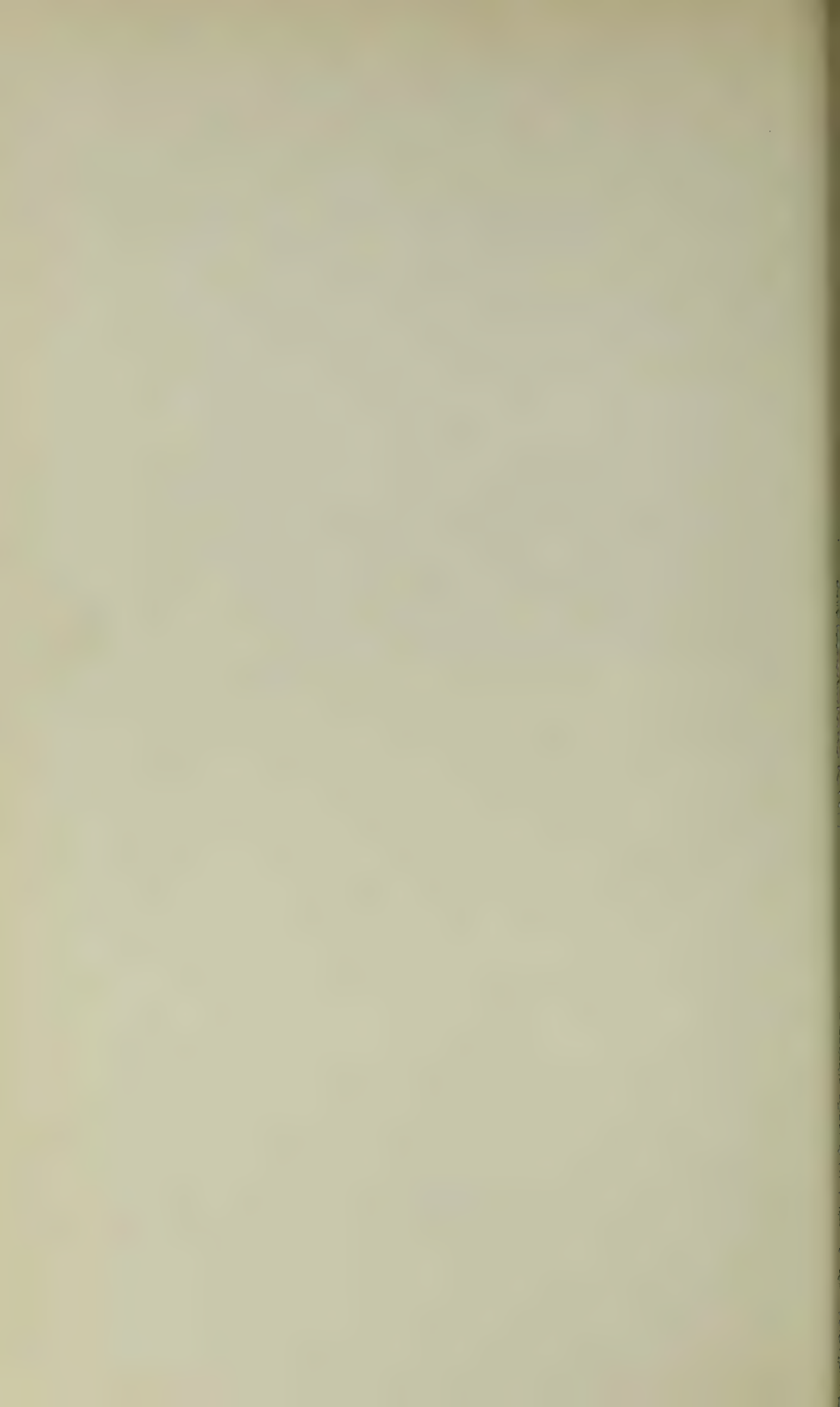
## FIFTH UNIT

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No outline has been prepared for the Fifth Unit, as comparatively few pupils will elect it, and the work is likely to vary considerably in different schools. Greater mastery of grammatical forms should be achieved; the texts read will be more difficult, and in selecting them more emphasis will be placed on literary quality; some teachers will choose texts of special commercial, historic, or scientific content; the class will be conducted almost entirely in French; translation, when used, should either be restricted to giving the sense of an occasional difficult passage, or developed into an idiomatic and effective English equivalent of the French; the scope of theme work and of free composition, oral and written, will be extended.





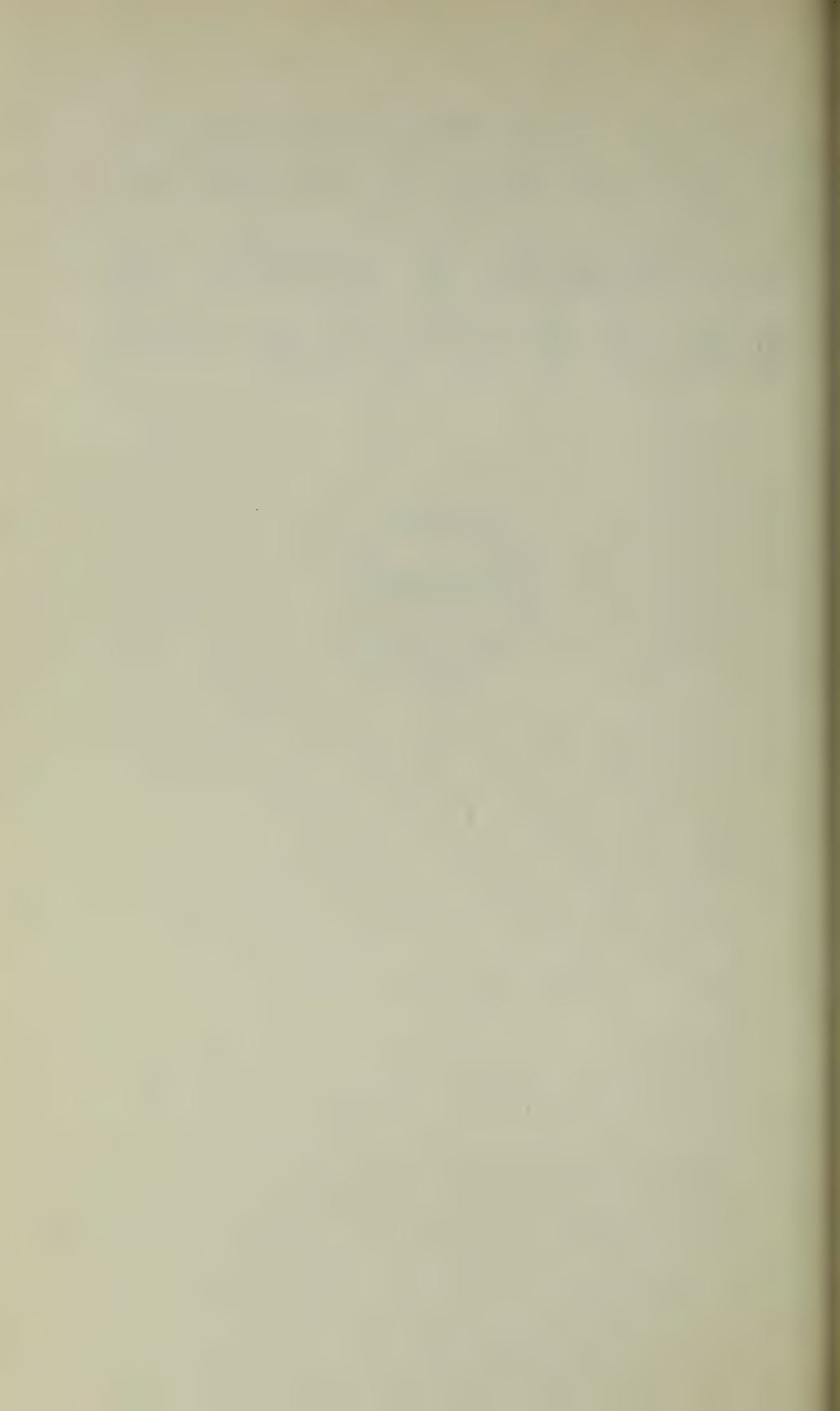




SCHOOL DOCUMENT NO. 3—1933  
BOSTON PUBLIC SCHOOLS  
REAPPOINTMENTS OF TEACHERS AND  
MEMBERS OF SUPERVISING STAFF



CITY OF BOSTON  
PRINTING DEPARTMENT  
1933



## REAPPOINTMENTS OF TEACHERS AND MEMBERS OF SUPERVISING STAFF.

IN SCHOOL COMMITTEE, July 13, 1933.

*To the School Committee.*

In accordance with Section 272 of the Regulations, I herewith submit a list of reappointments for the school year 1933-34, 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 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, 1932. 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 Public Latin School 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 his retention; if not, his transfer may be effected.

In the Mechanic Arts High School there are two 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 Bennett 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 Blackinton 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 Everett 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 Thomas Gardner 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 William E. Endicott District there is one kindergarten 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.

#### SUBMASTERS.

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.*

*Bigelow.*

*Christopher Gibson.*

*Dearborn.*

*Elihu Greenwood.*

*Frank V. Thompson Intermediate.*

*Lewis Intermediate.*

*Mary Hemenway.*

*Olives Wendell Holmes Intermediate.*

*Phillips Brooks.*

*Sherwin.*

*Solomon Lewenberg Intermediate.*

*Washington Intermediate.*

*William Howard Taft Intermediate.*

#### MASTERS' ASSISTANTS.

In each of the following-named districts there is one additional master's assistant in charge of the pupils as authorized by the School Committee:

*Donald McKay Intermediate.*

*Edward Everett.*

*Frank V. Thompson Intermediate.*

*Grover Cleveland Intermediate.*

*Harvard.*

*Jefferson.*

*Michelangelo Intermediate.*— Two.  
*Oliver Wendell Holmes Intermediate.*  
*Prince.*  
*Roger Wolcott.*  
*Sherwin.*  
*William Barton Rogers Intermediate.*  
*William Howard Taft Intermediate.*

#### CONSERVATION OF EYESIGHT CLASSES.

I hereby re-establish conservation of eyesight classes in the following-named districts for the year 1933-34:

*Dudley.*— One.  
*Eliot.*— One.  
*Franklin.*— Two.  
*John Cheverus.*— One.  
*Julia Ward Howe.*— Two.  
*Martin.*— One.  
*Mary Hemenway.*— One.  
*Norcross.*— One.  
*Theodore Lyman.*— One.  
*Washington Intermediate.*— One.  
*Washington Irving Intermediate.*— Two.  
*Wells.*— One.

#### LIP-READING CENTERS.

I hereby re-establish lip-reading centers in the following-named districts for the year 1933-34.

*Emerson.*— One.  
*Hancock.*— One.  
*Horace Mann.*— One.  
*Martin.*— One.  
*Thomas N. Hart.*— One.  
*Warren.*— One.  
*Wells.*— One.

#### SPECIAL CLASSES.

I hereby re-establish special classes in the following-named districts for the year 1933-34:

*Abraham Lincoln.*— Two.  
*Agassiz.*— One.

- Bennett.*— Two.  
*Bigelow.*— One.  
*Blackinton.*— One.  
*Chapman.*— Two.  
*Dearborn.*— One.  
*Dillaway.*— Two.  
*Dudley.*— Two.  
*Dwight.*— Six.  
*Edmund P. Tileston.*— One.  
*Edward Everett.*— Two.  
*Elihu Greenwood.*— Two.  
*Eliot.*— Nine.  
*Emerson.*— Two.  
*Everett.*— Two.  
*Francis Parkman.*— One.  
*Franklin.*— One.  
*Hancock.*— Six.  
*Harvard.*— One.  
*Henry Grew.*— One.  
*Henry L. Higginson.*— One.  
*Henry L. Pierce.*— One.  
*Hugh O'Brien.*— One.  
*Hyde.*— One.  
*Jefferson.*— One.  
*John A. Andrew.*— Two.  
*John Cheverus.*— One.  
*John Marshall.*— Nine.  
*John Winthrop.*— One.  
*Julia Ward Howe.*— One.  
*Longfellow.*— One.  
*Lowell.*— Two.  
*Mary Hemenway.*— One.  
*Mather.*— Two.  
*Norcross.*— Three.  
*Oliver Hazard Perry.*— One.  
*Prescott.*— One.  
*Quincy.*— Three.  
*Rice.*— One.  
*Robert Treat Paine.*— One.

*Roger Wolcott.*— Two.  
*Samuel Adams.*— Six.  
*Sherwin.*— Thirteen.  
*Shurtleff.*— One.  
*Theodore Lyman.*— Two.  
*Theodore Roosevelt.*— Two.  
*Thomas Gardner.*— Three.  
*Thomas N. Hart.*— One.  
*Ulysses S. Grant.*— Ten.  
*Warren.*— One.  
*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 1933-34:

*Abraham Lincoln.*— One.  
*Dudley.*— One.  
*Everett.*— One.  
*Franklin.*— One.  
*Hancock.*— One.  
*Harvard.*— Two.  
*John A. Andrew.*— One.  
*Longfellow.*— One.  
*Lowell.*— One.  
*Mary Hemenway.*— One.  
*Quincy.*— Two.  
*Roger Wolcott.*— Two.  
*Samuel Adams.*— One.  
*Ulysses S. Grant.*— One.  
*Washington Allston.*— One.  
*Wells.*— Two.  
*William E. Endicott.*— One.



RAPID ADVANCEMENT, UNGRADED, AND SPECIAL  
ENGLISH CLASSES.

I recommend that the same policy be pursued regarding the establishment of rapid advancement, ungraded, and special English classes as in 1932-33, and that no action concerning the re-establishment of these classes for the year 1933-34 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 rapid advancement, 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 1933-34:

*Henry L. Higginson.*— Seven.

## PART I.

REAPPOINTMENTS OF PRINCIPALS AND MEMBERS  
OF THE SUPERVISING STAFF.

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

*High School of Practical Arts.*— Head Master, Mabel E. Bowker.

*South Boston High School.*— Head Master, Wilfred F. Kelley.

*Bennett District.*— Master, Agnes E. Barry.

*Emerson District.*— Master, Francis A. O'Brien.

*Gilbert Stuart District.*— Master, Olivia C. Penell.

*Washington Intermediate District.*— Master, Eugene H. Dorr.

*Wendell Phillips District.*— Master, John J. Connelly.

Assistant Director, Music, James A. Ecker.

Assistant Director, Practice and Training, Julia R. O'Brien.

Vocational Assistant, Laura Sweet.

Appointed: *To serve for the term ending August 31, 1934.*

*Boston Trade School.*— Master, Edward M. McDonough.

*Blackinton District.*— Master, John J. Mahoney.

*Hancock District.*— Master, Loretta J. Curran.

*Henry Grew District.*— Master, William F. Mack.

*Oliver Hazard Perry District.*— Master, Valentine F. Dunn.

Director, Commercial Education, Louis J. Fish.

Director, School Hygiene, James A. Keenan, M. D.

Assistant Director, Music, Edward P. Illingworth.

Supervisor of Bands and Orchestras, Carl W. Leitsinger.

## PART II.

## REAPPOINTMENTS OF SUBORDINATE TEACHERS.

NOTE.—Teachers of physical education and military drill appear under Part III.

## THE TEACHERS COLLEGE OF THE CITY OF BOSTON.

Largest number of pupils belonging between September 1, 1932, and April 1, 1933 . . . . .	600
TEACHERS.— Entitled to 40 regular teachers . . . . .	40
<i>Now serving on tenure</i> . . . . .	38
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Professor, Agnes G. Nash; Adviser of Women, Margaret M. Sallaway . . . . .	2
	— 40

## PUBLIC LATIN SCHOOL.

TEACHERS.— Entitled to 74 regular teachers . . . . .	74
<i>Now serving on tenure</i> . . . . .	52
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Junior Masters, John M. Falvey, Aaron Gordon, Francis P. Hennessey, Martin F. Kane, Richard L. E. McGuffin, Samuel A. Nemzoff, John A. O'Keefe, Robert W. Wales, Joseph Weinert . . . . .	9
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Junior Masters, William L. Bourgeois, Francis E. Galline, Roland J. Godfrey, Myron C. Hamer, Joseph W. Hopkinson, Eugene H. Lord, William H. Marnell, John A. O'Brien, John A. T. O'Donnell, William J. Roche, George H. Sullivan, Albert A. Thompson, Albert J. VanSteenbergen, Paul I. J. Wenners . . . . .	14
	— 75

## GIRLS' LATIN SCHOOL.

TEACHERS.— Entitled to 37 regular teachers . . . . .	37
<i>Now serving on tenure</i> . . . . .	32
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Catherine M. Crowley . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistants, Elizabeth P. Condon, Catherine W. Fennessey, Margaret E. Lundell, Lillian M. Murphy . . . . .	4
	— 37

## BRIGHTON HIGH SCHOOL.

TEACHERS.— Entitled to 58 regular teachers . . . . .	58
<i>Now serving on tenure</i> . . . . .	32

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

— Junior Master, Timothy M. Tully; Assistants, J. Marjorie Bailey, Martha L. Chadbourne, Annè M. Coveney, Agnes K. Gordon, Madeline J. Maguire; Coordinator, Percy A. Brigham; Cooperative Instructors, William F. Gill, Edward J. Oakes, Gustav F. Virchow . . . . . 10

Appointed: *To serve for the term ending August 31, 1934.*—

— Junior Masters, Matthew P. Butler, John E. Fuller; Assistants, Margaret Creedon, Helen E. Mayer, Grace E. McCall, Margaret S. Miller, Isabel L. Muir, Catherine C. Sullivan, Mary E. Thompson; Cooperative Instructors, George H. Hawes, William McKenzie . . . . . 11

— 53

#### CHARLESTOWN HIGH SCHOOL.

TEACHERS.— Entitled to 36 regular teachers . . . . . 36

*Now serving on tenure* . . . . . 32

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

— Assistant, Mary C. Bartick . . . . . 1

— 33

#### DORCHESTER HIGH SCHOOL FOR GIRLS.

TEACHERS.— Entitled to 95 regular teachers . . . . . 95

*Now serving on tenure* . . . . . 71

Appointed: *To serve for the term ending August 31, 1934.*—

Assistants, Florence L. Cinti, Blanche K. Downing, Agnes E. Holland, Dorothy M. Lyons, Genevieve V. Mahoney, Leah Malkiel, Elizabeth A. Pelletier, Dorothy W. Pool; Assistant Instructor in Manual Arts, Alva B. Glidden . . . . . 9

— 80

#### DORCHESTER HIGH SCHOOL FOR BOYS.

TEACHERS.— Entitled to 59 regular teachers . . . . . 59

*Now serving on tenure* . . . . . 57

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

— Junior Master, George F. Barry . . . . . 1

— 58

#### EAST BOSTON HIGH SCHOOL.

TEACHERS.— Entitled to 68 regular teachers . . . . . 68

*Now serving on tenure* . . . . . 39

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

— Master, Head of Department, Burton L. Cushing, Assistants, Olive E. Foristall, Anna F. Golden . . . . . 3

Appointed: *To serve for the term ending August 31, 1934.*—

Junior Masters, Rosario Folino, Charles H. Kirschbaum, William E. McCarthy; Assistants, Clare R. Donohoe, Mary M. Doyle, Ethel J. Earle, Bertha H. Gilmartin, Mary R. Hanning, Margaret J. Mullen, Anna J. Reavey, Gertrude F. Whelan; Assistant Instructor in Commercial Branches, Lillian A. Belanger; Industrial Instructors, Alice M. Boughtwood, Alice C. Gerard . . . . . 14

— 56

## ENGLISH HIGH SCHOOL.

TEACHERS.— Entitled to 100 regular teachers . . . . .	100
<i>Now serving on tenure</i> . . . . .	65
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Master, Head of Department, John J. Connelly, Jr.;	
Junior Masters, Harry C. Barber, Michael D'Amelio,	
Frederic O. Gifford, Charles J. Keelon, Barnet Rudman . . . . .	6
Appointed: <i>To serve for the term ending August 31, 1934.—</i>	
Junior Masters, John E. Bowler, James A. Caffrey, Donald	
Dewart, Arthur L. Evans, Robert M. Evans, Everett J. Ford,	
Thomas C. Heffernan, Paul Keller, Joseph L. Malone,	
William H. Ohrenberger, Jeremiah J. O'Leary, Jr., Deane S.	
Peacock, Elmer H. Phelps, Frank A. Repetto, Paul M. Shea,	
Joseph F. Sheehan, Arthur J. Sullivan, Philip M. Woodwell . . . . .	18
—	89

## GIRLS' HIGH SCHOOL.

TEACHERS — Entitled to 82 regular teachers . . . . .	82
<i>Now serving on tenure</i> . . . . .	68
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Assistant, Elizabeth E. Haggerty . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.—</i>	
Assistants, Catherine F. Casey, Katherine G. Cashman, Anne	
C. Clancy, Catherine Coughlin, Mary V. Eaton, Agnes G.	
Kiley, Margaret M. Murphy, Jane Rohrer, Edna P. Sherman,	9
—	78

## HIGH SCHOOL OF COMMERCE.

TEACHERS.— Entitled to 43 regular teachers . . . . .	43
<i>Now serving on tenure</i> . . . . .	34
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Junior Master, William T. Cameron . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.—</i>	
Junior Masters, Ralph C. Good, James L. Higgins, Maurice	
F. McMahan, Wilfred L. O'Leary, Eugene J. Plociennik . . . . .	5
—	40

## HIGH SCHOOL OF PRACTICAL ARTS.

TEACHERS.— Entitled to 38 regular teachers . . . . .	38
<i>Now serving on tenure</i> . . . . .	30
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
—First Assistant, Head of Department, Lura M. Paine;	
Assistants, Catherine M. Dempsey, Jessie M. Howard,	
Edna M. Sturtevant, Blanche Wildes . . . . .	5
Appointed: <i>To serve for the term ending August 31, 1934.—</i>	
Assistants, Anna L. Brawley, Rosalie A. Patten; Industrial	
Instructor, Louise R. Frisbie . . . . .	3
—	38

## HYDE PARK HIGH SCHOOL.

TEACHERS.— Entitled to 62 regular teachers . . . . .	62
<i>Now serving on tenure</i> . . . . .	36

Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Junior Master, John H. Kenney; Assistants, Agnes K. Rhodes, Mary L. Tebeau; Cooperative Instructors, Thomas A. O'Loughlin, Grover C. Russell, George W. Seaburg, Reinhold L. Swan . . . . .	7
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Junior Masters, John J. Buckley, Joseph C. D'Amato, John S. Donoghue; Assistants, Marguerite H. Findlen, Katherine Griffin, Margaret M. Hinchey, Dorothy G. Sharkey . . . . .	7
	— 50

## JAMAICA PLAIN HIGH SCHOOL.

TEACHERS.— Entitled to 58 regular teachers . . . . .	58
<i>Now serving on tenure</i> . . . . .	36
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— First Assistant, Head of Department, Anastasia B. Connor; Assistant, Agnes C. Dwyer . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistants, Mary A. Consodine, Emma N. Dawson, Helen M. Kelley, Selma Koehler, Agnes M. O'Shea, Mary M. Stavrinou; Instructor in Commercial Branches, George L. Chapman; Cooperative Instructor, Frederick W. Swan . . . . .	8
	— 46

## MECHANIC ARTS HIGH SCHOOL.

TEACHERS.— Entitled to 58 regular teachers . . . . .	58
<i>Now serving on tenure</i> . . . . .	55
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Master, Head of Department, D. Leo Daley; Junior Master, Herman G. McGrath . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Junior Masters, Herbert P. Carter, John F. Desmond, Daniel F. O'Connell . . . . .	3
	— 60

## ROXBURY MEMORIAL HIGH SCHOOL (BOYS).

TEACHERS.— Entitled to 64 regular teachers . . . . .	64
<i>Now serving on tenure</i> . . . . .	33
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Junior Masters, William J. Bond, Edward J. Golden, George S. Hennessey, Richard A. McCarthy, Charles E. Schroeder, Paul J. Thayer, Francis D. Whittemore, Stimson Wyeth; Cooperative Instructors, Charles M. Doherty, Philip A. Bortnick . . . . .	10
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Master, Head of Department, Harry A. Grant; Junior Masters, Frank L. P. Alciere, John J. Doherty, Joseph F. Flynn, John Griffin, Peter F. Kean, John F. Keane, Martin A. Murray, Paul F. Pearson; Cooperative Instructors, Paul B. Crudden, John S. Mahoney; Instructor in Mechanic Arts, Morris Greyser . . . . .	12
	— 55

ROXBURY MEMORIAL HIGH SCHOOL (GIRLS).

TEACHERS.— Entitled to 114 regular teachers . . . . .	114
<i>Now serving on tenure</i> . . . . .	75
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Agnes K. Brennan, Edith G. Brown, Miriam R. Brown, Helen L. Crowe, Elizabeth D. Curran, Katherine M. Fallon, Mary B. Gallagher, Grace A. Griffin, Bereneice E. Reardon, Mary E. Rush; Assistant Instructor in Commercial Branches, Eleanor G. Gale . . . . .	11
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Junior Master, Frank W. Balcomb; Assistants, Iva M. Bryant, Ruth M. Clifford, Margaret E. Grant, Mary B. Helfrich, Helen E. Mannix, Katherine F. McCarthy, Catherine G. Mulcahy, Marie G. O'Brien, Lillian F. Sheridan, Elizabeth A. Skirball, J. Dorothy Troy, Mildred M. Ward; Assistant Instructor in Manual Arts, Mollie E. Collins; Industrial Instructors, Kathleen M. Murphy, Hesta L. Skirball . . . . .	16
	— 102

SOUTH BOSTON HIGH SCHOOL.

TEACHERS.— Entitled to 44 regular teachers . . . . .	44
<i>Now serving on tenure</i> . . . . .	26
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Master, Head of Department, Joseph G. Green; Junior Master, Nicholas C. Hamill; Cooperative Instructors, Stephen T. Reilly, George B. VanDalinga; Industrial Instructor, Bertha W. Johnson . . . . .	5
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Junior Masters, Daniel H. O'Leary, Edward J. Scollins; Assistants, Anna K. Barry, Anna C. Callahan, Margaret I. Roche, Katherine D. Sullivan; Assistant Instructor in Commercial Branches, Ruth I. Coombs; Assistant Instructor in Salesmanship, Mary J. Connors; Industrial Instructor, Margaret H. Jacobs . . . . .	9
	— 40

BOSTON CLERICAL SCHOOL.

TEACHERS.— Entitled to 45 regular teachers . . . . .	45
<i>Now serving on tenure</i> . . . . .	14
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Senior Instructor, William T. R. Higgins; Instructor, Joseph J. Bevins; Senior Assistants, Edith Dvilinsky, Josephine F. Gildea, Hilda M. McNally; Assistant, Gertrude A. M. Edwards . . . . .	6
	— 20

CONTINUATION SCHOOL.

<i>Now serving on tenure</i> . . . . .	40
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Instructors, James P. Kelley, Thomas J. O'Leary; Assistant, Anna J. Mullin . . . . .	3
	— 43

## BOSTON TRADE SCHOOL.

<i>Now serving on tenure</i> . . . . .	33	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Senior Instructor, Leo J. McCarthy; Division Foreman, George W. MacNeill; Trade Instructors, James M. Macin- tyre, George A. West; Shop Foremen, Arthur H. Kipp, Joseph D. Mahoney, Charles R. O'Malley . . . . .	7	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Senior Instructors, Charles G. Benard, Thomas G. Eccles, Lawrence I. Harris, Robert R. Palson, George D. Yantis; Trade Instructors, Joseph Beaton, William A. Cuneen, Pasquale DeNinno, Michael J. A. English, Arthur L. Mac- Rae, Frederick L. Moran, Francis T. Power, Arbuthnott H. Ratray, Philip J. Spang; Shop Foremen, Roswell W. Abbott, James W. Callahan, Edward J. Hartel, Francis X. Lyons, Eric W. Mattson, George G. Nelson; Shop Instructor, George Rogers . . . . .	21	61

## TRADE SCHOOL FOR GIRLS.

<i>Now serving on tenure</i> . . . . .	33	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Trade Assistant, Julia A. M. Bocchino . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Trade Assistants, Mary G. Gallagher, Lillian I. Peterson, Veronica A. Twiss; Assistant, Kathleen M. O'Donovan . . . . .	4	38

## ABRAHAM LINCOLN DISTRICT.

GRADES.— Largest number of pupils belonging between Sep- tember 1, 1932, and April 1, 1933,— 36 in special classes; 497 in Grades I to VI; 585 in Grades VII, VIII, and IX. Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,088	
TEACHERS.— Entitled to 28 grade teachers; and 2 teachers of special classes . . . . .	30	
<i>Now serving on tenure</i> . . . . .	24	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistants, Intermediate, Labeebee A. J. Hanna, Grace E. Maloney, Florence J. McAuliffe, Rose Rubenstein; Assistant, Elementary, M. Margaret Dargan . . . . .	5	29
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	2	
<i>Now serving on tenure</i> . . . . .	1	

## AGASSIZ DISTRICT.

GRADES.— Largest number of pupils belonging between Sep- tember 1, 1932, and April 1, 1933,— 18 in a special class; 1,325 in Grades I to VI. Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,323	
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REAPPOINTMENTS.

17

TEACHERS.— Entitled to 33 grade teachers; and 1 teacher of a special class . . . . .	34
Now serving on tenure . . . . .	28
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elementary, Louise F. Dorey, Catherine H. McDonagh, Kathleen A. Toland . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Reentrant Temporary Assistants, Lillian G. Holland, Florence W. Small . . . . .	2
	— 33
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	11
Now serving on tenure . . . . .	5
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Hermena W. Sullivan . . . . .	1
	— 6

NOTE.— Five of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eleven teachers.

BENNETT DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 33 in special classes; 1,693 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,777
TEACHERS.— Entitled to 42 grade teachers; and 2 teachers of special classes . . . . .	44
Now serving on tenure . . . . .	41
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elementary, Catherine L. Crowley, Dorothy C. Malone . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Elementary, Anna R. Quinn; Assistant, Special Class, Dorothy F. Toomey . . . . .	2
	— 45
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	15
Now serving on tenure . . . . .	9
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Mildred E. Rourke . . . . .	1
	— 10

NOTE.— Five of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of fifteen teachers.

BIGELOW DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 15 in a special class; 770 in Grades I to VI; 503 in Grades VII, VIII, and IX.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,288

TEACHERS.— Entitled to 33 grade teachers; and 1 teacher of a special class . . . . .	34
<i>Now serving on tenure</i> . . . . .	30
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Master's Assistant, Katherine M. Coughlan . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Sub- master, Walter L. McSwiney; Assistants, Intermediate, Joseph F. Maloney, Josephine F. O'Connell . . . . .	3
	— 34
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	2

## BLACKINTON DISTRICT.

GRADES.— Largest number of pupils belonging between Sep- tember 1, 1932, and April 1, 1933,— 11 in a special class; 448 in Grades I to VI; 157 in Grades VII and VIII. Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	610
TEACHERS.— Entitled to 15 grade teachers; and 1 teacher of special class . . . . .	16
<i>Now serving on tenure</i> . . . . .	13
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Sub- master, John P. Maloney; Assistant, Special Class, Marion B. Arrell; Assistant, Intermediate, Cornelius J. O'Connell; Assistant, Elementary, Anna C. Cardoza . . . . .	4
	— 17
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.	

## CHAPMAN DISTRICT.

GRADES.— Largest number of pupils belonging between Sep- tember 1, 1932, and April 1, 1933. — 37 in special classes; 1,112 in Grades I to VI. Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,116
TEACHERS.— Entitled to 27 grade teachers; 2 teachers of special classes . . . . .	29
<i>Now serving on tenure</i> . . . . .	19
Appointed: <i>To serve during the pleasure of the School Com- mittee.</i> — Assistant, Special Class, Catherine B. Waggett; Assistants, Elementary, Anna T. Burns, Annie G. Libby . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistants, Elementary, Dora Doxer, Helen G. Drinan, Kath- leen R. O'Brien, Elizabeth K. Sullivan, Helen M. Sullivan, Doris M. Walsh . . . . .	6
	— 28
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	8
<i>Now serving on tenure</i> . . . . .	2

Appointed: *To serve for the term ending August 31, 1934.*

—Assistants, Mina B. Eaton, Dorothy E. Gale . . . . . 2  
— 4

NOTE.—The four kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eight teachers.

CHARLES SUMNER DISTRICT.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933,—1,507 in Grades I to VI.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . . 1,501

TEACHERS.—Entitled to 37 grade teachers . . . . . 37

*Now serving on tenure* . . . . . 17

Appointed: *To serve during the pleasure of the School Committee.*—Assistants, Elementary, Mary L. Batchelder, Doris M. Schuhmacher, Margaret L. Sullivan . . . . . 3

Appointed: *To serve for the term ending August 31, 1934.*—

Assistants, Elementary, Marie E. Brolund, Kathleen M. Brooks, Carmen M. Cerutto, Bertha M. Crimmins, Helen V. Donnelly, Mary L. Furlong, Sue G. Hurley, Mildred Macomber, Kathleen B. Mahoney, Anna E. McCarthy, Helen A. McMorrow, Elizabeth M. O'Keefe, Florence L. O'Keefe, Mary A. Quinn, Monica P. Sullivan, Ethel V. Tuohy, Helen F. Twiss . . . . . 17

— 37

KINDERGARTENS.—TEACHERS.—Number entitled to . . . . . 11

*Now serving on tenure* . . . . . 4

Appointed: *To serve during the pleasure of the School Committee.*—First Assistant, Helen R. Dempsey . . . . . 1

Appointed: *To serve for the term ending August 31, 1934.*—

First Assistant, Isabel E. Olney; Assistants, Esther C. Martin, Kathleen R. Ryan . . . . . 3

— 8

NOTE.—Three of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eleven teachers.

CHRISTOPHER GIBSON DISTRICT.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933,—906 in Grades I to VI; 381 in Grades VII and VIII.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . . 1,269

TEACHERS.—Entitled to 32 grade teachers . . . . . 32

*Now serving on tenure* . . . . . 25

Appointed: *To serve for the term ending August 31, 1934.*—

Assistants, Elementary, Mary L. Bowes, Mary G. Colleran, Mary C. Donahue, Lillian I. McCarthy, Dorothea A. McLaughlin, Lenore W. E. Mehringer, J. Frances Nelson . . . . . 7

— 32

KINDERGARTENS.— Teachers.— Number entitled to . . . . .	6
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistants, Mary J. Gill, Bernice Loewenstein . . . . .	2
—	4

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of six teachers.

#### CLARENCE R. EDWARDS INTERMEDIATE DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,—1,013 in Grades VII, VIII, and IX.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,000
TEACHERS.— Entitled to 28 grade teachers . . . . .	28
<i>Now serving on tenure</i> . . . . .	20
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Assistants, Intermediate, Margaret A. Canney, Mary B. Clifford . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistants, Intermediate, Charles A. Barbara, Helen F. Cody, Thomas J. Cunney, Margaret Dailey, Hazel M. Howard, Louise C. Leary . . . . .	6
—	28

#### DEARBORN DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 32 in an ungraded class; 32 in a special class; 1,036 in Grades I to VI; 334 in Grades VII and VIII.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,398
TEACHERS.— Entitled to 34 grade teachers; 1 teacher of an ungraded class and 2 teachers of special classes . . . . .	37
<i>Now serving on tenure</i> . . . . .	33
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Master's Assistant, Theresa G. O'Brien . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistants, Elementary, Eleanor E. Sullivan, Helen E. Sweeney . . . . .	2
—	36
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	8
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistant, Carolyn V. Murphy . . . . .	1
—	4

NOTE.— The four kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eight teachers.

## DILLAWAY DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 36 in special classes; 881 in Grades I to VI; 217 in Grades VII and VIII.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,094
TEACHERS.— Entitled to 28 grade teachers; and 2 teachers of special classes . . . . . 30	
<i>Now serving on tenure</i> . . . . .	19
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Special Class, Mary I. Wilson; Assistant, Elementary, Anna T. Shea . . . . . 2	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistants, Intermediate, Minna L. Ephross, Julia F. Morrison; Assistants, Elementary, Mary V. Doherty, Eleanor D. Duggan, Helen P. Hourihan, Barbara M. Mulcahy; Re-entrant Temporary Assistant, Etta J. L'Engle . . . . . 7	
	— 28
KINDERGARTENS.— Teachers.— Number entitled to . . . . . 8	
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1934,</i> Assistants, Blanche M. Gorfinkle, Anna T. McCarron . . . . . 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.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 1,209 in Grades VII, VIII, and IX.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,209
TEACHERS.— Entitled to 34 grade teachers . . . . . 34	
<i>Now serving on tenure</i> . . . . .	18
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Intermediate, Leo J. Aicardi, Florence M. Hawkins, Regina G. O'Connor . . . . . 3	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Submaster, William F. Barry; Assistants, Intermediate, Harriett M. Brazzell, Virginia M. Dente, Anna T. Gallivan, Immaculata M. Lavorgna, Ella F. Lombard, Augustine D. Malley, Sara M. McDonough, Anne B. Movitz, Ida F. Revis, Julia A. Rutledge, Marion M. Shaughnessy . . . . . 12	
	— 33

## DUDLEY DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 35 in special classes; 15 in a class for conservation of eyesight; 792 in Grades I to VI; 222 in Grades VII and VIII.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,050
TEACHERS.— Entitled to 26 grade teachers; 2 teachers of special classes; and 1 teacher of a class for conservation of eyesight . . . . .	29
<i>Now serving on tenure</i> . . . . .	20
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elementary, Marguerite C. Baker, Katherine D. Sullivan . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Master's Assistant, Estelle K. Kennedy; Assistant, Special Class, Mary E. Hart; Assistants, Intermediate, Mary J. Carroll, Alice C. Hennessey; Assistants, Elementary, Lillian Dosick, Emma Richter . . . . .	6
	— 28
KINDERGARTENS — Teachers.— Number entitled to . . . . .	7
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Ada Gould . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Margaret T. Dallas . . . . .	1
	— 4

NOTE.— Three of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of seven teachers.

#### DWIGHT DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933.— 89 in special classes; 61 in hospital classes; 430 in Grades I to VI; 120 in Grades VII and VIII.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	682
TEACHERS.— Entitled to 14 grade teachers; 6 teachers of special classes, and 1 teacher of a hospital class . . . . .	21
<i>Now serving on tenure</i> . . . . .	18
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Master's Assistant, Alice M. Cahill; Assistants, Special Classes, Esther T. Murphy, Alice P. O'Keeffe . . . . .	3
	— 21
KINDERGARTENS — Teachers. — Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Lillian C. McKay . . . . .	1
	— 2

NOTE.— The two kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of four teachers.

EDMUND P. TILESTON DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 18 in special classes, 37 in hospital classes; 1,193 in Grades I to VI.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . . 1,228

TEACHERS.— Entitled to 29 grade teachers; 1 teacher of a special class, and 2 teachers of hospital classes . . . . . 32

*Now serving on tenure* . . . . . 24

Appointed: *To serve during the pleasure of the School Committee.*—  
 Submaster, Frederick L. Sweeney; Assistants, Elementary,  
 Mary M. Edwards, Mary L. Walsh . . . . . 3

Appointed: *To serve for the term ending August 31, 1934.*—  
 Assistants, Elementary, May E. Armstrong, Helen E.  
 Freeman, Anna M. Madden, Alice L. O'Connor . . . . . 4

— 31

KINDERGARTENS.— Teachers.— Number entitled to . . . . . 11

*Now serving on tenure* . . . . . 4

Appointed: *To serve during the pleasure of the School Committee.*—  
 Assistant, Audrea Bishop . . . . . 1

Appointed: *To serve for the term ending August 31, 1934.*—  
 Assistants, Irma E. Loewenstein, Alice M. McGowan, Edith  
 V. Nagle . . . . . 3

— 8

NOTE.— Three of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eleven teachers.

EDWARD EVERETT DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 32 in special classes; 1,013 in Grades I to VI; 313 in Grades VII and VIII.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . . 1,355

TEACHERS.— Entitled to 33 grade teachers and 2 teachers of special classes . . . . . 35

*Now serving on tenure* . . . . . 32

Appointed: *To serve during the pleasure of the School Committee.*  
 Submaster, Francis T. Carron . . . . . 1

Appointed: *To serve for the term ending August 31, 1934.*—  
 Assistant, Elementary, Marie G. A. Ryan . . . . . 1

— 34

KINDERGARTENS.— Teachers.— Number entitled to . . . . . 6

*Now serving on tenure* . . . . . 5

NOTE.— One of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of six teachers.

## ELIHU GREENWOOD DISTRICT.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933,—30 in special classes; 1,366 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,383
TEACHERS.—Entitled to 34 grade teachers and 2 teachers of special classes . . . . .	36
<i>Now serving on tenure</i> . . . . .	21
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elementary, Margaret R. Callahan, Helen J. McDonough . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistants, Special Classes, Gertrude M. Galvin, Frances M. Garvey; Assistants, Elementary, Eileen R. Colleran, Mary E. Curry, Margaret H. Davis, Florence E. Horne, Marion L. Mahoney, Marie Manna, Helen J. McCarthy, Helen M. McGinley, M. Frances Rattigan . . . . .	11
	— 34
KINDERGARTENS.—Teachers.—Number entitled to . . . . .	12
<i>Now serving on tenure</i> . . . . .	7
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Alberta H. Nickerson . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Dorothea E. Meloy . . . . .	1
	— 9
NOTE.—Three of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of twelve teachers.	

## ELIOT DISTRICT.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933,—30 in an ungraded class; 144 in special classes; 22 in a hospital class; 12 in a class for the conservation of eyesight; 1,235 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,423
TEACHERS.—Entitled to 31 grade teachers; 1 teacher of an ungraded class; 9 teachers of special classes, and 1 teacher of a class for the conservation of eyesight . . . . .	42
<i>Now serving on tenure</i> . . . . .	37
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Special Classes, Ellen E. Clark, Mary C. Downey; Assistant, Elementary, Hannah J. Hanlon . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistants, Special Classes, Florence E. Foley, Natalie Strauss . . . . .	2
	— 42
KINDERGARTENS.—Teachers.—Number entitled to . . . . .	11
<i>Now serving on tenure</i> . . . . .	4



Appointed: *To serve during the pleasure of the School Committee.*  
 — Assistants, Kathleen A. Daly, Myrtle M. McDonald . . . . . 2  
 — 6

NOTE.— Four of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of ten teachers.

EMERSON DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 33 in special classes; 1,296 in Grades I to VI.  
 Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . . 1,321

TEACHERS.— Entitled to 32 grade teachers, and 2 teachers of special classes . . . . . 34  
*Now serving on tenure* . . . . . 22

Appointed: *To serve during the pleasure of the School Committee.*  
 — Assistants, Elementary, Mary C. Butler, Josephine E. Campana, Ruth E. Hickey, Margaret T. O'Leary . . . . . 4

Appointed: *To serve for the term ending August 31, 1934.*— Assistants, Elementary, Gladys Chapman, Helen E. Davis, Margaret M. Dempsey, Rose A. Dente, Mary H. Leaney, Edith C. Polechio, Marion T. Sweeney . . . . . 7  
 — 33

KINDERGARTENS.— Teachers.— Number entitled to . . . . . 8  
*Now serving on tenure* . . . . . 3

Appointed: *To serve during the pleasure of the School Committee.*  
 — First Assistant, Helen I. Thompson . . . . . 1

Appointed: *To serve for the term ending August 31, 1934.*— Assistants, Eleanor P. Bailey, Ruth M. Galvin . . . . . 2  
 — 6

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eight teachers.

EVERETT DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 36 in special classes; 526 in Grades I to VI; 121 in Grades VII and VIII.  
 Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . . 656

TEACHERS.— Entitled to 16 grade teachers, and 2 teachers of special classes . . . . . 18  
*Now serving on tenure* . . . . . 16

Appointed: *To serve during the pleasure of the School Committee.*  
 — Assistant, Special Class, Gussie Goodman . . . . . 1

Appointed: *To serve for the term ending August 31, 1934.*— Assistants, Intermediate, Ellen A. Murphy, Mary C. O'Connor . . . . . 2  
 — 19

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

## FRANCIS PARKMAN DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 14 in a special class; 752 in Grades I to VI; 205 in Grades VII and VIII.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	960
TEACHERS.— Entitled to 24 grade teachers, and 1 teacher of a special class . . . . .	25
<i>Now serving on tenure</i> . . . . .	20
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elementary, Eleanor S. Colwell . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Intermediate, Francis E. Harrington; Assistants, Elementary, Margaret M. Dacey, Margaret J. O'Brien, Alice T. Sweet . . . . .	4
	— 25
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	5
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Ursula L. McMahon . . . . .	1
	— 4

NOTE.— One of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of five teachers.

## FRANK V. THOMPSON INTERMEDIATE DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 990 in Grades VII, VIII, and IX.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	984
TEACHERS — Entitled to 28 grade teachers . . . . .	28
<i>Now serving on tenure</i> . . . . .	27
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Intermediate, Ruth O. Peters . . . . .	1
	— 28

## FRANKLIN DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 15 in a special class; 27 in classes for the conservation of eyesight; 642 in Grades I to VI; 150 in Grades VII and VIII.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	818
TEACHERS.— Entitled to 20 grade teachers; 1 teacher of a special class, and 1 teacher of a class for the conservation of eyesight . . . . .	22

REAPPOINTMENTS.

27

<i>Now serving on tenure</i> . . . . .	17	
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Intermediate, Augusta S. Tavender . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistants, Elementary, Ruth P. G. Naver, Ethel M. Park . . . . .	2	
	—	20
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		5
<i>Now serving on tenure</i> . . . . .		4

GASTON DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 612 in Grades I to VI; 353 in Grades VII, VIII, and IX.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .		953
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> — Assistants, Elementary, Marjorie P. Kendrick, Pauline E. Madden . . . . .	2	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Elementary, Mary E. Grant . . . . .	1	
	—	23
KINDERGARTENS— Teachers.— Number entitled to . . . . .		4
<i>Now serving on tenure</i> . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Helen G. Phillimore . . . . .	1	
	—	2

NOTE.— The two kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of four teachers.

GILBERT STUART DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932; and April 1, 1933,— 999 in Grades I to VI.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .		981
TEACHERS.— Entitled to 25 grade teachers . . . . .		25
<i>Now serving on tenure</i> . . . . .	13	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Submaster, John A. Murphy; Master's Assistant, Mary J. Mulcahy; Assistant Elementary, Alice L. O'Neil . . . . .	3	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistants, Elementary, Marion E. Bogrette, Ruth F. Coughlin, Ann V. Cremins, Agnes E. Hallahan, Mary Hart, Mary E. Welch, Elizabeth P. Wight . . . . .	7	
	—	23
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, Elizabeth A. Byrne . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Mary A. Linehen . . . . .	1	
	—	6

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eight teachers.

#### GROVER CLEVELAND INTERMEDIATE DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 65 in rapid advancement classes; 870 in Grades VII, VIII, and IX.		
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .		926
TEACHERS.— Entitled to 26 grade teachers . . . . .		26
<i>Now serving on tenure</i> . . . . .	23	
Appointed: <i>To serve during the pleasure of the School Committee.</i>		
— Assistant, Intermediate, Mary I. Dwyer . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistants, Intermediate, M. Geraldine Gillis, Evelyn M. Mullin . . . . .	2	
	—	26

#### HANCOCK DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 26 in an ungraded class; 97 in special classes; 1,135 in Grades I to VI.		
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .		1,239
TEACHERS.— Entitled to 28 grade teachers; 1 teacher of an ungraded class; 6 teachers of special classes . . . . .		35
<i>Now serving on tenure</i> . . . . .	31	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Master's Assistant, Mary A. Ahern; Assistant, Special Class, Helen Kapff; Assistant Elementary, Elsie A. Gorman . . . . .	3	
	—	34
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		14
<i>Now serving on tenure</i> . . . . .	5	
Appointed: <i>To serve during the pleasure of the School Committee.</i>		
— Assistant, Beatrice Segall . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Jenny M. Penta . . . . .	1	
	—	7

NOTE.— The seven kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of fourteen teachers.

#### HARVARD DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 36 in special classes; 1,112 in Grades I to VI.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,121
TEACHERS.— Entitled to 27 grade teachers; 2 teachers of special classes . . . . .	29
<i>Now serving on tenure</i> . . . . .	28
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Assistant, Elementary, Helen A. Finn . . . . .	1
	— 29
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	12
<i>Now serving on tenure</i> . . . . .	7
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistant, Margaret N. Riordan . . . . .	1
	— 8

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of ten teachers.

HENRY GREW DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 17 in special classes; 952 in Grades I to VI.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	946
TEACHERS.— Entitled to 23 grade teachers and 1 teacher of a special class . . . . .	24
<i>Now serving on tenure</i> . . . . .	21
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistants, Elementary, Bessie L. Greenstein, Mary F. Griffin . . . . .	2
	— 23
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	7
<i>Now serving on tenure</i> . . . . .	4
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
—Assistant, Annie Baum . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistants, Naomi C. Gilson, Ruth L. Ginsberg . . . . .	2
	— 7

HENRY L. HIGGINSON DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 20 in a special class; 39 in a rapid advancement class; 1,235 in Grades I to VI.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,210
TEACHERS.— Entitled to 30 grade teachers; 1 teacher of a special class, and 1 teacher of a rapid advancement class . . . . .	32
<i>Now serving on tenure</i> . . . . .	23
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Assistant, Elementary, Ruth Rosengard . . . . .	1

Appointed: <i>To serve for the term ending August 31, 1934.</i> —		
Assistant, Special Class, Hazel L. Hyde; Assistants, Elementary, Margaret A. Doyle, Ella T. Hayes, Evelyn A. Karcher, Mary T. Sullivan . . . . .	5	29
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		12
<i>Now serving on tenure</i> . . . . .	6	
Appointed: <i>To serve for the term ending August 31, 1934.</i> —		
Assistant, Phyllis S. Garland . . . . .	1	7

NOTE.— Five of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of twelve teachers.

#### HENRY L. PIERCE DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 17 in a special class; 1,310 in Grades I to VI.		
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .		1,311
TEACHERS.— Entitled to 32 grade teachers; and 1 teacher of a special class . . . . .		33
<i>Now serving on tenure</i> . . . . .	25	
Appointed: <i>To serve during the pleasure of the School Committee.</i>		
— Assistant, Elementary, Helen G. Desmond . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1934.</i> —		
Submaster, Thomas J. Colleran; Assistants, Elementary, Helen C. Crimmins, Gertrude H. Gelly, Ernestine G. Manks, Mary D. McGuiggan, Frances C. O'Leary . . . . .	6	32
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		13
<i>Now serving on tenure</i> . . . . .	5	
Appointed: <i>To serve during the pleasure of the School Committee.</i>		
— Assistant, Kathleen C. Daly . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1934.</i> —		
Assistants, Florence G. Beahan, Gertrude F. Godkin . . . . .	2	8

NOTE.— Five of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of thirteen teachers.

#### HORACE MANN SCHOOL FOR THE DEAF.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 7 in an ungraded class; 170 in Grades I to VI; 43 in Grades VII, VIII, and IX.		
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .		190
TEACHERS.— Entitled to 21 grade teachers . . . . .		21
<i>Now serving on tenure</i> . . . . .	14	
Appointed: <i>To serve during the pleasure of the School Committee.</i>		
— Assistant, Helen T. Patten . . . . .	1	

Appointed: *To serve for the term ending August 31, 1934.*—  
 Instructor, Shopwork, Nathan P. Harris; Assistants, Mary  
 E. Blake, Ruth A. Park . . . . . 3

— 18

HUGH O'BRIEN DISTRICT.

GRADES.— Largest number of pupils belonging between Sep-  
 tember 1, 1932, and April 1, 1933,— 23 in special classes;  
 1,209 in Grades I to VI; 426 in Grades VII and VIII.

Average number of pupils belonging for the period September 1,  
 1932, to April 1, 1933 . . . . . 1,637

TEACHERS.— Entitled to 42 grade teachers; and 1 teacher of a  
 special class . . . . . 43

*Now serving on tenure* . . . . . 37

Appointed: *To serve for the term ending August 31, 1934.*—  
 Submaster, J. Arthur Robertie; Assistants, Intermediate,  
 Margaret L. McCormack, Roger L. Saldarini, Minnie Soro-  
 ken; Assistant, Elementary, Loretta M. Monahan . . . 5

— 42

KINDERGARTENS.— Teachers.— Number entitled to . . . . . 8

*Now serving on tenure* . . . . . 3

Appointed: *To serve during the pleasure of the School Committee.*  
 — Assistant, Catherine M. McCarthy . . . . . 1

— 4

NOTE.— Three of the kindergarten teachers served two  
 sessions so that the kindergartens were operated with the  
 equivalent of seven teachers.

HYDE DISTRICT.

GRADES.— Largest number of pupils belonging between  
 September 1, 1932, and April 1, 1933,— 15 in a special  
 class; 497 in Grades I to VI; 89 in Grades VII and VIII.

Average number of pupils belonging for the period September 1,  
 1932, to April 1, 1933 . . . . . 589

TEACHERS.— Entitled to 14 grade teachers; and 1 teacher of a  
 special class . . . . . 15

*Now serving on tenure* . . . . . 14

Appointed: *To serve for the term ending August 31, 1934.*—  
 Re-entrant Temporary Assistant, Ellen G. Phillimore . . . 1

— 15

KINDERGARTENS.— Teachers.— Number entitled to . . . . . 5

*Now serving on tenure* . . . . . 2

Appointed: *To serve for the term ending August 31, 1934.*—  
 Assistant, Rose Levitt . . . . . 1

— 3

NOTE.— Two of the kindergarten teachers served two sessions  
 so that the kindergartens were operated with the equivalent  
 of five teachers.

JEFFERSON DISTRICT.

GRADES.— Largest number of pupils belonging between Sep-  
 tember 1, 1932, and April 1, 1933,— 14 in a special class;  
 1,026 in Grades I to VI; 158 in Grades VII and VIII.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,179
TEACHERS.— Entitled to 29 grade teachers; and 1 teacher of a special class . . . . .	30
<i>Now serving on tenure</i> . . . . .	25
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Intermediate, Martha F. McElroy . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> —Sub- master, Thomas J. Lynch; Assistant, Elementary, Mary E. Kean; Re-entrant Temporary Assistant, Mary E. Sullivan, . . . . .	3
	— 29
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	9
<i>Now serving on tenure</i> . . . . .	4
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Mary I. Lynch . . . . .	1
	— 5

NOTE.— Four of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of nine teachers.

## JOHN A. ANDREW DISTRICT.

GRADES.— Largest number of pupils belonging between Sep- tember 1, 1932, and April 1, 1933,— 41 in special classes; 689 in Grades I to VI; 299 in Grades VII and VIII.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,019
TEACHERS.— Entitled to 25 grade teachers; 2 teachers of special classes . . . . .	27
<i>Now serving on tenure</i> . . . . .	20
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Special Class, Winifred I. MacDonald; Assist- ants, Intermediate, Goldie Brass, Helen C. MacLean; Assist- ants, Elementary, Eleanor C. Curran, Elizabeth A. McMur- try, Margaret P. Mullen . . . . .	6
	— 26
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.	

## JOHN CHEVERUS DISTRICT.

GRADES.— Largest number of pupils belonging between Sep- tember 1, 1932, and April 1, 1933,— 17 in a special class; 16 in a class for conservation of eyesight; 687 in Grades I to VI; 189 in Grades VII and VIII.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	888
TEACHERS.— Entitled to 22 grade teachers; 1 teacher of a special class and 1 teacher of a class for the conservation of eyesight . . . . .	24



<i>Now serving on tenure</i> . . . . .	16	
Appointed: <i>To serve during the pleasure of the School Committee.</i>		
— Assistants, Elementary, Esther G. McGovern, Helen M. Morey . . . . .	2	
Appointed: <i>To serve for the term ending August 31, 1934.</i> —		
Assistants, Elementary, Helen G. Bruner, F. Ruth Condon, Ella H. Hyde, Catherine T. Manning . . . . .	4	
	—	22
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		5
<i>Now serving on tenure</i> . . . . .	2	
Appointed: <i>To serve for the term ending August 31, 1934.</i> —		
Assistants, Florence S. Jones, Veronica R. Monahan . . . . .	2	
	—	4

NOTE.— One of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of five teachers.

JOHN MARSHALL DISTRICT.

GRADES.— Largest number of pupils, belonging between September 1, 1932, and April 1, 1933,— 170 in special classes; 1,302 in Grades I to VI.		
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .		1,451
TEACHERS.— Entitled to 32 grade teachers; and 11 teachers of special classes . . . . .		43
<i>Now serving on tenure</i> . . . . .	37	
Appointed: <i>To serve during the pleasure of the School Committee.</i>		
— Assistant, Special Class, Sophie Adelson; Assistant, Elementary, Mary J. Ruddick . . . . .	2	
Appointed: <i>To serve for the term ending August 31, 1934.</i> —		
Assistant, Special Class, Helen A. O'Brien; Assistant, Elementary, Elinor B. Lynch . . . . .	2	
	—	41
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		9
<i>Now serving on tenure</i> . . . . .	3	
Appointed: <i>To serve during the pleasure of the School Committee.</i>		
— Assistant, Helen J. McCarthy . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1934.</i> —		
Assistant, Gertrude E. Tobin . . . . .	1	
	—	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.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 16 in a special class; 1,157 in Grades I to VI; 422 in Grades VII, VIII, and IX.		
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .		1,567

TEACHERS.— Entitled to 40 grade teachers; and 1 teacher of a special class . . . . .	41
<i>Now serving on tenure</i> . . . . .	36
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Intermediate, Winifred A. McCabe; Assistants, Elementary, Mary G. Crofwell, Kathleen H. McCrann, A. Evelyn Morrison . . . . .	4
	— 40
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	8
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Eva D. Murphy . . . . .	1
	— 4
NOTE.— Three of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of seven teachers.	

## JOSEPH H. BARNES INTERMEDIATE DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,—1,356 in Grades VII, VIII, and IX.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,341
TEACHERS.— Entitled to 38 grade teachers . . . . .	38
<i>Now serving on tenure</i> . . . . .	21
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Intermediate, James J. Gilligan, Miles G. Lee . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistants, Intermediate, Ruth C. Adams, Edward W. Giblin, Frieda S. Grossman, Gertrude Hurwitz, Helen C. Logue, Charlotte G. Long, Gertrude E. McCarthy, Leo V. Motley, Margaret G. Quirk, Mary T. Shuman, Francis X. Sullivan, Olive B. Watson, Mary L. Woleyko, Rebecca Zoken . . . . .	14
	— 37

## JULIA WARD HOWE DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 21 in a special class; 61 in rapid advancement classes; 24 in classes for conservation of eyesight; 1,279 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,264
TEACHERS.— Entitled to 31 grade teachers; 1 teacher of a special class; 2 teachers of rapid advancement classes; 2 teachers of classes for the conservation of eyesight . . . . .	36
<i>Now serving on tenure</i> . . . . .	21
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elementary, Gertrude F. MacGruder . . . . .	1

Appointed: *To serve for the term ending August 31, 1934.*—  
 Assistants, Elementary, Mary A. Creagh, Marie F. Curran,  
 M. Irene Devine, Mary B. Finn, Katharine F. Glynn, Hazel  
 A. Harrington, Ruth M. O'Hara, Elizabeth A. O'Toole,  
 Isabelle H. Owens . . . . . 9  
 — 31

KINDERGARTENS.— Teachers.— Number entitled to . . . . . 6  
*Now serving on tenure* . . . . . 3

NOTE.— Two of the kindergarten teachers served two sessions  
 so that the kindergartens were operated with the equivalent  
 of five teachers.

LEWIS INTERMEDIATE DISTRICT.

GRADES.— Largest number of pupils belonging between  
 September 1, 1932, and April 1, 1933.—1,057 in Grades VII,  
 VIII, and IX.

Average number of pupils belonging for the period September 1,  
 1932, to April 1, 1933 . . . . . 1,047

TEACHERS.— Entitled to 30 grade teachers . . . . . 30  
*Now serving on tenure* . . . . . 16

Appointed: *To serve during the pleasure of the School Committee.*  
 — Submaster, George E. Wilkie; Assistants, Intermediate,  
 Margaret C. Craven, Joseph J. Dwyer, Gerald F. O'Donnell . . . . . 4

Appointed: *To serve for the term ending August 31, 1934.*—  
 Assistants, Intermediate, Florence Barrish, Mary V. Curran,  
 Cornelius J. Holland, Leonore E. Lewis, Justina F.  
 McLaughlin, Margaret M. O'Connell, Mary T. O'Connell,  
 Elizabeth M. O'Keefe, William J. Roderick, Dorothy H.  
 Shurtleff . . . . . 10  
 — 30

LONGFELLOW DISTRICT.

GRADES.— Largest number of pupils belonging between  
 September 1, 1932, and April 1, 1933,— 13 in a special class,  
 1,451 in Grades I to VI.

Average number of pupils belonging for the period September 1,  
 1932, to April 1, 1933 . . . . . 1,441

TEACHERS.— Entitled to 36 grade teachers; and 1 teacher of a  
 special class . . . . . 37  
*Now serving on tenure* . . . . . 30

Appointed: *To serve during the pleasure of the School Committee.*  
 — Assistant, Special Class, Catherine W. Monahan . . . . . 1

Appointed: *To serve for the term ending August 31, 1934.*—  
 Assistants, Elementary, Elizabeth C. Alexander, Dorothy  
 M. DeCoursey, Mary R. Hoerrner, Ruth M. McMahon,  
 Alice I. McTiernan, Mary L. Trotter . . . . . 6  
 — 37

KINDERGARTENS.— Teachers.— Number entitled to . . . . . 13  
*Now serving on tenure* . . . . . 8

Appointed: *To serve for the term ending August 31, 1934.*—

Assistant, Frances G. Condon . . . . .	1	
	—	9

NOTE.— Four of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of thirteen teachers.

#### LOWELL DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 34 in special classes; 845 in Grades I to VI.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .		825
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TEACHERS.— Entitled to 21 grade teachers; and 2 teachers of special classes . . . . .		23
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<i>Now serving on tenure</i> . . . . .	19	
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Appointed: *To serve for the term ending August 31, 1934.*—

Submaster, John F. Meade; Assistants, Elementary, Julia C. McAndrew, Mary C. Norton . . . . .	3	
	—	22

KINDERGARTENS.— Teachers.— Number entitled to . . . . .		10
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<i>Now serving on tenure</i> . . . . .	4	
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Appointed: *To serve for the term ending August 31, 1934.*—

Assistants, Sarah A. Keefe, Dorothy L. McMorrow . . . . .	2	
	—	6

NOTE.— Four of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of ten teachers.

#### MARTIN DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 44 in hospital classes; 12 in a class for the conservation of eyesight; 484 in Grades I to VI; 176 in Grades VII and VIII.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .		688
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TEACHER.— Entitled to 18 grade teachers; 1 teacher of hospital classes; and 1 teacher of a class for the conservation of eyesight . . . . .		20
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<i>Now serving on tenure</i> . . . . .	19	
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KINDERGARTENS.— Teachers.— Number entitled to . . . . .		5
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<i>Now serving on tenure</i> . . . . .	3	
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Appointed: *To serve during the pleasure of the School Committee.*—

First Assistant, Evangeline E. Conza . . . . .	1	
	—	4

NOTE.— One of the kindergarten teacher served two sessions so that the kindergartens were operated with the equivalent of five teachers.

#### MARY E. CURLEY INTERMEDIATE DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 1,218 in Grades VII, VIII, and IX.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,202
TEACHERS.— Entitled to 34 grade teachers . . . . .	34
<i>Now serving on tenure</i> . . . . .	27
Appointed: <i>To serve during the pleasure of the School Committee.</i> —	
Assistant, Intermediate, Elizabeth A. Donahue . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistants, Intermediate, George F. Aherne, Mary E. Cotter, Rosa M. Deliz, Henry L. Ford, Frank J. Thornton . . . . .	5
	— 33

MARY HEMENWAY DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933, — 18 in a special class; 12 in classes for conservation of eyesight; 1,272 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,274
TEACHERS.— Entitled to 31 grade teachers; 1 teacher of a special class, and 1 teacher of a class for the conservation of eyesight . . . . .	33
<i>Now serving on tenure</i> . . . . .	28
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elementary, Mary T. White . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Elementary, Beatrice F. Seager; Re-entrant Temporary Assistant, Anna E. Callahan . . . . .	2
	— 31
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	9
<i>Now serving on tenure</i> . . . . .	6
NOTE.— Three of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of nine teachers.	

MATHER DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933, — 36 in special classes; 64 in rapid advancement classes; 1,629 in Grades I to VI; 420 in Grades VII and VIII.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	2,123
TEACHERS.— Entitled to 52 grade teachers; 2 teachers of special classes; and 2 teachers of rapid advancement classes . . . . .	56
<i>Now serving on tenure</i> . . . . .	40
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elementary, Marion B. Gallivan, Florence M. Killion, Etta Perlmutter . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Intermediate, Ida M. Rizzo; Assistants, Elementary, M. Helen Barry, Loretta A. Brodie, Catherine L. Burke, Louise C. Galvin, Agnes R. Kelley, Rose M. Klaus, Alice C. Lindberg, Leona M. McLane, Margaret M. Welch; Re-entrant Temporary Assistant, Helen A. Ryerson . . . . .	11
	— 54

KINDERGARTENS.— Teachers.— Number entitled to . . . . .	12
<i>Now serving on tenure</i> . . . . .	5
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Ruth E. Miller . . . . .	1
	— 6

NOTE.— The six kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of twelve teachers.

#### MICHELANGELO INTERMEDIATE DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 1,026 in Grades VII, VIII, and IX.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,013
TEACHERS.— Entitled to 29 grade teachers . . . . .	29
<i>Now serving on tenure</i> . . . . .	18
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Intermediate, Catherine R. Smith, Clare L. Zimmerman . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Submaster, William G. Tobin; Assistants, Intermediate, Eleanor F. Fallon, Louise M. Hennessey, John J. Landrigan, Edward Pickett, Edith E. Platt, George H. Shea, Stephen J. Velardo . . . . .	8
	— 28

#### MINOT DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 767 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	758
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, Helen M. O'Connell . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistants, Elementary, Anna G. Harrington, Anna R. Keating . . . . .	2
	— 18
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> — First Assistant, Elizabeth C. McGinty . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Ethel G. Robertson . . . . .	1
	— 5

NOTE.— One of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of six teachers.

NORCROSS DISTRICT.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 51 in special classes; 12 in classes for conservation of eyesight; 846 in Grades I to VI; 261 in Grades VII, VIII, and IX.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . . 1,137

TEACHERS.— Entitled to 28 grade teachers; 3 teachers of special classes; and 1 teacher of a class for the conservation of eyesight . . . . . 32

*Now serving on tenure* . . . . . 25

Appointed: *To serve for the term ending August 31, 1934.*—  
 Master's Assistant, Mary A. Nolan; Assistants, Elementary,  
 Mary W. Hastry, Hyacinth A. Kenneally, Alice G. Moran,  
 Helen B. O'Neill . . . . . 5

— 30

KINDERGARTENS.— Teachers.— Number entitled to . . . . . 7

*Now serving on tenure* . . . . . 4

Appointed: *To serve for the term ending August 31, 1934.*—  
 Assistant, Frances O'Donnell . . . . . 1

— 5

NOTE:— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of seven teachers.

OLIVER HAZARD PERRY DISTRICT.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 17 in special classes; 563 in Grades I to VI; 170 in Grades VII and VIII.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . . 719

TEACHERS.— Entitled to 18 grade teachers; and 1 teacher of a special class . . . . . 19

*Now serving on tenure* . . . . . 17

Appointed: *To serve during the pleasure of the School Committee.*  
 — Assistant, Elementary, Mary T. Veracka . . . . . 1

Appointed: *To serve for the term ending August 31, 1934.*—  
 Assistant, Elementary, Margaret M. L. Sloan . . . . . 1

— 19

KINDERGARTENS.— Teachers — Number entitled to . . . . . 3

*Now serving on tenure* . . . . . 1

Appointed: *To serve for the term ending August 31, 1934.*—  
 Assistant, Sara Siegel . . . . . 1

— 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.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 936 in Grades VII, VIII, and IX.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	924
TEACHERS.— Entitled to 26 grade teachers . . . . .	26
<i>Now serving on tenure</i> . . . . .	23
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Intermediate, Eleanor F. Morris . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistants, Intermediate, Gladys M. Shibley, Esther M. Turnbull . . . . .	2
	— 26

## PHILLIPS BROOKS DISTRICT.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 1,063 in Grades I to VI; 382 in Grades VII and VIII.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,431
TEACHERS.— Entitled to 36 grade teachers . . . . .	36
<i>Now serving on tenure</i> . . . . .	29
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Intermediate, Bertha Grund . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistants, Intermediate, Thomas J. Coakley, Mary L. Mahoney, Pearl D. Monaghan, Rebecca Zibel; Assistants, Elementary, Helen M. Leonard, Annabelle M. Lonergan . . . . .	6
	— 36
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	8
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Mary R. Bailey . . . . .	1
	— 4

NOTE.— Three of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of seven teachers.

## PRINCE DISTRICT.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 809 in Grades I to VI; 255 in Grades VII and VIII.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,025
TEACHERS.— Entitled to 27 grade teachers . . . . .	27
<i>Now serving on tenure</i> . . . . .	23
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Intermediate, Catherine J. Grant . . . . .	1
	— 24



REAPPOINTMENTS.

41

KINDERGARTENS.— Teachers.— Number entitled to . . . . .	5
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Dorothy P. Doyle . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> — As- sistant, Marion Hardy . . . . .	1
—	5

QUINCY DISTRICT.

GRADES.— Largest number of pupils belonging between Sep- tember 1, 1932, and April 1, 1933,— 55 in special classes; 713 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	769
TEACHERS.— Entitled to 18 grade teachers; and 3 teachers of special classes . . . . .	21
<i>Now serving on tenure</i> . . . . .	15
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Special Class, A. Marion McDonald; Assistant, Elementary, Doris G. Mason . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1934.</i> —As- sistants, Elementary, Anna J. Gibbons, Mary J. Glancy, Rae Pimental, Anne Segaloff . . . . .	4
—	21
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	3
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Florence E. Smith . . . . .	1
—	4

RICE DISTRICT.

GRADES.— Largest number of pupils belonging between Sep- tember 1, 1932, and April 1, 1933,— 17 in a special class; 598 in Grades I to VI; 256 in Grades VII and VIII.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	866
TEACHERS.— Entitled to 22 grade teachers; 1 teacher of a special class . . . . .	23
<i>Now serving on tenure</i> . . . . .	16
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Master's Assistants, Mary G. Bellamy, Marguerite C. Cronan; Assistants, Elementary, Gertrude Bataitis, Violet I. Meredith . . . . .	4
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Intermediate, Everett C. Yates; Assistant, Ele- mentary, Elizabeth M. Crowley . . . . .	2
—	22
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	2
<i>Now serving on tenure</i> . . . . .	2

## ROBERT GOULD SHAW DISTRICT.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933,—2,155 in Grades I to VI; 735 in Grades VII, VIII and IX.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	2,856
TEACHERS.—Entitled to 74 grade teachers . . . . .	74
<i>Now serving on tenure</i> . . . . .	42
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
—Master's Assistant, Frances M. Murphy; Assistants, Elementary, Mary P. Curran, Margaret B. Donigan, Catherine L. Grueter, Martha L. Johnson . . . . .	5
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistants, Intermediate, Mary A. Balboni, Mary C. Burke, Genevieve F. Campbell, Joseph E. Daley, Dorothy Halnan, Grace Hardy, Edward J. McCarthy, Eleanor F. O'Brien, Helen L. Regan; Assistants, Elementary, Beatrice Barish, Florence C. Benson, Anne M. Callahan, Margaret M. Carton, Dorothy M. Connell, Frances E. Conroy, Marie E. Cullity, Regina K. Curley, Katherine E. Curran, Annabel M. Dacey, Evelyn L. Houghton, Catherine J. Mangan, Grace I. McInnes, Alice L. Pumphret, Mary V. Quane, Ann C. Tremble, . . . . .	25
	— 72
KINDERGARTENS.—Teachers.—Number entitled to . . . . .	17
<i>Now serving on tenure</i> . . . . .	7
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistants, Rachel M. Cassidy, Barbara W. Jennings, Doris B. Melling, Elizabeth L. Peterson, Madeline R. Sullivan, Mary Watson . . . . .	6
	— 13
NOTE.—Four of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of seventeen teachers.	

## ROBERT TREAT PAINE DISTRICT.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933,—16 in a special class; 889 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	873
TEACHERS.—Entitled to 22 grade teachers; and 1 teacher of a special class . . . . .	23
<i>Now serving on tenure</i> . . . . .	15
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
—Assistants, Elementary, Anna Bell, Jennie V. Childs, Margaret A. Coveny, Bertha C. McGinty, Helen M. Tilley, . . . . .	5
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistants, Elementary, Catherine B. O'Brien, Delphine E. Silva, Selma Wenetsky . . . . .	3
	— 23

KINDERGARTENS.— Teachers.— Number entitled to . . . . .	7
<i>Now serving on tenure</i> . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistants, Mary K. Donovan, Louise C. Galvin . . . . .	2
	— 4

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of six teachers.

ROGER WOLCOTT DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 36 in special classes; 1,673 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,709
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, Anna F. Glennon, Grace G. Kiernan, Florence M. Lappin . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistants, Elementary, Bernecia E. Avery, Edith M. Bishop, Marie J. Bruton, Genevieve M. Cannata, Mary M. Herlihy, Gertrude M. Johnson . . . . .	6
	— 42

KINDERGARTENS.— Teachers.— Number entitled to . . . . .	14
<i>Now serving on tenure</i> . . . . .	7

NOTE.— The seven kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of fourteen teachers.

SAMUEL ADAMS DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 104 in special classes; 1,919 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,909
TEACHERS.— Entitled to 48 grade teachers; 7 teachers of special classes . . . . .	55
<i>Now serving on tenure</i> . . . . .	45
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Submaster, Francis A. Kelly; Assistants, Elementary, J. Lillian Bloomberg, Sadie Goldfine . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistants, Special Class, Anna C. Bothwell, E. Marie Dooley, Rose Smith . . . . .	3
	— 51
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	14
<i>Now serving on tenure</i> . . . . .	7

Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Assistant, Mildred M. Sughrue . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistants, Helen S. Morrison, Grace E. Parlon . . . . .	2
	— 10

NOTE.— Four of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of fourteen teachers.

#### SHERWIN DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 200 in special classes; 611 in Grades I to VI; 127 in Grades VII and VIII.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	915
TEACHERS.— Entitled to 18 grade teachers; 13 teachers of special classes . . . . .	31
<i>Now serving on tenure</i> . . . . .	25
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Master's Assistant, Mildred C. Sullivan; Assistant, Special Class, Margaret M. Coyne; Assistant, Elementary, Louise K. Ready . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistants, Elementary, Alice E. Moore, Edna D. Strachan . . . . .	2
	— 30
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	4
<i>Now serving on tenure</i> . . . . .	4

#### SHURTLEFF DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 20 in a special class; 778 in Grades I to VI; 335 in Grades VII, VIII, and IX.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,106
TEACHERS.— Entitled to 28 grade teachers; and 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>	
— Master's Assistant, Katherine B. Feely; Assistant, Intermediate, Mary Taylor; Assistants, Elementary, Joanna T. Daly, Mary C. Doherty, Helena F. Dwyer, Anna G. Hayes . . . . .	6
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistant, Special Class, Anne Mansfield; Assistant, Intermediate, Amelia C. Malley; Assistants, Elementary, Helen G. Brooks, Mary C. O'Connor . . . . .	4
	— 28
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	7
<i>Now serving on tenure</i> . . . . .	2

Appointed: *To serve for the term ending August 31, 1934.*—  
 Assistants, Mary Fahey, Eleanor C. Fee . . . . . 2  
 — 4

NOTE.— Three of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of seven teachers.

SOLOMON LEWENBERG INTERMEDIATE DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 1,038 in Grades VII, VIII, and IX.  
 Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . . 1,029  
 TEACHERS.— Entitled to 29 grade teachers . . . . . 29  
*Now serving on tenure* . . . . . 21  
 Appointed: *To serve during the pleasure of the School Committee.*—  
 Assistants, Intermediate, Charles E. Foley, Grace M. Goodfellow . . . . . 2  
 Appointed: *To serve for the term ending August 31, 1934.*—  
 Assistants, Intermediate, John L. Carnegie, Marie A. Dwyer, Catherine M. Griffin, Patrick F. Hynes, Joseph E. Hughes, Mabel A. Michie . . . . . 6  
 — 29

THEODORE LYMAN DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933; 30 in special classes; 9 in classes for conservation of eyesight; 984 in Grades I to VI.  
 Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . . 1,013  
 TEACHERS.— Entitled to 24 grade teachers; 2 teachers of special classes; and 1 teacher of a class for the conservation of eyesight . . . . . 27  
*Now serving on tenure* . . . . . 21  
 Appointed: *To serve during the pleasure of the School Committee.*— Master's Assistant, Helen A. Barry; Assistants, Elementary, Mary C. Butler, Helen A. DeWitt . . . . . 3  
 Appointed: *To serve for the term ending August 31, 1934.*—  
 Assistant, Elementary, Gertrude A. Geswell . . . . . 1  
 — 25  
 KINDERGARTENS.— Teachers.— Number entitled to . . . . . 7  
*Now serving on tenure* . . . . . 4  
 Appointed: *To serve during the pleasure of the School Committee.*—  
 Assistant, Florence Walden . . . . . 1  
 Appointed: *To serve for the term ending August 31, 1934.*—  
 Assistant, Frances R. Sullivan . . . . . 1  
 — 6

NOTE.— One of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of seven teachers.

## THEODORE ROOSEVELT INTERMEDIATE DISTRICT.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 24 in special classes; 599 in Grades I to VI; 776 in Grades VII, VIII, and IX.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,363
TEACHERS.—Entitled to 36 grade teachers; 1 teacher of a special class . . . . . 37	
<i>Now serving on tenure</i> . . . . .	33
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Intermediate, Katherine M. Finn, Ralph S. Monks . . . . . 2	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Intermediate, Alice M. O'Rourke . . . . . 1	
	— 36
KINDERGARTENS.— Teachers.— Number entitled to . . . . . 4	
<i>Now serving on tenure</i> . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Mary F. Lyons . . . . . 1	
	— 2

NOTE.— The two kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of four teachers.

## THOMAS A. EDISON INTERMEDIATE DISTRICT.

GRADES.—Largest number of pupils, belonging between September 1, 1932, and April 1, 1933,— 781 in Grades VII, VIII, and IX.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	777
TEACHERS.—Entitled to 22 grade teachers . . . . . 22	
<i>Now serving on tenure</i> . . . . .	20
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Intermediate, Harold J. Cleary . . . . . 1	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Intermediate, Helen M. O'Conner . . . . . 1	
	— 22

## THOMAS GARDNER DISTRICT.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 31 in ungraded classes; 50 in special classes; 1,044 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,106
TEACHERS.—Entitled to 26 grade teachers: 1 teacher of an ungraded class; 3 teachers of special classes . . . . . 30	
<i>Now serving on tenure</i> . . . . .	27
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistant, Elementary, M. Elizabeth Gleeson . . . . . 1	

Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistants, Special Classes, Mary R. Kirby, Esther D. Norton; Assistant, Elementary, Beatrice E. Sudhalter . . . . .	3	31
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		9
<i>Now serving on tenure</i> . . . . .	5	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Esther L. Quane . . . . .	1	6

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eight teachers.

THOMAS N. HART DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 10 in a special class; 909 in Grades I to VI; 479 in Grades VII, VIII, and IX. Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .		1,355
TEACHERS.— Entitled to 35 grade teachers; and 1 teacher of a special class . . . . .		36
<i>Now serving on tenure</i> . . . . .	26	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistant, Elementary, Nora A. Scanlon . . . . .	1	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Master's Assistant, Anna M. Sheehan; Assistant, Special Class, Esther G. Kedian; Assistants, Intermediate, Elizabeth F. Austin, Catherine M. Hanley, William E. Moore, Helen K. Travers; Assistant, Elementary, Edna L. Diedrichs . . . . .	7	34
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		9
<i>Now serving on tenure</i> . . . . .	4	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistants, Virginia M. Kihlgren, Mary F. Monahan . . . . .	2	6

NOTE.— Three of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of nine teachers.

ULYSSES S. GRANT DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933.— 174 in special classes; 15 in a special English class; 1,118 in Grades I to VI. Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .		1,112
TEACHERS.— Entitled to 28 grade teachers; and 11 teachers of special classes . . . . .		39
<i>Now serving on tenure</i> . . . . .	28	

Appointed: <i>To serve for the term ending August 31, 1934.</i> — Master's Assistant, Mary O. Mackey; Assistants, Special Classes, Helen G. Connelly, Margaret R. Lyons, Mary A. V. MacDonald, Harriet F. Penell; Assistant, Elementary, Sarah J. Rabinowitz . . . . .	6	
	—	34
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		8
<i>Now serving on tenure</i> . . . . .	3	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Maxine H. Cohen . . . . .	1	
	—	4

NOTE.— The four kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eight teachers.

## WARREN DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 17 in a special class; 1,001 in Grades I to VI.		
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .		989
TEACHERS.— Entitled to 25 grade teachers; and 1 teacher of a special class . . . . .		26
<i>Now serving on tenure</i> . . . . .	22	
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Elementary, Josephine G. Kenneally, Ethel M. Partridge . . . . .	2	
	—	24
KINDERGARTENS.— Teachers.— Number entitled to . . . . .		8
<i>Now serving on tenure</i> . . . . .		4

NOTE.— Three of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of seven teachers.

## WASHINGTON INTERMEDIATE DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 14 in classes for conservation of eyesight; 971 in Grades VII, VIII, and IX.		
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .		970
TEACHERS.— Entitled to 27 grade teachers, and 1 teacher of a class for conservation of eyesight . . . . .		28
<i>Now serving on tenure</i> . . . . .	21	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistants, Intermediate, Ruth E. Condon, Victor L. McDonald, Alice E. McMurrough, Margaret M. Quinn, John H. Treanor, Gertrude C. Turecott . . . . .	6	
	—	27

## WASHINGTON ALLSTON DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 1,280 to Grades I to VI.		
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Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,198
TEACHERS.— Entitled to 32 grade teachers . . . . .	32
Now on serving tenure . . . . .	29
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Assistant, Elementary, Lillian C. Aronson . . . . .	1
	— 30
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	9
Now serving on tenure . . . . .	4
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistant, Sibyl Kuskin . . . . .	1
	— 5

NOTE.— Four of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of nine teachers.

WASHINGTON IRVING INTERMEDIATE DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 26 in classes for conservation of eyesight; 1,273 in Grades VII, VIII, and IX.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,283
TEACHERS.— Entitled to 36 grade teachers; and 1 teacher of a class for the conservation of eyesight . . . . .	37
Now serving on tenure . . . . .	30
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Assistant, Intermediate, Hilda P. Hayes, Mary V. Hubbard . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistants, Intermediate, Winifred LeDiouris, Emma K. Heggie, James H. Kenney, Mortimer F. Reardon . . . . .	4
	— 36

WELLS DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 87 in special classes; 12 in classes for the conservation of eyesight; 970 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,050
TEACHERS.— Entitled to 24 grade teachers; 6 teachers of special classes; and 1 teacher of a class for the conservation of eyesight . . . . .	31
Now serving on tenure . . . . .	31
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	9
Now serving on tenure . . . . .	6
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
First Assistant, Jennie A. Gorman . . . . .	1
	— 7

NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of nine teachers.

## WENDELL PHILLIPS DISTRICT.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933,—18 in an ungraded class; 86 in special classes; 1,071 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,158
TEACHERS.—Entitled to 27 grade teachers and 6 teachers of special classes . . . . .	
Now serving on tenure . . . . .	31
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistant, Special Class, Mildred L. Houlihan . . . . .	1
	— 32
KINDERGARTENS.—Teachers.—Number entitled to . . . . .	
Now serving on tenure . . . . .	5
	4

## WILLIAM BARTON ROGERS INTERMEDIATE DISTRICT.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933,—1,080 in Grades VII, VIII, and IX.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,075
TEACHERS.—Entitled to 30 grade teachers . . . . .	
Now serving on tenure . . . . .	18
Appointed: <i>To serve during the pleasure of the School Committee.</i> —	
Assistant, Intermediate, Louise M. Sprott . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistants, Intermediate, Katherine J. Barry, Mary A. Brennan, Alma M. Danforth, Helen R. Garand, John F. Hubbard, Alice E. Jones, William F. Minihan, Rina L. Mongrandi, Josephine M. O'Neil, Marguerite A. Rogers, Sadelle Woolf . . . . .	11
	— 30

## WILLIAM E. ENDICOTT DISTRICT.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933,—17 in a special class; 1,294 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,293
TEACHERS.—Entitled to 32 grade teachers; and 1 teacher of a special class . . . . .	
Now serving on tenure . . . . .	31
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistant, Elementary, Helena R. Sugrue . . . . .	1
	— 32
KINDERGARTENS.—Teachers.—Number entitled to . . . . .	
Now serving on tenure . . . . .	5
Appointed: <i>To serve during the pleasure of the School Committee.</i> —	
First Assistant, Marion E. Puttner . . . . .	1

REAPPOINTMENTS.

51

Appointed: *To serve for the term ending August 31, 1934.*—  
 Assistant, Ruth K. Burns . . . . . 1  
 — 7

NOTE.— Six of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of thirteen teachers.

WILLIAM E. RUSSELL DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 17 in a special class; 627 in Grades I to VI; 238 in Grades VII and VIII.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . . 866

TEACHERS.— Entitled to 22 grade teachers; and 1 teacher of a special class . . . . . 23  
*Now serving on tenure* . . . . . 17

Appointed: *To serve during the pleasure of the School Committee.*—  
 Assistants, Elementary, Florence E. Bean, Mary W. Tucker. 2

Appointed: *To serve for the term ending August 31, 1934.*—  
 Assistant, Intermediate, Edna Livingston; Assistants, Elementary, Grace M. Long, Agnes C. McCarthy, Anne M. Panico . . . . . 4  
 — 23

KINDERGARTENS.— Teachers.— Number entitled to . . . . . 8  
*Now serving on tenure* . . . . . 3

Appointed: *To serve for the term ending August 31, 1934.*—  
 Assistant, Mary J. Cowan . . . . . 1  
 — 4

NOTE.— The four kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eight teachers.

WILLIAM HOWARD TAFT INTERMEDIATE DISTRICT.

GRADES.— Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 957 in Grades VII, VIII, and IX.

Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . . 945

TEACHERS.— Entitled to 27 grade teachers . . . . . 27  
*Now serving on tenure* . . . . . 19

Appointed: *To serve during the pleasure of the School Committee.*  
 — Assistants, Intermediate, Margaret T. Gleeson, Mary A. Govone . . . . . 2

Appointed: *To serve for the term ending August 31, 1934.*—  
 Assistants, Intermediate, Mary C. Barrett, Arnold L. Ganley, Dorothea Holland, Mary M. McLaughlin, Margaret E. Power, Barbara E. Ryan . . . . . 6  
 — 27

## WILLIAM LLOYD GARRISON DISTRICT.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 105 in rapid advancement classes; 985 in Grades I to VI.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,072
TEACHERS.— Entitled to 24 grade teachers; and 3 teachers of rapid advancement classes . . . . .	27
<i>Now serving on tenure</i> . . . . .	19
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistants, Elementary, Alma B. Black, Gertrude M. Carey, Rose E. Gaffney, Mary L. Lucey, Elizabeth A. O'Brien, Ethel M. Queen, Dorothy M. Tuohy, Esther White . . . . .	8
	— 27
KINDERGARTENS.— Teachers.— Number entitled to . . . . .	10
<i>Now serving on tenure</i> . . . . .	4
Appointed: <i>To serve during the pleasure of the School Committee.</i> — First Assistant, Margaret M. Brine; Assistant, Beatrice Dvilnsky . . . . .	2
	— 6
NOTE.— Two of the kindergarten teachers served two sessions so that the kindergartens were operated with the equivalent of eight teachers.	

## WOODROW WILSON INTERMEDIATE DISTRICT.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933,— 1,330 in Grades VII, VIII, and IX.	
Average number of pupils belonging for the period September 1, 1932, to April 1, 1933 . . . . .	1,314
TEACHERS.— Entitled to 38 grade teachers . . . . .	38
<i>Now serving on tenure</i> . . . . .	29
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Intermediate, Alice M. P. Lanigan, Kathryn F. Mahoney, Marguerite T. Roncs . . . . .	3
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistants, Intermediate, Charles S. Folkart, Edward H. Healey, M. Grace Lenehan, Sara J. MacMillan, Audrey L. Poekert . . . . .	5
	— 37

## DAY SCHOOL FOR IMMIGRANTS.

<i>Now serving on tenure</i> . . . . .	1
CONSERVATION OF EYESIGHT CLASSES.	
<i>Now serving on tenure</i> . . . . .	12
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Assistants, Frances I. Gallagher, Anna E. Spillane . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant, Vivian Milmore . . . . .	1
	— 15

## SPEECH IMPROVEMENT CLASSES.

<i>Now serving on tenure</i> . . . . .	13
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Assistant, Elizabeth M. McGrath . . . . .	1
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Assistants, Marguerite D. Loftus, Mary A. Loschi . . . . .	2
	— 16

## LIP-READING CLASSES.

<i>Now serving on tenure</i> . . . . .	4
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## DISCIPLINARY DAY SCHOOL.

GRADES.—Largest number of pupils belonging between September 1, 1932, and April 1, 1933 . . . . .	122
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## TEACHERS.—

<i>Now serving on tenure</i> . . . . .	5
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## HOUSEHOLD SCIENCE AND ARTS.

<i>Now serving on tenure</i> . . . . .	3
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## COOKERY.

<i>Now serving on tenure</i> . . . . .	41
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Teachers, Intermediate, Ruth Marlowe, Grace F. Morrill, Catherine F. Reardon, Helen M. Riordan, Virginia M. Sennott . . . . .	5
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Teachers, Intermediate, Mary E. Bryant, Elizabeth C. Clark, Isabel M. F. Doherty, Anna W. Dooley, Gertrude M. Howe, Margaret C. Keliher, Alma E. Leo, Helene A. McSwiney, Margaret M. Shea, Marie K. Treanor, Mildred A. Wallace . . . . .	11
	— 57

## SEWING.

<i>Now serving on tenure</i> . . . . .	70
Appointed: <i>To serve during the pleasure of the School Committee.</i>	
— Teachers, Intermediate, Tomasina M. Ilacqua, Kathryn Sasserno; Teachers, Elementary, Ellen M. Buckley, Loretta W. Carr, Eva M. Friberg, Elizabeth E. Johnson, Elizabeth B. Murray, Ethel B. Newhouse, Mildred C. Pratt, Helen A. Prenoble, Edith Ridlon, Rose K. Schmid, Kathryn M. Sloane, Helen J. Swaine . . . . .	14
Appointed: <i>To serve for the term ending August 31, 1934.</i> —	
Teachers, Intermediate, Angela M. I. Provenzano, Mary G. Ruggiero, Naomi R. Sylvestre; Teachers, Elementary, Helen C. Barrett, Argentina L. Cardillo, Catherine E. Crosby, Frances J. Delaney, Hazel G. Fleming, Lottie M. Howard, Eleanor M. Hughes, Clara A. Hutchings, Adelaide T. Keiran, Catherine T. Lally, Josephine A. Lennon, Elinor M. Long, Anna R. McCarthy, Mary P. O'Hearn, Josephine Panzica, Josephine M. Pieper, Margaret M. Quinlan, Martha L. Schmid, Rosemary J. Stack, Helen E. Waible . . . . .	23
	— 107

## MANUAL ARTS.

<i>Now serving on tenure</i> . . . . .	93
Appointed: <i>To serve during the pleasure of the School Committee.</i> — Shop Foremen, John D. Benson, James E. Mulvanity, George C. Todd; Foremen, Shop Work, John F. Ambrose, Joseph J. Assmus; Shop Instructors, Andrew J. Bernard, Joseph F. Burke, Joseph Doherty, William J. McSweeney; Instructors, Shop Work, C. Elmer Damon, Joseph F. Lawton, Alfred A. Mann, Francis V. Reardon, Theodore F. Roth, Daniel J. Sullivan; Instructor, Manual Training, Special Class, A. Elizabeth F. Morse; Assistant, Manual Training, Elementary, Frank L. McGee . . . . .	17
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Shop Foreman, William F. Sheehan; Foreman, Shop Work, Carl F. Gabele; Shop Instructors, Frank C. Bernard, Paul B. Gill, Francis J. Harrigan, Merton W. Hewitt, John F. O'Brien, Leo C. Renaud, Charles F. Rosen; Instructors, Shop Work, Walter J. Bonetzky, A. Herbert Brokvist, Victor J. Campbell, Harold A. Conant, Charles A. Edlund, Frederick J. Faulstich, Joseph P. Ferrara, Arthur J. Hartin, William L. Hartnett, Thomas E. Houston, Primo Lorenzoni, Edwin M. Luippold, William T. Murray, Frank P. Reichert, Frank T. Winston; Instructor, Manual Training, Special Class, William R. Dougherty; Assistants, Manual Training, Elementary, Ernest A. DiMattia, Eugene W. Fogerty, Joseph F. Gaffney, James E. Haggerty, Jeremiah F. McAuliffe, Henry Mealwitz, Arthur J. O'Leary, Joseph Rains, Joseph F. Walker, Arthur B. Weener, Edward R. Welch . . . . .	36
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## SCHOOL HYGIENE.

## (NURSES.)

<i>Now serving on tenure</i> . . . . .	49
Appointed: <i>To serve during the pleasure of the School Committee.</i> — School Nurses, Marion E. Branagan, Rose A. Murphy . . . . .	2
Appointed: <i>To serve for the term ending August 31, 1934.</i> — School Nurses, Mary H. Bunker, Bertha V. Clancy, Julia G. Cronin, Dorothy E. Hooper, Kathryn Mansfield, Mary I. Mumford, Esther M. Murphy, Pauline Pike, Susan M. Twombly, Mary T. Walsh . . . . .	10
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PART III.

REAPPOINTMENTS OF TEACHERS OF PHYSICAL  
EDUCATION AND MILITARY DRILL.

PHYSICAL EDUCATION.

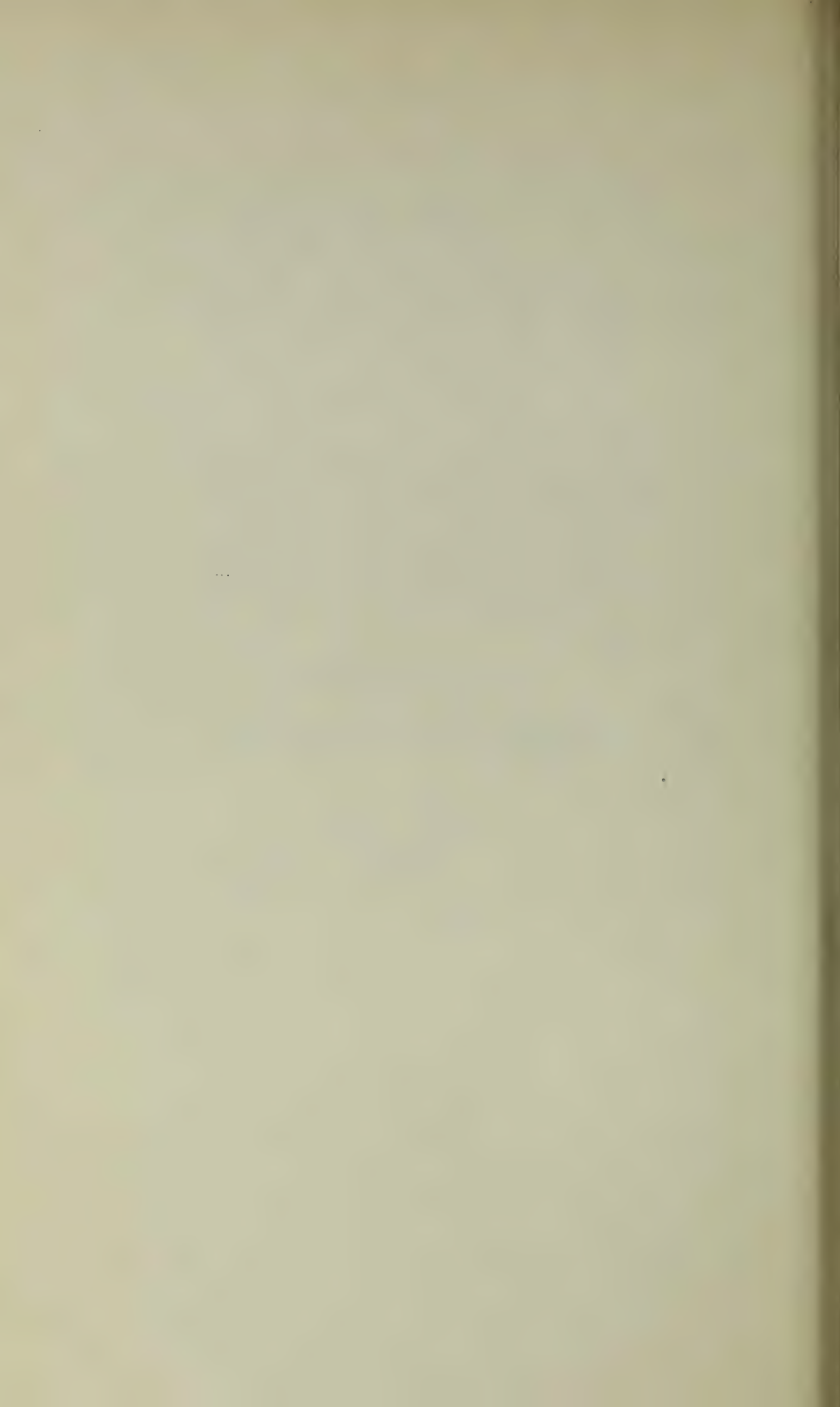
<i>Now serving on tenure</i> . . . . .	24	
Appointed: <i>To serve during the pleasure of the School Committee.</i> —Assistants, Matilda E. Cogan, Clare L. Ennice, Margaret G. O'Brien; Assistant Instructors, Mary D. Armstrong, Louise H. Duane, Mary E. O'Neil . . . . .	6	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Assistant Instructors, Theresa E. Adan, Catherine T. Burns, Mary F. Connelly, Anna B. Culhane, Mary V. Hayes, Gertrude C. Keating, Agnes C. McKenna, Rosetta M. McNamara . . . . .	8	38
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MILITARY DRILL.

<i>Now serving on tenure</i> . . . . .	11	
Appointed: <i>To serve for the term ending August 31, 1934.</i> — Instructors, Francis C. Cadigan; Armorer, Philip S. Corbett,	2	13
	—	

Respectfully yours,

PATRICK T. CAMPBELL,  
*Superintendent of Public Schools.*





SCHOOL DOCUMENT NO. 4-1933  
BOSTON PUBLIC SCHOOLS  
CANDIDATES ELIGIBLE FOR  
APPOINTMENT AS TEACHERS  
AUGUST, 1933



BOSTON  
PRINTING DEPARTMENT  
1933



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BOSTON PUBLIC SCHOOLS,  
OFFICE OF BOARD OF SUPERINTENDENTS,  
15 BEACON STREET, October 1, 1933.

This document contains the names of all candidates included in the 1932 Eligible List (School Document No. 5, 1932) 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 the issue of the 1932 Eligible List, the names of graduates of The Teachers College of the City of Boston of June, 1933, and the names of candidates eligible for appointment as school nurse.

Graduates of The Teachers College prior to 1932, and the 1932 Kindergarten Primary graduates, whose names appear on this list, have been re-rated by the Board of Superintendents and constitute prior lists.

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 qualification.

PREPARATION OF ELIGIBLE LISTS.

Eligible lists of candidates with their respective ratings are annually prepared by the Board of Superintendents, and include the names of graduates of The Teachers College of the City of Boston arranged according to 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 on 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 examinations included a demonstration lesson. This class room demonstration is given great weight in determining the credit for "Amount, Quality and Character of Experience in Teaching."

#### CITIZENSHIP REQUIREMENT.

The Board of Examiners may not admit to certificate examinations persons who are not citizens of the United States, provided that graduates of The Teachers College who are not citizens, may be admitted to certificate examinations upon presentation of evidence of filing of first papers.

#### RESIDENCE REQUIREMENT.

The Board of Examiners may not admit to certificate examinations persons who were not *bona fide* residents of the City of Boston on March 27, 1933.

#### 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.

## 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.

## REMOVALS AND RESTORATIONS OF NAMES FROM AND TO ELIGIBLE LISTS.

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 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.

Examinations for day school certificates are held at The Teachers College, Huntington Avenue and Longwood Avenue, during the week immediately preceding Labor Day.

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, subject to the meeting of the eligibility requirements then in effect, including the age limitation. (For "Age Limitation," see page 7.)

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.

Graduates of The Teachers College who qualify by examination for a certificate of the same grade as that covered by The Teachers College certificate, may retain their positions upon The Teachers College lists.



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.*

IV. HIGH SCHOOL CERTIFICATE.  
ANCIENT LANGUAGES.

Rating.	Name.	Men.	Certificate Expires
812	Kenneth G. Richards	. . . . .	Dec. 31, 1939
801	Bernard A. McCabe	. . . . .	" 31, 1939
794	Peter F. Dolan	. . . . .	" 31, 1938

*Women.*

856	Eileen M. Rice	. . . . .	Dec. 31, 1939
826	Mary C. Finn	. . . . .	" 31, 1939
820	Marion R. Shea	. . . . .	" 31, 1939
812	*Ruth Engles	. . . . .	" 31, 1934
807	*Dorothy Rounds	. . . . .	" 31, 1936
798	Mary E. Thompson	. . . . .	" 31, 1939
797	Aloyse P. Doherty	. . . . .	" 31, 1933

BIOLOGY.

*Men.*

800	Morton H. Cassidy	. . . . .	Dec. 31, 1937
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*Women.*

782	Irma A. Duplin	. . . . .	Dec. 31, 1939
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COMMERCIAL BRANCHES.

BOOKKEEPING AND COMMERCIAL ARITHMETIC.

*Men.*

849	Mark T. Crehan	. . . . .	Dec. 31, 1939
848	Ralph O. Haglund	. . . . .	" 31, 1939
814	*Samuel Steinberg	. . . . .	" 31, 1939
795	John J. Lynch	. . . . .	" 31, 1939
793	Angelo Traniello	. . . . .	" 31, 1939

*Women.*

825	*Clare L. Sweeney	. . . . .	Dec. 31, 1936
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PHONOGRAPHY AND TYPEWRITING.

*Men.*

779	Louis Mazer	. . . . .	Dec. 31, 1939
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*Women.*

835	Mary E. Barry	. . . . .	Dec. 31, 1939
830	Eileen M. Weller	. . . . .	" 31, 1939
767	Rachel Kruger	. . . . .	" 31, 1939

DRESSMAKING.

779	*Nona Jordan	. . . . .	Dec. 31, 1933
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\* Non-resident.

## IV. High School Certificate — Continued.

## ENGLISH.

Rating	Name.	Men.	Certificate Expires
816	Clement C. Maxwell . . . . .		Dec. 31, 1938
793	George D. Yantis . . . . .		" 31, 1937
787	Joseph F. McCarthy . . . . .		" 31, 1938
778	Raymond J. Gemmel . . . . .		" 31, 1937
775	Francis X. Sullivan . . . . .		" 31, 1938
774	Edward J. Markham . . . . .		" 31, 1938
772	Charles G. Benard . . . . .		" 31, 1934
770	Thomas G. Eccles . . . . .		" 31, 1935
769	James M. Nagle . . . . .		" 31, 1939
768	John J. Landrigan . . . . .		" 31, 1939
764	Leo J. McCarthy . . . . .		" 31, 1934
759	Edward J. McKenna . . . . .		" 31, 1939
755	*Vere E. Pearlstein . . . . .		" 31, 1936
<i>Women.</i>			
860	Miriam Quint . . . . .		Dec. 31, 1938
857	Rufina M. McCarthy . . . . .		" 31, 1938
856	*Margaret A. Gist . . . . .		" 31, 1935
849	Ruth M. Fessler . . . . .		" 31, 1938
845	Alma H. Carvill . . . . .		" 31, 1938
844	Lillian C. Gorman . . . . .		" 31, 1939
841	Mary J. Burnett . . . . .		" 31, 1939
838	Rose E. Weiffenbach . . . . .		" 31, 1937
837	Isabelle G. Chilton . . . . .		" 31, 1938
832	Edythe Olins . . . . .		" 31, 1938
828	Mary C. Cadigan . . . . .		" 31, 1939
825	Anna J. Mullin . . . . .		" 31, 1938
824	Clare L. Martell . . . . .		" 31, 1939
823	Louise Fielding . . . . .		" 31, 1939
822	Katherine F. O'Connell . . . . .		" 31, 1939
821	Mary E. MacSwiney . . . . .		" 31, 1934
810	Alma M. Danforth . . . . .		" 31, 1937
809	Alice M. Willard . . . . .		" 31, 1938
805	Margaret I. Kenny . . . . .		" 31, 1939
804	Nora M. Walsh . . . . .		" 31, 1938
795	*Alice A. Hanson . . . . .		" 31, 1934
793	*Margaret M. Banigan . . . . .		" 31, 1938
789	Marion M. Shaughnessy . . . . .		" 31, 1938
784	*Mildred M. Flynn . . . . .		" 31, 1933
776	*Elizabeth A. Gould . . . . .		" 31, 1934
764	Loreto M. Creed . . . . .		" 31, 1935
761	Margaret E. McLeon . . . . .		" 31, 1939
749	Mary G. Connor . . . . .		" 31, 1939
738	Dorothy V. Boutwell . . . . .		" 31, 1938

\* Non-resident.

## IV. High School Certificate — Continued.

## FREE-HAND DRAWING.

Rating.	Name.	Certificate Expires
883	Francis W. Saunders . . . . .	Dec. 31, 1939

*Women.*

901	Dorothy H. Shurtleff . . . . .	Dec. 31, 1939
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## FRENCH.

*Men.*

897	Edward J. Powers . . . . .	Dec. 31, 1939
859	*Noel D. Moulton . . . . .	" 31, 1939
850	John M. Trout, Jr. . . . .	" 31, 1938
840	Emmet T. Morrill . . . . .	" 31, 1939
826	Martin Tall . . . . .	" 31, 1939
799	Paul J. Sullivan . . . . .	" 31, 1939
760	†George J. Maschinot . . . . .	

*Women.*

897	Alice F. Linnehan . . . . .	Dec. 31, 1939
884	Margaret M. O'Connell . . . . .	" 31, 1939
874	Mary M. Cohan . . . . .	" 31, 1939
858	Frances J. Kelly . . . . .	" 31, 1938
821	Margaret M. Kane . . . . .	" 31, 1938
818	Miriam A. Vorbeau . . . . .	" 31, 1939
812	*Mary E. Loughrey . . . . .	" 31, 1936
811	Alice M. Sexton . . . . .	" 31, 1936
808	Louise M. Pillsbury . . . . .	" 31, 1937
806	*Marguerite L. Murphy . . . . .	" 31, 1933
772	Anne M. Dirksmeier . . . . .	" 31, 1939
769	Ruth O. Peters . . . . .	" 31, 1937

## GENERAL SCIENCE.

*Men.*

910	*Francis J. Gannon . . . . .	Dec. 31, 1937
908	Thomas J. Lynch . . . . .	" 31, 1937
832	Elliot A. Gilfix . . . . .	" 31, 1939
825	Robert R. Palson . . . . .	" 31, 1936
823	Francis E. Reynolds . . . . .	" 31, 1936
811	Lloyd A. Hechinger . . . . .	" 31, 1938
810	Frederick S. Whelton . . . . .	" 31, 1935
803	*Timothy J. O'Connor . . . . .	" 31, 1935
774	Thomas F. Coughlan, Jr. . . . .	" 31, 1939

*Women.*

785	Margaret C. Carroll . . . . .	Dec. 31, 1939
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## GERMAN.

849	Kenneth G. Packard . . . . .	Dec. 31, 1939
787	George D. Yantis . . . . .	" 31, 1938

\* Non-resident.

† Non-citizen.

## IV. High School Certificate — Continued.

## HEALTH EDUCATION.

Rating.	Name.	Women.	Certificate Expires
858	*Ruth I. Parsons	.	.

## HISTORY.

*Men.*

856	Joseph L. Kenney	.	Dec. 31, 1937
851	Thomas A. O'Keeffe	.	" 31, 1938
842	Francis X. Moloney	.	" 31, 1939
803	*Lawrence W. Wild	.	" 31, 1933
770	*George F. Donovan	.	" 31, 1934

*Women.*

889	Claire G. Ruane	.	Dec. 31, 1933
874	Marie C. McCabe	.	" 31, 1939
855	Elise M. Nolan	.	" 31, 1939
826	Pauline Y. Long	.	" 31, 1939
825	Mary A. Cooney	.	" 31, 1938
820	*Dolores M. Bryan	.	" 31, 1936
811	Marie E. A'Hearn	.	" 31, 1938
806	Helen D. Curtin	.	" 31, 1938
795	*Dorothy W. Abbott	.	" 31, 1934
785	Martha E. Crane	.	" 31, 1938
780	Mary C. O'Connor	.	" 31, 1935
770	Margaret E. Lynch	.	" 31, 1939
768	Dorothy G. Cushing	.	" 31, 1938
761	*Sadie V. McMichael	.	" 31, 1936
760	Frances E. Murphy	.	" 31, 1939

## ITALIAN.

*Men.*

825	Vincenzo Calvaresi	.	Dec. 31, 1938
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*Women.*

862	Jacqueline Cirame	.	Dec. 31, 1939
860	Judith H. Bartholomew	.	" 31, 1937

## MATHEMATICS.

*Men.*

880	George R. Faxon	.	Dec. 31, 1939
822	Thomas M. Lynch	.	" 31, 1939
817	Robert F. O'Brien	.	" 31, 1939
816	Sebastian B. Littauer	.	" 31, 1939
788	*Frank A. Rhuland	.	" 31, 1934
779	Timothy Cleary	.	" 31, 1939
745	*Earl G. Boyd	.	" 31, 1935
741	*Raymond E. McDonald	.	" 31, 1934
728	*Leo T. Cribben	.	" 31, 1933
724	James H. Nash, Jr.	.	" 31, 1938
708	Warren E. Loring	.	" 31, 1933

\* Non-resident.

## IV. High School Certificate — Continued.

<i>Women.</i>		
Rating.	Name.	Certificate Expires
895	Angela M. Cadigan . . . . .	Dec. 31, 1939
887	Marie A. Broderick . . . . .	" 31, 1938
882	Alma I. Dellamano . . . . .	" 31, 1938
859	*Mary A. Curran . . . . .	" 31, 1938
854	Louise R. Leen . . . . .	" 31, 1938
847	Bernice A. Smith. . . . .	" 31, 1939
840	Mary J. Foley . . . . .	" 31, 1936
837	Margaret G. Quirk . . . . .	" 31, 1939
828	Florence I. B. Herman . . . . .	" 31, 1939
827	Mary E. Cotter . . . . .	" 31, 1939
815	Catherine C. Curran . . . . .	" 31, 1939
805	*Idessa A. Rooney . . . . .	" 31, 1933
776	Jennie W. McKnight . . . . .	" 31, 1938

## MECHANICAL DRAWING.

846	James G. McGivern . . . . .	Dec. 31, 1938
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## PHYSICS-CHEMISTRY.

<i>Men.</i>		
885	Charles E. Duffy . . . . .	Dec. 31, 1939
837	William J. Sweeney . . . . .	" 31, 1934
836	John T. Ryan . . . . .	" 31, 1939
829	Lawrence I. Harris . . . . .	" 31, 1934
825	Charles S. Lewis . . . . .	" 31, 1938
817	John J. Hopkins . . . . .	" 31, 1939
816	George R. Cronin . . . . .	" 31, 1935
814	Charles W. Gleason . . . . .	" 31, 1935
811	*Frank L. Bridges . . . . .	" 31, 1933
811	*Edward J. Russell . . . . .	" 31, 1934
809	*Louis A. Wendelstein . . . . .	" 31, 1935
791	*Arthur E. Boudreau . . . . .	" 31, 1935
790	*John G. O'Connor . . . . .	" 31, 1933
774	Francis S. Quinlan . . . . .	" 31, 1933
769	*Walter D. Wood . . . . .	" 31, 1933
768	Robert R. Palson . . . . .	" 31, 1939
757	*Raymond E. McDonald . . . . .	" 31, 1933

*Women.*

823	Rose J. Martini . . . . .	Dec. 31, 1939
808	Marion C. Moreland . . . . .	" 31, 1939

## SALESMANSHIP.

<i>Men.</i>		
877	Joseph M. O'Leary . . . . .	Dec. 31, 1939
846	Marcus L. Sherin . . . . .	" 31, 1938
790	*Herbert C. Hunt . . . . .	" 31, 1936

\* Non-resident.

## IV. High School Certificate — Concluded.

Women.		
Rating.	Name.	Certificate Expires
850	*Amy F. Buck . . . . .	Dec. 31, 1934
765	Marion B. Tombaugh . . . . .	" 31, 1939
SPANISH.		
776	Johanna Spring . . . . .	Dec. 31, 1935
774	*E. Lenore Placido . . . . .	" 31, 1937
734	Margaret M. Maguire . . . . .	" 31, 1939

## HIGH SCHOOL CERTIFICATE (FOR JUNIOR ASSISTANTS).

HISTORY.		
Men.		
Rating.	Name.	Certificate Expires
870	Arthur Green . . . . .	Dec. 31, 1933
Women.		
791	*Margaret A. Lynch . . . . .	Dec. 31, 1933
PHYSICS-CHEMISTRY.		
813	Solomon Gordon . . . . .	Dec. 31, 1933

## SPECIAL CERTIFICATES VALID IN DAY HIGH SCHOOLS.

## MANUAL ARTS.

FREE-HAND DRAWING.		
Rating.	Name.	Certificate Expires
835	Anna M. Dean . . . . .	Dec. 31, 1936
832	Dorothy H. Shurtleff . . . . .	" 31, 1937
822	Anna A. Moriarty . . . . .	" 31, 1938
807	Anna F. Glennon . . . . .	" 31, 1939
787	Anne P. Pasakarnis . . . . .	" 31, 1938
MECHANICAL DRAWING.		
914	William E. O'Connor . . . . .	Dec. 31, 1938
PHYSICAL EDUCATION.		
857	Katherine E. McCarty . . . . .	Dec. 31, 1933
856	Marie Dierkes . . . . .	" 31, 1938
853	Edna M. Coburn . . . . .	" 31, 1938
841	Mildred C. Nilson . . . . .	" 31, 1936
840	Veronica M. McNamee . . . . .	" 31, 1938
838	Josephine A. Cogan . . . . .	" 31, 1938
837	*Mary F. Tierney . . . . .	" 31, 1936
833	Margaret E. Hennessey . . . . .	" 31, 1938
831	Marie R. Cunningham . . . . .	" 31, 1936

\* Non-resident.

## Special Certificates Valid in Day High Schools — Concluded.

Rating.	Name.	Certificate Expires
819	*Doris M. FitzGerald . . . . .	Dec. 31, 1938
789	Beruta M. Jarosh . . . . .	" 31, 1938
777	*Gwena E. Lewis . . . . .	" 31, 1938
756	*Helen M. Meehan . . . . .	" 31, 1938
750	Winifred C. Prendergast . . . . .	" 31, 1938

VOCATIONAL INSTRUCTOR AND VOCATIONAL ASSISTANT  
CERTIFICATES.

INSTRUCTORS.		
Rating.	Name.	Certificate Expires
913	*Herbert A. Landry . . . . .	Dec. 31, 1937
898	Francis X. Sullivan . . . . .	" 31, 1937
ASSISTANTS.		
827	Johanna Spring . . . . .	Dec. 31, 1935
783	Blanche S. Hall . . . . .	" 31, 1934

INDUSTRIAL INSTRUCTOR, DAY HIGH SCHOOLS,  
CERTIFICATES.

DRESSMAKING.		
Rating.	Name.	Certificate Expires
852	Naomi R. Sylvestre . . . . .	Dec. 31, 1936
843	Elizabeth F. Regan . . . . .	" 31, 1936
838	*Mildred S. Costellow . . . . .	" 31, 1936
745	Winifred T. Ormond . . . . .	" 31, 1936
HOUSEHOLD SCIENCE.		
803	Barbara Y. Wilson . . . . .	Dec. 31, 1938
794	Emily G. Campana . . . . .	" 31, 1938
783	*Evelyn Bliss . . . . .	" 31, 1936
782	*Lillian L. Hoffman . . . . .	" 31, 1936
778	Janet H. Robinson . . . . .	" 31, 1937
746	Virginia M. Sennott . . . . .	" 31, 1938
MILLINERY.		
818	*Frances B. Haskell . . . . .	Dec. 31, 1933

HOLDERS OF THE DEGREE OF MASTER OF EDUCATION,  
THE TEACHERS COLLEGE OF THE CITY OF BOSTON,  
CLASS OF 1933.*(Eligible for temporary service in High Schools.)*

BIOLOGY.		
Rating.	Name.	Certificate Expires
855	Harry Firger . . . . .	June 30, 1939
852	Florence I. Dunn . . . . .	" 30, 1939

Non-resident.



**Holders of the Degree of Master of Education — Continued.**

Rating.	Name.	Certificate Expires
850	Marjorie R. Publicover . . . . .	June 30, 1939
825	Julia A. Maguire . . . . .	" 30, 1939
822	Catherine F. Brady . . . . .	" 30, 1939
<b>CHEMISTRY.</b>		
840	Leonora R. Connors . . . . .	June 30, 1939
800	Mary I. Lord . . . . .	" 30, 1939
<b>ENGLISH.</b>		
923	John A. Walsh . . . . .	June 30, 1939
890	Beatrice E. Kingsley . . . . .	" 30, 1939
885	Teresa A. Delaney . . . . .	" 30, 1939
879}	Ruth M. Magnuson . . . . .	" 30, 1939
879}	Mary G. Sweeney . . . . .	" 30, 1939
872	Dorothy G. Dewar . . . . .	" 30, 1939
871	Franklin J. Wight . . . . .	" 30, 1939
866	Anna F. Conley . . . . .	" 30, 1939
863	Archibald E. Beaton . . . . .	" 30, 1939
835	Joseph A. V. Tracy . . . . .	" 30, 1939
834	Agnes C. Delaney . . . . .	" 30, 1939
<b>FRENCH.</b>		
910	Barbara M. O'Brien . . . . .	June 30, 1939
872	Rita M. Burke . . . . .	" 30, 1939
844	Edwina M. Barry . . . . .	" 30, 1939
840	Mary E. Nichols . . . . .	" 30, 1939
787	William A. McManus . . . . .	" 30, 1939
<b>GEOGRAPHY.</b>		
827	Helen V. Clahane . . . . .	June 30, 1939
814	Albina R. Coppola . . . . .	" 30, 1939
<b>HISTORY.</b>		
923	Ethel T. Greaney . . . . .	June 30, 1939
885	Mary T. McGillicuddy . . . . .	" 30, 1939
873	Myrtis R. Lawrence . . . . .	" 30, 1939
872	M. Bernice Duffy . . . . .	" 30, 1939
863	Mary K. Riley . . . . .	" 30, 1939
845	Helen F. O'Connell . . . . .	" 30, 1939
807	Edith M. Foster . . . . .	" 30, 1939
<b>LATIN.</b>		
895	Joseph F. Rogers . . . . .	June 30, 1939
811	Thomas R. Cunningham . . . . .	" 30, 1939
<b>MATHEMATICS.</b>		
948	Peter H. Kozodoy . . . . .	June 30, 1939
936	Florence Magner . . . . .	" 30, 1939
916	Elsie McHale . . . . .	" 30, 1939
900	Marie T. MacNeil . . . . .	" 30, 1939
882	Helen J. Mitchell . . . . .	" 30, 1939

**Holders of the Degree of Master of Education — Concluded.**

Rating.	Name.	Certificate Expires
859	Olive B. Nelson . . . . .	June 30, 1939
835	Eleanor V. Amirault . . . . .	" 30, 1939
784	Inez B. Miller . . . . .	" 30, 1939

PHYSICS.

921	Sidney Bluhm . . . . .	June 30, 1939
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SPANISH.

904	Marie E. Malaguerra . . . . .	June 30, 1939
854	Alice A. Tyner . . . . .	" 30, 1939
844	Anna G. C. Walsh . . . . .	" 30, 1939

**HOLDERS OF THE DEGREE OF BACHELOR OF SCIENCE IN  
EDUCATION, THE TEACHERS COLLEGE OF THE CITY OF  
BOSTON, CLASS OF 1933.**

*(Candidates for Master's Degree.)*

*(Eligible for temporary service in Intermediate Schools.)*

Mary G. Adams	Anne M. McGrath
Helen E. Amrhein	Ruth M. McLaughlin
Lillian I. Berkowitz	Rhoda C. Millett
Catherine A. Bunyon	Germaine I. Moineau
Rosamond E. Campbell	Harriet L. Nee
Beatrice H. Crump	Judith Ravit
Marjorie K. Davis	Rosemary L. Reilly
Cecilia M. Frank	Mildred A. Rice
Wanda A. A. Herman	Marjorie P. Reilly
Diana C. Horwitz	Ruth H. Ross
Louise L. Howe	Eva R. Sacco
Mary J. Kelleher	Dorothy E. Salisbury
Dorothea M. Kelley	Helen L. Schmidt
Helen E. R. Larkin	Catherine A. Twomey
Marion A. Long	Evelyn M. Wiklund
Helen M. P. McCormack	Gertrude I. Wildberger
	Myrtle A. Ziergiebel

**HOLDERS OF THE DEGREE OF BACHELOR OF SCIENCE IN  
EDUCATION, THE TEACHERS COLLEGE OF THE CITY OF  
BOSTON, CLASS OF 1933.**

*(Eligible for temporary service in Intermediate Schools.)*

ENGLISH.

Rating.	Name.	Certificate Expires
780	Kathleen M. Concannon . . . . .	June 30, 1939
761	Catherine M. O'Brien . . . . .	" 30, 1939
753	Margaret A. Moore . . . . .	" 30, 1939
752	Helen M. Hoar . . . . .	" 30, 1939
747	Mary A. Gurley . . . . .	" 30, 1939

### Holders of the Degree of Bachelor of Science—Concluded.

Rating.	Name.	Certificate Expires
741	Margaret M. Murnane . . . . .	June 30, 1939
738	Mary G. Lawless . . . . .	" 30, 1939
736	Sally W. Kelly . . . . .	" 30, 1939
727	Rebecca M. Mahoney . . . . .	" 30, 1939
724	Margaret M. Foley . . . . .	" 30, 1939
717	Eleanor M. McTernan . . . . .	" 30, 1939
710	Frances P. O'Shea . . . . .	" 30, 1939
698	Helen E. McCarthy . . . . .	" 30, 1939
694	Catherine T. Doherty . . . . .	" 30, 1939
683	Margaret R. King . . . . .	" 30, 1939

#### GENERAL SCIENCE.

745	Helen D. Watson . . . . .	June 30, 1939
744	Ruth A. Glavin . . . . .	" 30, 1939
702	Helen F. Hayes . . . . .	" 30, 1939

#### GEOGRAPHY.

728	Phyllis H. Schlafman . . . . .	June 30, 1939
719	Catherine I. Clancy . . . . .	" 30, 1939
713	Helen F. McCarthy . . . . .	" 30, 1939

#### HISTORY.

754	Dorothy K. Morrill . . . . .	June 30, 1939
723	Alice V. Slater . . . . .	" 30, 1939
693	Eileen M. Goode . . . . .	" 30, 1939
678	Grace V. Sloan . . . . .	" 30, 1939

#### MATHEMATICS.

839	Marjorie A. C. Young . . . . .	June 30, 1939
765	Mary E. McGovern . . . . .	" 30, 1939
762	Marion E. Grocott . . . . .	" 30, 1939
757	Mary A. Lyons . . . . .	" 30, 1939
754	Catherine A. O'Leary . . . . .	" 30, 1939
725	Frances E. Heenan . . . . .	" 30, 1939
671	Anna I. Machado . . . . .	" 30, 1939

### HOLDERS OF THE DEGREE OF BACHELOR OF EDUCATION, THE TEACHERS COLLEGE OF THE CITY OF BOSTON, CLASS OF 1933.

*(Eligible for temporary service in Intermediate Schools.)*

Rating.	Name.	Certificate Expires
838	Nora L. Sullivan . . . . .	June 30, 1939
826	Marie F. Sullivan . . . . .	" 30, 1939
824	Ida B. Bazoll . . . . .	" 30, 1939
812	Rosalie P. Gallert . . . . .	" 30, 1939
797	Selma R. Axelrod . . . . .	" 30, 1939
794	Florence Skalsky . . . . .	" 30, 1939
794	Mary G. Diaz . . . . .	" 30, 1939

### Holders of the Degree of Bachelor of Education — Concluded.

Rating.	Name.	Certificate Expires
787	Caroline L. Mekelburg . . . . .	June 30, 1939
786	Mary E. Gallant . . . . .	" 30, 1939
786	Helen R. Finnegan . . . . .	" 30, 1939
774	Helen D. Walsh . . . . .	" 30, 1939
773	Mary M. Gavin . . . . .	" 30, 1939
767	Doris E. Wood . . . . .	" 30, 1939
762	Sarah Spiegel . . . . .	" 30, 1939
757	Eunice M. A. Wilson . . . . .	" 30, 1939
756	Sara F. Silverman . . . . .	" 30, 1939
755	Katherine R. Sheerin . . . . .	" 30, 1939
749	Alice M. Hurley . . . . .	" 30, 1939
739	Marie J. Colpoys . . . . .	" 30, 1939
736	Anna D. Gray . . . . .	" 30, 1939
725	Eleanor A. Shea . . . . .	" 30, 1939

### HOLDERS OF THE DEGREE OF MASTER OF EDUCATION, THE TEACHERS COLLEGE OF THE CITY OF BOSTON, CLASS OF 1932, AND OTHERS AS INDICATED.

*(Eligible for temporary service in High Schools.)*

BIOLOGY.		
Rating.	Name.	Certificate Expires
834	Marguerite P. Gray . . . . .	June 30, 1938
823	Delia E. Sadowski . . . . .	" 30, 1938
823	Angela M. Keenan (Class of 1931) . . . . .	" 30, 1937
ENGLISH.		
916	Selma Springer . . . . .	June 30, 1938
916	Marjorie A. Boshor . . . . .	" 30, 1938
899	Mary Reid . . . . .	" 30, 1938
892	Barbara Heath . . . . .	" 30, 1938
891	Paul Heins . . . . .	" 30, 1938
883	Mary E. Martin . . . . .	" 30, 1938
881	Dudley J. Walsh . . . . .	" 30, 1938
859	Margaret Ricker . . . . .	" 30, 1938
859	Doris F. Ambrose . . . . .	" 30, 1938
853	Dorothea C. Ambrose . . . . .	" 30, 1938
849	Mary C. E. Mooney . . . . .	" 30, 1938
833	E. Patricia McCulloch . . . . .	" 30, 1938
793	Dorothy Nugent . . . . .	" 30, 1938
792	Constance G. Willson . . . . .	" 30, 1938
FRENCH.		
910	Maxwell Goldings . . . . .	June 30, 1938
HISTORY.		
873	Mildred G. O'Brien . . . . .	June 30, 1938
872	Fay S. Margolis . . . . .	" 30, 1938
872	Mabel C. McAnany . . . . .	" 30, 1938
837	Louise M. Vetterlein . . . . .	" 30, 1938

## Holders of the Degree of Master of Education — Concluded.

LATIN.		
Rating.	Name.	Certificate Expires
844	Katherine M. Ford . . . . .	June 30, 1938
839	Kathleen A. Deery . . . . .	" 30, 1938
824	Mary K. McLaughlin . . . . .	" 30, 1938
MATHEMATICS.		
898	Myrtle A. Colson . . . . .	June 30, 1938
859	Flora M. Shea . . . . .	" 30, 1938
826	Katherine A. Riley . . . . .	" 30, 1938
SPANISH.		
856	Mary C. T. Grandfield . . . . .	June 30, 1938

HOLDERS OF THE DEGREE OF BACHELOR OF EDUCATION,  
THE TEACHERS COLLEGE OF THE CITY OF BOSTON.  
CLASS OF 1932.

*(Eligible for temporary service in Intermediate Schools.)*

Rating.	Name.	Certificate Expires
797	Lillian A. Purdy . . . . .	June 30, 1938
795	Mary A. Gaughan . . . . .	" 30, 1938
794	Selma Goldstein . . . . .	" 30, 1938
793	Leona B. Levins . . . . .	" 30, 1938
792	Prima R. Quaglia . . . . .	" 30, 1938
789	Irene G. Welsh . . . . .	" 30, 1938
788	Nura Globus . . . . .	" 30, 1938
785	Frieda D. Goldberg . . . . .	" 30, 1938
783	Mary Spelfogel . . . . .	" 30, 1938
782	Frances H. Dolimount . . . . .	" 30, 1938
780	Lillian Dubrow . . . . .	" 30, 1938
776	M. Bernice Duffy . . . . .	" 30, 1938
776	Ruth A. Whitmarsh . . . . .	" 30, 1938
767	Mary Woronoff . . . . .	" 30, 1938
763	Mary M. Prohaska . . . . .	" 30, 1938
762	Catherine M. Ross . . . . .	" 30, 1938
761	Ruth L. Davis . . . . .	" 30, 1938
755	M. Barbara Spindler . . . . .	" 30, 1938
755	Rose E. Verstandig . . . . .	" 30, 1938
752	Louise R. Ginsburg . . . . .	" 30, 1938
752	Agnes C. Scanlon . . . . .	" 30, 1938
752	Edith J. Appleblad . . . . .	" 30, 1938
749	Mary P. Hopkins . . . . .	" 30, 1938
747	Helen M. Harris . . . . .	" 30, 1938
742	Elizabeth A. Higgins . . . . .	" 30, 1938
741	Helen M. Seegel . . . . .	" 30, 1938
741	Frances B. Golov . . . . .	" 30, 1938
740	Helen V. Clahane . . . . .	" 30, 1938
738	Ruth Marcus . . . . .	" 30, 1938

**Holders of the Degree of Bachelor of Education — Concluded.**

Rating.	Name.	Certificate Expires
732	Anna S. Berns . . . . .	June 30, 1938
730	C. Irene Murphy . . . . .	" 30, 1938
723	Dorothea Minton . . . . .	" 30, 1938
722	Albina R. Coppola . . . . .	" 30, 1938
721	Margaret V. Mackinnon . . . . .	" 30, 1938
717	Katherine E. Thayer . . . . .	" 30, 1938
708	Christine A. Callan . . . . .	" 30, 1938
700	Eleanor R. Greene . . . . .	" 30, 1938

**THE TEACHERS COLLEGE — ELEMENTARY CERTIFICATE,  
CLASS OF 1932, OF THE TEACHERS COLLEGE OF THE CITY  
OF BOSTON.**

*(Certificate covers Grades I. to VI., inclusive, except as indicated.)*

Rating.*	Name.	Certificate Expires
840	Emma Deitch . . . . .	June 30, 1938
812	Katherine E. Ochs . . . . .	" 30, 1938
811	Esther B. Rudd . . . . .	" 30, 1938
811	Marie E. Smith . . . . .	" 30, 1938
810	Anna L. Muir . . . . .	" 30, 1938
809	Dorothea A. Burns . . . . .	" 30, 1938
802	M. Natalie Trundy . . . . .	" 30, 1938
801	Frances A. Keefe . . . . .	" 30, 1938
801	Elizabeth M. MacNeil . . . . .	" 30, 1938
798	Catherine M. Manning . . . . .	" 30, 1938
798	Lillian L. Crosby . . . . .	" 30, 1938
797	Charlotte E. Gibson . . . . .	" 30, 1938
794	Martha D. Rask . . . . .	" 30, 1938
794	Grace M. Corrigan . . . . .	" 30, 1938
793	Dorothy G. Keefe . . . . .	" 30, 1938
793	Mary F. Keefe . . . . .	" 30, 1938
792	Merwyn E. McCormick . . . . .	" 30, 1938
790	Dorothy G. Fetridge . . . . .	" 30, 1938
783	Georgia L. Horne . . . . .	" 30, 1938
783	Rita T. Conway . . . . .	" 30, 1938
782	Louise V. Bryant . . . . .	" 30, 1938
780	Gertrude Kramer . . . . .	" 30, 1938
779	Mary M. O'Riordan . . . . .	" 30, 1938
775	Florence M. Reid . . . . .	" 30, 1938
775	Helen E. Tarbox . . . . .	" 30, 1938
775	J. Eileen Barrett . . . . .	" 30, 1938
775	Evelyn V. Penta . . . . .	" 30, 1938
774	Margaret E. Burke . . . . .	" 30, 1938
772	Catherine A. Carleton . . . . .	" 30, 1938
771	Margaret C. Tegan . . . . .	" 30, 1938
771	Mary E. Twomey . . . . .	" 30, 1938
770	Clarissa Wall . . . . .	" 30, 1938

\* Basis of rating, 900 points, as compared with 1,000 points for examined candidates.

## Teachers College Elementary Certificates, Class of 1932 — Cont.

Rating.*	Name	Certificate Expires
770	Mildred L. Rowe . . . . .	June 30, 1938
770	Dorothy M. Boland . . . . .	" 30, 1938
769	Gertrude Sussman . . . . .	" 30, 1938
768	Helen M. Lynch . . . . .	" 30, 1938
768	Marion D. Cohen . . . . .	" 30, 1938
767	Florence I. Walsh . . . . .	" 30, 1938
767	Mary A. Russell . . . . .	" 30, 1938
766	Ethel H. Heffron . . . . .	" 30, 1938
766	Esther S. Winn . . . . .	" 30, 1938
765	M. Evelyn Russell . . . . .	" 30, 1938
764	Helen M. Lorenz . . . . .	" 30, 1938
763	Catherine E. O'Connor . . . . .	" 30, 1938
763	Dorothy B. Yoffe . . . . .	" 30, 1938
763	Maybelle K. Supple . . . . .	" 30, 1938
763	Mary A. Fitzsimons . . . . .	" 30, 1938
762	Mary J. Tracy . . . . .	" 30, 1938
762	Catherine B. Connors . . . . .	" 30, 1938
761	Betty Rosenfield . . . . .	" 30, 1938
761	Margarita M. Sturniolo . . . . .	" 30, 1938
761	Lilian S. Wittenberg . . . . .	" 30, 1938
760	Margaret L. Murphy . . . . .	" 30, 1938
760	Helen F. Simonton . . . . .	" 30, 1938
758	Anna G. Boudwin . . . . .	" 30, 1938
758	Mary M. Miller . . . . .	" 30, 1938
758	Edith C. Greene . . . . .	" 30, 1938
756	Ida Cohen . . . . .	" 30, 1938
756	Mary K. Phelan . . . . .	" 30, 1938
755	Agnes V. Sweeney . . . . .	" 30, 1938
754	Kathleen P. Ballem . . . . .	" 30, 1938
754	Catherine P. Carty . . . . .	" 30, 1938
752	Catherine A. Flynn . . . . .	" 30, 1938
752	Rosamond A. Wilson . . . . .	" 30, 1938
752	Cecile B. Rubin . . . . .	" 30, 1938
752	Dolores M. A. O'Connor . . . . .	" 30, 1938
751	Margaret H. Tracy . . . . .	" 30, 1938
750	Catherine I. Boylan . . . . .	" 30, 1938
750	Veronica R. Murphy . . . . .	" 30, 1938
749	Edith R. Eldracher . . . . .	" 30, 1938
748	Helen M. Friedel . . . . .	" 30, 1938
748	Katharine L. Jenness . . . . .	" 30, 1938
747	Margaret M. Morse . . . . .	" 30, 1938
747	Dorothy M. O'Day . . . . .	" 30, 1938
746	Ruth C. Waggett . . . . .	" 30, 1938
746	Marjorie M. Williams . . . . .	" 30, 1938
746	Lilia C. Daly . . . . .	" 30, 1938
746	Mary M. Dooley . . . . .	" 30, 1938
746	Julia M. Fallon . . . . .	" 30, 1938

\* Basis of rating, 900 points, as compared with 1,000 points for examined candidates.

## Teachers College Elementary Certificates, Class of 1932 — Concl.

Rating.*	Name.	Certificate Expires
745	Mary E. McDermott	June 30, 1938
745	Loretta M. Feely	" 30, 1938
745	Thelma Goldberg	" 30, 1938
744	Agnes A. Clancy	" 30, 1938
744	Evelyn J. Martin	" 30, 1938
744	Helen M. Collins	" 30, 1938
743	Gertrude L. Cusack	" 30, 1938
743	Ethel M. Smith	" 30, 1938
742	Miriam H. Sullivan	" 30, 1938
741	Frances D. O'Leary	" 30, 1938
741	Margaret E. MacNeil	" 30, 1938
740	Marion T. Welch	" 30, 1938
737	Alice H. Cooney	" 30, 1938
737	Margaret M. Casey	" 30, 1938
736	Rose R. Rappaport	" 30, 1938
736	Mildred E. Presente	" 30, 1938
735	Frances M. Skelly	" 30, 1938
735	Mary M. Manning	" 30, 1938
734	Freda P. Shapiro	" 30, 1938
732	Frances E. Murphy	" 30, 1938
732	Loretta M. Wellings	" 30, 1938
732	Mary R. MacDonald	" 30, 1938
730	Rosemary M. Doyle	" 30, 1938
730	Marcella J. Laundrie	" 30, 1938
728	Elizabeth I. Garvin	" 30, 1938
727	Edith McNally	" 30, 1938
727	Helene M. Mutz	" 30, 1938
727	Marie H. Campbell	" 30, 1938
727	Veronica A. Croke	" 30, 1938
726	Esther K. Leonard	" 30, 1938
726	Dorothy C. Muldoon	" 30, 1938
723	M. Isabelle Mahoney	" 30, 1938
721	M. Lillian Wantman	" 30, 1938
720	Mary E. Terrio	" 30, 1938
719	Eileen M. McCarthy	" 30, 1938
718	Doris A. Warner	" 30, 1938
718	Esther A. Grant	" 30, 1938
717	Alice E. Gallagher	" 30, 1938
716	Harriet A. Gartland	" 30, 1938
704	Margaret A. Lavin	" 30, 1938
672	Margaret L. McMahon	" 30, 1938
664	Elizabeth M. Flynn	" 30, 1938

\* Basis of rating, 900 points, as compared with 1,000 points for examined candidates.



HOLDERS OF THE DEGREE OF MASTER OF EDUCATION  
THE TEACHERS COLLEGE OF THE CITY OF BOSTON,  
PRIOR TO 1932.

(Eligible for temporary service in High Schools.)

BIOLOGY.		
Rating.	Name.	Certificate Expires
917	Kathleen M. Kerrigan . . . . .	June 30, 1937
892	Catherine I. Wiley . . . . .	" 30, 1937
CHEMISTRY.		
857	Katherine M. Murphy . . . . .	June 30, 1937
HISTORY.		
920	Helen M. Barry . . . . .	June 30, 1937
876	Mary A. Tilley . . . . .	" 30, 1936
855	Clare M. Roach . . . . .	" 30, 1936
LATIN.		
876	Edith Keeler . . . . .	June 30, 1937
MATHEMATICS.		
915	Mary L. Faunce . . . . .	June 30, 1936
907	Dorothy M. Holmes . . . . .	" 30, 1936

HOLDERS OF THE DEGREE OF BACHELOR OF EDUCATION,  
THE TEACHERS COLLEGE OF THE CITY OF BOSTON,  
PRIOR TO 1932.

(Eligible for temporary service in Intermediate Schools.)

Rating.	Name.	Certificate Expires
927	Margaret M. Giblin . . . . .	June 30, 1936
911	Ada V. Tedeschi . . . . .	" 30, 1935
909	Mary E. Sen . . . . .	" 30, 1936
901	Dorothy I. Guy . . . . .	" 30, 1934
864	Helen L. Butler . . . . .	" 30, 1936
851	Mary I. Fenton . . . . .	" 30, 1936
844	Dina H. Rabinowich . . . . .	" 30, 1937
840	Katherine M. Collins . . . . .	" 30, 1934
825	Dorothy M. Killion . . . . .	" 30, 1937
820	Helen O'Connor . . . . .	" 30, 1936
794	Margery L. Reilly . . . . .	" 30, 1937
791	Catharine A. Keniry . . . . .	" 30, 1937
769	Ethel G. Shapiro . . . . .	" 30, 1935

THE TEACHERS COLLEGE — ELEMENTARY CERTIFICATES,  
PRIOR TO 1932.

Rating.	Name.	Certificate Expires
999.00	Editha L. Hurley	June 30, 1935
999.00	Margaret E. Good	" 30, 1935
999.00	Mary F. Fitzgerald	" 30, 1934
999.00	Georgianna M. Cook	" 30, 1935
999.00	Madeline H. McCarthy	" 30, 1935
999.00	Elsie M. Carlson	" 30, 1935
999.00	Ella M. O'Leary	" 30, 1935
998.52	Eleanor D. McCarthy	" 30, 1935
998.52	Anna M. Santososso	" 30, 1934
997.78	Anna M. Kawolis	" 30, 1935
997.78	Freida G. White	" 30, 1934
997.12	Mary J. Petruzzelli	" 30, 1935
994.64	Josephine B. Costello	" 30, 1935
994.64	Marie C. Cosgrove	" 30, 1934
994.64	R. Eleanor McGowan	" 30, 1934
994.64	Aimee F. Brown	" 30, 1935
994.64	Margaret A. Reilly	" 30, 1935
994.64	Georgie S. Munroe	" 30, 1935
994.64	Helen F. Holland	" 30, 1935
993.98	Sara M. Fordham	" 30, 1935
993.90	L. Josephine Reid	" 30, 1935
993.36	Evelyn V. Drew	" 30, 1934
993.32	Mary P. Killion	" 30, 1935
993.32	Catherine M. Vaughan	" 30, 1935
993.16	Helen J. Martin	" 30, 1935
992.82	Mary A. Rodenhiser	" 30, 1935
992.72	Claire M. Carty	" 30, 1935
992.42	Elizabeth A. Scheele	" 30, 1935
991.68	Dorothy A. Hynes	" 30, 1935
991.68	Dorothy G. Cussen	" 30, 1935
991.12	Elizabeth M. Corr	" 30, 1935
989.36	Charlotte A. Regele	" 30, 1935
988.62	Marguerite M. Coughlan	" 30, 1935
987.88	Christina A. Kelly	" 30, 1935
987.40	Gertrude C. Grossman	" 30, 1935
987.14	Eleanor K. Horrigan	" 30, 1934
986.86	Agnes T. Ahern	" 30, 1934
985.76	Frances B. Tierney	" 30, 1935
984.92	Ethel J. Tierney	" 30, 1935
984.00	Dorothy A. Loughran	" 30, 1935
984.00	Anna K. Spinale	" 30, 1934
984.00	Eva B. Weiner	" 30, 1934
984.00	Alma L. Ames	" 30, 1934
984.00	Kathryn A. Chamberlain	" 30, 1934
983.62	Marion C. Brooks	" 30, 1935
983.52	Margaret M. Gill	" 30, 1934

## Teachers College Elementary Certificates, Prior to 1932 — Cont.

Rating.	Name.	Certificate Expires
981.78	Mary J. Keefe	June 30, 1935
981.30	Blanche E. Mullaney	" 30, 1935
981.04	Dorothy L. Quinn	" 30, 1935
981.04	Anna M. Murphy	" 30, 1935
980.30	Catherine A. Davis	" 30, 1935
979.84	Jane E. Fleming	" 30, 1935
979.82	Mary T. Healey	" 30, 1935
979.56	Arline D. A'Hearn	" 30, 1934
979.56	Maud A. Dooley	" 30, 1935
979.56	Joanna T. Vaughan	" 30, 1935
978.98	Mabelle A. Coyne	" 30, 1935
978.82	Viola F. Velardo	" 30, 1935
978.64	Margaret B. Keefe	" 30, 1935
977.92	Eleanor R. Murray	" 30, 1935
977.80	Mary L. Harrington	" 30, 1935
977.16	Ada Schlosberg	" 30, 1934
976.14	Mary E. McGinty	" 30, 1935
976.02	Charlotte C. Blue	" 30, 1934
975.68	Helen J. Finan	" 30, 1935
975.34	Grace V. Francis	" 30, 1935
974.38	Helen T. Sullivan	" 30, 1934
974.20	Helen D. Perry	" 30, 1934
973.47	Sarah R. Moglefsky	" 30, 1936
973.46	Augusta F. Borenstein	" 30, 1934
972.88	Rose L. Madden	" 30, 1934
972.88	Margaret M. Tague	" 30, 1935
972.72	Alice M. Greene	" 30, 1934
972.62	Mary A. Mullen	" 30, 1935
972.47	Margaret I. Dacey	" 30, 1936
972.34	Katherine M. Meara	" 30, 1935
972.09	Catherine P. McKeon	" 30, 1936
971.75	Anna C. Timmerman	" 30, 1936
971.36	Margaret C. Rossiter	" 30, 1935
969.92	Agnes J. Coyne	" 30, 1936
969.84	Rose M. O'Donnell	" 30, 1935
969.18	Victoria A. Blue	" 30, 1935
969.18	Helen C. Appleton	" 30, 1935
969.07	Florence K. Russell	" 30, 1936
968.37	M. Cecelia Rogan	" 30, 1936
968.26	Theresa M. DeGrandis	" 30, 1935
968.18	Ethel M. Cunningham	" 30, 1935
968.00	Elizabeth C. Connaughton	" 30, 1934
968.00	Mary A. Mullin	" 30, 1935
968.00	Teresa C. Fopiano	" 30, 1935
967.52	Doris V. Kraft	" 30, 1935
967.26	Hilda M. Meagher	" 30, 1935
966.67	Katharine A. McTiernan	" 30, 1936
966.51	Kathryn P. Fallon	" 30, 1936

## Teachers College Elementary Certificates, Prior to 1932 — Cont.

Rating.	Name.	Certificate Expires
966.48	Jeanette Schlossberg . . . . .	June 30, 1936
966.04	Helen T. White . . . . .	" 30, 1935
965.78	Sara M. Curran . . . . .	" 30, 1934
965.48	Esther M. Doyle . . . . .	" 30, 1935
964.00	Anne Gordon . . . . .	" 30, 1936
962.80	Katherine T. Walsh . . . . .	" 30, 1934
962.20	Doris G. Hines . . . . .	" 30, 1936
962.08	Anna M. Bergin . . . . .	" 30, 1935
961.16	Mary J. Grant . . . . .	" 30, 1935
960.60	E. Mary McCarty . . . . .	" 30, 1934
960.45	Eva G. Averbuck . . . . .	" 30, 1936
960.14	Gladys I. Vienneau . . . . .	" 30, 1934
960.12	Margaret M. Crowe . . . . .	" 30, 1935
959.68	Sophie Cohen . . . . .	" 30, 1935
959.67	Nina M. Forsythe . . . . .	" 30, 1936
959.56	Ethel M. McGonagle . . . . .	" 30, 1936
959.28	Eileen V. Connors . . . . .	" 30, 1936
959.12	Bessie Perlman . . . . .	" 30, 1935
959.06	Marguerite E. Scully . . . . .	" 30, 1936
958.74	Helen G. Keating . . . . .	" 30, 1936
958.44	Elizabeth A. Corrigan . . . . .	" 30, 1936
957.80	Margaret E. Fisher . . . . .	" 30, 1934
957.34	Kathleen L. Doherty . . . . .	" 30, 1935
957.25	Estelle M. White . . . . .	" 30, 1936
956.71	Irene M. Lundgren . . . . .	" 30, 1936
956.28	Dorothy A. Gallivan . . . . .	" 30, 1936
955.88	Mary E. Fallon . . . . .	" 30, 1935
955.60	Louise M. Colburn . . . . .	" 30, 1936
954.86	Ellen S. Enos . . . . .	" 30, 1935
953.55	Mary M. Cronin . . . . .	" 30, 1936
953.27	Filomena E. Branca . . . . .	" 30, 1936
953.00	Dorothy Quincy . . . . .	" 30, 1936
952.64	Helen R. Sullivan . . . . .	" 30, 1935
952.61	Louise M. Healy . . . . .	" 30, 1936
952.00	Catherine H. Keleher . . . . .	" 30, 1935
952.00	Anna T. McNerny . . . . .	" 30, 1935
951.87	Eleanor B. Colleton . . . . .	" 30, 1936
951.80	Margaret F. Barletto . . . . .	" 30, 1937
951.77	Helen M. Clair . . . . .	" 30, 1936
951.65	Grace N. Hickey . . . . .	" 30, 1936
951.31	Vivian H. Rogow . . . . .	" 30, 1936
951.30	Mary L. Sullivan . . . . .	" 30, 1936
951.20	Mary C. Moretti . . . . .	" 30, 1935
950.30	Agnes K. Birmingham . . . . .	" 30, 1936
950.22	Evelyn Moskowitz . . . . .	" 30, 1935
949.98	Isabelle H. Feldman . . . . .	" 30, 1935
949.80	Marion L. Burton . . . . .	" 30, 1936
949.77	Mary G. Larnar . . . . .	" 30, 1936

## Teachers College Elementary Certificates, Prior to 1932—Cont.

Rating.	Name.	Certificate Expires
949.73	Louise P. DeAdder	June 30, 1936
949.04	Margaret L. Casey	" 30, 1934
948.84	Alice A. Rask	" 30, 1937
948.48	Helen McGillicuddy	" 30, 1935
948.25	Cecilia D. Lutkevich	" 30, 1936
948.22	Theresa M. Connolly	" 30, 1936
946.99	Patricia C. Martell	" 30, 1937
946.66	Alma Field	" 30, 1934
946.37	Helen M. Daley	" 30, 1936
946.08	Della London	" 30, 1935
945.98	Mary V. Kelleher	" 30, 1936
945.56	Eileen M. Mullen	" 30, 1936
944.76	Alice M. Wells	" 30, 1935
944.48	Rose Silverman	" 30, 1936
944.23	M. Marion Soifer	" 30, 1937
944.02	Marie L. Kelley	" 30, 1934
943.80	Mary E. Brennan	" 30, 1936
942.38	A. Mae Caffery	" 30, 1934
942.37	M. Loretta Dillon	" 30, 1936
941.88	Mary M. Burke	" 30, 1936
941.73	Emmaline Kornetz	" 30, 1937
941.46	Evelyn A. Glavin	" 30, 1935
941.29	Pauline Cohen	" 30, 1936
940.72	M. Alice Sheridan	" 30, 1934
940.12	Thomasina J. Marto	" 30, 1936
940.00	Virginia M. Furlong	" 30, 1936
938.40	Ethel M. Campbell	" 30, 1934
938.35	Mary E. Sullivan	" 30, 1936
938.25	Elizabeth K. Gavin	" 30, 1936
938.12	Elizabeth Nerden	" 30, 1936
937.18	Anna Block	" 30, 1934
937.18	Catherine S. Morgan	" 30, 1935
936.92	Marion G. Lane	" 30, 1935
936.73	Miriam F. Cohen *	" 30, 1938
936.36	Rosalind G. Olim	" 30, 1935
935.52	Margaret E. McDonald	" 30, 1934
935.04	Natalie Waldman	" 30, 1937
934.78	Ruth A. Leddy	" 30, 1935
934.56	Mary I. Lipner	" 30, 1936
933.73	Catherine L. Cusick	" 30, 1937
933.30	Marion W. Meloy	" 30, 1935
932.99	Gertrude E. Smith	" 30, 1936
932.48	Louise M. Flavin	" 30, 1935
932.00	Gertrude C. Foley	" 30, 1937
931.88	Helen Fine	" 30, 1936
931.82	Alice L. O'Rourke	" 30, 1934
930.80	Clara C. Minsinger	" 30, 1935

\* Holds Normal, Kindergarten-Primary Certificate.

## Teachers College Elementary Certificates, Prior to 1932 — Cont.

Rating.	Name.	Certificate Expires
930.37	Miriam A. Adler	June 30, 1936
930.34	Ruth V. Donnelly	" 30, 1936
930.32	Alma A. C. Fenocketti	" 30, 1937
929.98	Mary P. MacIntyre	" 30, 1934
929.89	Lillian F. Horrigan	" 30, 1936
929.84	Josephine L. Pannier	" 30, 1937
928.68	Rebecca Bloom	" 30, 1936
926.64	Rose Landy	" 30, 1935
926.38	Althea I. Rymarczick	" 30, 1934
926.10	Florence E. Wright	" 30, 1937
925.22	Doris A. Loehr	" 30, 1937
925.07	Erminia A. Ballerino	" 30, 1936
924.87	Doris B. Kapstein	" 30, 1937
924.45	Alice H. M. Ryan	" 30, 1937
924.02	Gertrude M. O'Brien	" 30, 1936
923.87	Catherine C. Gill	" 30, 1937
922.38	Mary G. Moran	" 30, 1935
922.04	Eileen M. Mullaney	" 30, 1936
921.08	Helen D. Curtin	" 30, 1934
920.64	Ruth B. Higbee *	" 30, 1938
919.15	E. Marion McGreal	" 30, 1936
918.62	Rebecca Hurwitz *	" 30, 1938
916.30	Alice M. Dunn	" 30, 1935
915.77	Mary A. Flynn	" 30, 1936
915.26	Marion F. Hally	" 30, 1935
915.09	Mary G. Callahan	" 30, 1936
914.88	Madelyn A. Trainor	" 30, 1936
914.51	Helen E. Atwood	" 30, 1936
914.24	Mary P. Kearns	" 30, 1936
913.59	Helen G. Sheehan	" 30, 1936
913.52	Helen M. MacKinnon	" 30, 1936
913.18	Alice M. Willis	" 30, 1937
912.25	Elizabeth F. Dacey	" 30, 1937
912.07	Lillian F. Hurley	" 30, 1937
909.94	Marion Goldberg	" 30, 1937
909.13	Beatrice E. Huskins	" 30, 1937
908.43	Marion F. Fogarty	" 30, 1939
908.14	Elizabeth M. Flanagan	" 30, 1936
908.13	Alice R. Pallister	" 30, 1937
906.95	Catherine F. Donovan	" 30, 1936
902.70	Dorothy A. Cook	" 30, 1935
902.59	Helen L. Callahan	" 30, 1937
902.18	Rebecca Freeman	" 30, 1937
900.42	Mary L. Moran	" 30, 1936
899.51	Rosemary L. Neagle	" 30, 1937
899.34	Evelyn R. Hurwitch *	" 30, 1938
899.08	Ruth E. Holland	" 30, 1934

\* Holds Normal, Kindergarten-Primary Certificate.

## Teachers College Elementary Certificates, Prior to 1932 — Cont.

Ranking.	Name.	Certificate Expires
897.39	Marion H. Melledy . . . . .	June 30, 1936
896.82	Katherine V. Donahue . . . . .	" 30, 1935
895.03	Marcella C. Barth . . . . .	" 30, 1936
894.92	Mary A. Cudhea . . . . .	" 30, 1937
894.67	Eugenia C. Cronin . . . . .	" 30, 1937
894.66	Genevieve L. K. Mackey . . . . .	" 30, 1936
893.03	Edith Seidle . . . . .	" 30, 1936
893.02	Dorothy I. Blenkhorn . . . . .	" 30, 1936
891.79	Lucy M. Moisan . . . . .	" 30, 1936
891.36	Beatrice V. Needel . . . . .	" 30, 1937
890.99	Helen M. Murphy . . . . .	" 30, 1936
890.55	Evelyn M. Barrett . . . . .	" 30, 1936
890.36	Florence R. Bloom . . . . .	" 30, 1937
889.59	Dorothy V. Morris . . . . .	" 30, 1936
889.47	Elizabeth R. Brinton . . . . .	" 30, 1937
889.16	Marjorie A. C. Young . . . . .	" 30, 1937
887.86	Marie I. Mullin . . . . .	" 30, 1936
887.70	Grace E. Tracy . . . . .	" 30, 1935
887.57	Helen G. Conley . . . . .	" 30, 1936
887.43	Kathryn M. Mahoney . . . . .	" 30, 1936
887.18	Nadine E. Sander . . . . .	" 30, 1936
886.96	Catherine M. Butler . . . . .	" 30, 1937
886.95	Dolores M. Murphy . . . . .	" 30, 1936
886.43	Alice M. Tilley . . . . .	" 30, 1937
885.89	Edna G. Quinn . . . . .	" 30, 1937
885.09	Beatrice C. Bernazzani . . . . .	" 30, 1937
884.81	Margaret M. Mulqueeney . . . . .	" 30, 1936
884.67	Thelma L. Fortunati . . . . .	" 30, 1935
883.50	Mildred T. Bloch . . . . .	" 30, 1936
883.13	Alice J. Brooks . . . . .	" 30, 1937
882.67	Mary B. McTiernan . . . . .	" 30, 1936
882.62	Mary A. Holloran . . . . .	" 30, 1936
882.35	Ruth C. McNulty . . . . .	" 30, 1937
882.07	Rose M. Fitzgerald . . . . .	" 30, 1936
881.93	Alma L. Ellgner . . . . .	" 30, 1937
881.13	Marion K. Tinker . . . . .	" 30, 1936
880.09	Eve H. Feldman . . . . .	" 30, 1936
879.99	Dorothy A. Chestnut . . . . .	" 30, 1937
879.97	Mary A. McNulty . . . . .	" 30, 1936
879.82	Margaret M. Murnane . . . . .	" 30, 1937
879.29	A. Ruth Hickey . . . . .	" 30, 1937
878.69	Margaret E. Quireck . . . . .	" 30, 1937
878.15	Ann G. Halloran . . . . .	" 30, 1936
877.18	Helen Zarling . . . . .	" 30, 1937
877.17	Gertrude J. Cussen . . . . .	" 30, 1937
876.88	Kathleen M. Noonan . . . . .	" 30, 1936
876.86	Helen A. McCarthy . . . . .	" 30, 1937
876.76	Frances B. Golov . . . . .	" 30, 1936

## Teachers College Elementary Certificates, Prior to 1932 — Cont.

Rating.	Name.	Certificate Expires
876.28	Margaret A. Moore . . . . .	June 30, 1937
876.12	Clare L. McCarthy . . . . .	" 30, 1934
876.00	Esther Schwartz . . . . .	" 30, 1935
875.48	M. Louise O'Brien . . . . .	" 30, 1937
875.47	Mary A. McDermott . . . . .	" 30, 1936
875.09	Barbara A. Lynch . . . . .	" 30, 1936
874.31	Esther Gordon . . . . .	" 30, 1937
874.28	M. Gladys Rupp . . . . .	" 30, 1936
874.26	Esther R. Tick . . . . .	" 30, 1937
874.10	Alice M. McGuirk . . . . .	" 30, 1936
874.00	Ruth E. Lynch . . . . .	" 30, 1935
873.68	Reva R. Halperin . . . . .	" 30, 1937
873.60	Mary R. Mallard . . . . .	" 30, 1936
873.19	Helen D. Watson . . . . .	" 30, 1937
872.79	Dorothy Tracey . . . . .	" 30, 1936
872.70	Gertrude S. Lampke . . . . .	" 30, 1935
872.54	Mary A. Gurley . . . . .	" 30, 1937
872.23	Barbara I. Henry . . . . .	" 30, 1937
871.57	Helen Riddoch . . . . .	" 30, 1937
871.50	Mary E. McGovern . . . . .	" 30, 1937
871.42	Mary A. Fuhs . . . . .	" 30, 1937
871.23	Ruth A. Glavin . . . . .	" 30, 1937
871.20	Reva R. Fellman . . . . .	" 30, 1935
870.82	Teresa S. Tarutz . . . . .	" 30, 1937
870.58	Dorothy A. Owens . . . . .	" 30, 1937
870.40	Doris K. Seary . . . . .	" 30, 1937
870.11	Alice C. Rogers . . . . .	" 30, 1937
870.04	Anne G. Fennessey . . . . .	" 30, 1934
870.00	Anna V. Glavin . . . . .	" 30, 1935
869.07	Mollie Berly . . . . .	" 30, 1935
868.93	Eleanor J. Keefe . . . . .	" 30, 1937
868.63	Anne M. Rubin . . . . .	" 30, 1936
868.52	Dorothy K. Morrill . . . . .	" 30, 1937
868.46	Mildred S. Brown . . . . .	" 30, 1937
868.30	Pauline V. Doble . . . . .	" 30, 1936
867.81	Rose Myerson . . . . .	" 30, 1936
866.97	Naomi Braunstein . . . . .	" 30, 1936
866.95	Helen J. Lyons * . . . . .	" 30, 1938
866.14	Frances S. Rosen . . . . .	" 30, 1937
865.78	Elizabeth M. Clancy . . . . .	" 30, 1936
865.01	Catherine M. Fitzpatrick . . . . .	" 30, 1936
865.00	Cecilia M. Burke . . . . .	" 30, 1935
864.96	Louise M. Killgoar . . . . .	" 30, 1936
864.82	Julia M. Scanlan . . . . .	" 30, 1937
864.67	Rebecca M. Mahoney . . . . .	" 30, 1937
864.54	Marion E. Grocott . . . . .	" 30, 1937
864.29	Kathleen M. Concannon . . . . .	" 30, 1937

\* Holds Normal, Kindergarten-Primary Certificate.



## Teachers College Elementary Certificates, Prior to 1932 — Cont.

Rating.	Name.	Certificate Expires
863.82	Helen M. Hoar	June 30, 1937
863.46	Frances Epstein	" 30, 1936
863.05	A. Virginia Edwards *	" 30, 1938
862.79	Theodore M. Wooten	" 30, 1937
862.05	Hanna V. McLaughlin	" 30, 1936
861.33	Frances P. O'Shea	" 30, 1937
861.08	Gertrude A. Tarutz	" 30, 1936
860.54	Pauline Ehrlich	" 30, 1937
860.44	Alyce M. Nelson	" 30, 1936
860.09	Constance A. Reardon *	" 30, 1938
860.06	Mary L. Chapman	" 30, 1937
859.48	M. Claire Dukeshire	" 30, 1937
859.28	Marie G. Bulman	" 30, 1936
859.10	Agnes M. Doyle	" 30, 1937
858.66	Mary S. Marco	" 30, 1935
858.56	Mary G. Lawless	" 30, 1937
858.43	Catherine M. O'Brien	" 30, 1937
858.26	Ruth L. Goldman	" 30, 1936
858.20	Vivian A. Wheaton	" 30, 1935
858.13	Marion A. Elliott	" 30, 1935
858.03	Catherine M. Loughlin	" 30, 1937
857.71	Marie L. Burke	" 30, 1936
857.66	Helen F. Clark	" 30, 1935
857.17	Rachel Kudish	" 30, 1937
856.67	Ruth L. Gallant	" 30, 1935
856.62	Phyllis H. Schlafman	" 30, 1937
856.53	Dorothy H. Clarke	" 30, 1936
855.91	Marcia Karp	" 30, 1937
855.41	Mary E. Mullin *	" 30, 1938
855.20	Margaret C. Dubar	" 30, 1934
855.07	Amy L. Palladino	" 30, 1937
854.51	Mary F. Grady	" 30, 1936
854.12	Anne K. Scally	" 30, 1937
853.99	Ruth E. Malone	" 30, 1937
853.86	Helen M. Harris	" 30, 1936
853.44	Mary L. Keenan	" 30, 1937
853.36	Dorothy M. Wolfson	" 30, 1937
852.85	Catherine I. Clancy	" 30, 1937
852.59	Rose M. Haddad	" 30, 1937
852.25	Anna T. Joyce	" 30, 1937
851.92	Justina R. Leverone	" 30, 1936
851.89	M. Barbara Spindler	" 30, 1936
851.11	Mary H. Sweeney	" 30, 1937
850.59	Anne E. Armstrong	" 30, 1937
850.06	Nancy B. Carino	" 30, 1937
849.84	Adeline M. Holub	" 30, 1936
849.68	Charlotte M. Greany *	" 30, 1938

\* Holds Normal, Kindergarten-Primary Certificate.

## Teachers College Elementary Certificates, Prior to 1932 — Cont.

Rating.	Name.	Certificate Expires
849.56	Katherine L. Fogarty	June 30, 1937
849.28	Elizabeth R. Larrabee	" 30, 1934
848.55	Mary E. Hayes	" 30, 1935
848.43	Rose M. Fitzgibbon	" 30, 1936
848.36	Sarah M. Rollo	" 30, 1937
848.30	Elizabeth M. Reagan	" 30, 1937
848.08	Helen T. Martin	" 30, 1937
847.37	Sylvia Ginns	" 30, 1937
847.34	Mary A. Meehan	" 30, 1935
847.28	Sally W. Kelly	" 30, 1937
846.88	Margaret J. McCarthy	" 30, 1937
846.35	Rose E. Donohoe	" 30, 1937
846.23	Dorothy Gouzoule	" 30, 1937
845.07	Catherine A. O'Leary	" 30, 1937
844.96	Mary E. Mason	" 30, 1936
844.94	Ruth Marcus	" 30, 1936
843.77	Antoinette Kouroyen	" 30, 1937
843.14	Mary A. Decareau	" 30, 1936
843.12	Agatha G. Kearney	" 30, 1937
842.13	Mary A. Mahoney	" 30, 1936
841.85	Anna M. Hurley	" 30, 1936
840.88	Eileen M. Goode	" 30, 1936
840.62	Helen T. Donnelly	" 30, 1936
840.02	Christina L. Golden	" 30, 1937
839.48	Marion F. Purdy	" 30, 1937
838.50	Margaret E. Fleming	" 30, 1937
838.44	Theresa M. Spadazzi	" 30, 1936
838.16	Eleanor M. McTernan	" 30, 1937
837.89	Doris L. McClure	" 30, 1937
837.31	Frances H. Cohen	" 30, 1937
837.23	Patricia F. Kelleher	" 30, 1937
837.18	Christine I. Brash *	" 30, 1938
837.14	Catherine J. Harrington	" 30, 1937
836.90	Mary T. Martin	" 30, 1937
836.50	R. Emily Smith	" 30, 1937
836.49	Sylvia Lipson	" 30, 1936
836.48	Margaret E. Gray	" 30, 1936
836.34	Margaret M. Fitzgerald	" 30, 1937
835.79	Katherine A. Collins	" 30, 1937
835.48	Helen F. McCarthy	" 30, 1937
834.26	Anna A. Moore	" 30, 1937
834.05	Mary F. Horan	" 30, 1936
833.48	Georgia M. Mangiaracina	" 30, 1937
833.40	Alice V. Slater	" 30, 1937
833.25	Ethel H. Duncan	" 30, 1937
832.77	Elizabeth J. Gallagher	" 30, 1936
832.66	Margaret E. Leahy	" 30, 1935

\* Holds Normal, Kindergarten-Primary Certificate.

## Teachers College Elementary Certificates, Prior to 1932 — Cont.

Rating.	Name.	Certificate Expires
832.56	Mary R. Feeney . . . . .	June 30, 1937
832.51	Mary A. Lyons . . . . .	" 30, 1937
831.50	Elizabeth A. Muldoon * . . . . .	" 30, 1938
831.48	Catherine T. Doherty . . . . .	" 30, 1937
831.23	Charlotte M. Crozier . . . . .	" 30, 1936
829.83	Alice R. Geary . . . . .	" 30, 1937
829.35	Ada Freedman * . . . . .	" 30, 1938
829.19	Marjorie C. Murphy . . . . .	" 30, 1937
828.95	Gertrude H. Schultz . . . . .	" 30, 1937
828.32	Margaret A. Sullivan . . . . .	" 30, 1937
828.23	Mary C. Walsh . . . . .	" 30, 1937
828.21	A. Louise Foley * . . . . .	" 30, 1938
827.48	Anna I. Machado . . . . .	" 30, 1937
827.29	Mary F. McCarthy . . . . .	" 30, 1937
825.19	Ruth A. York . . . . .	" 30, 1937
823.73	Lyllian Moses . . . . .	" 30, 1937
823.28	Margaret H. Sullivan . . . . .	" 30, 1936
822.04	Louise V. Maguire . . . . .	" 30, 1937
821.63	Helen E. McCarthy . . . . .	" 30, 1937
821.40	Eva A. Bertagna . . . . .	" 30, 1937
821.05	Helen F. Morrison . . . . .	" 30, 1934
820.48	Anna T. O'Connell . . . . .	" 30, 1937
820.29	Euphemia C. Forsyth . . . . .	" 30, 1936
820.05	Mary E. Magennis . . . . .	" 30, 1937
819.63	Catherine C. McGrath . . . . .	" 30, 1936
818.68	Dorothea E. Cusack . . . . .	" 30, 1935
818.00	Janet L. Cook . . . . .	" 30, 1934
817.86	Catherine M. LaLiberte . . . . .	" 30, 1936
816.70	Mary F. Russo . . . . .	" 30, 1937
816.56	Marguerite I. Wilson . . . . .	" 30, 1937
816.54	Doris W. Tracy . . . . .	" 30, 1937
816.41	Margaret M. Foley . . . . .	" 30, 1936
816.04	Margaret R. King . . . . .	" 30, 1937
815.33	Edith R. Alexander . . . . .	" 30, 1935
815.05	Clara R. Shaman . . . . .	" 30, 1937
814.76	Alice F. Seufert . . . . .	" 30, 1937
814.00	Signe C. Goranson . . . . .	" 30, 1934
813.58	Frances S. Cazanove . . . . .	" 30, 1937
810.28	Isabel A. Downey . . . . .	" 30, 1936
809.77	Pearl I. Tucker . . . . .	" 30, 1937
809.52	Catherine I. Madden . . . . .	" 30, 1936
809.47	Gladys L. Reid . . . . .	" 30, 1936
808.01	Frances E. Heenan . . . . .	" 30, 1937
807.68	Marion H. Sheehan . . . . .	" 30, 1936
806.86	Edith E. Drew . . . . .	" 30, 1937
805.22	Marie H. Crowley . . . . .	" 30, 1937
804.35	Miriam Katz * . . . . .	" 30, 1938

\* Holds Normal, Kindergarten-Primary Certificate.

## Teachers College Elementary Certificates, Prior to 1932 — Concl.

Rating.	Name.	Certificate Expires
801.31	Eleanor R. Greene . . . . .	June 30, 1936
799.65	Christine A. Callan . . . . .	" 30, 1936
798.62	Patricia R. Lynch . . . . .	" 30, 1937
789.84	Anna L. Fennessey . . . . .	" 30, 1936
787.93	Helen F. Hayes . . . . .	" 30, 1937
784.23	Alice G. Dunne . . . . .	" 30, 1936
782.67	Irene E. Collicott . . . . .	" 30, 1935
782.17	Florence E. Rubin . . . . .	" 30, 1936
778.46	Grace V. Sloan . . . . .	" 30, 1937
777.27	Dorothea K. Stevens § . . . . .	" 30, 1937
769.82	Kathryn F. Doherty . . . . .	" 30, 1937
754.71	Catherine M. Dacey . . . . .	" 30, 1937
750.09	Irene H. Woods . . . . .	" 30, 1936

## INTERMEDIATE AND ELEMENTARY SCHOOL CERTIFICATES, EXAMINED CANDIDATES.

*Intermediate Certificate.*

## CLERICAL PRACTICE.

<i>Men.</i>		
Rating.	Name.	Certificate Expires
863	George E. Shepherd † (1) . . . . .	Dec. 31, 1937
854	*William H. Valentine (2) . . . . .	" 31, 1935
850	William J. Cunningham (2) . . . . .	" 31, 1939
820	Walter J. Byrnes † (1) . . . . .	" 31, 1933
795	John T. Waldron (3) . . . . .	" 31, 1937

*Women.*

821	Alice P. McNamara (1) . . . . .	Dec. 31, 1934
779	*Emily L. Shannon (4) . . . . .	" 31, 1933
730	Mary F. Kelly (2) . . . . .	" 31, 1939

## DRAWING.

777	*Blanche M. Fish (4) . . . . .	Dec. 31, 1933
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## ENGLISH.

<i>Men.</i>		
Rating.	Name.	Certificate Expires
805	Herbert J. Kinsella (5) . . . . .	Dec. 31, 1937
789	Joseph A. Mahoney † (6) . . . . .	" 31, 1934
786	Albert L. Taylor (2) . . . . .	" 31, 1939
762	John K. Lennon (1) . . . . .	" 31, 1939
761	Bernard F. Devlin (7) . . . . .	" 31, 1939

*Women.*

831	Mary E. Griffin (5) . . . . .	Dec. 31, 1939
822	Alice G. Curran (1) . . . . .	" 31, 1939

\* Non-resident.

‡ Holds Elementary School, Class A Certificate.

§ Holds Normal, Kindergarten-Primary Certificate.

Intermediate and Elementary Certificates, Examined Candidates —  
Continued.

Rating.	Name.	Certificate Expires
819	Matilda M. McLeod (7)	Dec. 31, 1937
810	Loreto M. Creed (2)	" 31, 1939
804	Lucy Lieberman (7)	" 31, 1939
802	Mary H. Stroup † (1)	" 31, 1934
801	Dorothea M. Dinand (2)	" 31, 1939
785	Florence E. Murphy (1)	" 31, 1934
783	Mary R. Kirby (2)	" 31, 1933
782	Blanche London (7)	" 31, 1937
780	Florence E. Horne (5)	" 31, 1936
776	Mary M. Anderson (2)	" 31, 1939
770	Beatrice F. Seager (1)	" 31, 1938
765	Esther L. A. Moscatelli (8)	" 31, 1936
764	*Anna F. Kuhn (1)	" 31, 1934
752	Grace K. Lonergan (2)	" 31, 1934

## FRENCH.

*Men.*

849	Edward J. Powers (5)	Dec. 31, 1939
813	Chester G. Seamans † (5)	" 31, 1935
775	Arthur J. Pelletier (5)	" 31, 1934
761	Israel A. Pollen (1)	" 31, 1938

*Women.*

819	Priscilla Mullen (4)	Dec. 31, 1939
818	Celena Cooper (4)	" 31, 1938
802	Miriam A. Vorbeau (4)	" 31, 1939
790	Marion Shafran (4)	" 31, 1938
788	Marguerite L. Hill (4)	" 31, 1939
787	Eileen Griffin (9)	" 31, 1938

## GEOGRAPHY.

869	M. Elizabeth Fleming † (2)	Dec. 31, 1935
836	Margaret F. Mitchell (2)	" 31, 1939
835	*Emily L. Shannon (2)	" 31, 1934
834	Helen T. Curtis (2)	" 31, 1934
830	Pauline E. Madden (2)	" 31, 1938
827	Anna T. Burke (2)	" 31, 1935
825	Helen F. Denehy (2)	" 31, 1935
819	E. Madeline Toner (2)	" 31, 1935
814	Claire Dolby (2)	" 31, 1939
809	Helen E. Hodges (2)	" 31, 1938
808	Margaret D. Owens (2)	" 31, 1936
802	Anna K. Shaughnessy (2)	" 31, 1938
801	Rose E. Philbin † (2)	" 31, 1935
798	Mary M. Rafferty (2)	" 31, 1939
797	Agnes M. Coyne (2)	" 31, 1939

\* Non-resident.

† Holds Elementary School, Class A Certificate.

Intermediate and Elementary Certificates, Examined Candidates—  
Continued.

Rating.	Name.	Certificate Expires
791	*Anastasia M. Kelly (2)	Dec. 31, 1934
785	Josephine V. Dalton (2)	" 31, 1933
774	Helen Bruner (2)	" 31, 1935
GERMAN.		
<i>Men.</i>		
825	Frank M. C. Keady (5)	Dec. 31, 1939
<i>Women.</i>		
858	Susan Fitzgerald (5)	Dec. 31, 1939
807	Ellen J. McGowan (1)	" 31, 1935
HISTORY.		
<i>Men.</i>		
839	James P. Kelley † (3)	Dec. 31, 1938
833	Sigmund A. Lavine (3)	" 31, 1939
831	Theodore H. Libber (3)	" 31, 1939
803	*Leroy W. Jackman (3)	" 31, 1935
801	Lawrence L. Brown † (3)	" 31, 1935
795	Torquato E. I. Bazzinotti (3)	" 31, 1935
792	Martin Tall (3)	" 31, 1939
788	Alfred J. McCarthy (3)	" 31, 1938
778	Thomas J. Lynch (3)	" 31, 1938
772	Joseph G. Murray (3)	" 31, 1938
766	Leo J. Lane † (3)	" 31, 1935
761	*Emery S. Loud (3)	" 31, 1935
760	Albert F. Ripley (3)	" 31, 1935
<i>Women.</i>		
866	Jane E. O'Brien (3)	Dec. 31, 1939
859	Mary J. Larkin (3)	" 31, 1939
850	Mary E. Gordon (3)	" 31, 1935
849	Margaret M. Ryan (3)	" 31, 1939
848	Anna V. Curran (3)	" 31, 1933
847	*Marguerite V. Murphy (3)	" 31, 1933
846	Esther G. McGovern † (3)	" 31, 1934
844	Mary E. Hutchens (3)	" 31, 1937
840	Mary L. Quilty (3)	" 31, 1938
837	Chloris F. Rose (3)	" 31, 1938
833	Alice G. Curran (3)	" 31, 1937
828	Marion E. Hines † (3)	" 31, 1936
827	Elizabeth S. Devlin (3)	" 31, 1939
825	*Veronica Murray (3)	" 31, 1933
822	Frances A. Hanrihan (3)	" 31, 1937
820	Helena M. Dempsey † (3)	" 31, 1934
819	Anna T. Burke (3)	" 31, 1937
812	Laura E. Preble (3)	" 31, 1936

\* Non-resident.

‡ Holds Elementary School, Class A Certificate.

Intermediate and Elementary Certificates, Examined Candidates —  
Continued.

Rating.	Name.	Certificate Expires
811	Blanche M. Hurley (3)	Dec. 31, 1939
807	Margaret V. O'Connor ‡ (3)	" 31, 1934
803	Louise F. Hill (3)	" 31, 1935
795	Veronica C. Moran (3)	" 31, 1933
794	Helen L. Noone (3)	" 31, 1935
792	Eleanor M. Hartnett (3)	" 31, 1936
790	Margaret A. Thompson (3)	" 31, 1935
782	Ruth P. Rasmussen (3)	" 31, 1934

## ITALIAN.

867	Esther L. A. Moscatelli (4)	Dec. 31, 1938
847	Jacqueline Cirame (9)	" 31, 1939

## LATIN.

*Men.*

832	*Charles M. Shea (1)	Dec. 31, 1936
826	*John H. Higgins ‡ (2)	" 31, 1937
825	Francis J. Campbell (1)	" 31, 1934
824	Thomas M. Minton (1)	" 31, 1939
805	*Robert C. Healey ‡ (7)	" 31, 1934
794	Bernard A. McCabe (7)	" 31, 1939
784	Herbert J. Kinsella (4)	" 31, 1937
779	Francis R. Doherty (7)	" 31, 1938

*Women.*

917	Helen E. Bridey (4)	Dec. 31, 1938
915	Martha Ellis (3)	" 31, 1939
913	Margaret E. McWeeney (4)	" 31, 1935
912	Doris D. Pike (1)	" 31, 1933
846	*Edith M. Lynch (7)	" 31, 1936
832	*Margaret R. T. Wyer (7)	" 31, 1936
804	Ruth B. Dowd (7)	" 31, 1936
785	Sally A. Quinn (3)	" 31, 1939
779	Anne M. Dargin (7)	" 31, 1939

## MATHEMATICS.

*Men.*

810	John T. Ryan (10)	Dec. 31, 1939
802	Abraham L. Karp (11)	" 31, 1939
798	Joseph T. Sullivan (5)	" 31, 1939
791	Henry G. Farley ‡ (2)	" 31, 1935
755	Thomas M. Connelly ‡ (4)	" 31, 1933

*Women.*

902	Edna M. Wood (3)	Dec. 31, 1939
865	Evelyn B. Strauss (11)	" 31, 1939

\* Non-resident.

‡ Holds Elementary School, Class A Certificate.

Intermediate and Elementary Certificates, Examined Candidates —  
Continued.

Rating.	Name.	Certificate Expires
861	Margaret A. Doyle (10)	Dec. 31, 1935
858	Ann C. Murphy (4)	" 31, 1939
857	Helena M. Crowley (4)	" 31, 1933
849	Mary A. C. Cleary (11)	" 31, 1935
845	Jennie W. McKnight (3)	" 31, 1939
844	Elizabeth M. Good † (12)	" 31, 1935
844	Olive G. Mahoney (11)	" 31, 1933
843	Sara F. Bazoll (10)	" 31, 1938
840	Ruth A. Edwards (11)	" 31, 1938
828	Marie J. Bruton (4)	" 31, 1937
821	Ida Feldman (11)	" 31, 1933
808	Edna S. Evans (3)	" 31, 1934
807	*Mary V. Ayers (4)	" 31, 1935
796	Mary E. Kelleher † (4)	" 31, 1934
794	Mildred R. Ducey (2)	" 31, 1939
792	Stella D. Rose (10)	" 31, 1934
777	Margaret F. Fitzgerald (4)	" 31, 1933
763	Mary A. Delahunt (5)	" 31, 1934
756	Mary L. Monahan (4)	" 31, 1939
733	Kathleen E. Lowney (11)	" 31, 1939

MUSIC.

906	Alice E. Williams (5)	Dec. 31, 1939
869	Elsie R. Gilbert † (4)	" 31, 1935
836	Ella R. Lyons † (4)	" 31, 1937
833	Mabel L. Augusta † (7)	" 31, 1933
828	Alice V. Campbell (11)	" 31, 1937
807	Alice M. Vincent (4)	" 31, 1933
804	Alice C. Kapples (1)	" 31, 1933
798	*Mary P. Moran (4)	" 31, 1933
798	Catherine S. Morgan (2)	" 31, 1939
794	Alma E. Field (2)	" 31, 1938

SCIENCE.

Men.

909	Rudolph P. Hague † (1)	Dec. 31, 1939
870	Elliot A. Gilfix † (1)	" 31, 1939
832	Robert R. Palson † (1)	" 31, 1936
814	Thomas F. Coughlan, Jr. † (1)	" 31, 1939
813	Thomas J. F. Teehan † (1)	" 31, 1937
805	John J. Hopkins † (1)	" 31, 1939
802	*Matthew Jameson (1)	" 31, 1936
795	Robert F. Shea † (3)	" 31, 1939
786	*Edgar H. Phillips (1)	" 31, 1939
778	Charles W. Gleason † (1)	" 31, 1939
764	Frank H. Clark † (2)	" 31, 1935

\* Non-resident.

† Holds Elementary School, Class A Certificate.



Intermediate and Elementary Certificates, Examined Candidates —  
Concluded.

Women.		
Rating.	Name.	Certificate Expires
855	Helen B. Maxwell (5)	Dec. 31, 1938
854	Marguerite F. Otis (1)	" 31, 1939
841	Barbara M. Murphy (1)	" 31, 1938
840	Chloris F. Rose (2)	" 31, 1939
816	Elizabeth M. Heffernan (4)	" 31, 1937
811	Nellie W. Riley (12)	" 31, 1933
806	Constance M. Bartholomew (4)	" 31, 1935
803	Theresa M. Bergamini (7)	" 31, 1939
798	Elene W. Farello (1)	" 31, 1936
780	Katherine B. Callahan (4)	" 31, 1935

## SPANISH.

847	Evelyn M. Chisholm (4)	Dec. 31, 1938
816	Mildred A. Doherty (3)	" 31, 1937
815	A. Gertrude Downey (3)	" 31, 1937
810	Mary R. Flaherty (2)	" 31, 1938
796	Johanna Spring (2)	" 31, 1935

## MINOR SUBJECTS:

(1) Mathematics.	(7) French.
(2) History.	(8) German.
(3) Geography.	(9) Spanish.
(4) English.	(10) Science.
(5) Latin.	(11) Clerical Practice.
(6) Italian.	(12) Music.

## INTERMEDIATE CERTIFICATE. (FOR JUNIOR ASSISTANTS.)

ENGLISH.		
Rating.	Name.	Certificate Expires
743	*Helen T. Galvin (1)	Dec. 31, 1934

## LATIN.

732	John M. Maloney (1)	Dec. 31, 1934
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## Elementary School, Class A Certificate.

Rating.	Name.	Certificate Expires
869	Elliot A. Gilfix	Dec. 31, 1939
841	Chester G. Seamans	" 31, 1935
834	*John H. Higgins	" 31, 1937
829	*Lawrence L. Brown	" 31, 1938
813	*Robert C. Healey	" 31, 1934
811	Henry G. Farley	" 31, 1935
796	Frank H. Clark	" 31, 1937
791	*Leroy W. Jackman	" 31, 1935
785	Leo J. Lane	" 31, 1938
764	John M. Maloney	" 31, 1934
750	Thomas M. Connelly	" 31, 1934

\* Non-resident.

## Elementary School, Class B Certificate.

*(Certificate covers Grades I. to VI., inclusive.)*

Rating.	Name.	Certificate Expires
860	Susan F. Holmes . . . . .	Dec. 31, 1935
843	Anna T. Burke . . . . .	" 31, 1938
841	Helen G. Davidson . . . . .	" 31, 1934
840	*Olive A. Valente . . . . .	" 31, 1935
839	Alice G. Curran . . . . .	" 31, 1938
838	Eleanor K. Horrigan . . . . .	" 31, 1936
836	*Anna L. DeAvellar . . . . .	" 31, 1933
834	*Catherine R. Cullen . . . . .	" 31, 1933
832	*Rose M. McIsaac . . . . .	" 31, 1935
829	*Gertrude A. O'Brien . . . . .	" 31, 1933
828	*Helen G. Kenney . . . . .	" 31, 1934
827	Sarah E. Gallagher . . . . .	" 31, 1935
825	*Veronica Murray . . . . .	" 31, 1933
822	Alvira Hazzard . . . . .	" 31, 1933
821	*Irene V. Canty . . . . .	" 31, 1938
820	*Mary P. Mullins . . . . .	" 31, 1934
819	Rose A. Butler . . . . .	" 31, 1936
818	Elizabeth M. Downey . . . . .	" 31, 1933
816	Anna E. Thompson . . . . .	" 31, 1935
811	Evelyn S. Levi . . . . .	" 31, 1935
808	*Josephine L. F. Neary . . . . .	" 31, 1933
806	Margaret B. Beatley . . . . .	" 31, 1936
804	*Ruth E. Dowd . . . . .	" 31, 1938
804	*Ruth Reece . . . . .	" 31, 1934
798	Leo J. Lane . . . . .	" 31, 1935
798	*Mary P. Moran . . . . .	" 31, 1933
793	Elva M. Shea . . . . .	" 31, 1937
792	Freida G. White . . . . .	" 31, 1937
786	*Esther A. Gorman . . . . .	" 31, 1935
785	*Gwena E. Lewis . . . . .	" 31, 1938
783	*Lowena Mills . . . . .	" 31, 1934
782	Margaret M. Connelly . . . . .	" 31, 1933
782	Celestine G. Johnston . . . . .	" 31, 1938
778	*Mary E. McCann . . . . .	" 31, 1933
778	Anna T. McNerny . . . . .	" 31, 1937
776	Mary G. Maguire . . . . .	" 31, 1935
772	*Mary M. Kinneen . . . . .	" 31, 1935
771	*Lucy H. Sullivan . . . . .	" 31, 1936
769	*Dorothy R. Cohn . . . . .	" 31, 1935
769	*Monica M. Jordan . . . . .	" 31, 1934
763	*Rosemary E. Finnegan . . . . .	" 31, 1933
762	*Lillian G. Arrell . . . . .	" 31, 1933
760	Emilie A. Murphy . . . . .	" 31, 1933
757	*Minnie A. Davidson . . . . .	" 31, 1936
747	*Johanna G. McFadden . . . . .	" 31, 1933
744	John J. Connors . . . . .	" 31, 1933

\*Non-resident.

## Elementary School, Class B Certificate — Concluded.

Rating.	Name.	Certificate Expires
739	Mary M. Duane . . . . .	Dec. 31, 1934
738	Mary E. Flaherty . . . . .	" 31, 1934
727	*Anna Katseff . . . . .	" 31, 1934

## KINDERGARTEN CERTIFICATES.

THE TEACHERS COLLEGE — KINDERGARTEN-PRIMARY CERTIFICATES.  
PRIOR TO 1933.

Rating.	Name.	Certificate Expires
937	Miriam F. Cohen . . . . .	June 30, 1938
921	Ruth B. Higbee . . . . .	" 30, 1938
919	Rebecca Hurwitz . . . . .	" 30, 1938
899	Evelyn R. Hurwiteh . . . . .	" 30, 1938
867	Helen J. Lyons . . . . .	" 30, 1938
863	A. Virginia Edwards . . . . .	" 30, 1938
860	Constance A. Reardon . . . . .	" 30, 1938
855	Mary E. Mullin . . . . .	" 30, 1938
850	Charlotte M. Greany . . . . .	" 30, 1938
837	Christine I. Brash . . . . .	" 30, 1938
832	Elizabeth A. Muldoon . . . . .	" 30, 1938
829	Ada Freedman . . . . .	" 30, 1938
828	A. Louise Foley . . . . .	" 30, 1938
804	Miriam Katz . . . . .	" 30, 1938
777	Dorothea K. Stevens . . . . .	" 30, 1937

## KINDERGARTEN CERTIFICATES.

*Examined Candidates.*

Rating.	Name.	Certificate Expires
881	*Honora M. Gorman . . . . .	Dec. 31, 1938
814	Grace D. Casey . . . . .	" 31, 1936
778	Elizabeth A. Adler . . . . .	" 31, 1939
760	Sarah M. Delahanty . . . . .	" 31, 1937
751	Kathleen T. Murphy . . . . .	" 31, 1933
729	Madeleine A. Curry . . . . .	" 31, 1938
711	*Elizabeth P. Hoyt . . . . .	" 31, 1933

SPECIAL CERTIFICATES VALID IN DAY ELEMENTARY AND  
DAY INTERMEDIATE SCHOOLS.

## COOKERY.

Rating.	Name.	Certificate Expires
833	Barbara Y. Wilson . . . . .	Dec. 31, 1938
830	Madeline B. Murray . . . . .	" 31, 1938
829	Loretta L. Ford . . . . .	" 31, 1939
820	Beatrice Pollock . . . . .	" 31, 1938
815	*Lillian L. Hoffman . . . . .	

\* Non-resident.

## Special Certificates, Valid in Day Elementary Schools — Continued.

Rating.	Name.	Certificate Expires
792	*Dorothea Jacques . . . . .	Dec. 31, 1938
791	Mary G. Cronin . . . . .	" 31, 1939
785	*Eileen F. Whalen . . . . .	" 31, 1934
784	*Helen C. S. Lynch . . . . .	" 31, 1934
765	Gretchen O. Papen . . . . .	" 31, 1934

## SEWING.

903	*Frances H. Dolliver . . . . .	Dec. 31, 1935
892	Maude I. Grant . . . . .	" 31, 1939
853	Helen R. Doherty . . . . .	" 31, 1937
845	Catherine F. Farrell . . . . .	" 31, 1938
842	Ella J. Bates . . . . .	" 31, 1938
840	Katherine P. Brosnahan . . . . .	" 31, 1938
833	Helen M. Finigan . . . . .	" 31, 1937
829	*Evelyn I. Lord . . . . .	" 31, 1936
825	Margaret L. Mahony . . . . .	" 31, 1935
820	Catherine E. O'Connor . . . . .	" 31, 1938
816	May D. Fordan . . . . .	" 31, 1938
813	Mary B. Gallagher . . . . .	" 31, 1938
810	Mildred K. Sullivan . . . . .	" 31, 1938
809	Mary K. Dugan . . . . .	" 31, 1936
804	Kathryn A. Hurley . . . . .	" 31, 1939
799	Helen M. Foley . . . . .	" 31, 1938
792	Katherine M. Nelson . . . . .	" 31, 1939
790	Loretta B. MacDonald . . . . .	" 31, 1937
788	Anna Kelly . . . . .	" 31, 1939
787	Mary V. Murtaugh . . . . .	" 31, 1936
786	Gertrude E. Kelly . . . . .	" 31, 1939
785	Gertrude R. T. Gallagher . . . . .	" 31, 1939
784	Margaret A. Kelly . . . . .	" 31, 1937
781	S. Agnes Porter . . . . .	" 31, 1936
776	Pauline K. Stearns . . . . .	" 31, 1936
754	Marie A. L. Pacht . . . . .	" 31, 1939
749	Ellen Armstrong . . . . .	" 31, 1939
735	Edith H. McPeake . . . . .	" 31, 1938
719	Annastasia J. Kelly . . . . .	" 31, 1937
715	*Helen L. Foy . . . . .	" 31, 1935
712	Dorothy P. Ewing . . . . .	" 31, 1938
704	Mary M. Keane . . . . .	" 31, 1938

## MANUAL TRAINING.

## FOREMEN, SHOPWORK.

890	*Harry J. Patterson . . . . .	Dec. 31, 1935
873	William H. Powers . . . . .	" 31, 1936
862	Rudolph P. Hague . . . . .	" 31, 1935
860	William L. Young . . . . .	" 31, 1938
855	Theodore F. Roth . . . . .	" 31, 1937

\* Non-resident.

## Special Certificates Valid in Day Elementary Schools — Concluded.

Rating.	Name.	Certificate Expires
843	Nathan P. Harris . . . . .	Dec. 31, 1936
838	Harold J. Lawlor . . . . .	" 31, 1935
837	Joseph F. Lawton . . . . .	" 31, 1937
833	Thomas F. Dungan . . . . .	" 31, 1937
827	William T. Murray . . . . .	" 31, 1939
822	Warren E. Bumpus . . . . .	" 31, 1935
821	John F. Cook . . . . .	" 31, 1936
820	Daniel J. Sullivan . . . . .	" 31, 1938
819	John P. Sweeney . . . . .	" 31, 1938
818	Raymond F. Higgins . . . . .	" 31, 1934
808	Gustaf G. Larsson . . . . .	" 31, 1937
796	John J. R. Shepherd . . . . .	" 31, 1937
785	Edwin C. Andersen . . . . .	" 31, 1933
778	Victor J. Campbell . . . . .	" 31, 1939
771	Alfred A. Mann . . . . .	" 31, 1934

## INSTRUCTORS, SHOPWORK.

909	Harold S. Kenney . . . . .	Dec. 31, 1936
870	*David E. Long . . . . .	" 31, 1937
864	Warren J. Moran . . . . .	" 31, 1939
855	*John J. Horan . . . . .	" 31, 1937
824	Edwin L. Lawson . . . . .	" 31, 1939
812	Francis T. Martin . . . . .	" 31, 1939
811	James B. McDonough . . . . .	" 31, 1939
808	*Barnett Garber . . . . .	" 31, 1936
800	Secondo A. Mazzucchelli . . . . .	" 31, 1939
787	*William M. Donnelly . . . . .	" 31, 1933
782	John R. Howard . . . . .	" 31, 1937
772	Alf J. Munnick . . . . .	" 31, 1937
761	Raymond C. Fish . . . . .	" 31, 1938
745	Walter E. Sessler . . . . .	" 31, 1938
741	Victor J. Lemay . . . . .	" 31, 1936

## SPECIAL CLASS CERTIFICATES.

## MASTER'S ASSISTANTS.

Rating.	Name.	Certificate Expires
939	Annie Golden . . . . .	Dec. 31, 1934
923	Marion A. Burnham . . . . .	" 31, 1934
904	Helen F. Cummings . . . . .	" 31, 1935
888	Elizabeth J. King . . . . .	" 31, 1935
858	Dorothy C. Foley . . . . .	" 31, 1933
761	Harriet A. Shaw . . . . .	" 31, 1934

## ASSISTANTS.

872	Mary E. Flaherty . . . . .	Dec. 31, 1938
870	Elizabeth K. Gavin . . . . .	" 31, 1939
866	Marion W. Meloy . . . . .	" 31, 1939

\* Non-resident.

## Special Class Certificates — Concluded.

Rating.	Name.	Certificate Expires
858	Margaret M. Giblin . . . . .	Dec. 31, 1939
850	Kathleen M. Trainor . . . . .	" 31, 1938
836	Anne A. Gibbons . . . . .	" 31, 1933
817	Anna P. McGovern . . . . .	" 31, 1938
813	Margaret C. Rossiter . . . . .	" 31, 1939
812	Frances O'Donnell . . . . .	" 31, 1939
811	Louise S. B. Black . . . . .	" 31, 1938
807	Vera N. Guilford . . . . .	" 31, 1937
794	Frances J. Carroll . . . . .	" 31, 1938
787	Isabelle R. Carr . . . . .	" 31, 1937
771	Erna L. Benedict . . . . .	" 31, 1939
768	Anna A. Moore . . . . .	" 31, 1939
759	*Helen A. O'Connell . . . . .	" 31, 1936
758	Eleanore A. Kapff . . . . .	" 31, 1939
752	Mary E. Clark . . . . .	" 31, 1935
751	Julia M. Grady . . . . .	" 31, 1934
750	Margaret E. McDonald . . . . .	" 31, 1938
749	Frances Williams . . . . .	" 31, 1937
748	Rose E. Donohoe . . . . .	" 31, 1939
732	*Mary P. Mullins . . . . .	" 31, 1937

## HORACE MANN SCHOOL FOR THE DEAF CERTIFICATE.

Rating.	Name.	Certificate Expires
896	*Josephine Ellery . . . . .	Dec. 31, 1937
880	Mary D. Gill . . . . .	" 31, 1939

## CONTINUATION SCHOOL CERTIFICATE.

## INSTRUCTORS.

Rating.	Name.	Certificate Expires
825	John F. Meade . . . . .	Dec. 31, 1935
824	Charles G. Benard . . . . .	" 31, 1935
803	*James W. Driscoll . . . . .	" 31, 1934
783	Albert J. Leonard . . . . .	" 31, 1936
781	*Daniel J. Leary . . . . .	" 31, 1933

## ASSISTANTS.

882	Loreto M. Creed . . . . .	Dec. 31, 1936
839	*Dorothy R. Cohn . . . . .	" 31, 1935
834	*Kathryn A. McGarry . . . . .	" 31, 1936
776	Gertrude E. McCarthy . . . . .	" 31, 1936

\* Non-resident.

## DAY AND EVENING INDUSTRIAL SCHOOLS CERTIFICATES.

XXX.—(SHOP INSTRUCTORS AND VOCATIONAL ASSISTANTS IN DAY OR EVENING TRADE, CONTINUATION AND INTERMEDIATE SCHOOLS, TRADE ASSISTANTS IN DAY OR EVENING TRADE AND INTERMEDIATE SCHOOLS, AND TRADE ASSISTANTS IN POWER MACHINE OPERATING IN CONTINUATION SCHOOLS.)

Rating.	Name.	AGRICULTURE.	Certificate Expires
901	*Carrick E. Wildon		Dec. 31, 1933
869	Dennis M. Crowley		" 31, 1939
854	John W. McGuckian §		" 31, 1939
AIRPLANE MECHANICS.			
863	Gerald R. Mitsch		Dec. 31, 1939
844	*Walter Kirk		" 31, 1935
ARCHITECTURAL DRAFTING.			
754	Benjamin H. French		Dec. 31, 1937
AUTO MECHANICS.			
882	*Herman M. Polley		
851	Louis J. Gaetani		Dec. 31, 1937
806	*Lionel J. Pellerin		" 31, 1937
800	*Ellery W. Giddings		
795	*Charles R. Hart		
794	*George E. MacLean		" 31, 1934
785	William G. Anderson		" 31, 1937
781	*Chester H. Cooper		" 31, 1937
749	*Phillips N. Brooks		" 31, 1933
729	Gordon H. Morris		" 31, 1937
CABINETMAKING.			
843	Thomas H. Egan		Dec. 31, 1936
823	*Joseph M. Durkin		" 31, 1936
821	James A. McCaffrey		" 31, 1936
811	Edwin L. Lawson		" 31, 1939
736	Myer Ginsberg		" 31, 1936
727	*Harrison W. Bunker		" 31, 1934
CARPENTRY.			
858	*Burnham G. Gage		Dec. 31, 1936
857	*Leon W. Britton		" 31, 1936
841	*Waldo H. Bemis		" 31, 1934
835	Erwin A. Seifert		" 31, 1936
824	*Roger E. Knowlton		" 31, 1935
818	*Robert B. Johnson		" 31, 1936
795	George H. Lynch		" 31, 1936
792	*George P. Clark		" 31, 1936
776	*Edward V. Bousquet		" 31, 1936
757	*Frank E. Leonard		" 31, 1934

\* Non-resident.

§ Not eligible for appointment to state-aided classes until February 18, 1934.

## Day and Evening Industrial Schools Certificates—Continued.

CATERING.		
Rating.	Name.	Certificate Expires
920	Veronica A. Twiss . . . . .	Dec. 31, 1936
COMMERCIAL ARTS AND CRAFTS.		
865	Elizabeth M. Upton . . . . .	Dec. 31, 1933
DRESSMAKING.		
915	Julia A. M. Bocchino . . . . .	Dec. 31, 1935
902	Lillian I. Peterson . . . . .	" 31, 1937
870	*Ethel L. Woods . . . . .	" 31, 1937
781	Rose Mirabile . . . . .	" 31, 1933
758	Lena M. Vernaglia . . . . .	" 31, 1937
713	Mary Simm . . . . .	" 31, 1937
ELECTRICITY.		
906	Edward B. Flaherty . . . . .	Dec. 31, 1934
900	*John A. Lynch . . . . .	" 31, 1935
866	*John J. Horan . . . . .	" 31, 1935
852	Morton F. Young . . . . .	" 31, 1935
797	Walter G. deGrasse . . . . .	" 31, 1935*
796	Francis J. Belton . . . . .	" 31, 1935
790	Harry P. Blute . . . . .	" 31, 1934
785	John A. Nawn . . . . .	" 31, 1934
784	Thomas P. Glennon . . . . .	" 31, 1935
766	Martin E. Keane . . . . .	" 31, 1935
MACHINE SHOP PRACTICE.		
815	*Harry J. Patterson . . . . .	Dec. 31, 1935
MASONRY.		
801	*Charles J. Foley . . . . .	Dec. 31, 1937
779	Vincent J. Amerena . . . . .	" 31, 1936
762	*John McGilvray . . . . .	" 31, 1937
746	*John W. O'Toole . . . . .	" 31, 1933
MECHANICAL DRAFTING.		
871	*Albert E. Artis . . . . .	Dec. 31, 1933
792	*Emery A. Lavellee . . . . .	" 31, 1933
788	James L. Corcoran . . . . .	" 31, 1937
753	James E. O'Donnell . . . . .	" 31, 1937
747	*James T. Joyce . . . . .	" 31, 1933
OXY-ACETYLENE WELDING.		
767	*George J. Crowe . . . . .	Dec. 31, 1937
PATTERNMAKING.		
811	*George W. Bowden . . . . .	Dec. 31, 1934
809	Frederick J. Faulstich . . . . .	" 31, 1933

\* Non-resident.



## Day and Evening Industrial Schools Certificates—Continued.

Rating.	Name.	Certificate Expires
802	Frank P. Reichert . . . . .	Dec. 31, 1934
801	Edward O. Goguen . . . . .	" 31, 1934
745	John H. Ericson . . . . .	" 31, 1933

## PLUMBING.

846	*Earle J. Turner . . . . .	Dec. 31, 1937
841	George E. Donohue . . . . .	" 31, 1934
828	*Timothy Kinneen . . . . .	" 31, 1937
790	John H. Donohue . . . . .	" 31, 1936

## POWER MACHINE OPERATING.

857	Theresa M. Casella . . . . .	Dec. 31, 1939
781	Mary G. Gallagher . . . . .	" 31, 1937

## PRINTING — COMPOSITORS.

804	Charles J. Rideout . . . . .	Dec. 31, 1939
797	*Wilbur A. Hart . . . . .	" 31, 1933
756	*Earle F. Boyd . . . . .	" 31, 1937
755	*Adolph J. Schabel . . . . .	" 31, 1935
750	Frederick J. Milliken . . . . .	" 31, 1934
748	George T. Farmer . . . . .	" 31, 1937
744	Lawrence F. O'Brien . . . . .	" 31, 1939
724	Louis G. Zaboy . . . . .	" 31, 1939
722	*Roland A. Bourdon . . . . .	" 31, 1937
714	Nathaniel Chaban . . . . .	" 31, 1939

## PRINTING — PRESSMEN.

763	Charles J. Sheehan . . . . .	Dec. 31, 1937
718	*Eugene S. Howe . . . . .	" 31, 1934

## SHEET METAL WORK.

807	*Ralph R. Callahan . . . . .	Dec. 31, 1933
780	*Frank J. O'Rourke . . . . .	" 31, 1934
771	Bernard P. Dockray . . . . .	" 31, 1934

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 FOREMEN IN DAY OR EVENING TRADE SCHOOLS, CONTINUATION SCHOOL, AND INTERMEDIATE SCHOOLS.)

## AGRICULTURE.

Rating.	Name.	Certificate Expires
892	*Carrick E. Wildon . . . . .	Dec. 31, 1933
836	Dennis M. Crowley . . . . .	" 31, 1939
782	John W. McGuckian § . . . . .	" 31, 1939

## AIRPLANE MECHANICS.

765	Gerald R. Mitsch . . . . .	Dec. 31, 1939
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\* Non-resident.

§ Not eligible for appointment to state-aided classes until February 18, 1934.

## Day and Evening Industrial Schools Certificates—Continued.

AUTO MECHANICS.		
Rating.	Name.	Certificate Expires
860	William G. Anderson . . . . .	Dec. 31, 1938
846	*Herman M. Polley . . . . .	"
CARPENTRY.		
868	Harry J. Tobin . . . . .	Dec. 31, 1936
COSTUME AND DESIGN.		
762	Marie E. Jobin . . . . .	Dec. 31, 1934
DRESSMAKING.		
801	Lucille A. Bouchard . . . . .	Dec. 31, 1934
774	Margaret A. Sullivan . . . . .	" 31, 1935
760	Winifred T. Ormond . . . . .	" 31, 1933
ELECTRICITY.		
899	Robert E. West . . . . .	Dec. 31, 1937
891	George E. Crabtree . . . . .	" 31, 1938
882	*John J. Horan . . . . .	" 31, 1936
874	Andrew J. Bernard . . . . .	" 31, 1935
872	Walter G. deGrasse . . . . .	" 31, 1937
870	Joseph Doherty . . . . .	" 31, 1936
855	Edward J. Hartel . . . . .	" 31, 1938
850	Percy C. Peters . . . . .	" 31, 1935
843	Francis J. Harrigan . . . . .	" 31, 1936
840	Paul B. Gill . . . . .	" 31, 1936
832	George C. McKeen . . . . .	" 31, 1935
828	Martin E. Keane . . . . .	" 31, 1938
826	William J. McSweeney . . . . .	" 31, 1937
824	Patrick J. McGuinness . . . . .	" 31, 1935
819	Raymond J. Powers . . . . .	" 31, 1935
802	John F. Sullivan . . . . .	" 31, 1936
754	John A. Nawn . . . . .	" 31, 1935
MACHINE SHOP PRACTICE.		
868	Charles Laird . . . . .	Dec. 31, 1938
850	*Harry J. Patterson . . . . .	" 31, 1935
795	George N. Bergh . . . . .	" 31, 1938
768	Frank C. Bernard . . . . .	" 31, 1936
765	Joseph F. Burke . . . . .	" 31, 1936
MASONRY.		
751	Vincent J. Amerena . . . . .	Dec. 31, 1936
MECHANICAL DRAFTING.		
827	James L. Corcoran . . . . .	Dec. 31, 1938
796	James E. O'Donnell . . . . .	" 31, 1938
787	*Albert E. Artis . . . . .	" 31, 1936
743	Victor J. Lemay . . . . .	" 31, 1933

\* Non-resident.

## Day and Evening Industrial Schools Certificates — Continued.

## PATTERNMAKING.

Rating.	Name.	Certificate Expires
827	Clarence E. Damon . . . . .	Dec. 31, 1937
794	Frederick J. Faulstich . . . . .	" 31, 1935

## PLUMBING.

846	George E. Donohue . . . . .	Dec. 31, 1935
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## PRINTING — COMPOSITORS.

815	George E. Cole . . . . .	Dec. 31, 1935
811	Thomas A. Kerrigan . . . . .	" 31, 1935
810	Horatio N. Lamont . . . . .	" 31, 1936
799	Merton W. Hewitt . . . . .	" 31, 1934
789	Francis V. Reardon . . . . .	" 31, 1937
766	Charles J. Rideout . . . . .	" 31, 1939

## PRINTING — PRESSMEN.

811	Patrick F. Hogan . . . . .	Dec. 31, 1936
786	John E. Denehy . . . . .	" 31, 1935
778	Albert Pokat . . . . .	" 31, 1934

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
816	Dennis M. Crowley . . . . .	" 31, 1939

## AIRPLANE MECHANICS.

823	Eric W. Mattson . . . . .	Dec. 31, 1939
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## AUTO MECHANICS.

797	Cornelius T. Curtin . . . . .	Dec. 31, 1935
761	Francis X. Lyons . . . . .	" 31, 1939
757	Joseph Beaton . . . . .	" 31, 1938
751	Francis T. Power . . . . .	" 31, 1938
744	William A. Cuneen . . . . .	" 31, 1938

## CABINETMAKING.

889	George A. West . . . . .	Dec. 31, 1937
843	Joseph Morello . . . . .	" 31, 1937

## CARPENTRY.

806	Arbuthnott H. Rattray . . . . .	Dec. 31, 1938
786	Arthur L. MacRae . . . . .	" 31, 1936

\* Non-resident.

## Day and Evening Industrial Schools Certificates — Concluded.

ELECTRICITY.		
Rating.	Name.	Certificate Expires
916	Francis Tobin . . . . .	Dec. 31, 1936
903	Michael J. A. English . . . . .	" 31, 1937
893	Francis J. Harrigan . . . . .	" 31, 1937
892	William F. Sheehan . . . . .	" 31, 1936
863	Edward B. Flaherty . . . . .	" 31, 1939
847	Percy C. Peters . . . . .	" 31, 1937
845	Thomas C. Walsh . . . . .	" 31, 1936
842	Charles F. L'Hommedieu . . . . .	" 31, 1933
830	Paul B. Gill . . . . .	" 31, 1936
824	Alanson O. Dawes . . . . .	" 31, 1936
815	Stanley F. Janik . . . . .	" 31, 1935
812	Francis J. Hynes . . . . .	" 31, 1934
801	Raymond J. Powers . . . . .	" 31, 1938
798	Martin E. Keane . . . . .	" 31, 1939
795	George C. McKeen . . . . .	" 31, 1936
793	Rudolph N. Marginot . . . . .	" 31, 1934
723	Joseph Doherty . . . . .	" 31, 1939
MACHINE SHOP PRACTICE.		
831	Joseph F. Burke . . . . .	Dec. 31, 1938
818	Pasquale DeNinno . . . . .	" 31, 1937
816	Roswell W. Abbott . . . . .	" 31, 1938
814	Philip J. Spang . . . . .	" 31, 1937
795	*Harry J. Patterson . . . . .	" 31, 1935
MASONRY.		
768	Frederick L. Moran . . . . .	Dec. 31, 1938
MECHANICAL DRAFTING.		
891	Edward W. Dixon . . . . .	Dec. 31, 1937
842	James L. Corcoran . . . . .	" 31, 1938
792	John O. Baker . . . . .	" 31, 1933
PLUMBING.		
879	George W. MacNeill . . . . .	Dec. 31, 1935
843	William T. Hanigan . . . . .	" 31, 1938
813	George H. Hey . . . . .	" 31, 1935
771	George E. Donohue . . . . .	" 31, 1935
PRINTING — COMPOSITORS.		
791	George E. Cole . . . . .	Dec. 31, 1938
780	Francis V. Reardon . . . . .	" 31, 1938
757	John D. Benson . . . . .	" 31, 1938
SHEET METAL WORK.		
918	James M. Macintyre . . . . .	Dec. 31, 1937

\* Non-resident.

## ASSISTANT IN MANUAL ARTS CERTIFICATE.

## DRAWING.

Rating.	Name.	Certificate Expires
926	Marjorie Loring . . . . .	Dec. 31, 1939
875	Agnes F. Cullen . . . . .	" 31, 1936
852	*Eleanor N. Young . . . . .	" 31, 1938
786	Hannah E. McDonough . . . . .	" 31, 1938
780	*Ethelyn J. Nolan . . . . .	" 31, 1938
754	Mollie E. Collins . . . . .	" 31, 1933

## ASSISTANT DIRECTOR OF MUSIC CERTIFICATE.

Rating.	Name.	Certificate Expires
883	Thomas F. Burke . . . . .	Dec. 31, 1939
810	*Enrico Leboffe . . . . .	" 31, 1938
740	*Joseph A. Trongone . . . . .	

## ASSISTANT IN MUSIC CERTIFICATE.

Rating.	Name.	Certificate Expires
888	Doris Titcomb . . . . .	Dec. 31, 1937
877	Martina McDonald . . . . .	" 31, 1937
875	Rachel E. Cotton . . . . .	" 31, 1934
861	*Edith E. Baker . . . . .	
857	M. Edith Moran . . . . .	" 31, 1939
792	Katherine L. Driscoll . . . . .	" 31, 1934
787	Catherine M. O'Toole . . . . .	" 31, 1938

## SUPERVISOR OF BANDS AND ORCHESTRAS CERTIFICATE.

Rating.	Name.	Certificate Expires
812	Margaret Virgin . . . . .	Dec. 31, 1936

## INSTRUCTOR IN MILITARY DRILL CERTIFICATE.

Rating.	Name.	Certificate Expires
932	Edward F. Corbett . . . . .	Dec. 31, 1933
902	Henry L. Caswell . . . . .	" 31, 1936
892	Lawrence J. Cuddire . . . . .	" 31, 1938
881	*James P. Powers . . . . .	" 31, 1934
875	Joseph F. Hurley . . . . .	" 31, 1933
868	Wallace A. Choquette . . . . .	" 31, 1933
862	*James E. O'Neil . . . . .	" 31, 1933
824	*Donald C. Mitchell . . . . .	" 31, 1936
798	Henry F. Barry . . . . .	" 31, 1934

\* Non-resident.

## SCHOOL NURSE CERTIFICATE.

Rating.	Name.	Certificate Expires
859	*Mae R. Dennis . . . . .	Dec. 31, 1934
836	Isabelle M. Walker . . . . .	" 31, 1937
833	*Rose O'Callahan . . . . .	" 31, 1935
829	Margaret L. Kiniry . . . . .	" 31, 1938
819	Mary L. Strong . . . . .	" 31, 1938
818	Ruth E McGinnis . . . . .	" 31, 1938
816	Eleanor E. McMurray . . . . .	" 31, 1937
808	*Mary E. Sheehan . . . . .	" 31, 1934
807	Catherine C. Condon . . . . .	" 31, 1938
806	Margaret V. Gill . . . . .	" 31, 1933
805	Florence P. O'Neill . . . . .	" 31, 1937
804	Alice R. Leahy . . . . .	" 31, 1933
804	Margaret L. Murphy . . . . .	" 31, 1937
802	Margaret T. Kelley . . . . .	" 31, 1936
802	Mary B. Pinkham . . . . .	" 31, 1934
801	Alice K. Hourihan . . . . .	" 31, 1938
798	Anna E. Sartori . . . . .	" 31, 1937
796	Elizabeth F. Powers . . . . .	" 31, 1938
795	Alice Black . . . . .	" 31, 1937
795	*Margaret J. Cooper . . . . .	" 31, 1933
789	*Helen B. Pasztor . . . . .	" 31, 1934
788	Marie C. Jackson . . . . .	" 31, 1937
788	Lily C. McCallum . . . . .	" 31, 1937
787	Bertha C. Walsh . . . . .	" 31, 1933
786	Margaret A. Morgan . . . . .	" 31, 1938
777	Catherine J. Mullin . . . . .	" 31, 1935
775	Claire E. Cavanaugh . . . . .	" 31, 1937
770	*Mary F. Kiely . . . . .	" 31, 1935
750	Mary A. Roach . . . . .	" 31, 1933
745	Mary E. McMahan . . . . .	" 31, 1934
737	Beatrice F. Daley . . . . .	" 31, 1935
735	*Helen M. Thompson . . . . .	" 31, 1934
733	*Katherine M. Cain . . . . .	" 31, 1934
725	Anna Goodwin . . . . .	" 31, 1938
721	Alice I. Curran . . . . .	" 31, 1937
710	Mary J. Merrick . . . . .	" 31, 1937

\* Non-resident.

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	52
Adams, Mary G.....	683 Adams Street, Dorchester	18
Adler, Elizabeth A.....	12 Florence Street, Roslindale	43
Miriam A.....	12 Florence Street, Roslindale	30
A'Hearn, Arline D.....	13 Bruce Street, Dorchester	27
Marie E.....	13 Bruce Street, Dorchester	13
Ahern, Agnes T.....	66 Hunnewell Avenue, Brighton	26
Alexander, Edith R.....	575 Blue Hill Avenue, Dorchester	35
Ambrose, Doris F.....	275 Bellevue Street, West Roxbury	20
Dorothea C.....	275 Bellevue Street, West Roxbury	20
Amerena, Vincent J.....	226 Everett Street, East Boston	48, 50
Ames, Alma L.....	16 Lakeville Place, Jamaica Plain	26
Amirault, Eleanor V.....	883 Huntington Avenue, Boston	18
Amrhein, Helen E.....	55 Brunswick Street, Roxbury	18
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SCHOOL DOCUMENT NO. 6-1933  
BOSTON PUBLIC SCHOOLS

ANNUAL STATISTICS OF THE  
BOSTON PUBLIC SCHOOLS

SCHOOL YEAR 1932-1933



BOSTON  
PRINTING DEPARTMENT  
1933



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IN SCHOOL COMMITTEE,  
BOSTON, December 18, 1933.

*To the School Committee.*

I submit herewith the twenty-fourth annual report of the statistics of the Boston Public Schools.

The total registration in all schools during the year was 165,816; the average membership, 145,332; and the average number in daily attendance, 132,959. The total registration was 369 more than during the school year next preceding. The total registration was distributed as follows:

Regular day schools . . . . .	148,416
Evening schools . . . . .	14,513
Continuation School . . . . .	2,136
Day School for Immigrants . . . . .	751

The number of pupils registered in the summer review schools was 10,512. This total 10,512 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, 1933.

The high and Latin schools showed an increase in registration of 677 pupils. The intermediate ninth grade of the elementary schools showed a total registration of 7,218,—an increase of 2,435 pupils. The elementary grades (exclusive of the ninth) showed a decrease of 1,179 pupils. The Continuation School showed a decrease of 1,336 pupils, and the special schools an increase of 456. The Teachers College of the City of Boston showed an increase of 33 pupils; kindergartens showed an increase of 327 pupils; evening schools showed a decrease of 921 pupils; and the Day School for Immigrants showed a decrease of 123 pupils.

The average membership in all day schools was 135,521; an increase of 2,182.

The total number of principals and teachers, including the members of the supervising staff, in the employ of the city June 30, 1933, was 4,707—56 more than on the corresponding day of the preceding year. The day high and Latin schools had 3 teachers less than the preceding year; the day elementary schools, 23 additional; the kindergartens had 331 teachers, 172 of whom served two sessions, which was the equivalent of 503 teachers. Last year the kindergartens were operated with the equivalent of 492 teachers. Of the total number, 4,707—1,061 were men and 3,646 women. The average number of pupils per teacher in the Teachers College was 13; in the day high and Latin schools, 26; in the grades, 38, and in 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.....	15	190
Hospital Classes, including Boston City Hospital and Long Island Hospital Schools: also classes conducted at the House of the Good Samaritan, Prendergast Preventorium and Robert Breck Brigham Hospital.....	7	142
Lip Reading Classes (7 centers).....	27	239
Rapid Advancement Classes.....	10	312
Special Classes.....	138	2,209
Special English Classes.....	1	15
Speech Improvement Classes (stammerers) (28 centers)....	141	2,840
Ungraded Classes.....	4	108
Deer Island.....	1	5

There were 170 children receiving instruction in their homes under the direction of 23 temporary teachers.

Summer review schools were opened June 26 and were continued in session six days per week, up to and including August 11, 1933. There were two summer review high schools, two summer review intermediate schools and eleven 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 membership:

SCHOOL YEAR.	1927-28.	1928-29.	1929-30.	1930-31.	1931-32.	1932-33.
Public Schools...	128,735	129,879	130,219	131,814	133,339	135,521
Parochial Schools,	28,839	29,375	30,008	30,296	30,439	30,629

Respectfully yours,

PATRICK T. CAMPBELL,  
*Superintendent of Public Schools.*

**GENERAL SUMMARIES.**  
**AVERAGE MEMBERSHIP SCHOOL YEARS.**  
 1928-29 to 1932-33.

DAY SCHOOLS.	1928-29.	1929-30.	1930-31.	1931-32.	1932-33.
The Teachers College of the City of Boston.....	796	754	624	558	572
High and Latin.....	23,548	24,720	26,137	27,992	28,080
Elementary Grades.....	94,283	93,102	92,919	92,301	93,496
Kindergartens.....	9,539	9,720	9,896	9,890	10,412
Special Schools.....	1,713	1,923	2,238	2,598	2,961
Totals.....	129,879	130,219	131,814	133,339	135,521
Increase over previous years,	1,144	340	1,595	1,525	2,182

**ENROLLMENT OF JUNE 30 OF EACH OF THE LAST FIVE YEARS.**

DAY SCHOOLS.	1929.	1930.	1931.	1932.	1933.
The Teachers College of the City of Boston.....	791	750	621	567	566
High and Latin.....	22,238	23,570	24,982	26,677	26,656
Elementary Grades.....	94,030	93,331	93,015	92,537	93,477
Kindergartens.....	10,112	10,431	10,630	10,747	11,235
Special Schools.....	1,426	1,633	1,949	2,217	2,497
Totals.....	128,597	129,715	131,197	132,745	134,431

**TOTAL REGISTRATION.**

*School Year Ending June 30, 1933.*

	Boys.	Girls.	Total.
The Teachers College of the City of Boston.....	10	590	600
High and Latin.....	16,385	14,536	30,921
Elementary Grades.....	51,745	49,366	101,111
Kindergartens.....	6,047	6,043	12,090
Special Schools.....	1,431	2,263	3,694
Totals.....	75,618	72,798	148,416

## SUMMARY.

*School Year Ending June 30, 1933.*

SCHOOLS.	Total Registration.	Average Membership.	Average Attendance.	Per Cent of Attendance.
The Teachers College of the City of Boston.....	600	572	545	95
High and Latin.....	30,921	28,080	26,007	93
Elementary Grades.....	101,111	93,496	87,152	93
Kindergartens.....	12,090	10,412	8,585	82
Totals.....	144,722	132,560	122,289	92
Special Schools.....	3,694	2,961	2,673	90
All Day Schools (except the Continuation School and Day School for Immigrants).....	148,416	135,521	124,962	92
Evening High.....	8,886	5,513	4,382	79
Evening Elementary.....	4,415	2,655	2,230	84
Boston Trade School (Evening Classes) ..	1,212	739	610	83
Totals.....	14,513	8,907	7,222	81
Continuation School.....	2,136	445	396	89
Day School for Immigrants.....	751	459	379	83
Total of all Day and Evening Schools,	165,816	145,332	132,959	91



DAY SCHOOLS.

THE TEACHERS COLLEGE OF THE CITY OF BOSTON,  
LATIN AND HIGH SCHOOLS.

*School Year Ending June 30, 1933.*

SCHOOLS.	Total Registration.	AVERAGE MEMBERSHIP.			AVERAGE ATTENDANCE.			Average Absence.	Per Cent of Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
The Teachers College of the City of Boston.....	600	9	563	572	9	536	545	27	95
High and Latin:									
Public Latin.....	2,500	2,197	.....	2,197	2,085	.....	2,085	112	95
Girls' Latin.....	1,227	.....	1,114	1,114	.....	1,059	1,059	55	95
Brighton High.....	1,536	669	726	1,395	617	665	1,282	113	92
Charlestown High.....	948	476	361	837	447	333	780	57	93
Dorchester High School for Boys.....	1,845	1,643	.....	1,643	1,517	.....	1,517	126	92
Dorchester High School for Girls.....	2,444	.....	2,366	2,366	.....	2,157	2,157	209	91
East Boston High.....	1,776	794	774	1,568	739	726	1,465	103	93
English High.....	3,291	2,972	.....	2,972	2,741	.....	2,741	231	92
Girls' High.....	2,306	.....	2,195	2,195	.....	2,042	2,042	153	93
High School of Commerce...	1,216	1,092	.....	1,092	1,031	.....	1,031	61	94
High School of Practical Arts,	857	.....	816	816	.....	727	727	89	89
Hyde Park High.....	1,626	787	678	1,465	721	625	1,346	119	92
Jamaica Plain High.....	1,674	499	982	1,481	465	918	1,383	98	93
Mechanic Arts High.....	1,609	1,369	.....	1,369	1,286	.....	1,286	83	94
Roxbury Memorial High School (Boys).....	1,713	1,591	.....	1,591	1,471	.....	1,471	120	92
Roxbury Memorial High School (Girls).....	2,984	.....	2,905	2,905	.....	2,634	2,634	271	91
South Boston High.....	1,279	464	610	1,074	432	569	1,001	73	93
Totals, High and Latin....	30,921	14,553	13,527	28,080	13,552	12,455	26,007	2,073	93
Grand Totals.....	31,521	14,562	14,090	28,652	13,561	12,991	26,552	2,100	93

ELEMENTARY GRADES.  
School Year Ending June 30, 1933.

SCHOOL DISTRICTS.	Total Registration.	AVERAGE MEMBERSHIP.			AVERAGE ATTENDANCE.			Average Absence.	Average Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Abraham Lincoln.....	1,168	670	408	1,078	630	382	1,012	66	94
Agassiz.....	1,352	681	636	1,317	630	586	1,216	101	92
Bennett.....	2,315	882	871	1,753	824	811	1,635	118	93
Bigelow.....	1,376	1,157	118	1,275	1,102	109	1,211	64	95
Blackinton.....	677	335	271	606	318	258	576	30	95
Chapman.....	1,150	559	547	1,106	523	508	1,031	75	93
Charles Sumner.....	1,507	769	718	1,487	715	664	1,379	108	93
Christopher Gibson..	1,538	619	634	1,253	567	574	1,141	112	91
Clarence R. Edwards..	1,061	452	539	991	420	498	918	73	93
Dearborn.....	1,509	761	630	1,391	712	585	1,297	94	93
Dillaway.....	1,279	274	837	1,111	252	781	1,033	78	93
Donald McKay.....	1,239	597	569	1,166	582	548	1,130	36	97
Dudley.....	1,208	847	198	1,045	795	181	976	69	93
Dwight.....	670	441	182	623	415	162	577	46	93
Edmund P. Tileston..	1,326	622	601	1,223	573	552	1,125	98	92
Edward Everett.....	1,487	679	667	1,346	636	625	1,261	85	94
Elihu Greenwood.....	1,487	705	665	1,370	655	616	1,271	99	93
Eliot.....	1,573	1,140	280	1,420	1,092	269	1,361	59	96
Emerson.....	1,423	700	628	1,328	661	588	1,249	79	94
Everett.....	764	168	492	660	153	463	616	44	93
Francis Parkman.....	1,014	489	452	941	460	425	885	56	94
Frank V. Thompson..	984	498	478	976	460	433	893	83	91
Franklin.....	875	217	599	816	201	564	765	51	94
Gaston.....	1,026	133	813	946	121	772	893	53	94
Gilbert Stuart.....	1,049	502	475	977	464	438	902	75	92
Grover Cleveland.....	956	425	496	921	398	462	860	61	93
Hancock.....	1,282	273	953	1,226	260	911	1,171	55	96
Harvard.....	1,289	615	509	1,124	579	474	1,053	71	94
Henry Grew.....	1,026	488	454	942	457	424	881	61	94
Henry L. Higginson..	1,339	642	571	1,213	595	529	1,124	89	93
Henry L. Pierce.....	1,484	688	622	1,310	633	572	1,205	105	92
Hugh O'Brien.....	1,803	908	720	1,628	840	668	1,508	120	93

## ELEMENTARY GRADES.

*School Year Ending June 30, 1933.—Continued*

SCHOOL DISTRICTS.	Total Registration.	AVERAGE MEMBERSHIP.			AVERAGE ATTENDANCE.			Average Absence.	Per Cent of Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Hyde.....	630	122	466	588	110	440	550	38	94
Jefferson.....	1,184	610	554	1,164	574	520	1,094	70	94
John A. Andrew.....	1,048	551	469	1,020	519	438	957	63	94
John Cheverus.....	994	461	426	887	439	403	842	45	95
John Marshall.....	1,565	743	697	1,440	677	629	1,306	134	91
John Winthrop.....	1,678	802	756	1,558	732	685	1,417	141	91
Joseph H. Barnes.....	1,329	652	685	1,337	611	635	1,246	91	93
Julia Ward Howe.....	1,262	667	594	1,261	615	546	1,161	100	92
Lewis.....	1,191	533	517	1,050	492	480	972	78	93
Longfellow.....	1,670	731	698	1,429	677	645	1,322	107	93
Lowell.....	928	425	396	821	398	370	768	53	94
Martin.....	767	354	338	692	333	319	652	40	94
Mary E. Curley.....	1,260	529	663	1,192	496	618	1,114	78	93
Mary Hemenway.....	1,303	659	619	1,278	611	574	1,185	93	93
Mather.....	2,281	1,067	1,060	2,127	994	983	1,977	150	93
Michelangelo.....	1,026	499	508	1,007	481	488	969	38	96
Minot.....	776	385	363	748	360	339	699	49	93
Norcross.....	1,310	326	803	1,129	304	761	1,065	64	94
Oliver Hazard Perry...	746	373	354	727	354	325	679	48	92
Oliver Wendell Holmes,	901	478	441	919	445	408	853	66	93
Phillips Brooks.....	1,527	721	707	1,428	664	648	1,312	116	92
Prince.....	1,240	502	515	1,017	462	470	932	85	92
Quincy.....	912	423	338	761	400	317	717	44	94
Rice.....	960	529	335	864	502	313	815	49	94
Robert Gould Shaw...	3,110	1,458	1,396	2,854	1,361	1,299	2,660	194	93
Robert Treat Paine...	887	463	405	868	419	366	785	83	90
Roger Wolcott.....	1,749	875	837	1,712	792	752	1,544	168	90
Samuel Adams.....	2,007	969	941	1,910	918	890	1,808	102	95
Sherwin.....	1,055	730	188	918	684	177	861	57	94
Shurtleff.....	1,129	262	843	1,105	237	793	1,030	75	93
Solomon Lewenberg...	1,065	494	534	1,028	459	493	952	76	93
South End Inter- mediate.....	261	91	144	235	86	134	220	15	94

## ELEMENTARY GRADES.

*School Year Ending June 30, 1833.—Concluded.*

SCHOOL DISTRICTS.	Total Registration.	AVERAGE MEMBERSHIP.			AVERAGE ATTENDANCE.			Average Absence. Average Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.	
Theodore Lyman.....	1,084	523	492	1,015	496	468	964	51 95
Theodore Roosevelt...	1,444	692	671	1,363	641	617	1,258	105 92
Thomas A. Edison....	846	391	381	772	370	360	730	42 95
Thomas Gardner.....	1,205	594	497	1,091	567	473	1,040	51 95
Thomas N. Hart.....	1,543	1,144	206	1,350	1,074	176	1,250	100 93
Ulysses S. Grant.....	1,157	600	502	1,102	570	478	1,048	54 95
Warren.....	1,101	525	466	991	487	436	923	68 93
Washington.....	1,046	459	504	963	428	472	900	63 93
Washington Allston...	992	632	576	1,208	579	524	1,103	105 91
Washington Irving....	1,331	607	674	1,281	580	636	1,216	65 95
Wells.....	1,117	382	649	1,031	360	613	973	58 94
Wendell Phillips.....	1,320	750	405	1,155	712	381	1,093	62 95
William Barton Rogers,	1,104	509	555	1,064	482	525	1,007	57 95
William E. Endicott...	1,448	645	648	1,293	580	583	1,163	130 90
William E. Russell....	939	426	436	862	399	410	809	53 94
William Howard Taft..	953	455	479	934	425	444	869	65 93
William Lloyd Garri- son.....	1,161	557	514	1,071	505	462	967	104 90
Woodrow Wilson.....	1,333	668	639	1,307	624	596	1,220	87 93
Totals.....	101,111	47,979	45,517	93,496	44,808	42,344	87,152	6,344 93

## KINDERGARTENS.

*School Year Ending June 30, 1933.*

SCHOOL DISTRICTS.	Total Registration.	AVERAGE MEMBERSHIP.			AVERAGE ATTENDANCE.			Average Absence.	Per Cent of Attendance.
		Boys	Girls.	Total.	Boys.	Girls.	Total.		
Abraham Lincoln.....	39	16	15	31	12	11	23	8	74
Aggassiz.....	264	115	102	217	96	84	180	37	83
Bennett.....	375	164	163	327	133	132	265	62	81
Bigelow.....	51	12	29	41	10	23	33	8	80
Blackinton.....	111	46	47	93	42	42	84	9	90
Chapman.....	187	84	87	171	70	75	145	26	85
Charles Sumner.....	260	104	114	218	83	95	178	40	82
Christopher Gibson.....	174	59	67	126	45	53	98	28	78
Dearborn.....	194	85	66	151	66	50	116	35	77
Dillaway.....	193	76	82	158	62	70	132	26	84
Dudley.....	171	74	68	142	64	58	122	20	86
Dwight.....	90	42	37	79	34	30	64	15	81
Edmund P. Tileston.....	223	118	104	222	94	85	179	43	81
Edward Everett.....	165	69	69	138	53	53	106	32	77
Elihu Greenwood.....	242	131	116	247	107	96	203	44	82
Eliot.....	226	91	115	206	81	106	187	19	91
Emerson.....	206	76	98	174	62	80	142	32	82
Everett.....	69	27	25	52	22	20	42	10	81
Francis Parkman.....	152	61	71	132	49	60	109	23	83
Franklin.....	115	51	52	103	42	43	85	18	83
Gaston.....	86	37	38	75	31	32	63	12	84
Gilbert Stuart.....	205	79	93	172	62	75	137	35	80
Hancock.....	374	154	125	279	135	112	247	32	89
Harvard.....	281	114	100	214	91	80	171	43	80
Henry Grew.....	168	69	89	158	57	75	132	26	84
Henry L. Higginson.....	298	112	132	244	92	110	202	42	83
Henry L. Pierce.....	287	134	121	255	110	100	210	45	82
Hugh O'Brien.....	161	76	75	151	64	64	128	23	85
Hyde.....	120	41	62	103	35	54	89	14	86
Jefferson.....	228	101	80	181	85	67	152	29	84
John A. Andrew.....	79	38	36	74	31	30	61	13	82

## KINDERGARTENS.

*School Year Ending June 30, 1933.—Continued.*

SCHOOL DISTRICTS.	Total Registration.	AVERAGE MEMBERSHIP.			AVERAGE ATTENDANCE.			Average Absence.	Average Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
John Cheverus.....	124	39	63	102	33	54	87	15	85
John Marshall.....	219	94	96	190	74	74	148	42	78
John Winthrop.....	168	65	84	149	54	69	123	26	83
Julia Ward Howe.....	133	56	52	108	48	43	91	17	84
Longfellow.....	277	126	128	254	104	105	209	45	82
Lowell.....	209	103	94	197	84	75	159	38	81
Martin.....	147	63	60	123	52	50	102	21	83
Mary Hemenway.....	194	90	99	189	74	82	156	33	83
Mather.....	244	117	110	227	97	93	190	37	84
Minot.....	165	73	55	128	60	47	107	21	84
Norcross.....	179	68	79	147	56	63	119	28	81
Oliver Hazard Perry.....	76	37	26	63	32	21	53	10	84
Phillips Brooks.....	167	69	72	141	58	60	118	23	84
Prince.....	144	68	53	121	54	40	94	27	78
Quincy.....	98	34	50	84	29	42	71	13	85
Rice.....	46	14	22	36	12	18	30	6	83
Robert Gould Shaw.....	380	181	166	347	147	132	279	68	80
Robert Treat Paine.....	164	66	65	131	53	49	102	29	78
Roger Wolcott.....	294	128	133	261	108	112	220	41	84
Samuel Adams.....	300	138	152	290	115	124	239	51	82
Sherwin.....	117	47	47	94	40	39	79	15	84
Shurtleff.....	178	80	57	137	62	46	108	29	79
Theodore Lyman.....	182	73	77	150	65	68	133	17	89
Theodore Roosevelt.....	96	34	38	72	27	30	57	15	79
Thomas Gardner.....	215	91	87	178	77	73	150	28	84
Thomas N. Hart.....	215	87	101	188	70	81	151	37	80
Ulysses S. Grant.....	172	64	89	153	56	79	135	18	88
Warren.....	215	80	75	155	69	65	134	21	86
Washington Allston.....	150	90	84	174	73	65	138	36	79
Wells.....	237	105	97	202	82	79	161	41	80
Wendell Phillips.....	113	53	50	103	42	42	84	19	82

## KINDERGARTENS.

*School Year Ending June 30, 1933.—Concluded.*

SCHOOL DISTRICTS.	Total Registration.	AVERAGE MEMBERSHIP.			AVERAGE ATTENDANCE.			Average Absence.	Per Cent of Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
William E. Endicott.....	268	111	124	235	89	101	190	45	81
William E. Russell.....	191	80	68	148	65	55	120	28	81
William Lloyd Garrison.....	219	101	100	201	82	81	163	38	81
Totals.....	12,090	5,181	5,231	10,412	4,263	4,322	8,585	1,827	82

SPECIAL SCHOOLS.  
School Year Ending June 30, 1933.

SCHOOLS.	Total Registration.	AVERAGE MEMBERSHIP.			AVERAGE ATTENDANCE.			Average Absence.	Per Cent of Attendance.
		Boys.	Girls.	Total.	Boys.	Girls.	Total.		
Boston Clerical.....	1,485	.....	1,136	1,136	.....	1,022	1,022	114	90
Boston Trade School.....	1,214	1,053	.....	1,053	970	.....	970	83	92
Trade School for Girls.....	687	.....	453	453	.....	393	393	60	87
Horace Mann School.....	192	99	88	187	96	75	171	16	91
Disciplinary Day School.....	116	132	.....	132	117	.....	117	15	89
Totals.....	3,694	1,284	1,677	2,961	1,183	1,490	2,673	288	90

TRADE SCHOOLS.

*Total Registration by Department, School Year Ending June 30, 1933.*  
BOSTON TRADE SCHOOL.

DEPARTMENT.	DAY.		Evening.
	Complete Enrollment.	Original Enrollment.	
Airplane service.....	75	75	
Automobile mechanics.....	203	205	192
Cabinetmaking.....	116	116	73
Carpentry.....	53	54	29
Drafting.....	21	23	101
Electricity.....	196	196	130
Machine.....	163	163	139
Masonry.....	27	27	
Painting and graining.....	42	42	70
Plumbing.....	73	73	109
Printing.....	108	108	88
Radio.....	40	40	66
Sheet metal.....	66	66	49
Welding.....	31	31	53
Firing and engineering.....			40
Paper hanging.....			49
Sign painting.....			24
Totals.....	1,214	1,219	1,212



## TRADE SCHOOL FOR GIRLS.

DEPARTMENT.	Day.	Extension.	Totals.
Dressmaking.....	357	3	360
Millinery.....	130	1	131
Power stitching.....	147	2	149
Catering.....	53	1	54
Totals.....	687	7	694

## DISTRIBUTION OF PUPILS IN RESPECT BOTH

GRADES.			4 Years and Under.	5 Years.	6 Years.	7 Years.	8 Years.	9 Years.
Teachers College.	All Grades.....	Males.....						
	Totals.....	Females.....						
High and Latin Schools.	Post Graduate Course.....	Boys.....						
	Special Pupils.....	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.....						1	
VI. Class Latin Schools.....	Girls.....							1
	Totals.....						1	1
Inter-mediate.	Ninth Grade.....	Boys.....						
	Totals.....							
Elementary Schools.	Eighth Grade.....	Boys.....						
		Girls.....						2
	Seventh Grade.....	Boys.....						4
		Girls.....						147
	Sixth Grade.....	Boys.....					5	202
		Girls.....					4	1,963
	Fifth Grade.....	Boys.....				2	100	2,341
		Girls.....				1	164	1,887
	Fourth Grade.....	Boys.....				1	2,194	1,706
		Girls.....				4	140	653
	Third Grade.....	Boys.....			114	2,443	1,947	524
		Girls.....			141	2,770	1,688	117
	Second Grade.....	Boys.....	164	2,823	1,843	577	363	60
		Girls.....	194	2,955	1,457	363	41	10
	First Grade.....	Boys.....	186	3,615	1,782	338	34	3
		Girls.....	178	3,413	1,442	284	5	28
Ungraded Classes.....	Boys.....		3	3	5	9	21	
	Girls.....	1		6	6	112	217	
Special Classes.....	Boys.....			6	46	53		
	Girls.....			2	17			
Totals.....			365	7,389	9,279	9,462	9,844	9,955

TO AGE AND TO GRADE, OCTOBER 1, 1932.

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.
						8	91	108	121	116	8	9
						8	91	108	122	116	133	578
					1	11	99	110	61	21	24	327
					1	12	111	78	16	6	2	226
					1	18	21	17	5	1	4	67
			1	3	98	1,088	1,193	533	97	22	11	3,046
				4	121	1,369	1,085	310	53	13	12	2,967
			18	384	1,391	1,303	639	168	31	4	1	3,939
			3	113	1,523	1,430	559	144	26	5	3	3,806
		2	66	1,301	2,004	1,259	384	86	19	3	2	5,126
		4	153	1,917	1,906	711	160	43	7	2	1	4,904
	1	47	752	885	436	164	35	5	4			2,329
	1	53	646	705	319	98	15	6		2		1,845
23	163	85	16	4								292
	6	76	52	8	2							144
1	19	127	85	16	3	1						252
25	106	52	4									188
<b>49</b>	<b>296</b>	<b>446</b>	<b>1,796</b>	<b>5,340</b>	<b>7,806</b>	<b>7,464</b>	<b>4,301</b>	<b>1,500</b>	<b>319</b>	<b>79</b>	<b>60</b>	<b>29,458</b>
	2	79	1,062	1,254	665	195	38	4				3,299
	2	105	1,412	1,336	537	122	24	3				3,541
	<b>4</b>	<b>184</b>	<b>2,474</b>	<b>2,590</b>	<b>1,202</b>	<b>317</b>	<b>62</b>	<b>7</b>				<b>6,840</b>
3	103	1,607	1,588	940	417	109	18	5				4,790
116	131	1,951	1,611	790	298	58	8	2				4,850
185	1,781	1,737	879	458	206	53	5	3				5,240
1,966	2,148	1,721	734	304	101	19	1	1				5,216
2,092	1,842	992	396	164	56	9	1	3				5,581
1,799	1,725	737	254	81	22	9						5,126
1,718	869	375	123	35	11	2						5,279
816	681	256	66	22	3	1						5,253
579	251	90	21	6	3							5,379
169	169	58	14	1	2							5,208
109	35	8	2		1							5,372
29	27	4		2								5,265
10	9	2	2									5,566
6	3	4	1									5,047
3	1	3										5,982
		1										5,358
17	9	7	5	3		2						100
19	15	7	4	4	3	5	2					102
233	219	205	175	141	130	2						1,486
92	116	91	102	79	71	4						699
<b>9,962</b>	<b>10,134</b>	<b>9,856</b>	<b>5,977</b>	<b>3,030</b>	<b>1,324</b>	<b>273</b>	<b>35</b>	<b>14</b>				<b>86,899</b>

## DISTRIBUTION OF PUPILS IN RESPECT BOTH

GRADES.			4 Years and Under.	5 Years.	6 Years.	7 Years.	8 Years.	9 Years.
Kinder- gartens.	Kindergartens . . . . .	Boys . . . . .	3,998	922	16	1	3	.....
		Girls . . . . .	4,134	836	12	.....	.....	.....
	Totals . . . . .		8,132	1,758	28	1	3	.....
Special Schools.	Disciplinary Day School . . . . .	Boys . . . . .	.....	1	6	4	1	.....
	Horace Mann School . . . . .	Boys . . . . .	.....	.....	.....	.....	4	5
		Girls . . . . .	2	6	4	2	2	4
	Trade School for Girls . . . . .	Girls . . . . .	.....	.....	.....	.....	.....	.....
	Boston Trade School . . . . .	Boys . . . . .	.....	.....	.....	.....	.....	.....
	Boston Clerical School . . . . .	Girls . . . . .	.....	.....	.....	.....	.....	.....
	Totals . . . . .		2	7	10	6	13	9
Totals, all day schools . . . . .			8,499	9,154	9,317	9,469	9,861	9,965

TO AGE AND TO GRADE, OCTOBER 1, 1932.—Continued.

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.
												4,936
												4,986
												9,922
1	9	3	10	35	40	1						100
9	5	14	7	7	8	11	10	6				97
8	2	6	7	6	10	10	6	6				87
				216	159	70	30	18	4	1	6	504
				185	270	285	228	125	62	14	8	1,177
					6	46	333	456	256	134	102	1,333
18	16	23	24	449	493	423	607	611	322	149	116	3,298
10,029	10,450	10,509	10,271	11,409	10,825	8,485	5,096	2,240	763	344	309	136,995

## ELEMENTARY SCHOOL PUPILS PROMOTED.

June 30, 1933.

Districts.	Grade IX.	Grade VIII.	Grade VII.	Grade VI.	Grade V.	Grade IV.	Grade III.	Grade II.	Grade I.	Ungraded.	Special English Classes.	Special Classes.	Hospital Classes.	Mechanic Arts Classes.	Conservation of Eyesight Classes.	Rapid Advancement Classes.	Kindergartens.	Totals.
Abraham Lincoln.....	170	164	194	99	98	75	72	34	46	.....	.....	17	.....	.....	.....	.....	26	995
Agassiz.....	.....	.....	.....	179	200	202	201	205	178	.....	.....	9	.....	.....	.....	.....	184	1,358
Bennett.....	.....	.....	.....	240	254	286	251	286	279	.....	.....	9	.....	.....	.....	.....	255	1,860
Bigelow.....	117	176	166	184	182	163	65	56	72	.....	.....	13	.....	.....	.....	.....	41	1,235
Blackinton.....	.....	62	90	73	76	68	66	68	73	.....	.....	3	.....	.....	.....	.....	89	668
Chapman.....	.....	.....	.....	163	175	183	164	147	172	.....	.....	18	.....	.....	.....	.....	163	1,185
Charles Sumner.....	.....	.....	.....	257	242	233	223	213	239	.....	.....	.....	.....	.....	.....	.....	214	1,621
Christopher Gibson.....	.....	169	206	156	168	158	105	102	134	.....	.....	.....	.....	.....	.....	.....	99	1,297
Clarence R. Edwards.....	329	310	291	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	930
Dearborn.....	.....	146	153	158	144	147	163	162	166	19	.....	32	.....	.....	.....	.....	131	1,421
Dillaway.....	.....	109	96	108	104	119	158	149	155	.....	.....	32	.....	.....	.....	.....	147	1,177
Donald McKay.....	361	340	411	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,112
Dudley.....	.....	90	114	133	124	127	116	111	110	.....	.....	9	.....	.....	.....	.....	118	1,065
Dwight.....	.....	57	59	74	68	66	49	53	62	.....	.....	.....	47	.....	.....	.....	64	599
Edmund P. Tileston.....	.....	126	180	126	180	151	214	195	193	.....	.....	2	83	20	.....	.....	173	1,287
Edward Everett.....	.....	151	141	153	143	144	162	166	166	.....	.....	14	.....	.....	.....	.....	124	1,364
Elihu Greenwood.....	.....	.....	.....	214	206	194	216	212	237	.....	.....	7	.....	.....	.....	.....	225	1,511



## ELEMENTARY SCHOOL PUPILS PROMOTED.

June 30, 1933.—Concluded.

Districts.	Grade IX.	Grade VIII.	Grade VIII.	Grade VII.	Grade VI.	Grade V.	Grade IV.	Grade III.	Grade II.	Grade I.	Ungraded.	Special English Classes.	Special Classes.	Hospital Classes.	Mechanic Arts Classes.	Conservation of Eyesight Classes.	Rapid Advancement Classes.	Kindergartens.	Total.
Longfellow.....					209	195	231	254	226	233			13					205	1,566
Lowell.....					119	103	121	118	112	134			15					166	888
Martin.....		85	73		70	66	60	59	62	68				19		12		107	681
Mary E. Curley.....	346	337	338																1,021
Mary Hemenway.....					211	186	178	176	182	196			2			13		179	1,323
Mather.....		216	171		297	225	229	210	277	278			19				64	230	2,216
Michelangelo.....	363	279	285																927
Minot.....					113	135	112	126	126	118								117	847
Norcross.....	74	78	85		90	90	68	198	148	172			13			12		125	1,153
Oliver Hazard Perry.....		68	75		94	78	77	68	68	73	3		2					62	668
Oliver Wendell Holmes.....	297	278	309																884
Phillips Brooks.....		181	170		166	166	166	174	145	167								130	1,465
Prince.....		112	118		116	116	110	118	123	114								102	1,029
Quincy.....					85	87	86	128	127	96			22					73	704
Rice.....		104	128		115	112	120	54	55	59			4					36	787
Robert Gould Shaw.....	216	220	270		305	331	338	349	339	336								305	3,009
Robert Treat Paine.....					146	148	120	128	116	121			5					110	894
Roger Wolcott.....					320	273	280	217	263	255			17					240	1,865
Samuel Adams.....					278	274	271	272	261	238			75					225	1,894





## ELEMENTARY SCHOOL PUPILS NOT PROMOTED.

June 30, 1933.

Districts.	Grade IX.	Grade VIII.	Grade VII.	Grade VI.	Grade V.	Grade IV.	Grade III.	Grade II.	Grade I.	Ungraded.	Special English Classes.	Special Classes.	Hospital Classes.	Mechanic Arts Classes.	Conservation of Eyesight Classes.	Rapid Advancement Classes.	Kindergartens.	Totals.
Abraham Lincoln.....	9	13	21	7	17	18	1	4	14	.....	.....	13	.....	.....	.....	.....	2	119
Agassiz.....	.....	.....	.....	29	18	14	17	18	30	.....	.....	10	.....	.....	.....	.....	34	170
Bennett.....	.....	.....	.....	17	10	4	12	18	47	.....	.....	26	.....	.....	.....	.....	80	214
Bigelow.....	14	6	8	11	5	10	8	7	8	.....	.....	.....	.....	.....	.....	.....	3	80
Blackinton.....	.....	.....	2	2	3	3	1	3	5	.....	.....	11	.....	.....	.....	.....	9	39
Chapman.....	.....	.....	.....	23	17	21	12	10	13	.....	.....	20	.....	.....	.....	.....	29	145
Charles Sumner.....	.....	.....	.....	11	8	5	18	16	31	.....	.....	.....	.....	.....	.....	.....	30	119
Christopher Gibson.....	.....	2	1	4	4	7	13	15	8	.....	.....	.....	.....	.....	.....	.....	35	89
Clarence R. Edwards.....	10	11	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	34
Dearborn.....	.....	8	13	2	8	6	5	23	41	7	.....	2	.....	.....	.....	.....	35	150
Dillaway.....	.....	3	5	6	7	7	6	22	35	.....	.....	5	.....	.....	.....	.....	29	125
Donald McKay.....	4	18	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	51
Dudley.....	.....	1	13	3	4	11	3	19	21	.....	.....	22	.....	.....	.....	.....	43	141
Dwight.....	.....	.....	.....	2	1	13	1	7	10	.....	.....	88	10	.....	.....	.....	14	146
Edmund P. Tileston.....	.....	.....	.....	8	12	18	5	12	22	.....	.....	16	1	.....	.....	.....	61	163
Edward Everett.....	.....	6	4	10	11	9	15	13	22	.....	.....	19	.....	.....	.....	.....	29	138



## ELEMENTARY SCHOOL PUPILS NOT PROMOTED.

June 30, 1933.—Concluded.

District.	Grade IX.	Grade VIII.	Grade VII.	Grade VI.	Grade V.	Grade IV.	Grade III.	Grade II.	Grade I.	Ungraded.	Special English Classes.	Special Classes.	Hospital Classes.	Mechanic Arts Classes.	Conservation of Eyesight Classes.	Rapid Advancement Classes.	Kindergartens.	Totals.
Lewis.....	24	31	15															70
Longfellow.....				11	12	13	10	10	11								66	133
Lowell.....				8	2	10	9	10	28			16					43	126
Martin.....		6	14	15	16	14	9	10	17				21				15	137
Mary E. Curley.....	6	23	61															90
Mary Hemenway.....				18	24	16	24	20	41			16					15	174
Mather.....		11	15	19	32	18	9	13	32			16					9	174
Michelangelo.....	20	19	20															59
Minot.....					4	7	2	2	7								22	44
Norcross.....	2	7	4	7	4	2	4	17	28			34					34	143
Oliver Hazard Perry.....		8	14	14	14	18	3	8	13			16					8	116
Oliver Wendell Holmes.....	27	9	3															39
Phillips Brooks.....		9	15	8	10	7	7	16	18								19	109
Prince.....		13	6	5	3	10	3	14	15								30	99
Quincy.....					16	16	12	21	37			31					23	156
Rice.....		15	5	17	23	17	9	3	10			13					6	118
Robert Gould Shaw.....	10	12	4	6	15	26	31	23	36								64	227
Robert Treat Faine.....				2	3	3	1	2	8			11					34	64
Roger Wolcott.....				5	7	3	6	16	39			18					31	125



## NUMBER OF PUPILS PER TEACHER.

YEAR.	The Teachers College of the City of Boston (Excluding President).	High and Latin (Excluding Head Master).	ELEMENTARY.	
			Grades (Excluding Principals).	Kindergartens.
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.....	17.5	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
1928-29.....	16.2	24.9	38.5	20.3
1929-30.....	15.4	25.3	38.1	20.0
1930-31.....	13.5	25.9	38.2	20.2
1931-32.....	12.1	25.9	38.1	20.1
1932-33*.....	12.7	26.0	38.3	20.9

\* The average number of teachers for the school year 1932-33 was: The Teachers College of the City of Boston, 45; Latin and day high, 1,078; elementary grades, 2,442; kindergartens, 326, including 172 teachers who served two sessions.

GRADUATES.

THE TEACHERS COLLEGE OF THE CITY OF BOSTON, DAY HIGH AND LATIN SCHOOLS.

June, 1933.

SCHOOL.	Degrees.	Diplomas.	Total.		
The Teachers College of the City of Boston.....	100	.....	100		
DAY HIGH AND LATIN.	ACADEMIC.			COOPERATIVE INDUSTRIAL COURSES.	Total Number of Graduates.
	Boys.	Girls.	Total.		
Public Latin.....	244	.....	244	.....	244
Girls' Latin.....	.....	138	138	.....	138
Brighton High.....	98	173	271	21	292
Charlestown High.....	20	74	94	44	138
Dorchester High School for Boys.....	276	.....	276	8	284
Dorchester High School for Girls.....	.....	536	536	.....	536
East Boston High.....	98	150	248	16	264
English High.....	635	.....	635	.....	635
Girls' High.....	.....	385	385	.....	385
High School of Commerce.....	222	.....	222	.....	222
High School of Practical Arts.....	.....	153	153	.....	153
Hyde Park High.....	111	184	295	22	317
Jamaica Plain High.....	93	232	325	.....	325
Mechanics Arts High.....	247	.....	247	.....	247
Roxbury Memorial High School (Boys).....	280	.....	280	42	322
Roxbury Memorial High School (Girls).....	.....	645	645	.....	645
South Boston High.....	64	136	200	9	209
Totals, Day High and Latin.....	2,388	2,806	5,194	162	5,356

## NUMBER OF PUPILS FINISHING EIGHTH GRADE.

(In some cases with diplomas and some without.)

June, 1933.

DISTRICT.	Boys.	Girls.	Total.	DISTRICT.	Boys.	Girls.	Total.
Abraham Lincoln.....	104	60	164	Martin.....	51	37	88
Bigelow.....	176	.....	176	Mary E. Curley Intermediate,	137	200	337
Blackinton.....	38	24	62	Mather.....	107	110	217
Christopher Gibson.....	83	86	169	Michelangelo Intermediate.....	142	137	279
Clarence R. Edwards Inter- mediate.....	156	154	310	Norcross.....	.....	78	78
Dearborn.....	76	68	144	Oliver Hazard Perry.....	29	39	68
Dillaway.....	.....	109	109	Oliver Wendell Holmes Inter- mediate.....	136	142	278
Donald McKay Intermediate...	179	164	343	Phillips Brooks.....	94	90	184
Dudley.....	74	.....	74	Prince.....	53	60	113
Dwight.....	57	.....	57	Rice.....	65	39	104
Edward Everett.....	71	72	143	Robert Gould Shaw.....	98	122	220
Everett.....	.....	49	49	Sherwin.....	52	.....	52
Francis Parkman.....	40	46	86	Shurtleff.....	.....	89	89
Frank V. Thompson Inter- mediate.....	153	135	288	Solomon Lewenberg.....	161	158	319
Franklin.....	4	72	76	Theodore Roosevelt Inter- mediate.....	123	133	256
Gaston.....	.....	103	103	Thomas A. Edison.....	84	124	208
Grover Cleveland Intermediate,	143	124	267	Thomas N. Hart.....	99	.....	99
Horace Mann.....	7	6	13	Washington.....	137	147	284
Hugh O'Brien.....	112	76	188	Washington Irving Intermediate,	190	224	414
Hyde.....	.....	31	31	William E. Russell.....	46	52	98
Jefferson.....	35	39	74	William Barton Rogers Inter- mediate.....	142	168	310
John A. Andrew.....	61	63	124	William Howard Taft Inter- mediate.....	140	143	283
John Cheverus.....	42	40	82	Woodrow Wilson Intermediate..	225	227	452
John Winthrop.....	68	66	134				
Joseph H. Barnes Intermediate,	211	212	423				
Lewis Intermediate.....	151	176	327	Totals.....	4,352	4,494	8,846

## SUMMARY.

	Boys.	Girls.	Total.
The Teachers College.....	.....	100	100
Boston Clerical.....	.....	92	92
Boston Trade.....	190	.....	190
Day High and Latin*.....	2,550	2,806	5,356
Day Elementary.....	4,352	4,494	8,846
Totals†.....	7,092	7,492	14,584

\* Including 162 boys who have completed five-year industrial course.

† In addition, 164 pupils graduated from high school, and 332 pupils finished the eighth grade because of work done in the summer review schools (see pages 33 and 34).



## SUMMER REVIEW SCHOOLS.

*(Graduates, September, 1933.)*

(As a Result of Summer Review School Work.)

HIGH SCHOOL.	Boys.	Girls.	Total.
Public Latin.....	3		3
Brighton High.....	2	3	5
Charlestown High.....		5	5
Dorchester High School for Boys.....	9		9
Dorchester High School for Girls.....		6	6
East Boston High.....	1	2	3
English High.....	21		21
Girls' High.....		14	14
High School of Commerce.....	1		1
High School of Practical Arts.....		4	4
Hyde Park High.....	2	4	6
Jamaica Plain High.....	8	11	19
Mechanic Arts High.....	10		10
Roxbury Memorial High (Boys).....	21		21
Roxbury Memorial High (Girls).....		31	31
South Boston High.....	1	5	6
Totals.....	79	85	164

**NUMBER OF PUPILS COMPLETING GRADE VIII AS A RESULT OF SUMMER  
REVIEW SCHOOL WORK — 1933.**

SCHOOL OR DISTRICT.	Boys.	Girls.	Total.	SCHOOL OR DISTRICT.	Boys.	Girls.	Total.
Bigelow.....	6		6	Michelangelo.....	4	3	7
Christopher Gibson.....	1		1	Norcross.....		2	2
Clarence R. Edwards.....		3	3	Oliver Hazard Perry.....	2	1	3
Dearborn.....	3	2	5	Oliver Wendell Holmes.....	11	7	18
Donald McKay.....	5	1	6	Phillips Brooks.....	4	4	8
Dudley.....	12		12	Prince.....	4	4	8
Edward Everett.....	5	5	10	Rice.....	6	4	10
Francis Parkman.....	1	1	2	Robert Gould Shaw.....	2	3	5
Frank V. Thompson.....	10	7	17	Shurtleff.....		6	6
Franklin.....		5	5	Solomon Lewenberg.....	5	2	7
Grover Cleveland.....	8	8	16	Theodore Roosevelt.....	6	6	12
Hugh O'Brien.....	1		1	Thomas A. Edison.....	10	6	16
Hyde.....		1	1	Thomas N. Hart.....	5		5
John A. Andrew.....		1	1	Washington.....	9	5	14
John Cheverus.....	2	3	5	Washington Irving.....	6	5	11
John Winthrop.....	1	1	2	William Barton Rogers.....	15	21	36
Joseph H. Barnes.....	5	15	20	William E. Russell.....	6	2	8
Lewis.....	5	3	8	William Howard Taft.....	7	5	12
Martin.....	2		2	Woodrow Wilson.....	4	3	7
Mary E. Curley.....	4	4	8				
Mather.....		6	6	<b>Totals.....</b>	<b>177</b>	<b>155</b>	<b>332</b>

SUMMER REVIEW INTERMEDIATE AND ELEMENTARY  
SCHOOL PUPILS PROMOTED.

*September, 1933.*

NAME OF SCHOOL.	Grade IX.	Grade VIII.	Grade VII.	Grade VI.	Grade V.	Grade IV.	Totals.
INTERMEDIATE AND ELEMENTARY.							
Abraham Lincoln.....	24	47	31	33	45	26	206
Andrew Jackson.....	17	28	38	60	54	47	244
Bigelow.....	16	13	93	63	73	87	345
Hyde Park.....	31	49	44	25	31	35	215
John A. Andrew.....	6	12	36	42	44	39	179
John Winthrop.....				172	179	183	534
Lewis.....	22	52	74				148
Oliver Wendell Holmes.....	38	66	68				172
Sarah Greenwood.....				103	97	107	307
Theodore Roosevelt.....		30	69	123	77	77	376
Ulysses S. Grant.....	8	32	48	108	103	72	371
Warren.....	7	3	49	79	91	60	289
Wells.....				68	68	59	195
Totals.....	169	332	550	876	862	792	3,581

**SUMMER REVIEW INTERMEDIATE AND ELEMENTARY  
SCHOOL PUPILS NOT PROMOTED.**

*September, 1933.*

NAME OF SCHOOL.	Grade IX.	Grade VIII.	Grade VII.	Grade VI	Grade V.	Grade IV.	Totals.
INTERMEDIATE AND ELEMENTARY.							
Abraham Lincoln.....	2	7	8	3	8	9	37
Andrew Jackson.....	3	5	6	4	3	1	22
Bigelow.....	5	1	2	7	3	2	20
Hyde Park.....	1	5	9	1	7	10	33
John A. Andrew.....	3	9	5	4	12	13	46
John Winthrop.....				12	5	5	22
Lewis.....		8	19				27
Oliver Wendell Holmes.....	6	5	5				16
Sarah Greenwood.....						1	1
Theodore Roosevelt.....		1	14	11	19	16	61
Ulysses S. Grant.....	1	4	3	17	16	28	69
Warren.....			2	1	7	8	18
Wells.....				2	4	16	22
Totals.....	21	45	73	62	84	109	394

## ADMISSIONS TO TEACHERS COLLEGE OF THE CITY OF BOSTON.

*September, 1932.*

SCHOOL TO WHICH PUPILS WERE ADMITTED.	Boys.	Girls.	Total.	Boston High School Graduates, June, 1932.	Received from Other Sources, September, 1932.	AVERAGE AGE OF ALL ADMITTED.	
						Years.	Months.
The Teachers College of the City of Boston.....		134	134	124	10	17	11

## ORIGINAL ADMISSIONS TO GRADE X, HIGH AND LATIN SCHOOLS.

*September, 1932.*

SCHOOLS TO WHICH PUPILS WERE ADMITTED.	Boys.	Girls.	Total.	Admitted from Boston Intermediate Districts.	Received from Other Sources, September, 1932.	AVERAGE AGE OF ALL ADMITTED.	
						Years.	Months.
Public Latin School.....	33		33	10	23	15	11
Brighton High School.....	141	189	330	325	5	15	7
Charlestown High School.....	96	6	102	93	9	15	5
Dorchester High School for Boys...	458		458	445	13	15	2
Dorchester High School for Girls...		594	594	589	5	14	8
East Boston High School.....	242	212	454	445	9	15	4
English High School.....	359		359	345	14	15	9
Girls' High School.....		296	296	266	30	15	—
High School of Commerce.....	142		142	113	29	15	6
High School of Practical Arts.....		179	179	162	17	15	10
Hyde Park High School.....	65	76	141	108	33	15	7
Jamaica Plain High School.....	58	184	242	206	36	14	11
Mechanic Arts High School.....	165		165	165		15	5
Roxbury Memorial High School (Boys).....	288		288	250	38	15	2
Roxbury Memorial High School (Girls).....		324	324	307	17	14	9
South Boston High School.....	90	173	263	217	46	15	1
Totals.....	2,137	2,233	4,370	4,046	324	15	3

## ADMISSIONS TO GRADE IX, HIGH AND LATIN SCHOOLS.

September, 1932.

SCHOOLS TO WHICH PUPILS WERE ADMITTED.	Boys.	Girls.	Total.	Boston Elementary Graduates, June, 1932.	Received from Other Sources, September, 1932.	AVERAGE AGE OF ALL ADMITTED.	
						Years.	Months.
Public Latin School.....	438	.....	* 438	197	241	14	6
Girls' Latin School.....	.....	184	† 184	102	82	13	7
Charlestown High School.....	40	.....	40	24	16	15	1
Dorchester High School for Boys.....	153	.....	153	60	93	14	10
Dorchester High School for Girls.....	.....	162	162	96	66	14	4
East Boston High School.....	116	145	261	138	123	14	10
English High School.....	513	.....	513	207	306	13	10
Girls' High School.....	.....	454	454	220	234	14	7
High School of Commerce.....	191	.....	191	90	101	14	11
High School of Practical Arts.....	.....	161	161	112	49	14	9
Hyde Park High School.....	72	.....	72	59	13	14	10
Jamaica Plain High School.....	32	29	61	58	3	14	5
Mechanic Arts High School.....	302	.....	302	190	112	14	11
Roxbury Memorial High School (Boys).....	289	.....	289	212	77	14	3
Roxbury Memorial High School (Girls).....	.....	580	580	437	143	14	4
Totals.....	2,146	1,715	3,861	2,202	1,659	14	6

\* In addition, 263 pupils were admitted to Grades VII and VIII.

† In addition, 188 pupils were admitted to Grades VII and VIII.

## ADMISSIONS TO GRADE IX, INTERMEDIATE.

*September, 1932.*

SCHOOLS TO WHICH PUPILS WERE ADMITTED.	Boys.	Girls.	Total.	Boston Elementary Graduates, June, 1932.	Received from Other Sources, September, 1932.	AVERAGE AGE OF ALL ADMITTED.	
						Years.	Months
Abraham Lincoln.....	131	59	190	187	3	14	6
Bigelow.....	138	.....	138	126	12	14	7
Clarence R. Edwards.....	155	215	370	276	94	14	5
Donald McKay.....	196	176	372	370	2	14	6
Frank V. Thompson.....	176	182	358	349	9	13	10
Gaston.....	.....	141	141	119	22	14	1
Grover Cleveland.....	117	163	280	275	5	14	2
John Winthrop.....	66	91	157	156	1	13	8
Joseph H. Barnes.....	184	200	384	379	5	14	3
Lewis.....	144	146	290	287	3	15	—
Mary E. Curley.....	156	218	374	285	89	14	8
Michelangelo.....	158	155	313	289	24	14	9
Norcross.....	.....	81	81	80	1	15	—
Oliver Wendell Holmes.....	185	140	325	307	18	13	9
Robert Gould Shaw.....	102	128	230	222	8	14	—
Shurtleff.....	.....	132	132	123	9	14	5
Solomon Lewenberg.....	167	181	348	331	17	14	1
Theodore Roosevelt.....	110	102	212	204	8	13	8
Thomas A. Edison.....	136	125	261	214	47	14	7
Thomas N. Hart.....	192	.....	192	165	27	14	6
Washington.....	133	152	285	275	10	14	6
Washington Irving.....	172	200	372	352	20	14	3
William Barton Rogers.....	138	187	325	227	98	14	11
William Howard Taft.....	133	170	303	250	53	14	8
Woodrow Wilson.....	205	170	375	368	7	14	7
Totals.....	3,294	3,514	6,808	6,216	592	14	4

## TEACHERS.

## SUMMARY OF ALL TEACHERS — JUNE 30, 1933.

*Number of Schools.*

SCHOOLS.	Number of Schools.	NUMBER OF TEACHERS.		
		Men.	Women.	Total.
The Teachers College of the City of Boston,	1	13	30	43
High and Latin.....	17	586	507	1,093
Elementary and Intermediate.....	<sup>1</sup> 82	206	2,334	2,540
Kindergartens.....	<sup>2</sup> 283	.....	<sup>3</sup> 331	331
Special.....	<sup>4</sup> 6	256	444	700
Totals.....	.....	1,061	3,646	4,707

<sup>1</sup> Represents the number of districts.

<sup>2</sup> Includes one hundred and six kindergartens established on double-session basis.

<sup>3</sup> One hundred and seventy-two of these teachers served two sessions so that the kindergartens were operated with the equivalent of 503 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, 1933.*

RANK.	Men.	Women.	Total.
President.....	1	.....	1
Dean.....	1	.....	1
Professors.....	7	11	18
Assistant Professors.....	4	16	20
Assistant Professors, Physical Education.....	.....	2	2
Adviser of Women.....	.....	1	1
Totals.....	13	30	43



## SUMMARY OF HIGH AND LATIN SCHOOL TEACHERS.

*June 30, 1933.*

RANK.	Men.	Women.	Total.
Head Masters.....	14	3	17
Masters, Heads of Departments.....	72		72
First Assistants, Heads of Departments.....		33	33
Masters.....	7		7
Junior Masters.....	<sup>1</sup> 408		408
Assistants.....		<sup>2</sup> 447	447
Instructors, Special Branches.....	4		4
Assistant Instructors, Special Branches.....		10	10
Coordinators.....	6		6
Cooperative Instructors.....	65		65
Senior Instructors.....	4		4
Industrial Instructors.....	3	14	17
Temporarily assigned for the school year.....	3		3
Total.....	586	507	1,093

<sup>1</sup> Includes forty temporary junior masters.<sup>2</sup> Includes forty-three temporary assistants.

## SUMMARY OF ELEMENTARY AND INTERMEDIATE SCHOOL TEACHERS.

*June 30, 1933.*

RANK.	Men.	Women.	Total.
Masters.....	60	21	81
Submasters.....	99		99
Masters' Assistants.....		212	212
Masters' Assistants, Special Classes.....		6	6
Assistants, Special Classes.....		130	130
Assistants, Intermediate.....	* 49	573	622
Assistants, Elementary.....		1,392	1,392
Totals.....	206	2,334	2,540
Kindergartens:			
First Assistants.....		175	175
Assistants.....		156	156
Totals.....		331	331
Grand Totals.....	206	2,665	2,871

\* In addition, eleven teachers were assigned from Continuation School to South End Intermediate Classes.

## SPECIAL TEACHERS, SUPERVISORS AND DIRECTORS.

June 30, 1933.

	Men.	Women.	Total.
Boston Clerical School.....	7	138	45
Horace Mann School.....	1	17	18
Day Industrial Schools:			
Trade School for Girls.....		39	39
Boston Trade School.....	264		64
Household Science and Arts.....		170	170
Department of Manual Arts.....	125	38	163
Music Department.....	13	13	26
Department of Practice and Training.....		5	5
Elementary Supervisors.....		2	2
Primary Supervisors.....		2	2
Director of Evening and Summer Schools.....	1		1
Director of Modern Foreign Languages.....		1	1
Continuation School.....	18	18	36
Department of Educational Investigation and Measurement.....		2	2
Board of Examiners.....	2	1	3
Director and Assistant Director of Kindergartens.....		2	2
Director and Assistant Director of Special Classes.....		2	2
Commercial Coordinator.....	1		1
Boston Disciplinary Day School.....		5	5
Day School for Immigrants.....		1	1
Speech Improvement Classes.....		17	17
Conservation of Eyesight Classes.....		15	15
Director and Assistant Director of Penmanship.....		2	2
Assistants, Penmanship.....		2	2
Lip Reading Classes.....		4	4
Director of Commercial Education.....	1		1
Department of Physical Education.....	15	36	51
Director of School Hygiene.....	1		1
Supervisor of Health Education.....	1		1
Department of Vocational Guidance.....	6	12	18
Totals.....	256	444	700

<sup>1</sup> Includes twenty-four temporary assistants.<sup>2</sup> Includes two temporary teachers.<sup>3</sup> Includes one temporary teacher.<sup>4</sup> Includes four temporary teachers.<sup>5</sup> In addition, there were twenty-five special assistants.

## MISCELLANEOUS.

Nurses (including 1 Supervising Nurse and 4 Assistant Supervising Nurses)	66
School Physicians (including 7 Supervising School Physicians)	68
Supervisor of Nutrition Classes . . . . .	1
Sanitary Inspector . . . . .	1
Head Supervisor of Attendance . . . . .	1
Supervisors of Attendance . . . . .	31
Supervisor of Licensed Minors . . . . .	1
Director of Extended Use of Public Schools . . . . .	1
Armorer, Military Drill . . . . .	2

## EVENING SCHOOLS.

Summary of Statistics — School Year 1932-1933.

SCHOOLS.	Number of Schools.	Number of Regular Teachers.	TOTAL REGISTRATION.			Average Membership.	Average Attendance.	Average Absence.	Per Cent of Attendance.
			Males.	Females.	Total.				
High School.....	1	42	1,388	765	2,153	1,254	1,058	196	84
Commercial High Schools.....	9	152	2,653	4,080	6,733	4,259	3,324	935	78
Elementary Schools...	14	146	1,519	2,896	4,415	2,655	2,230	425	84
Boston Trade School.*	1	54	1,212	.....	1,212	739	610	129	83
Totals.....	25	394	6,772	7,741	14,513	8,907	7,222	1,685	81

\* Includes three branches.

## EVENING SCHOOLS.

School Year 1932-1933.

SCHOOLS.	TOTAL REGISTRATION.			Average Membership.	Average Attendance.	Average Absence.	Per Cent of Attendance.	Number of Nights.
	Males.	Females.	Total.					
High School:								
Central.....	1,388	765	2,153	1,254	1,058	196	84	90
Commercial High Schools:								
Brighton.....	204	280	484	278	192	86	69	74
Charlestown.....	214	179	393	243	186	57	77	74
Dorchester.....	626	946	1,572	1,022	799	223	78	74
East Boston.....	299	295	594	429	354	75	83	74
Girls'.....	.....	555	555	364	274	90	75	74
Hyde Park.....	235	276	511	310	254	56	82	74
Roxbury.....	506	939	1,445	842	650	192	77	74
South Boston.....	359	414	773	516	419	97	81	74
West Roxbury.....	210	196	406	255	196	59	77	74
Totals.....	2,653	4,080	6,733	4,259	3,324	935	78	.....
Grand Totals.....	4,041	4,845	8,886	5,513	4,382	1,131	79	.....

EVENING SCHOOLS.

School Year 1932-1933.— Concluded.

ELEMENTARY SCHOOLS.	TOTAL REGISTRATION.			Average Membership.	Average Attendance.	Average Absence.	Per Cent of Attendance.	Number of Nights.
	Males.	Females.	Total.					
Bigelow.....	117	151	268	181	144	37	80	74
Brighton.....	53	155	208	119	92	27	77	74
Comins.....	74	191	265	166	141	25	85	74
Dearborn.....	120	294	414	215	169	46	79	74
Edward Everett.....	50	288	338	176	139	37	79	74
Franklin.....	208	420	628	377	326	51	86	74
Grover Cleveland.....	80	354	434	242	200	42	83	74
Hyde Park.....	55	86	141	92	81	11	88	74
Joseph H. Barnes.....	277	149	426	268	250	18	93	74
Michelangelo.....	175	42	217	148	129	19	87	74
Phillipe Brooks.....	47	159	206	145	116	29	80	74
Roger Wolcott.....	45	198	243	167	142	25	85	74
Washington.....	184	191	375	245	213	32	87	74
Washington Irving.....	34	218	252	114	88	26	77	74
Totals.....	1,519	2,896	4,415	2,655	2,230	425	84	.....
TRADE SCHOOLS (Evening Classes).								
Boston Trade.....	1,029	.....	1,029	625	518	107	83	68
Brighton Branch.....	51	.....	51	32	27	5	84	68
East Boston Branch.....	71	.....	71	45	36	9	80	68
Hyde Park Branch.....	61	.....	61	37	29	8	78	68
Totals.....	1,212	.....	1,212	739	610	129	83	.....

CLASSIFICATION AND AGES OF PUPILS IN EVENING SCHOOLS, MARCH, 1933.  
*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 SUBJECT.		
	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	
	Commercial Subjects*.....	1	8	16	5	217	315	390	681	519	785	402	574	256	374	566	734	227	430	59	123	2,653	4,090
Other Subjects†.....	1	1	11	47	45	127	68	193	90	170	75	144	78	196	377	196	241	156	77	45	1,388	765	2,153
Totals.....	2	9	27	67	264	360	517	749	712	875	572	649	400	452	943	930	468	586	136	168	4,041	4,845	8,886
Total number of pupils of each age.....	11	94	624	1,266	1,587	1,221	852	1,873	1,054	304	8,886												

\* Including all subjects offered in Evening Commercial High Schools.

† These subjects not offered in Evening Commercial High Schools. (Ages as of September 1, 1932.)

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.		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.	
	Graduating.....	2	3	14	9	31	24	31	17	30	11	28	10	26	4	48	33	62	33	28	44	300	188	488
Subgraduating.....	1	2	.....	2	11	3	5	4	7	4	12	4	5	2	28	10	24	18	26	24	123	74	197	
Lip Reading.....	.....	.....	.....	.....	.....	.....	1	.....	.....	1	.....	.....	.....	1	2	2	9	17	17	38	28	60	88	
Citizenship.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	1	3	10	15	12	18	30	30
Elementary.....	.....	.....	.....	.....	11	4	7	7	11	8	17	5	17	11	43	22	34	30	34	28	174	115	289	
Advanced.....	.....	.....	.....	.....	12	5	12	15	17	18	16	31	13	50	42	62	62	72	113	272	283	555		
Intermediate.....	.....	.....	.....	.....	2	4	6	12	10	5	12	9	2	7	42	29	54	53	112	123	250	242	492	
Beginners.....	.....	.....	.....	.....	13	9	19	10	14	8	11	9	8	3	27	47	67	75	201	178	360	339	699	
Cookery.....	.....	.....	.....	.....	.....	14	7	.....	13	.....	11	.....	20	.....	81	.....	84	.....	43	.....	273	273	273	
Dressmaking.....	.....	.....	.....	.....	.....	38	43	.....	44	.....	51	.....	54	.....	172	.....	256	.....	237	.....	898	898	898	
Decoration.....	.....	.....	.....	.....	.....	2	8	.....	6	.....	10	.....	7	.....	52	.....	132	.....	130	.....	347	347	347	
Home Nursing.....	.....	.....	.....	.....	.....	1	2	.....	3	.....	2	.....	.....	.....	6	.....	22	.....	23	.....	59	59	59	
Totals.....	3	5	14	14	78	104	86	127	87	120	98	127	99	122	241	496	313	785	500	996	1,519	2,896	4,415	
Total number of pupils of each age.....	8	28	182	213	207	225	221	737	1,098	1,496	4,415	4,415	4,415	4,415	4,415	4,415	4,415	4,415	4,415	4,415	4,415	4,415	4,415	4,415

(Ages as of September 1, 1932.)

## 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.....	43		75		120		101		81		274		208		155		1,117		1,117
Drawing.....	3		9		12		13		7		28		16		7		95		95
Totals.....	46		84		132		114		88		302		284		162		1,212		1,212
Total number of pupils of each age.....	46		84		132		114		88		302		284		162				1,212

(Ages as of September 1, 1932.)



*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.....	2	9	27	67	264	360	517	749	712	875	572	649	400	452	943	930	408	586	136	168	4,041	4,845	8,886
Elementary Schools.....	3	5	14	14	78	104	86	127	87	120	98	127	99	122	241	496	313	785	500	996	1,519	2,896	4,415
Trade Schools.....					46		84		132		114		88		302		284		162		1,212		1,212
Totals.....	5	14	41	81	388	464	687	876	931	995	784	776	587	574	1,486	1,426	1,065	1,371	798	1,104	6,772	7,741	14,513
Total number of pupils of each age.....	19	122	852	1,504	1,926	1,560	1,161	2,912	2,436	1,962	14,513												

(Ages as of September 1, 1932.)

*Non-English Speaking Pupils.\**

	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.	Total.
Illiterates between 16 and 21 years of age.....	39	22	43	44	50	37	58	40	69	34	809	820	259	177	436
Illiterates over 21 years of age.....													809	820	1,629
Total number of pupils of each age.....	61	61	87	87	87	87	98	103	1,068	997	2,065				

\* Also reported under "Grades, Elementary Schools, page 47.  
(Ages as of September 1, 1932.)

## DAY SCHOOL FOR IMMIGRANTS.

*School Year 1932-1933.*

Number of Regular Teachers.	TOTAL REGISTRATION.			Average Membership.	Average Attendance.	Average Absence.	Per Cent of Attendance.
	Males.	Females.	Total.				
* 2	122	629	751	459	379	81	83

\* Not including special assistants.

## CONTINUATION SCHOOL.

*School Year 1932-1933.*

CLASSES.	Number of Regular Teachers.	TOTAL REGISTRATION.			Average Membership (Daily).	Average Attendance (Daily).	Average Absence (Daily).	Per Cent of Attendance.
		Boys.	Girls.	Total.				
Compulsory Classes. . . . .	* 40	890	885	1,775	206	197	9	96
High School Opportunity Classes. . . . .	.....	308	53	361	239	199	40	80
Totals. . . . .	40	1,198	938	2,136	445	396	49	89

\* These teachers also served in the Opportunity Classes.

**SUMMER REVIEW SCHOOLS.**  
1933.

NAME OF SCHOOL.	TOTAL REGISTRATION.			Average Membership.	Average Attendance.	Per Cent of Attendance.	Average Daily Number of Teachers.
	Boys.	Girls.	Totals.				
<b>High:</b>							
Central .....	1,254	826	2,080	1,907	1,883	99	67
Dorchester.....	362	641	1,003	914	887	97	31
Totals.....	1,616	1,467	3,083	2,821	2,770	98	98
<b>Intermediate:</b>							
Lewis.....	345	155	500	449	423	94	13
Oliver Wendell Holmes.....	366	207	573	531	514	97	18
Totals.....	711	362	1,073	980	937	96	31
<b>Elementary:</b>							
Abraham Lincoln.....	338	394	732	656	624	95	22
Andrew Jackson.....	300	150	450	412	392	95	14
Bigelow.....	599	.....	599	551	533	97	16
Hyde Park.....	254	188	442	423	409	97	13
John A. Andrew.....	.....	449	449	408	405	99	14
John Winthrop.....	454	308	762	704	676	96	22
Sarah Greenwood.....	287	199	486	473	462	98	15
Theodore Roosevelt.....	483	324	807	759	728	96	25
Ulysses S. Grant.....	420	336	756	719	687	96	22
Warren.....	278	240	518	452	434	96	14
Wells.....	167	188	355	336	324	97	11
Totals.....	3,580	2,776	6,356	5,893	5,674	96	188
Grand Totals.....	5,907	4,605	10,512	9,694	9,381	97	317

**CITY HOSPITAL SUMMER REVIEW CLASS.—1933.**

NAME OF SCHOOL.	Total Registration.	Average Membership.	Average Attendance.	Per Cent of Attendance.	Average Daily Number of Teachers.
City Hospital Summer Review Class . . .	49	49	49	100	1
Totals.....	49	49	49	100	1

## PLAYGROUNDS.

Number of Teachers, School Year 1932-1933.

SEASONS.	First	Assistant.	Send Garden	Supervisors.	Totals.
	Assistant.		Assistant.		
<b>1932.</b>					
Fall (September 1 to October 31):					
Women.....	57	89	121	6	273
Totals.....	57	89	121	6	273
<b>1933.</b>					
Summer (May 22 to July 31):					
Women.....	26	50	169	5	250
Totals.....	26	50	169	5	250
Summer (August 1 to September 6):					
Women.....	32	76	255	4	367
Totals.....	32	76	255	4	367

## SCHOOLHOUSE SUMMARY.

School Year Ending June 30, 1933.

GRADE OF SCHOOL.	Number of Buildings.	Number of Portables.	Assembly Halls.	Drill Halls and Gymnasias.	CONSTRUCTION OF SCHOOLHOUSES.	
					Wood.	Brick.
The Teachers College of the City of Boston.	*2		2	1		2
High and Latin..	25	5	20	18		25
Elementary and Intermediate...	268	72	97	10	39	229
Boston Clerical School.....	1		1	1		1
Boston Trade School.....	1	2	1	1		1
Trade School for Girls.....	1		1			1
Horace Mann School.....	1		1	1		1
Continuation School.....	1		1			1
Totals.....	300	79	124	32	39	261

\* Includes one elementary building (Patrick A. Collins Building) used jointly by The 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, 6. Classes were also conducted at Deer Island, Boston City Hospital, Long Island Hospital School, Prendergast Preventorium, House of the Good Samaritan and Robert Breck Brigham Hospital.

DEPARTMENT OF THE EXTENDED USE OF PUBLIC SCHOOLS.  
SUMMARY OF STATISTICS\*—1932-1933.

	Number of Buildings Used.	Number of Sessions.	Total Attendance.	Average Attendance.
School Centers †.....	14	557 <sup>1</sup>	424,780 <sup>1</sup>	762
Non-School Center Groups ‡.....	72 <sup>1</sup>	692 <sup>1</sup>	119,797 <sup>1</sup>	173
Additional Use Groups §.....	35	405	135,172	333
Totals.....	121	1,654 <sup>2</sup>	679,749 <sup>1</sup>	411 <sup>1</sup>

\* Figures from June, 1932, to June, 1933, inclusive.

† Maintained by the appropriation for the Extended Use of the Public Schools.

‡ Occupancy charges met by the appropriation for the Extended Use of the Public Schools.

§ Occupancy charges met by the groups occupying accommodations.

<sup>1</sup> 1932-1933, Depression Year, appropriation reduced; consequently, fewer sessions and figures lower than those of normal years.

<sup>2</sup> Total number of openings of schoolhouses after school hours.

SCHOOL CENTERS — GROUPS AND ATTENDANCE — 1932-1933.

	43	40	38	42	44	41	41	41	41	22	42	43	42	42	42	40	37	Totals.
Number of Sessions . . . . .	43	40	38	42	44	41	41	41	41	22	42	43	42	42	40	37	557	
A (Attendance:																		
School Center Groups . . . . .	23,304	23,616	21,038	40,715	17,280	27,755	28,437	28,437	28,437	12,517	41,363	25,219	10,955	19,875	23,009	21,741	328	
Affiliated Groups . . . . .	285	1,864	3,513	142	300	7,873	3,234	3,234	3,234	3,825	200	4,119	248	2,339	5,580	853	27	
Independent Groups . . . . .	1,175	312	3,475	407	628	4,056	7,230	7,230	7,230	1,600	.....	4,795	1,050	3,757	9,910	1,696	27	
Total Attendance . . . . .	24,764	25,792	33,026	41,264	18,208	39,684	38,891	38,891	38,891	17,942	41,563	34,133	18,253	27,941	38,999	24,200	424,780	
Average Attendance . . . . .	576	645	869	982	415	968	948	948	948	815	989	794	434	665	975	655	302	
Number of Groups:																		
School Center Groups . . . . .	12	18	30	20	20	20	20	20	20	28	25	29	47	17	14	19	328	
Affiliated Groups . . . . .	1	6	12	1	3	15	9	9	9	8	1	10	2	4	10	5	27	
Independent Groups . . . . .	3	3	7	3	2	21	4	4	4	3	.....	9	3	3	16	10	27	
Total number of Groups, . . . . .	16	27	49	24	25	65	33	33	33	39	26	48	52	24	40	34	502	

\* New School Center — Opened March 7, 1933.

## NON-SCHOOL CENTER AND ADDITIONAL USE GROUPS — 1932-1933.

	Number of Different Groups.	Number of Meetings.	Total Attendances.	Average Attendance.
Non-School Center Groups.				
	189	6992	119,797	173
1. Teachers, Pupil, etc., Groups.....	83	211	45,923	218
2. Alumni and Alumni Meetings.....	16	25	6,009	240
3. Home and School Associations.....	43	136	32,124	236
4. Boy Scouts.....	7	42	2,361	56
5. Girl Scouts.....	10	68	2,974	44
6. American Legion Posts.....	14	122	13,670	112
7. District Improvement Associations.....	10	58	9,266	158
8. Community Activities.....	5	28	6,990	249
9. Board of Election Commissioners.....	1	2	530	265
Additional Use Groups.				
	192	405	135,172	333
1. Educational Groups.....	7	121	12,116	190
2. Social and Fraternal Organizations.....	79	140	44,352	317
3. Benevolent and Charitable Groups.....	45	62	28,550	460
4. Political Bodies.....	59	59	30,000	524
5. Civil Service Examinations.....	1	20	17,355	867
6. Board of Bar Examiners.....	1	3	1,899	633





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.					
	1931-32.			1932-33.			1931-32.			1932-33.		
	New Certificates.	Re-issues.	Re-issues	New Certificates.	Re-issues.	Re-issues	New Certificates.	Re-issues.	Re-issues.	New Certificates.	Re-issues.	
	EVENING SCHOOL ATTENDANCE NOT REQUIRED.						EVENING SCHOOL ATTENDANCE COMPULSORY.					
September.....	473	403	149	588	1,366	1,116	500	17	11	7	13	
October.....	292	180	109	440	1,028	858	427	29	29	18	21	
November.....	142	127	67	356	848	845	393	18	14	13	17	
December.....	110	99	47	498	732	628	466	11	12	4	4	
January.....	72	118	64	173	523	477	198	11	10	9	7	
February.....	64	81	30	151	568	420	116	14	12	2	4	
March.....	93	100	27	278	845	369	132	4	6	4	1	
April.....	105	75	27	189	636	471	192	3	6	1	4	
May.....	84	77	63	239	731	674	317	3	8	6	6	
June.....	114	53	25	317	661	782	463	3	4	5	7	
July.....	106	24	13	277	390	766	652	1	5	3	6	
August.....	64	20	7	206	506	873	632	4	3	4	6	
Totals.....	1,650	1,357	628	3,712	8,834	8,279	4,488	118	120	76	96	

## REGISTRATION OF MINORS.

October 1, 1932.

	ENROLLMENT OF PUPILS.					
	5 TO 7 YEARS.		7 TO 14 YEARS.		14 TO 16 YEARS.	
	Males.	Females.	Males.	Females.	Males.	Females.
Boston public schools. . . . .	9,880	9,443	36,102	34,559	12,154	11,436
Private schools. . . . .	34	63	125	239	70	174
Business schools. . . . .						
Schools outside of Boston. . .	19	4	73	47	23	12
Parochial schools and institutions. . . . .	2,821	2,976	10,337	11,565	1,092	1,834
Institutions for educational and custodial purposes. . .	103	124	577	446	226	128
Physically or mentally defective children not enrolled in any school. . . . .	8	1	91	68	15	25
Grand Totals. . . . .	12,865	12,611	47,305	46,924	13,580	13,609
Illiterate minors. . . . .					(16 to 21 years.) 277	137

## TEN YEAR CHANGES IN SCHOOL POPULATION BY SCHOOLS AND DISTRICTS, 1923-1932.

NUMBER BELONGING OCTOBER 1 OF EACH YEAR AS GIVEN IN MINUTES OF BOSTON SCHOOL COMMITTEE.  
MEMBERSHIP BY SCHOOLS AND DISTRICTS, 1923-1932.

*General Summary.*

	1923.	1924.	1925.	1926.	1927.	1928.	1929.	1930.	1931.	1932.
The Teachers College.....	496	625	690	744	795	810	760	631	550	578
High and Latin.....	21,889	22,467	22,447	22,465	23,423	24,907	26,014	27,393	29,089	29,466
Day Elementary Schools:										
Grade IX, Intermediate Class.....	2,176	2,396	2,911	3,415	3,867	4,092	4,158	4,350	4,712	6,827
Grades I-VIII, inclusive.....	90,545	91,173	90,909	91,387	91,264	90,437	89,163	88,762	87,457	86,781
Kindergartens.....	7,821	8,308	8,577	8,684	8,863	9,024	9,312	9,297	8,989	9,818
Special Schools.....	1,440	1,533	1,697	1,777	1,808	1,940	2,111	2,437	2,861	3,297
Totals.....	124,367	126,502	127,231	128,472	130,020	131,210	131,518	132,870	133,658	136,767

*Summary by Sections.*

The Teachers College .....	496	625	690	744	795	810	760	631	550	578
High and Latin .....	21,889	22,467	22,447	22,465	23,423	24,907	26,014	27,393	29,089	29,466
Elementary Schools:										
East Boston .....	11,242	11,544	11,628	11,856	12,073	12,003	11,860	11,640	11,531	11,511
Charlestown .....	3,925	4,001	3,977	3,947	3,778	3,566	3,338	3,215	3,055	3,409
North End .....	5,700	5,417	5,237	5,114	4,909	4,683	4,495	4,389	4,210	4,118
West End .....	5,857	5,516	5,042	4,857	4,642	4,271	3,941	3,678	3,551	3,461
City Proper .....	4,306	4,195	4,077	3,750	3,622	3,329	3,270	3,165	3,047	3,016
South End .....	4,242	4,229	4,077	3,919	3,816	3,648	3,568	3,422	3,226	3,492
South Boston .....	9,298	9,290	9,144	9,010	9,003	8,810	8,395	8,147	7,939	8,316
Roxbury .....	15,932	16,541	16,577	16,417	16,433	16,196	15,949	16,124	15,912	16,083
Brighton .....	4,860	4,943	5,173	5,523	5,652	5,688	5,927	6,214	6,169	6,391
West Roxbury .....	8,081	8,474	8,950	9,397	9,996	10,688	11,029	11,522	11,872	12,646
Dorchester .....	24,541	25,215	25,857	26,880	27,123	27,634	27,669	27,890	27,272	27,225
Hyde Park .....	2,558	2,602	2,658	2,846	2,947	3,037	3,192	3,303	3,374	3,758
Special Schools .....	1,440	1,533	1,697	1,777	1,808	1,940	2,111	2,437	2,861	3,297
Totals .....	124,367	126,502	127,231	128,472	130,020	131,210	131,518	132,870	133,658	136,767

## ELEMENTARY SCHOOL POPULATION 1923 TO 1932 — SUMMARY BY SECTIONS AND SUMMARY BY DISTRICTS

	1923.	1924.	1925.	1926.	1927.	1928.	1929.	1930.	1931.	1932.
ELEMENTARY SCHOOL DISTRICTS.										
EAST BOSTON:										
Blackinton .....					933	873	796	746	726	698
Blackinton-John Cheverus .....	1,741	1,799	1,779	1,786						
Chapman .....	1,294	1,398	1,455	1,248	1,221	1,233	1,269	1,294	1,259	1,249
Donald McKay Intermediate .....				950	1,027	1,079	1,111	1,176	1,139	1,182
Emerson .....	1,633	1,615	1,658	1,296	1,356	1,393	1,392	1,417	1,418	1,491
John Cheverus .....					894	844	887	944	1,019	986
Joseph H. Barnes Intermediate .....				1,105	1,129	1,109	1,158	1,204	1,258	1,345
Samuel Adams .....	3,217	3,280	3,312	2,744	2,729	2,669	2,545	2,330	2,229	2,182
Theodore Lyman .....	1,701	1,727	1,685	1,354	1,466	1,497	1,420	1,326	1,188	1,149
Ulysses S. Grant .....	1,656	1,725	1,739	1,373	1,318	1,306	1,282	1,203	1,295	1,229
CHARLESTOWN:										
Clarence R. Edwards .....										994
Harvard-Frothingham .....	1,363	1,388	1,354	1,344	1,230	1,074	1,053	1,011	957	
Harvard .....										1,315
Prescott .....	811	817	832	796	783	749	693	722	684	
Warren .....										1,100
Warren-Bunker Hill .....	1,751	1,796	1,791	1,807	1,765	1,743	1,592	1,482	1,414	
NORTH END:										
Eliot .....	3,054	2,910	2,848	2,294	2,107	2,055	1,915	1,857	1,722	1,612
Hancock .....	2,646	2,507	2,389	1,972	1,849	1,715	1,672	1,606	1,553	1,480
Michelangelo Intermediate .....				848	953	913	908	926	935	1,026
WEST END:										
Bowdoin .....	785	750	1,141	1,035	900	843				
Bowdoin-Wendell Phillips .....							1,538	1,415	1,309	

Washington Intermediate.....	1,878	1,773	1,047	1,044	1,056	947	914	884	901	972
Wells.....	1,815	1,688	1,723	1,722	1,695	1,596	1,489	1,379	1,341	1,246
Wendell Phillips.....	1,379	1,305	1,131	1,056	991	885	.....	.....	.....	1,243
CITY PROPER:										
Abraham Lincoln.....	2,034	1,888	1,585	1,486	1,454	1,305	1,261	1,185	1,115	1,106
Prince.....	1,155	1,188	1,252	1,164	1,124	1,044	1,078	1,008	1,006	1,077
Quincy.....	1,117	1,119	1,240	1,100	1,044	980	931	972	926	833
SOUTH END:										
Dwight.....	993	961	945	877	874	820	833	807	774	765
Everett.....	1,033	1,009	970	945	941	879	824	825	712	680
Franklin.....	1,137	1,119	1,049	1,023	1,002	983	959	888	883	915
Rice.....	1,079	1,140	1,113	1,074	999	966	952	902	857	890
South End Intermediate.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	242
SOUTH BOSTON:										
Bigelow.....	1,052	1,066	1,081	1,146	1,156	1,118	1,041	1,017	991	1,321
Frederic W. Lincoln.....	755	740	708	696	691	646	.....	.....	.....	.....
Gaston.....	1,137	1,089	1,088	1,038	1,021	1,090	1,079	1,037	995	1,036
John A. Andrew.....	1,201	1,151	1,162	1,203	1,191	1,211	1,112	1,111	1,026	1,082
Lawrence.....	889	887	861	831	815	762	664	638	635	.....
Norcross.....	1,198	1,242	1,225	1,165	1,121	1,039	979	936	937	1,271
Oliver Hazard Perry.....	807	764	775	781	790	783	770	753	753	795
Shurtleff.....	1,123	1,175	1,211	1,165	1,271	1,242	1,238	1,205	1,187	1,254
Thomas N. Hart.....	1,126	1,086	1,033	985	947	919	.....	.....	.....	1,557
Thomas N. Hart-Frederic W. Lincoln.....	.....	.....	.....	.....	.....	.....	1,512	1,450	1,415	.....
ROXBURY:										
Dearborn.....	2,035	2,022	1,914	1,842	1,797	1,677	1,599	1,509	1,475	1,558
Dillaway.....	1,316	1,336	1,329	1,243	1,236	1,207	1,197	1,207	1,203	1,262
Dudley.....	1,295	1,353	1,280	1,273	1,190	1,194	1,157	1,170	1,154	1,187
Henry L. Higginson.....	.....	.....	.....	1,155	1,237	1,259	1,227	1,286	1,298	1,428

ELEMENTARY SCHOOL POPULATION 1923 TO 1932.—*Concluded.*

	1923.	1924.	1925.	1926.	1927.	1928.	1929.	1930.	1931.	1932.
Hugh O'Brien .....	1,709	1,945	1,969	1,970	1,957	1,840	1,774	1,782	1,830	1,775
Hyde .....	765	802	856	765	800	748	696	722	648	673
Jefferson .....										1,328
Jefferson-Comins .....	1,461	1,516	1,600	1,565	1,503	1,468	1,417	1,444	1,263	.....
Julia Ward Howe .....	1,125	1,165	1,174	1,201	1,289	1,347	1,335	1,268	1,313	1,355
Lewis Intermediate .....	1,931	2,010	1,946	981	1,017	1,039	1,071	1,132	1,159	1,056
Martin .....	693	719	691	780	778	774	752	801	786	787
Sherwin .....	953	985	1,053	1,030	1,030	1,010	968	980	1,020	1,009
Theodore Roosevelt Intermediate .....	1,511	1,564	1,472	1,504	1,500	1,509	1,477	1,483	1,437	1,423
William Lloyd Garrison .....	1,138	1,124	1,293	1,108	1,099	1,124	1,279	1,340	1,326	1,242
BRIGHTON:										
Bennett .....	1,988	2,004	2,203	2,471	2,668	2,790	3,003	3,040	3,097	2,035
Thomas A. Edison .....										779
Thomas Gardiner .....	1,544	1,587	1,590	1,656	1,643	1,636	1,649	1,334	1,279	1,260
Washington-Alston .....	1,328	1,352	1,380	1,396	1,431	1,262	1,275	923	887	1,389
William Howard Taft Intermediate .....								917	906	928
WEST ROXBURY:										
Agassiz .....	767	718	775	755	796	763	729	731	.....	1,543
Agassiz-Bowditch .....									1,518	.....
Bowditch .....	1,134	1,090	1,095	1,108	1,169	1,307	1,353	1,338	.....	.....
Charles Sumner .....	1,070	1,002	1,035	1,168	1,211	1,374	1,437	1,532	1,553	1,694
Francis Parkman .....	799	830	858	887	896	947	1,002	1,095	1,050	1,065
Longfellow .....	1,480	1,292	1,423	1,466	1,639	1,639	1,732	1,795	1,791	1,668
Lowell .....	1,285	1,193	1,248	1,225	1,205	1,207	1,104	1,066	971	1,014
Mary E. Curley .....									832	1,200
Robert Gould Shaw .....	1,546	1,592	1,697	1,886	2,066	2,364	2,600	2,877	2,957	3,178



Washington Irving Intermediate.....	697	819	902	1,014	1,087	1,072	1,088	1,200	1,284
DORCHESTER:									
Christopher Gibson.....	1,036	1,136	1,215	1,249	1,216	1,316	1,408	1,329	1,375
Edmund P. Tileston.....	1,060	1,255	1,418	1,584	1,652	1,758	1,506	1,472	1,457
Edward Everett.....	1,664	1,639	1,702	1,592	1,598	1,634	1,534	1,508	1,491
Emily A. Fifield.....	.....	1,123	1,065	1,101	1,129	1,174	1,169	1,169	.....
Frank V. Thompson Intermediate.....	746	1,131	1,293	1,361	1,435	1,436	1,043	1,022	971
Gilbert Stuart.....	772	798	878	839	851	928	952	940	1,132
Grover Cleveland Intermediate.....	.....	.....	660	738	765	753	749	715	928
Henry L. Pierce.....	1,833	1,194	1,240	1,263	1,282	1,216	1,128	1,120	1,525
John Marshall.....	1,503	1,600	1,632	1,654	1,714	1,663	1,646	1,676	1,652
John Wnthrop.....	1,838	1,841	1,844	1,848	1,753	1,712	1,728	1,704	1,710
Mary Hemenway.....	2,251	2,113	2,011	1,891	1,964	1,927	1,932	1,823	1,476
Mather.....	2,677	2,652	2,435	2,417	2,427	2,425	2,403	2,384	2,359
Minot.....	629	648	672	794	915	937	1,002	1,131	874
Oliver Wendell Holmes Intermediate.....	1,009	1,105	985	1,048	1,091	1,055	1,012	942	904
Phillips Brooks.....	1,687	1,821	1,851	1,750	1,706	1,669	1,620	1,608	1,570
Robert Treat Paine.....	.....	957	977	998	1,099	1,092	1,056	1,054	967
Roger Wolcott.....	2,397	2,062	2,200	2,253	2,330	2,299	2,169	2,130	1,956
Solomon Lewenberg Intermediate.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
William E. Endicott.....	2,486	1,799	1,741	1,750	1,746	1,653	1,624	1,538	1,515
William E. Russell.....	992	983	1,031	993	961	1,022	1,040	1,052	1,011
Woodrow Wilson.....	.....	.....	.....	.....	.....	.....	.....	.....	1,319
HYDE PARK:									
Elihu Greenwood.....	1,423	1,491	1,599	1,669	1,687	1,456	1,491	1,514	1,603
Henry Grew.....	1,135	1,146	1,247	1,278	1,350	1,055	1,103	1,122	1,093
William Barton Rogers Intermediate.....	.....	.....	.....	.....	.....	681	709	738	1,062
Totals.....	100,542	101,877	103,486	103,994	103,553	102,633	102,409	101,158	103,426

PERSONNEL GROWTH OF DEPARTMENTS.

YEAR.	Director.	Associate Director.	First Assistant Director.	Assistant Director.	Total.	Supervisor.	Assistant Supervisor.	Grand Total.	Supervisor of Attendance.	Assistants (Manual Arts, Music).	School Physicians.	School Nurses.	Vocational Guidance Staff.	Special Class Teachers.
1904	5			4	9			9	20	8				7
1905	5			4	9			9	20	8				7
1906	5			4	9			9	20	8				7
1907	6			7	13	3		16	22	8				7
1908	6			7	13	4		17	22	9		29		8
1909	6			7	13	4		17	21	9		34		8
1910	6			8	14	4	1	19	21	9		34		9
1911	6			7	13	5	1	19	21	9		34		9
1912	7		1	8	16	4		20	22	13		33		14
1913	7		1	12	20	5		25	21	13		35		26
1914	9	1	1	11	22	5		27	21	14		34		29
1915	11		1	12	24	5		29	23	17		38		38
1916	11	1	1	12	25	4		29	23	17	41	38		45
1917	11	1	1	13	26	4		30	22	17	43	37	2	51
1918	11	1	2	12	26	4		30	23	17	43	41	2	63

1919.....	12	.....	3	11	26	5	.....	31	23	17	45	42	2	68
1920.....	14	.....	3	11	28	4	.....	32	24	16	46	47	4	72
1921.....	13	.....	3	11	27	6	.....	33	25	17	47	47	4	73
1922.....	13	1	2	12	28	7	.....	35	28	17	49	51	7	77
1923.....	14	1	2	11	28	7	.....	35	28	17	49	51	7	83
1924.....	15	1	2	15	33	7	.....	40	28	18	53	52	9	85
1925.....	15	1	2	20	38	8	.....	46	29	20	52	52	9	92
1926.....	15	2	2	21	40	14	.....	54	28	21	48	52	11	99
1927.....	16	2	2	24	44	13	3	60	31	22	51	55	13	108
1928.....	16	2	2	24	44	16	3	63	31	22	57	57	15	115
1929.....	16	2	2	24	44	20	4	68	31	22	61	60	17	128
1930.....	16	2	2	24	44	21	4	69	31	22	61	60	17	132
1931.....	16	2	2	24	44	21	4	69	31	22	61	60	16	133
1932.....	16	2	2	24	44	21	4	69	31	22	60	60	17	137
1933.....	17	2	1	15	35	36	4	75	31	19	60	60	14	138

TEACHING FORCE OF THE BOSTON PUBLIC SCHOOLS.  
 Showing Pupils per Teacher for School System, and Per Cent of Men and Women Teachers, 1900-1932.

Year.	Average Membership of Schools.	Total Number of Teachers.	Number Pupils Per Teacher.	Number Men Teachers.	Per Cent of Men Teachers.	Number Women Teachers.	Per Cent of Women Teachers.
1900	79,244	1,904	41.6	235	12.3	1,669	87.7
1905	90,645	2,347	38.6	270	11.5	2,077	88.5
1910	100,059	2,848	35.1	378	13.3	2,470	86.7
1915	109,223	3,218	33.9	488	15.2	2,730	84.8
1920	109,110	3,422	31.9	539	15.8	2,883	84.2
1921	113,410	3,489	32.5	546	15.6	2,943	84.4
1922	118,970	3,601	33.0	570	15.8	3,031	84.2
1923	121,161	3,773	32.1	629	16.7	3,144	83.3
1924	123,086	3,880	31.7	669	17.2	3,211	82.8
1925	125,115	3,987	31.4	717	18.0	3,270	82.0
1926	125,789	4,131	30.5	757	18.3	3,374	81.7
1927	127,158	4,200	29.8	808	18.9	3,452	81.1
1928	128,735	4,352	29.6	808	20.0	3,484	80.0
1929	129,879	4,445	29.2	930	20.9	3,515	79.0
1930	130,219	4,475	29.0	959	21.4	3,516	78.6
1931	131,814	4,571	28.8	1,034	22.6	3,537	77.4
1932	133,339	4,651	28.6	1,032	22.2	3,619	77.8
1933	135,521	4,707	28.8	1,061	22.5	3,646	77.5

For school years ending in June.



## SOURCE OF STUDENTS AT TEACHERS COLLEGE.

YEAR.	ENTERING COLLEGE COURSES.			FROM BOSTON HIGH SCHOOLS.										Public High Schools outside of Boston.	Private and Parochial Schools and other sources.	College Graduates. Not included in first total.
	Entering College Four-Year Courses.	Entering Normal Three-Year Courses.	Total.	Brighton.	Charlestown.	Dorchester High School for Girls.	East Boston.	Girls' High School.	Girls' Latin.	Hyde Park.	Jamaica Plain.	Memorial.	South Boston.			
1924.....	53	192	245	10	9	29	5	41	18	9	30	20	13	17	44	37
1925.....	53	192	245	14	13	30	11	40	20	8	25	28	17	17	22	34
1926.....	68	203	271	10	9	25	10	68	24	16	23	32	20	7	27	0
1927.....	58	186	244	8	6	34	1	55	18	5	26	27	18	6	40	0
1928.....	71	184	255	14	7	32	14	52	33	6	21	29	8	5	34	0
1929.....	52	148	200	14	4	31	6	42	22	5	15	22	6	2	31	0
1930.....	113	0	113	2	1	14	5	20	29	0	10	21	1	1	9	18
1931.....	124	0	124	5	4	15	0	32	20	0	9	29	3	0	7	14
1932.....	134	0	134	4	0	28	1	15	27	0	10	38	1	0	10	14

## TESTS IN THE BOSTON PUBLIC SCHOOLS, 1932-1933.

NAME OF TEST.	Number of Tests Given.
Binet-Simon Intelligence Examination.....	472
Courtis Standard Research Tests in Arithmetic.....	10,904
Detroit First-Grade Intelligence Test.....	1,608
Detroit Primary Intelligence Test.....	490
Detroit Word Recognition Test.....	23,727
Gates Graded Word Pronunciation Test.....	40
Gates Primary Reading Tests.....	2,459
Gates Silent Reading Tests.....	7,220
General Information Tests.....	19,686
Gray Oral Reading Check Test.....	480
Healy Learning Z Test.....	425
Healy Tapping Test.....	425
Inglis English Vocabulary Test.....	180
Kuhlmann-Anderson Intelligence Tests.....	1,070
Munroe Diagnostic Test in Arithmetic.....	100
National Intelligence Tests.....	17,436
New Stanford Reading Tests.....	37,237
New Stanford Achievement Test — Advanced Examination.....	30
Objective Test on Foods.....	323
Peet-Dearborn Progress Tests in Arithmetic.....	50
Pressey Diagnostic Tests in English Composition.....	550
Research Tests in Arithmetic Combinations.....	54,962
Research Tests in Arithmetic Problems.....	1,020
Research Tests in Common Fractions.....	11,144
Research Tests in United States History.....	626
Research Tests in Reading.....	160
Sangren-Woody Reading Test.....	430
Stanford Achievement Test — Advanced Examination.....	100
Stanford Arithmetic Test.....	470
Stanford Reading Test.....	725
Terman Group Test of Mental Ability.....	12,838
Test in Bookkeeping.....	4,162
Total.....	211,549

## STATISTICS OF THE ATTENDANCE DEPARTMENT.

	1932-33.	1931-32.
Total number of investigations.....	75,324	73,495
DISTRIBUTION.		
Investigations in the day intermediate and day elementary schools, (including 1,760 investigations Sundays and evenings).....	40,778	37,833
Investigations in the Latin, day high and industrial schools.....	16,192	15,518
Investigations in the Boston Disciplinary Day School.....	1,599	1,465
Investigations in the parochial schools.....	3,105	3,266
Investigations in Continuation School.....	2,120	3,407
Investigations in evening schools.....	1,453	2,405
Investigations of employment cards.....	1,746	2,465
Inspection of factories, workshops, etc.....	1,155	1,190
Inspection of theaters.....	387	353
Follow-up investigations of home permits.....	692	
Investigations of domiciles of teachers.....	311	
Investigations of tuition cases.....	132	95
Investigations of immigration cases.....	72	120
Investigations of transfer of pupils to and within Boston.....	5,582	5,378



GRADUATES OF HIGH SCHOOLS, BY COURSES, 1933.

NAME OF HIGH SCHOOL.	Total.	College.	General.	COMMERCIAL.						Teachers College and State Teachers College.	Art School.	Technical Preparatory.	Technical Not Leading to College.	Cooperative Industrial Four-Year Certificate.	Cooperative Salesmanship.	Agricultural.	Domestic Science.	Dressmaking.	Special Art.
				1. Shorthand.	2. Bookkeeping.	3. Merchandising.	4. Office Practice.	5. Secretaryship.	6. General Commercial.										
Public Latin.....	278	278																	
Girls' Latin.....	138	108																	
Brighton High.....	309	79	40	90	21	29	5			3	2	1	39						
Charlestown High.....	153	6	43	50						2			52						
Dorchester High (Boys).....	309	72	57	45	31	43	15				1	10	35						
Dorchester High (Girls).....	547	46	53	251	37	73	57	9		18	3								
East Boston High.....	287	19	24	85	3	66	44			7	1		38						
English High.....	635	308	177	34	67	49													
Girls' High.....	385	29	56	198	24	35	1			40	2								
High School of Commerce.....	240	40		85	60	57				2	1								
High School of Practical Arts.....	152														26				
Hyde Park High.....	349	72								178	3	1	36						
Jamaica Plain High.....	346	83		125	34	65				20	6					13			
Mechanic Arts High.....	277																		
Roxbury Memorial (Boys).....	345	144		12	36	51	24												
Roxbury Memorial (Girls).....	645	70	19	223	112	48				75	65	3							30
South Boston High.....	219	20	31	35	14	46	50			3		1	19						
Totals.....	5,614	1,404	500	1,233	439	562	196	9	253	167	21	121	220	309	56	13	57	44	25

## TEACHERS' COURSES, 1932-33.

COURSE.	Total Enrollment.	Number Belonging at Close.	Average Number Belonging.	Average Daily Attendance.	Per Cent of Attendance.	Number Recommended for Certificates.	Number of Hours Semester.
Reciprocal Influence of Art and Life.....	40	40	40	39	98	36	15-2
A First Course in Biology.....	29	27	28	28	97	23	30
Mechanical Drawing.....	20	19	19.5	18.5	92.5	19	15-2
Educational Significance of Hand Work in the Elementary School.....	15	13	13	13	96	13	15-1
Child Welfare.....	61	44	40	40	96	37	15-1
Theory and Practice in Elementary and Intermediate Schools..	58	50	50	48	96	54	30
Art: Representation.....	51	49	50	48	97.5	46	15-1
Creative Design.....	41	41	41	38	93	38	15-1
Elementary Testing.....	14	11	13	12	95	9	30
Physical Education.....	43	31	29	29	96.5	39	30
Appreciation of Music.....	70	64	65	61	94	61	15-2
Economic Geography of Europe.....	32	23	24	22	92	24	30
Shopwork for Intermediate Schools.....	21	18	18	17.4	96.6	12	30
Comparative Drama.....	42	37	37	34	93	34	30
Contemporary French Novel.....	40	29	34.4	30.1	87.5	15	30
Introduction to Educational Psychology.....	24	20	21	18	85	20	30
Oriental Nations of Ancient Times.....	45	34	35	33	94	34	30
Development of British and American Poetry from 1789 to 1932.	83	39	44	35	80	42	30
A Survey of Present-Day Science.....	103	95	96	92	96	92	30
Applied Mathematics.....	27	24	25.5	23	92	24	15-2
Seminar: United States History 1900-1930.....	258	230	244	225	87	230	30
Social History of England.....	85	64	75	70	94	64	30
Beginnings of Industrial Arts.....	26	23	21	21	98	20	15-1
Arithmetic: Kindergarten; Grades I, II.....	26	17	17	17	96	16	15-2
Topics in General Mathematics.....	38	24	28	27	98	27	30
Historiography.....	120	102	102	98	96	94	30
Nature Study and General Science.....	112	95	104	92	89	84	30
Seminar: Educational Sociology.....	20	20	20	19	95	20	30
Educational Sociology.....	28	20	22	21	95	21	30
Problems of the First Grade.....	115	97	104	96	97	72	15-1

TEACHERS' COURSES, 1932-33.—*Concluded.*

COURSE.	Total Enrollment.	Number Belonging at Close.	Average Number Belonging.	Average Daily Attendance.	Per Cent of Attendance.	Number Recommended for Certificates.	Number of Hours Semester.
Voice and Diction.....	21	17	18	17	95	15	30
Character Education.....	167	150	152	148	97	151	30
Health Education.....	23	23	23	21	91	21	30
Qualitative Analysis.....	25	24	24	24	98	24	30
Commerce and Industry.....	135	118	125	117	92	118	30
Physics.....	30	21	25	24	90	25	30
Educational Psychology.....	61	48	54.8	45.2	82.4	45	30
Intermediate School Problems.....	19	17	18	17	92	17	30
Pictorial Design.....	44	32	32	30	98	21	15-2
Greek.....	29	19	22	18	82	10	30
Geometry of the Intermediate School.....	29	26	27	25	88	26	30
Children's Literature for Kindergarten and Grades I and II....	49	46	47.5	45	94	46	15-1
Spanish Grammar and Composition.....	19	16	16	15	94	17	30
Americanization.....	85	78	76	72	95	77	30
Literature for Children, Grades III-IX.....	51	39	45	40	89	42	30
Teaching Algebra and Teaching Equations.....	21	19	20	19	95	18	30
Remedial Work with Children having Special Reading Disabilities.....	26	16	19	18	95	17	30

## NUMBER OF CALLS FOR SUBSTITUTE TEACHERS.

1932-1933.	Total.	Kindergarten.	Elementary.	Intermediate.	High School.	Miscellaneous.
Number of calls in year.....	6,864	651	3,239	1,238	971	765
Number of calls in:						
September.....	1,040	77	535	186	151	91
October.....	686	70	341	124	81	70
November.....	457	48	226	61	63	59
December.....	535	54	248	94	63	76
January.....	1,566	158	697	296	262	153
February.....	607	57	267	112	97	74
March.....	728	72	351	135	97	73
April.....	404	35	183	75	59	52
May.....	528	54	236	109	59	70
June.....	313	26	155	46	39	47

REPORT ON PHYSICAL EXAMINATIONS—SCHOOL YEAR  
1932-1933.

	Elementary and Intermediate Districts.	Trade Schools.	Teachers College, Latin, High and Clerical Schools.	Totals.
Number examined.....	100,523	1,734	29,848	132,105
Number with defects.....	36,404	675	10,986	48,065
Number without defects.....	64,119	1,059	18,862	84,040
Defects as follows:				
Defective nasal breathing.....	2,363	5	135	2,503
Defective tonsils.....	8,321	139	1,194	9,654
Heart:				
Organic.....	778	14	284	1,076
Possible.....	458	1	84	543
Skin.....	301	16	535	852
Malnutrition.....	2,914	146	1,480	4,540
Orthopedic defects.....	478	8	343	829
Postural defects.....	766	8	1,688	2,462
Respiratory defects.....	118	3	34	155
Other defects.....	599	9	244	852
Totals.....	17,096	349	6,021	23,466
Defective teeth.....	23,734	376	6,742	30,852
Grand totals.....	40,830	725	12,763	54,318

## SUMMARY OF SCHOOL NURSES' DAILY REPORTS.

Number of visits to homes . . . . .	42,080
Number of talks on hygiene in school . . . . .	10,127
Number of consultations with teachers . . . . .	110,210
Number of consultations with pupils . . . . .	186,548
Number of pupils having adenoids removed . . . . .	2,553
Number of pupils having tonsils removed . . . . .	2,903
Number of inspections of hair . . . . .	* 489,679
Number of inspections of teeth . . . . .	408,370
Number of treatments in school . . . . .	41,490

\* Number of pupils with pediculosis, 10,228.

## REPORT ON PUPILS ESCORTED TO CLINICS BY NURSES.

CLINIC.	Number.	Re-Visits.
Eye.....	1,397	1,545
Ear.....	380	218
Nose and throat.....	1,049	251
Medical.....	804	492
Surgical.....	421	145
Skin.....	351	134
Totals.....	4,402	2,785

## REPORT SHOWING ABSENCES ON ACCOUNT OF ILLNESSES.

*School Year 1932-1933.*

GRADES.	Number Pupils Enrolled.	Number Pupils Absent.
IX.....	7,053	4,336
VIII.....	9,791	6,438
VII.....	10,910	6,920
VI.....	10,985	7,479
V.....	11,020	7,650
IV.....	11,261	7,479
III.....	11,180	7,880
II.....	11,554	8,342
I.....	12,207	9,414
Others.....	4,004	2,255
Totals.....	99,965	68,193

REPORT ON ABSENCES ON ACCOUNT OF ILLNESSES—CASES AND SESSIONS—ELEMENTARY AND INTER-MEDIATE DISTRICTS AND THE TRADE SCHOOL FOR GIRLS.

School Year 1932-1933.

RESPIRATORY DISEASES.

	IX.	VIII.	VII.	VI.	V.	IV.	III.	II.	I.	Other.	Totals.
Cases.....	4,725	6,465	6,731	7,014	7,075	7,231	5,903	8,824	11,311	1,780	67,089
Sessions.....	16,307	26,183	30,040	45,194	47,920	50,076	59,929	71,719	106,264	12,874	466,506

MEDICAL CASES.

Cases.....	2,355	3,291	3,626	3,758	3,780	3,145	2,617	2,329	2,172	1,266	28,339
Sessions.....	7,718	13,362	15,385	21,754	21,575	19,803	18,532	18,608	21,379	7,461	165,577

SKIN CASES.

Cases.....	96	189	248	310	334	331	343	391	401	117	2,760
Sessions.....	544	1,470	1,905	3,161	3,529	3,472	4,063	4,395	5,420	1,481	29,440

SURGICAL CASES.

Cases.....	166	258	251	392	306	398	486	406	581	191	3,615
Sessions.....	2,187	4,337	4,341	7,557	6,549	7,566	7,588	8,743	10,557	2,914	62,339

REPORT ON ABSENCES ON ACCOUNT OF ILLNESSES—CASES AND SESSIONS—ELEMENTARY AND INTER-MEDIATE DISTRICTS AND THE TRADE SCHOOL FOR GIRLS.—*Concluded.*

*School Year 1932-1933.—Concluded.*

ACCIDENT CASES.

	IX.	VIII.	VII.	VI.	V.	IV.	III.	II.	I.	Other.	Totals.
Cases.....	312	410	446	1,150	555	463	465	399	357	277	4,834
Sessions.....	2,335	2,604	3,913	5,233	4,177	4,364	4,521	5,774	5,446	2,655	40,322

COMMUNICABLE DISEASES—FRANK CASES.

Cases.....	43	82	113	204	321	488	1,087	1,779	3,070	168	7,355
Sessions.....	748	2,064	3,005	5,763	9,364	13,740	28,458	47,671	83,725	4,354	198,901

COMMUNICABLE DISEASES—CONTACTS.

Cases.....	60	100	128	166	181	213	313	291	336	85	1,873
Sessions.....	825	1,479	2,024	3,387	3,822	4,299	6,006	6,652	6,827	1,686	37,097

EYE DISEASES.

Cases.....	64	103	114	136	136	147	144	107	137	39	1,127
Sessions.....	215	436	606	763	904	1,116	1,587	693	1,264	331	7,825



EAR DISEASES.

Cases.....	88	140	156	201	208	208	257	303	294	50	1,905
Sessions.....	477	748	618	1,149	1,361	1,631	2,144	2,858	4,079	620	15,685

MOUTH DISEASES.

Cases.....	6	10	10	10	7	14	12	21	15	3	108
Sessions.....	31	76	38	68	77	150	145	206	183	32	1,066

NOSE DISEASES.

Cases.....	13	25	24	17	27	10	15	10	8	6	155
Sessions.....	38	118	95	84	128	21	46	52	51	22	655

MISCELLANEOUS DISEASES.

Cases.....	509	662	623	911	802	665	721	748	743	401	6,785
Sessions.....	1,135	1,817	1,965	3,393	3,218	2,690	4,358	5,687	7,946	1,798	34,007

TOTALS OF ALL CASES.

Cases.....	8,437	11,735	12,470	14,269	13,822	13,313	12,363	15,698	19,425	4,383	125,915
Sessions.....	32,460	54,694	63,935	97,506	102,624	108,937	137,407	173,028	253,141	35,628	1,059,420

## SUMMARY.

ILLNESSES.	Cases.	Sessions.
Respiratory diseases.....	67,059	466,506
Medical cases.....	28,339	165,577
Skin cases.....	2,760	29,440
Surgical cases.....	3,615	62,339
Accident cases.....	4,834	40,322
Communicable diseases (Frank cases).....	7,355	198,901
Communicable diseases (Contacts).....	1,873	37,097
Eye diseases.....	1,127	7,825
Ear diseases.....	1,905	15,685
Mouth diseases.....	108	1,066
Nose diseases.....	155	655
Miscellaneous diseases.....	6,785	34,007
Totals.....	125,915	1,059,420

## DENTAL REPORT.

*Number Pupils Having Dental Work Completed.*

GRADES.	Dental Clinics.	Family Dentists.
IX.....	1,154	1,408
VIII.....	1,759	1,428
VII.....	2,047	1,384
VI.....	4,991	1,486
V.....	5,154	1,575
IV.....	5,811	1,330
III.....	5,290	1,220
II.....	3,518	1,147
I.....	2,511	971
Kindergarten.....	690	552
Special.....	865	100
Others.....	263	68

REPORT ON ALL DENTAL WORK DURING SCHOOL  
YEAR 1932-1933.

Dental Corrections (all grades):	
Number of pupils cared for by private dentists . . . . .	12,669
Number of pupils cared for at clinics . . . . .	34,053
Number of pupils having dental work completed . . . . .	46,722
Number of pupils escorted for dental treatment by school nurses . . . . .	
Number of re-visits . . . . .	29,119
Number of pupils escorted for prophylaxis treatment by school nurses . . . . .	44,621
Number of pupils receiving prophylaxis treatments . . . . .	17,471
Number of classroom toothbrush drills . . . . .	26,690
Number of classes having "All Dental Work Completed" . . . . .	5,777
	226

REPORT ON REPORTABLE COMMUNICABLE DISEASES.

DISEASE.	Number Cases.
Anterior poliomyelitis.....	3
Chicken pox.....	2,518
Diphtheria.....	50
Encephalitis lethargica.....	3
German measles.....	80
Influenza.....	60
Lobar pneumonia.....	61
Measles.....	2,883
Mumps.....	1,554
Pulmonary tuberculosis.....	5
Scarlet fever.....	923
Septic sore throat.....	18
Spinal meningitis.....	4
Trachoma.....	0
Typhoid fever.....	2
Whooping cough.....	1,448
Total.....	9,121

REPORT ON NON-REPORTABLE COMMUNICABLE  
CONDITIONS AND DISEASES.

CONDITION OR DISEASE.	Number Cases.
Pediculosis .....	10,228
Impetigo .....	1,299
Ringworm .....	275
Scabies .....	550
Total .....	12,352

## REPORT ON EXCLUSIONS FROM SCHOOL.

DISEASE OR CONDITION.	Number Cases.
? Chicken pox.....	372
? Diphtheria.....	2
? German measles.....	29
? Influenza.....	45
? Measles.....	197
? Mumps.....	355
? Pulmonary tuberculosis.....	8
? Scarlet fever.....	125
? Septic sore throat.....	15
? Whooping cough.....	127
Communicable disease (contacts).....	1,041
Conjunctivitis.....	361
Other eye conditions.....	54
Ear conditions.....	48
Nasal conditions.....	60
Cardiac conditions.....	9
Sore throat.....	441
Tonsilitis.....	147
Other throat conditions.....	24
Bronchitis.....	14
Colds.....	467
Coughs.....	169
? Chorea.....	29
? Epilepsy.....	12
? Appendicitis.....	54
High temperature.....	202
Septic wounds.....	67
Stomach disturbances.....	229
Suspicious rash.....	228
Swollen glands.....	95
Uncleanliness.....	72
Unvaccinated.....	43
Eczema.....	16
Impetigo.....	660
Pediculosis.....	1,387
Ringworm.....	184
Scabies.....	459
Other skin conditions.....	54
Other conditions and diseases.....	99
Total.....	8,000

NOTE.—Cases where question mark precedes disease, diagnosis not made in school but child excluded as a suspicious case.

## PUPILS ADMITTED TO SPECIAL SCHOOLS AND HOSPITALS.

SCHOOL OR HOSPITAL.	Number Pupils.
Prendergast Preventorium.....	4
Sharon Sanatorium.....	1
North Reading Sanatorium.....	7
Lakeville Sanatorium.....	3
Massachusetts Hospital School — Canton.....	2
Industrial School for Crippled and Deformed Children.....	4
State Hospital — Wrentham.....	1
School for Epileptics — Merson.....	1
Long Island Hospital.....	1
Department of Child Guardianship and Boston Child Welfare.....	1
House of Good Samaritan.....	11
Walter E. Fernald School for Feeble-Minded — Waverley.....	2
Lancaster School.....	1
Lyman School.....	3
St. Agnes' Home.....	1
Daly Industrial School.....	1
Wellesley Convalescent Home.....	4
Farrington Memorial.....	1
Barrington Camp.....	1
Psychopathic Hospital.....	1
<b>Total</b> .....	<b>51</b>

FINAL REPORT OF TOXIN-ANTITOXIN INJECTIONS GIVEN  
IN SEPTEMBER AND OCTOBER, 1932.

Grades.....	Kinder- garten.	I.	II.	Others.
Enrollment.....	10,147	11,503	*	*
Number pupils receiving three injections prior to October 3, 1932:				
In school.....	791	5,373	*	*
By private physicians or at clinics.....	1,449	1,066	*	*
Number pupils requesting that injections be given by school physician in October, 1932.....	5,181	2,725	12	22
Number given <i>three</i> injections.....	4,894	2,559	12	20
Number given only <i>two</i> injections †.....	153	68		1
Number given only <i>one</i> injection †.....	99	55		
Number pupils known to be receiving injections of toxin-antitoxin by private physicians or at clinics during period October 3 to November 7, 1932.....	41	38	*	*
Number pupils not requesting protective treatment against diphtheria up to and including Novem- ber 7, 1932.....	2,632	2,444	*	*

\* Spaces not required to be filled in by physicians. Not offered in these grades but upon request of parent treatment is given.

† In each case where treatment was not completed, reason was given — child either moved away or was ill at time. School physicians and nurses made every effort to finish up all cases possible.

REPORT OF WEIGHING AND MEASURING OF CHILDREN  
IN THE BOSTON PUBLIC SCHOOLS.

February, 1933.

SCHOOL OR DISTRICT.	Enrollment.	Number Weighed and Measured.	Number 10 Per Cent or More Underweight.	Number who have Lost 3 Pounds or More Since Next Prior Weighing.
The Teachers College.....	569	540	90	71
Public Latin.....	2,089	2,080	149	42
Girls' Latin.....	1,090	1,090	90	89
Brighton High.....	1,398	1,376	103	0
Charlestown High.....	780	779	72	59
Dorchester High (Boys).....	1,710	1,700	118	26
Dorchester High (Girls).....	2,387	2,330	269	71
East Boston High.....	1,650	1,590	209	0
English High.....	3,247	2,883	99	34
Girls' High.....	2,170	2,069	299	51
High School Commerce.....	1,107	1,099	121	50
High School Practical Arts.....	806	801	98	52
Hyde Park High.....	1,432	1,412	220	26
Jamaica Plain High.....	1,836	1,827	143	34
Mechanic Arts High.....	1,384	1,347	57	27
Roxbury Memorial (Boys).....	1,566	1,549	155	12
Roxbury Memorial (Girls).....	2,887	2,725	339	61
South Boston High.....	1,136	1,070	177	121
Boston Clerical.....	1,141	1,124	200	130
Boston Trade.....	1,014	983	83	0
Trade School for Girls.....	472	471	63	37
Continuation-Opportunity Class.....	283	279	24	5
Abraham Lincoln.....	1,116	1,070	86	56
Agassiz.....	1,341	1,166	110	23
Bennett.....	1,642	1,603	122	57
Bigelow.....	1,321	1,184	105	145
Blackinton.....	600	560	53	3
Chapman.....	1,047	984	101	11
Charles Sumner.....	1,483	1,423	141	17
Christopher Gibson.....	1,265	1,203	78	0



REPORT OF WEIGHING AND MEASURING OF CHILDREN  
 IN THE BOSTON PUBLIC SCHOOLS.—*Continued.*

SCHOOL OR DISTRICT.	Enrollment.	Number Weighed and Measured.	Number 10 Per Cent or More Under Weight.	Number who have Lost 3 Pounds or More Since Next Prior Weighing.
Clarence R. Edwards . . . . .	1,002	927	109	5
Dearborn . . . . .	1,382	1,363	151	51
Dillaway . . . . .	1,116	1,092	110	16
Disciplinary Day School . . . . .	150	132	2	1
Donald McKay . . . . .	1,175	1,155	57	10
Dudley . . . . .	1,060	1,048	54	23
Dwight . . . . .	634	582	22	1
Edmund P. Tileston . . . . .	1,174	1,167	45	44
Edward Everett . . . . .	1,499	1,322	101	59
Elihu Greenwood . . . . .	1,524	1,491	137	11
Eliot . . . . .	1,420	1,411	44	37
Emerson . . . . .	1,326	1,219	107	17
Everett . . . . .	671	631	34	8
Francis Parkman . . . . .	963	945	106	3
Frank V. Thompson . . . . .	991	980	39	9
Franklin . . . . .	828	778	58	27
Gaston . . . . .	956	915	139	4
Gilbert Stuart . . . . .	972	913	88	0
Grover Cleveland . . . . .	935	874	66	45
Hancock . . . . .	1,234	1,215	28	0
Harvard . . . . .	1,101	1,090	83	12
Henry Grew . . . . .	1,107	1,065	123	24
Henry L. Higginson . . . . .	1,217	1,110	57	12
Henry L. Pierce . . . . .	1,588	1,236	59	29
Horace Mann School . . . . .	192	176	19	17
Hugh O'Brien . . . . .	1,630	1,573	144	29
Hyde . . . . .	585	566	47	15
Jefferson . . . . .	1,188	1,115	84	45
John A. Andrew . . . . .	1,018	996	91	20
John Cheverus . . . . .	891	828	77	19
John Marshall . . . . .	1,447	1,291	212	18
John Winthrop . . . . .	1,579	1,529	114	29
Joseph H. Barnes . . . . .	1,408	1,359	99	18
Julia Ward Howe . . . . .	1,236	1,182	59	26

REPORT OF WEIGHING AND MEASURING OF CHILDREN  
 IN THE BOSTON PUBLIC SCHOOLS.—*Continued.*

SCHOOL OR DISTRICT.	Enrollment.	Number Weighed and Measured.	Number 10 Per Cent or More Under Weight.	Number who have Lost 3 Pounds or More Since Next Prior Weighing.
Lewis.....	1,047	1,040	140	50
Longfellow.....	1,441	1,410	195	27
Lowell.....	822	757	53	1
Martin.....	676	641	41	15
Mary E. Curley.....	1,250	1,221	183	105
Mary Hemenway.....	1,299	1,279	103	14
Mather.....	2,238	2,178	77	94
Michelangelo.....	1,015	973	70	32
Minot.....	757	716	71	1
Norcross.....	1,114	1,093	94	53
Oliver H. Perry.....	725	679	83	16
Oliver W. Holmes.....	926	883	72	38
Phillips Brooks.....	1,584	1,374	109	53
Prince.....	1,056	992	55	14
Quincy.....	772	741	75	22
Rice.....	875	822	90	78
Robert Gould Shaw.....	3,162	2,765	322	184
Robert Treat Paine.....	873	855	27	27
Roger Wolcott.....	1,978	1,576	162	52
Samuel Adams.....	1,908	1,831	86	12
Sherwin.....	917	874	46	23
Shurtleff.....	1,257	968	109	30
Solomon Lewenberg.....	1,031	1,019	58	53
South End Intermediate.....	234	234	23	3
Theodore Lyman.....	1,023	918	48	24
Theodore Roosevelt.....	1,368	1,272	48	87
Thomas A. Edison.....	782	782	122	27
Thomas Gardner.....	1,130	1,126	105	20
Thomas N. Hart.....	1,366	1,308	95	19
Ulysses S. Grant.....	1,168	1,137	44	4
Warren.....	1,173	974	60	11
Washington.....	968	942	47	11
Washington-Allston.....	1,280	1,187	114	28
Washington-Irving.....	1,290	1,289	127	21

REPORT OF WEIGHING AND MEASURING OF CHILDREN  
 IN THE BOSTON PUBLIC SCHOOLS.—*Concluded.*

SCHOOL OR DISTRICT.	Enrollment.	Number Weighed and Measured.	Number 10 Per Cent or More Under Weight.	Number who have Lost 3 Pounds or More Since Next Prior Weighing.
Wells . . . . .	1,245	956	34	2
Wendell Phillips . . . . .	1,153	1,076	38	13
William B. Rogers . . . . .	776	749	144	28
William E. Endicott . . . . .	1,285	1,128	84	2
William E. Russell . . . . .	884	873	71	19
William H. Taft . . . . .	946	931	103	107
William L. Garrison . . . . .	1,065	1,053	52	35
Woodrow Wilson . . . . .	1,302	1,244	99	15
Totals . . . . .	128,350	121,459	10,518	3,464

 NUMBERS PARTICIPATING IN ATHLETICS AND GAMES,  
 LATIN, TRADE AND DAY HIGH SCHOOLS — 1932-1933.

SCHOOLS.	INTRA-MURAL.	INTER-SCHOOL.	Total.
	Boys.	Boys.	
Public Latin School . . . . .	400	150	550
Brighton High School . . . . .	75	150	225
Charlestown High School . . . . .	60	125	185
Dorchester High School for Boys . . . . .	200	150	350
East Boston High School . . . . .		345	345
English High School . . . . .		711	711
High School of Commerce . . . . .	150	325	475
Hyde Park High School . . . . .	150	400	550
Jamaica Plain High School . . . . .		210	210
Mechanic Arts High School . . . . .	714	266	980
Roxbury Memorial High School (Boys) . . . . .	100	260	360
South Boston High School . . . . .		150	150
Boston Trade School . . . . .	250	400	650
Totals . . . . .	2,099	3,642	5,741

DEPARTMENT OF PHYSICAL EDUCATION.  
PLAYGROUND DIVISION.

PARK PLAYGROUNDS.	Average Daily Attendance.	Number of Different Children on Playground.
Almont.....	175	200
Arthur McLean.....	175	250
Billings Field.....	70	85
Brookside.....	100	140
Castle Island.....	300	350
Charlestown.....	100	175
Christopher J. Lee.....	100	150
Columbus Park.....	200	250
Dunbar Avenue.....	125	200
Faneuil.....	125	250
Father Buckley.....	100	150
Fenway Park Corner.....	85	125
Franklin Field.....	300	600
Franklin Park.....	85	150
Frog Pond.....	350	1,500
Gertrude E. Howes.....	80	125
John A. Doherty.....	150	200
John F. Holland.....	170	200
John H. L. Noyes.....	75	100
John W. Murphy, Jr.....	90	120
John Winthrop.....	175	300
Lester J. Rotch.....	100	150
Mary Hemenway.....	100	200
Matthew J. Sweeney.....	125	200
Mission Hill.....	50	100
Portsmouth Street.....	200	250
Readville.....	100	150
Ripley.....	60	120
Rogers Park.....	100	200
Ronan Park.....	200	230
Shawmut.....	180	190
Stanley H. Ringer.....	200	325
Wachusett.....	150	180
West Third Street.....	90	110
William F. Smith.....	125	265
William H. Garvey.....	200	300

## DEPARTMENT OF PHYSICAL EDUCATION.

PLAYGROUND DIVISION.—*Continued.*

SCHOOLYARD PLAYGROUNDS.	Average Daily Attendance.	Number of Different Children on Playground.
Albert Palmer.....	100	200
Alexander Hamilton.....	130	205
Andrews.....	50	100
Beethoven.....	100	150
Benedict Fenwick.....	125	175
Boston Clerical.....	150	300
Bowdoin.....	75	100
Charles Bulfinch.....	200	250
Charles C. Perkins.....	80	125
Clinch.....	60	90
Copley.....	175	225
Curtis Guild.....	100	125
Cyrus Alger.....	80	115
Daniel Webster.....	200	325
Elihu Greenwood.....	55	70
Ellen H. Richards.....	80	90
Ellis Mendell.....	135	180
Emerson.....	175	250
Farragut.....	125	200
Franklin.....	115	130
George T. Angell.....	100	150
Gilbert Stuart.....	70	100
Hancock.....	175	250
Harbor View.....	300	500
Harriet E. Baldwin.....	115	250
Helen F. Burgess.....	40	65
Henry Abrahams.....	100	130
Henry Grew.....	110	150
Hobart Street.....	75	125
Hull.....	175	200
Ira Allen.....	75	150
James J. Chittick.....	125	150
James Otis.....	100	175
John D. Philbrick.....	140	180
John J. Williams.....	80	130
John Marshall.....	150	200
Joseph C. Tuckerma.....	70	100

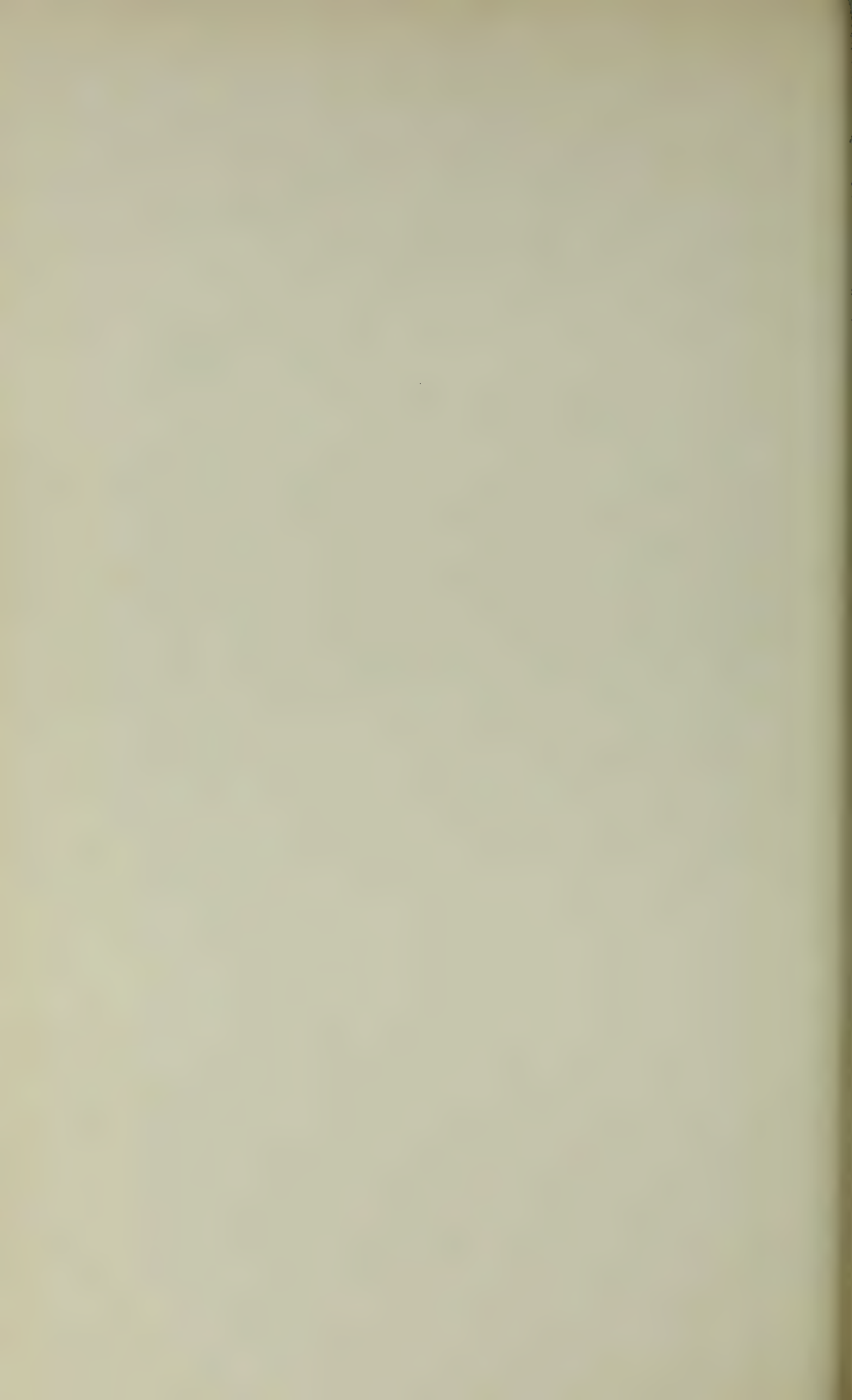
DEPARTMENT OF PHYSICAL EDUCATION.  
PLAYGROUND DIVISION.— *Concluded.*

SCHOOLYARD PLAYGROUNDS.	Average Daily Attendance.	Number of Different Children on Playground.
Joshua Bates .....	60	150
Lafayette .....	125	200
Lowell Mason .....	100	120
Martin Milmore .....	65	100
Mayhew .....	75	125
Michael J. Perkins .....	75	140
Nathan Hale .....	125	225
Oak Square .....	135	175
Oliver H. Perry .....	40	60
Patrick F. Lyndon .....	95	120
Philip H. Sheridan .....	100	175
Plummer .....	100	150
Poplar Street (George Conley) .....	200	250
Prescott .....	100	150
Quincy .....	100	125
Richard C. Humphreys .....	200	300
Richard Olney .....	75	120
Roger Wolcott .....	150	200
Samuel Adams .....	150	200
Samuel G. Howe .....	100	125
Sophia W. Ripley .....	105	125
Tappan .....	75	100
Theodore Lyman .....	75	150
Thomas Gardner .....	85	120
Thomas N. Hart .....	150	175
Ulysses S. Grant .....	175	250
Wendell Phillips .....	110	125
William Bacon .....	150	200
William Blackstone .....	100	125
William E. Channing .....	200	300
William E. Russell .....	100	200
William H. Kent .....	125	150
William Lloyd Garrison .....	175	300
<b>Totals .....</b>	<b>13,215</b>	<b>20,500</b>

## SPECIAL ACTIVITIES.

*(Conducted Under Direction of Department of Physical Education in  
Connection with Playgrounds.)*

	Average Daily Attendance.	Number of Different Children on Playground.
Charlestown Health Unit.....	75	175
East Boston Health Unit.....	150	200
North End Health Unit.....	50	125
Roxbury Health Unit.....	100	265
South Boston Health Unit.....	50	120
West End Health Unit.....	75	175
Whittier Street Health Unit.....	70	150
Long Island Park.....	35	35
Prendergast Camp.....	60	60
Massachusetts Society for Prevention of Cruelty to Children.	50	50





SCHOOL DOCUMENT NO. 7-1933  
BOSTON PUBLIC SCHOOLS

**COURSE OF STUDY IN SPANISH  
GRADES VII TO XII**



BOSTON  
PRINTING DEPARTMENT  
1933

IN SCHOOL COMMITTEE,  
July 13, 1933.

*Ordered.* That the accompanying Courses of Study in Spanish, First, Second, Third and Fourth Units, are hereby adopted, and that seven hundred fifty (750) copies be printed as a school document.

Attest:

ELLEN M. CRONIN,  
*Secretary.*

# COURSE OF STUDY IN SPANISH

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## FIRST UNIT

FOR GRADES VII AND VIII OF INTERMEDIATE SCHOOLS  
AND CLASSES, OR CLASSES OF BEGINNERS IN  
GRADE IX

## SECOND UNIT

FOR GRADE IX OF INTERMEDIATE SCHOOLS, OR GRADE X  
IN HIGH SCHOOLS

## THIRD UNIT

FOR GRADES X OR XI IN HIGH SCHOOLS

## FOURTH UNIT

FOR GRADES XI OR XII IN HIGH SCHOOLS

---

This Course of Study in Spanish has been prepared  
by the following Committee:

ELIZABETH I. O'NEILL, *Chairman* . . . Brighton High School  
CHARLES L. MILWARD, *Secretary*,

Dorchester High School for Boys

MILDRED A. BAMBERG . . . John Winthrop School

GEORGE S. HENNESSY, Roxbury Memorial High School (Boys)

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MARIE A. SOLANO, *Chairman, ex officio*

This Course of Study was reviewed by:

KATHARINE E. BARR, The Teachers College of the City of Boston

EDWARD BERGÉ-SOLER . . . High School of Commerce

MARIE A. SOLANO . . . Director of Modern Foreign Languages

The Course of Study was then presented to and approved  
by the High School and Intermediate School Modern  
Foreign Language Councils.

## FOREWORD

---

### VALUES OF SPANISH

We believe:

- that Spanish is of great importance and merits our greatest interest and enthusiasm,
- that Spanish is a logical language to study because of its ever-increasing importance in our international relationships,
- that the study of Spanish will create and stimulate an understanding of the people, customs, and institutions of the 95,000,000 Spanish-speaking people of the old and the new world,
- that the study of Spanish affords a valuable opportunity in professional and commercial fields, thus fulfilling the vocational aim of education,
- that the Spanish language possesses a literature of the highest cultural value; because Spain has produced in the past and is now producing much that is inspiring and worthy of high praise in workmanship.

From the time of Spanish exploration and discovery, the influence of Spain has been reflected in geographical nomenclature, architectural development, literary progress, artistic achievement, and cultural advancement. In the field of literature we owe to Spain the following contributions:

1. The picaresque novel which laid the foundation of the modern novel.
2. Don Quixote, one of the great classics of all literature and one of the most widely translated books in the world.
3. Some of the best mystical literature in the world.

4. Some of the world's great classic dramatists: Tirso de Molina, Lope de Vega, Calderón de la Barca, and others more modern.

5. In our own times there is a literature of great beauty and value to be found in the works of: Echegaray, Pérez Galdós, Valera, the initiator of the regional novel, Palacio Valdés, Pardo Bazán, Pérez de Ayala, Benavente, Martínez-Sierra, Valle Inclán, Blasco Ibáñez, Pío Baroja, Unamuno, and others of equal merit.

6. In the field of art, such names as Goya, Velázquez, Murillo, Zuloaga, Sorolla and Sert recall the wealth of beauty, power, and inspiration to be found on the Spanish canvas.

7. In the musical world we gladly pay tribute to such names as Sarassate, De Falla, Granados, Iturbi, Casals, Albeñiz.

We believe, therefore, that the Spanish language, rich in cultural, literary and practical values, and beauty of expression is worthy of study.

#### ULTIMATE OBJECTIVES

A. Ability to use orally the foreign tongue with some degree of ease.

B. Ability to read the Spanish language with comprehension.

C. Ability to communicate in writing with Spanish-speaking people.

D. Formation of habits of correct articulation and clear enunciation.

E. Formation of habit of sustained effort.

F. Knowledge of the history and institutions of the Spanish-speaking countries and their contributions to civilization.

G. Increased ability to understand and appreciate the ideals, standards, and traditions of Spain and Hispanic-America.

## IMMEDIATE OBJECTIVES

A. Progressive development of the ability to express one's self in the Spanish tongue.

B. Progressive development of the power to understand the Spanish language when spoken.

C. Progressive development of the power to read the Spanish language with comprehension.

D. Progressive development of the power to write the Spanish language.

IMPORTANT.— Each unit outlines the required work to be covered in that unit. After the paragraph explaining the work to be done in the Fifth Unit, there are addenda which contain material of importance and help to the teacher.

This material includes suggestions for teaching Hispanic culture; idiomatic and useful expressions, and poems in common use among the Spanish-speaking people, the majority of them not found in the text-books in our Authorized List.

The poems and idiomatic expressions are graded according to difficulty and furnish proper material for the memory work required in each unit.\*

The teacher may choose whatever material he thinks will help to vitalize the teaching of the language, and thus create greater interest in the minds of the pupils.

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\*. Bécquer's "Las Golondrinas," Espronceda's "Cancinó del Pirata," Iriarte's "Los dos Conejos" and Campoamor's "¡Quién Supiera Escribir!"; excellent poems for the Third and Fourth Units, may be found in many text-books in use.

## OUTLINE OF WORK FOR THE FIRST UNIT

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The First Unit comprises the work for Grades VII and VIII together, or the work of the first year of the language in any subsequent grade.

### METHOD

I. *Pronunciation.*—Correct *pronunciation* is a specific aim of Unit I. Constant vigilance on the part of the teacher will prevent the student from transferring the “diphthongal glides” of English vowels to Spanish vowel sounds. Only the most important and general rules for pronunciation of vowels and consonants are mentioned in this outline.

In the first half of Unit I every lesson should begin with drill on vowel sounds. For this purpose specially prepared charts containing suitable words, or permanent work on the blackboard, clearly printed and properly divided into syllables is recommended. The teacher should first pronounce clearly and slowly the word which the class must repeat in unison. The new word is then pronounced by individual pupils. Thus the class has an opportunity to see, hear, and pronounce correctly. The teacher must insist upon correct pronunciation from the beginning.

For drill on consonant sounds differing from those in English, the following tables should be used:

k sound	g sound (as in go)	w sound
ca	ga	gua
que	gue	güe
qui	gui	güi
co	go	guo
cu	gu	

NOTE.— Explain the silent *u* after *q*, between *g* and *i*, and *g* and *e*.

h sound	th sound	r (trilled)	ll (ly) sound
ja	za	ra	lla
je, ge	ce	re	lle
ji, gi	ci	ri	
jo	zo	ro	llo
ju	zu	ru	llu

The diphthongal combinations of the following and of similar words are useful for drill in pronunciation:

baile	fuerte	seis
bien	nueve	siete
ciudad	reina	treinta
cuatro	ruido	veinte

II. *Vocabulary*.—A practical *vocabulary* will arouse a natural interest in using the new language. Since *association* is a fundamental law of memorizing, the names of objects which surround the pupil in his daily experience will afford the starting point. (Cf. vocabulary of Unit I.) Teaching vocabulary by detached words is poor pedagogy, for the unit in a language is the sentence. A mastery of vocabulary is best attained through groups of sentences which bear a relationship of thought. Exercises on numbers, dates, time, days of the month, age, and similar topics serve as suitable material for sentence building.

III. *Dictation*.—*Dictation* is one of the most important aids in developing *accuracy* in the use of a foreign language. At the beginning the material used must necessarily be very easy and the words of the exercise familiar to the pupils. Later, short poems, connected stories and dialogues previously studied would be suitable material.

The advantages of systematic drill in this exercise are:

1. It trains the ear.
2. It improves pronunciation.
3. It develops accuracy in spelling.
4. It develops rapid recognition of agreements.
5. It increases the capacity for sustained attention.



IV. *Reading*.—Reading in a foreign language means comprehending the thought in that language. From seventy-five (75) to one hundred (100) pages of very easy material are required. There should be intensive study of some of these pages.

V. *Memorizing*.—The greatest care must be taken to perfect the pronunciation of any passage before it is memorized. This act of memorizing fixes pronunciation, vocabulary and idioms. The learning by heart of short prose passages, poems, songs and dialogues arouses a real feeling for the language, and such selections often remain a permanent cultural possession when technical information imparted has been forgotten. A minimum of thirty (30) lines is required. (Cf. suggested list of material suitable for Unit I).

NOTE.—*Subdivision of the First Unit*.—In the first half of the First Unit the teacher will naturally use the easier, more familiar and more necessary vocabulary, rules, verbs and verb tenses, leaving the more difficult part for the second half of the Unit. In the seventh and eighth grades the play element should enter largely into the teaching.

VI. *Grammar*.—The inductive method should be used to develop principles of grammar, and the one major principle introduced in each lesson must be articulated with material previously taught.

The points to be developed and strengthened follow below. The order in which these points are presented in this syllabus does not mean that they must be taught in the order given, but that the work of the unit should cover these points. For the convenience and guidance of the teacher these points of grammar have been assembled together.

#### I. Article.

##### A. Definite.

1. Gender and number.
2. Agreement with noun.
3. Contraction with *de*, with *a*.

## B. Indefinite.

1. Gender and number.
2. Agreement with noun.
3. Omission of indefinite article before unmodified predicate nouns denoting trade, nationality and profession.
4. Omission of indefinite article before *otro, ciento, mil.*

## II. Noun.

## A. Gender.

1. According to meaning.
2. According to ending, *o, a, ión, d.*
3. Formation of feminine nouns from masculine.

## B. Number.

1. Formation of plural.
  - a. Words ending in a vowel.
  - b. Words ending in a consonant.
  - c. Words ending in *z.*
2. Masculine plural forms may include in their meaning the feminine forms:  
los padres      los hermanos  
los tíos

C. Possession by use of *de.*D. Use of personal *a.*E. Diminutive in *ito.*

## III. Adjective.

## A. Gender.

1. Endings.
2. Adjectives of nationality.
3. Adjectives of one form for both genders.

## B. Number. (See Number under Noun.)

## C. Agreement.

## D. Comparison.

## E. Apocoptation.

- F. Position.
    - 1. Descriptive.
    - 2. Limiting.
  - G. Possessive (short forms only — *Mi libro*).
  - H. Demonstrative.
  - I. Indefinite.
  - J. Numeral.
    - 1. Cardinal.
    - 2. Ordinal to tenth.
- IV. Pronoun.
- A. Personal.
    - 1. Subject of verb (omit *tú* and *vosotros*).
    - 2. Object, direct and indirect forms.
    - 3. Reflexive.
    - 4. Object of preposition.
  - B. Interrogative — *¿qué? ¿quién?*
  - C. \* Indefinite.
  - D. \* Demonstrative.
  - E. Relative — *que*
- V. \* Preposition.
- VI. \* Adverb.
- VII. Verb. The indicative mood of non-starred verbs listed in this unit in the following tenses: Present, Imperfect, Preterite, Present Perfect and Future. Conditional Present for recognition only. Subjunctive forms used in formal commands.
- A. Distinction between *Ser* and *Estar*.
    - 1. *Ser*:
      - a. With *bueno* or *malo* referring to character or with adjectives that denote a characteristic quality.
      - b. With predicate noun denoting profession or nationality.
      - c. With noun denoting material or origin.
      - d. With noun or pronoun denoting possession.

2. *Estar*:

- a. With *bueno* or *malo* referring to health.
- b. Denoting location and position.
- c. With adjectives that denote temporary conditions or accidental qualities.

## B. \* Verb List:

Ser      Estar      Tener      Haber

## FIRST CONJUGATION

acabar	escuchar	pasar
cantar	estudiar	preguntar
comprar	hablar	preparar
contestar	hallar	principiar
desear	llamar	tomar
entrar	mandar	trabajar

## SECOND CONJUGATION

aprender	comer	responder
beber	comprender	vender
	correr	

## THIRD CONJUGATION

abrir	escribir	subir
cubrir	partir	sufrir
dividir	recibir	vivir

## ORTHOGRAPHIC CHANGING VERBS

*First Conjugation      Second Conjugation*

buscar	llegar	leer
comenzar	pagar	
tocar		

## RADICAL CHANGING VERBS

*First Conj.      Second Conj.      Third Conj.*

cerrar	mover	dormir
contar	volver	
jugar		
pensar		

---

\* Teach present indicative of starred verbs and command forms as needed.

## IRREGULAR VERBS

* dar	* hacer	* decir
	* poner	* ir
	* saber	* pedir
	* traer	
	* ver	

## REFLEXIVE VERBS

lavarse	vestirse
levantarse	
llamarse	
sentarse	

VIII. Conjunctions — *y, o*.

---

\*Teach present indicative of starred verbs and command forms as needed.

## VOCABULARY

## LA ESCUELA

* el alumno	el lápiz	la puerta
el armario	el libro	la regla
la bandera	la luz eléctrica	el reloj
la caja	* el maestro	la silla
el calendario	el mapa	el suelo
el cepillo	la mesa	la sala de clase
el cesto	* el muchacho	el techo
la cortina	* el niño	el teléfono
el cuaderno	el papel	la tinta
el cuadro	la pared	el tintero
el cuento	la pizarra	la tiza
el escritorio	la pluma	la ventana
	* el profesor	

## LA LECCIÓN

el dictado	la letra	la página
el ejercicio	la línea	la palabra
la frase	la música	el poema
la lectura		el repaso

## LA PUNTUACIÓN

el acento	punto y coma	
la coma	la raya	
dos puntos	signos de	{ admiración
el punto		{ interrogación

## LA FAMILIA Y OTRAS PERSONAS

* el abuelo	* el hermano	* el nieto
* el amigo	* el hijo	el padre
el caballero	el hombre	* el primo
don	la madre	el señor
doña	la mujer	la señora
* el esposo		la señorita

## EL CUERPO HUMANO

la barba	el cuello	la nariz
la boca	los dientes	el ojo
el brazo	la frente	la oreja
la cabeza	el hombro	el pelo
la cara	la lengua	el pie
	la mano	la pierna

## LOS VESTIDOS

el abrigo	el cuello	el pantalón
la americana	la falda	la ropa
la blusa	la gorra	el sobretodo
el bolsillo	el guante	el sombrero
la camisa	la media	el traje
la corbata	el pañuelo	el zapato

## LA CASA Y LOS MUEBLES

la alfombra	el cuarto (de dormir)	el piano
la butaca	la chimenea	la pieza
la cama	la escalera	la puerta
la cocina	la galería	la sala de recibo
el comedor	el pasillo	el sillón
el cuarto	el patio	el sótano
el cuarto de baño		el vestíbulo

## LA MESA Y LAS COMIDAS

el agua	el desayuno	el pollo
el almuerzo	la ensalada	el postre
el azúcar	el huevo	el queso
el café	el jamón	la sal
la carne	la leche	la servilleta
la cena	el mantel	la sopa
la comida	la mantequilla	la taza
la crema	el pan	el vaso
la cuchara	la patata	el vino
la cucharilla	la pimienta	el té
el cuchillo	el platillo	el tenedor
el chocolate	el plato	el tocino

## EL JARDÍN, LAS FRUTAS Y LAS FLORES

el árbol	el limón	la planta
la cereza	la manzana	el plátano
el clavel	el melocotón	la rosa
la fresa	la naranja	el tulipán
la fruta	el pensamiento	la uva
la hierba	la pera	la violeta
	la piña	

## LOS ANIMALES

el buey	el gato	el pavo
el burro	el león	el perro
el caballo	el lobo	el pollo
la cabra	el mono	el puerco
el conejo	el oso	el ratón
el elefante	la oveja	el tigre
l gallina	el pájaro	la vaca
el gallo	la paloma	la zorra

## LA HORA, EL TIEMPO Y LA TEMPERATURA

el año	el otoño	viernes
el mes	el invierno	sábado
la semana	el frío	domingo
el día	el calor	enero
la mañana	el hielo	febrero
la tarde	el viento	marzo
la noche	el sol	abril
el mediodía	la luna	mayo
la medianoche	la estrella	junio
la hora	la lluvia	julio
el minuto	la nieve	agosto
el segundo	lunes	septiembre
la estación	martes	octubre
la primavera	miércoles	noviembre
el verano	jueves	diciembre

## EL CAMPO, LA CIUDAD Y LA PLAYA

la acera	la esquina	la playa
la arena	la iglesia	la plaza
el automóvil	la isla	el pueblo
la avenida	el lago	el río
la calle	el mar	la roca
el camino	el océano	el teatro
el campo	la ola	la tienda
el cine	la orilla	la tierra
la ciudad	el parque	el tranvía
la costa	el paseo	el tren
el edificio	la península	el vapor
	el pescado	



## TIENDAS Y OCUPACIONES, ETC.

el carpintero		la lavandera
el cartero		el librero — la librería
la cocinera		el médico
la costurera		el policía
la criada		el sastre
el comerciante	} la tienda	el soldado
el dependiente		el zapatero
el despacho		

## EL DINERO

el billete	el dólar	la peseta
el centavo		el peso

## PAISES Y NACIONALIDADES

La Argentina	El Ecuador	Méjico (México)
argentino	España	mejicano
El Brasil	español	Norte América
brasileño	Los Estados Unidos	americano
Chile	Europa	Puerto Rico
chileno	Francia	puertorriqueño
Colombia	francés	El Perú
colombiano	Inglaterra	peruano
Cuba	inglés	Sud América
cubano		Venezuela

## ADJETIVOS

alegre	doméstico	nuevo
alto	estrecho	ocupado
amable	fácil	pequeño
ancho	frío	perezoso
aplicado	grande	pobre
bajo	hermoso	redondo
bonito	interesante	rico
bueno	inútil	salvaje
caliente	joven	sucio
corto	largo	triste
cuadrado	limpio	útil
difícil	listo	viejo
	malo	

## ADJETIVOS DEMOSTRATIVOS

este	ese	aquel
------	-----	-------

## ADJETIVOS INDEFINIDOS

alguno	ninguno
--------	---------

## PRONOMBRES DEMOSTRATIVOS

éste	ése	aqué
------	-----	------

## PRONOMBRES INDEFINIDOS

alguien	algo
nadie	nada

## PREPOSICIONES

a	delante de	hacia
antes de	desde	hasta
cerca de	después de	lejos de
con	detrás de	para
contra	en	por
de	entre	sin
debajo de		sobre

## ADVERBIOS

abajo	cuando	nunca
ahora	donde	poco
allí	hoy	porque
aquí	mal	por qué
arriba	mañana	pronto
ayer	más	sí
bastante	mucho	siempre
bien	muy	tarde
como	no	temprano
cómo		todavía

## EXPRESIONES PARA LA CLASE

Buenos días.	Levántese Vd.
Buenas tardes.	Siéntese Vd.
¿Cómo está Vd.?	Pase Vd. a la pizarra.
Muy bien, gracias.	Vuelva Vd. a su asiento.
Dispéñseme Vd.	¡Atención!
Con su permiso.	Hasta mañana.
Gracias.	Hasta la vista; hasta el lunes, el
No hay de qué.	martes, etc.

Adiós.

## OUTLINE OF WORK FOR THE SECOND UNIT

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This Unit comprises either the work of the ninth grade in intermediate schools when preceded by Unit I of grades seven and eight; or the work of the second year of the subject in the high schools.

I. *Review*.—The first few weeks should be devoted to reviewing the work of the previous unit. New material should be introduced to add interest to this review. A change in grammar texts is advisable.

II. *Composition*.—The formal composition work of Unit II will aim at connected prose, the mastery of a more extensive vocabulary, and of the simpler idiomatic expressions.

III. *Reading and Translation*.—Reading aloud should be emphasized in this and in all subsequent units. Reading for comprehension is valuable practical training.

Formal translation is a valuable aid to comprehension but it should not be exaggerated. Some of the reading should be in Spanish only. From one hundred (100) to one hundred and fifty (150) pages should be read in this unit.

IV. *Dictation*.—Dictation should be given at least twice a week in ten-minute exercises; five minutes for dictation and five for correction, since correction is most valuable when it immediately follows the dictation. The material should be familiar to the student.

V. *Memorizing*.—Memorizing is an important exercise. From thirty (30) to fifty (50) lines would be a suitable amount. (Cf. suggested list of material suitable for Unit II.)

VI. *Grammar.*

## I. Article.

## A. Use of the definite article.

1. With abstract nouns.
2. With parts of the body.
3. In general statements.
4. With certain countries and cities.
5. Euphonic use of *el* for *la*.
6. Use of *el* in titles except in direct address.

## B. Omission of the indefinite article.

1. Before a noun in apposition.
2. Before an unqualified predicate noun.

## II. Noun.

## A. Gender.

1. Nouns of Greek origin ending in *a*.
2. Nouns ending in *a* denoting males.

## B. Number.

1. Nouns ending in accented *e* and *o*  
add *s*:  
el café    los cafés
2. Nouns ending in unaccented *es* or *is*:  
el lunes    los lunes
3. Nouns ending in accented *es* or *is*:  
el inglés    los ingleses
4. Family names:  
García    los García

## III. Adjective.

## A. Position.

1. Descriptive.
2. Adjectives that vary in meaning according to position.

## B. Agreement.

Plural noun modified by several adjectives in the singular.

## C. Comparison.

1. Irregular: (*grande*, *pequeño*, *bueno*, *malo*).
2. Translation of *than* after an adjective.

D. Apocopation.

E. Demonstrative adjectives — all forms.

IV. Pronoun.

A. Personal.

1. Subject pronouns — all forms (*tú* and *vosotros* only for recognition in reading. Do not drill with them.)

2. Object pronouns.

a. Direct.

b. Indirect.

c. Reflexive.

d. Position.

B. Possessive.

Use of the definite article as substitute for the possessive pronoun.

C. Demonstrative — all forms.

1. Use of neuter forms.

2. *Éste* and *aqué*, as equivalent to *the latter* and *the former*.

D. Relative — *que*, *quien*.

V. Preposition.

Add to those learned in Unit I when needed.

VI. Adverb.

A. Formation.

B. Comparison.

1. Regular.

2. Irregular (*bien*, *mal*, *mucho*, *poco*).

3. Translation of *than* after the comparative degree of the adverb.

4. *Than* with numerals.

5. Negative.

VII. Verb. Regular and irregular verbs listed in the vocabulary of this unit.

A. Indicative.

1. Simple and compound tenses, except Preterite Perfect.

2. Impersonal use of certain verbs.

- B. Conditional.
  - C. Subjunctive — direct commands of all verbs in this unit.
  - D. Reflexive.
    - 1. Verbs used as reflexive with change of meaning.
    - 2. Intransitive verbs used as reflexive.
    - 3. Reciprocal verbs — change of meaning.
- VIII. Conjunction — *y (e), o (u), mas, ni . . . ni, pero, sino.*

## VERBOS

## FIRST CONJUGATION

* acercarse a	continuar	llorar
acompañar	cortar	matar
* acordarse de	costar	mirar
* acostarse	* despertar(se)	mostrar
alcanzar	durar	nadar
* alegrarse de	echar	necesitar
almorzar	empezar a	nevar
amar	† encontrar(se)	* olvidarse
andar	enviar	parar(se)
apagar	esperar	* peinarse
* asomarse a	faltar	prestar
ayudar	ganar	* quedarse
bailar	gastar	* quitarse
bajar	gritar	señalar
bañar	gustar	significar
borrar	ladrar	terminar
† calentar(se)	† lavar(se)	tratar de
† callar(se)	llenar	viajar
cocinar	llevar	volar

## SECOND CONJUGATION

† caer(se)	encender	† poder
conocer	envolver	querer
deber	llover	romper
† defender(se)	mover	saber
devolver	obedecer	suceder
	† perder	

## THIRD CONJUGATION

asistir a	† dirigir(se a)	oír
construir	dividir	producir
corregir	elegir	salir
cumplir	medir	† sentir(se)
descubrir	† morir(se)	servir

\* Should be taught reflexively.

† Teach the reflexive meaning.

## OUTLINE OF WORK FOR THE THIRD UNIT

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The first few weeks should be devoted to a review of the work of Unit II. In Unit III the student should acquire a good knowledge of the essential points of Spanish grammar and syntax, an increased facility in oral and written expression, and the ability to read easily Spanish of moderate difficulty. An appreciation of the customs and institutions of Spain and the Spanish-American countries should be developed in this unit. This unit prepares for College Entrance Examination Board Spanish Cp. 2.

I. *Composition.*— A good knowledge of idioms and the development of vocabulary may be attained in this unit by oral and written composition. The material for this work may be drawn from anecdotes, from the activities of modern life, or from the formal prose of text books.

II. *Reading.*— In Unit III there should be a sufficient amount of intensive reading for understanding of text and for assimilation of forms and idioms. The power to translate into clear idiomatic English should be developed.

Time should be devoted to reading at sight for comprehension. Two hundred (200) pages are required in this unit.

III. *Dictation.*— Dictation should be given once a week. The greater part of the material should be familiar to the student. The exercise should be corrected immediately.



IV. *Grammar.*

## I. Article.

## A. Definite.

1. Uses (include *lo*).
2. Omission.

## B. Indefinite.

1. Uses.
2. Omission.

## II. Noun.

## A. Gender.

1. Common form for both genders.
2. Nouns which add *a* to form the feminine.
3. Irregular formation of the feminine.
4. Nouns that have a different word for the feminine.
5. Nouns that have a different meaning according to gender:  

el orden	la orden
----------	----------
6. Other parts of speech used as nouns:  

el comer	el sí
----------	-------
7. Nouns of the feminine gender which refer to both sexes.
8. Compound nouns.

## B. Number — distributive use of nouns.

C. Direct object with the preposition *a*.

## III. Adjective.

## A. Position — two or more adjectives modifying the same noun.

## B. Agreement — with nouns of different gender.

## C. Comparison.

1. Negative after a comparison.
2. Comparison with *del que*, *de la que*, *de lo que*.
3. Superlative in *ísimo*.

## IV. Pronoun.

## A. Personal.

## 1. Conjunctive.

a. Redundant use.

b. Dative of interest:

Me mató el pajarillo.

## 2. Disjunctive.

a. For emphasis.

b. To avoid ambiguity.

## 3. Reflexive — reciprocal constructions.

## B. Demonstrative — uses.

## C. Relative — all forms and uses.

## V. Preposition.

## A. Compound prepositions:

a causa de	conforme a	en vez de
acerca de	contrario a	frente a
además de	dentro de	fuera de
a fuerza de	encima de	junto a
alrededor de	en cuanto a	por razón de
al través de	en frente de	respecto a
a pesar de		tocante a

B. Uses of *a*:

1. In expressions of time and distance.
2. In expressions of price or rate.
3. After verbs of depriving.

C. Uses of *de*:

1. In expressions of manner:

Se vistió de marinero.

2. With certain past participles:

Cubierto de polvo.

D. Uses of *para*.E. Uses of *por*.

## VI. Adverb.

## A. Superlative.

## B. Negative — all forms.

## VII. Verb.

## A. Indicative mood.

1. All tenses of regular (include orthographic changing) and irregular verbs.

2. Uses of tenses.

## B. Conditional — uses.

## C. Imperative.

## D. Subjunctive.

1. Subjunctive in Independent Clauses.

2. Subjunctive in Dependent Clauses.

3. Tense sequence.

## OUTLINE OF WORK FOR THE FOURTH UNIT

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The work of this unit is designed to give pupils the knowledge of Spanish and Spanish-American civilization necessary to a sympathetic understanding of international and inter-American relations. This unit prepares for College Entrance Examination Board Spanish Cp. 3.

I. *Review.*— During this unit there must be intensive review of the grammar and vocabulary of the previous unit. The vocabulary should be increased by systematic word study.

II. *Composition.*— Pupils have been using Spanish as the language of the class room and it is now time to increase their power of expression through synonyms, idioms, and variety of sentence structure. The best means of accomplishing this aim is composition work, both formal and free. Letter writing should be included in the course so that pupils may be able to write both commercial and social letters with a fair degree of accuracy.

III. *Reading and Translation.*— From two hundred (200) to two hundred and fifty (250) pages should be read in class and teachers may use their own discretion as to the amount of outside reading. There should be considerable reading aloud in Spanish to give tone, a good accent, and proper word grouping. Clear and idiomatic English must be insisted upon in all translation exercises.

IV. *Dictation.*— A period of about fifteen (15) minutes once a week should be given to dictation.

V. *Memorizing.*— A minimum of fifty (50) lines is required in this unit.

VI. *Grammar.*—Syntax. While most of the syntax listed below has, doubtless, been taught in connection with the work of the preceding units, further drill is advised in Unit IV.

I. Verb.

A. Teach the common verbs which require particular prepositions before a following infinitive:

1. Requiring *a*

acertar	empezar
acostumbrar(se)	enseñar
aplicarse	invitar
aprender	negarse
apresurar(se)	obligarse
atrever(se)	oponerse
comenzar	preparar(se)
convidar	principiar
decidirse	volver
echarse	

2. Requiring *de*.

abstenerse	alegrarse	olvidarse
acabar	avergonzarse	sospechar
acordarse	cesar	tratar
	encargarse	

3. Requiring *en*.

acertar	insistir	quedar
consentir	ocuparse	tardar
convenir	pensar	vacilar

B. Uses of the *Infinitive*.

1. As subject, object and predicate attribute.
2. Active infinitive with the force of a passive:  
Es de creer.
3. As a command:  
Describir la ciudad de Sevilla.

C. Uses of the *gerund*.

## II. Adverb.

A. The following list of adverbial expressions should become part of the active vocabulary of the pupil:

a ciegas	desde luego
a escondidas	de rodillas
a la española	de tarde en tarde
a la moda	de todas partes
a la verdad	de veras
a la vista	en ayunas
al fin	en efecto
al fin y al cabo	en el acto
al instante	en esto
al momento	en fin
a más no poder	en lo sucesivo
a más tardar	en seguida
a medias	en verdad
a solas	lo de arriba (abajo)
a sus anchas	mal de su grado
con todo	por cierto
cuanto antes	por consiguiente
de balde	por fin
de cuando en cuando	por lo general
de espaldas	por lo tanto
de par en par	por ventura

B. Special uses of *si* and *sí*.

C. Uses of *aun* and *aún*.

## III. Word Study — derivatives.

## FIFTH UNIT

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No outline has been prepared for the Fifth Unit, as comparatively few pupils will elect it, and the work is likely to vary considerably in different schools. Greater mastery of grammatical forms should be achieved; the texts read will be more difficult, and in selecting them more emphasis will be placed on literary quality; some teachers will choose texts of special commercial, historic or scientific content; the class will be conducted almost entirely in Spanish; translation, when used, should either be restricted to giving the sense of an occasional difficult passage, or developed into an idiomatic and effective English equivalent of the Spanish, the scope of theme work and of free composition, oral and written, will be extended.

## ADDENDA

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### SPANISH CULTURE

It is desirable that pupils have as complete a knowledge of Spanish culture as possible at the end of whatever unit they drop the study of the language. The following division into units is not intended to prevent overlapping. Whatever history, travel or literature is presented in the books used in any year should be utilized even though the subject matter is scheduled only in a more advanced unit, for we cannot hope to give pupils a clear conception of Spanish culture unless we present it to them from many angles and in many different connections. It may also be advisable in commercial classes of Units III and IV to place the emphasis more on Latin America than on Spain.

The outline given below represents the knowledge of Spain and Latin America which is required of pupils taking college examinations, and which is no less important and interesting to all other pupils. The material after Unit II is to be introduced in the order best suited to the other work that the class has to do, even disregarding the arrangement by units. It follows that in schools where pupils recite to different teachers in successive units the choice of material in each of the three upper units should be the subject of careful conference.

#### UNIT I

The teacher should acquaint himself with the requirements of the following units and should utilize any material which occurs in the work of Unit I as an introduction to future cultural study. A great deal can be done in class, without adding anything to the Course of Study, to stimulate interest in Spain and Latin America.



## UNIT II

Among the things that could be taught in this unit is a geographical knowledge of Spain, South America, Mexico and Central America. The wall maps should be in constant use to vitalize recitations and locate countries and cities mentioned in texts.

## UNIT III

- I. Spain — pictures, readings.
  - A. General topography, climate, products.
  - B. History.
    - 1. Spain colonized by Rome.
    - 2. Invasion of the Visigoths.
    - 3. The Moors — 711, reconquest in 1492.
    - 4. Ferdinand and Isabella.
  - C. Literature — anecdotes about some of the best known *Romances* as reading, or on the phonograph.
    - 1. The Cid.
    - 2. Don Quixote.
- II. Latin America.
  - A. Topography and products.
  - B. History.
    - 1. Explorations of Cortés, Pizarro and others.
    - 2. The nations after the wars of independence.

## UNIT IV

- I. Spain.
  - A. History.
    - 1. Brief description of the greatness of Spain.
    - 2. The decline.
 

NOTE.— The following topics may be used in the Fourth and Fifth Units.
  - B. Literature — identification of:
    - 1. Lope de Vega and Calderón de la Barca.
    - 2. Cervantes.
    - 3. Teresa of Ávila.
    - 4. Some modern novelists and dramatists.
- II. Latin America.
  - Trade relations with the United States.

## FIRST UNIT

## Modismos y Expresiones Útiles

casa	está en . . . ; voy a . . .
hacer	to express weather conditions — hace buen tiempo etc.
hay	. . . tres libros; . . . sol; ¿qué . . . ? aquí . . .
pasar	¿qué pasa?
por	. . . la mañana, etc.; . . . ejemplo; . . . todas partes
tener	. . . quince años; . . . hambre; . . . miedo; . . . prisa; . . . razón; . . . sed; . . . sueño; ¿qué tiene Vd.?
tener que	tengo que ir
todo	. . . el día; todos los días
ver	a . . .
verdad	¿no es . . . ?

## SECOND UNIT

## Modismos y Expresiones Útiles

abajo	cuesta . . . ; río . . .
andar	anda a pie
arriba	cuesta . . . ; río . . .
dar	. . . un paseo; . . . gracias; . . . recuerdos
echar	. . . de menos
estar	. . . bien; ¿a cuántos estamos?
gustar	me gusta; nos gusta; le gusta; les gusta
hacer	. . . una pregunta
importar	no importa
ir — vamos	vaya Vd. con Dios; ¡vaya! se va; nos vamos
parecer(se)	se parece a su padre
poder	no puedo más
poner	. . . la mesa; . . . huevos
poner(se)	. . . pálido; . . . el sol; . . . a correr
tardar en	. . . llegar; . . . venir
tener	. . . vergüenza; . . . ganas de comer; . . . la intención de; . . . buen apetito; . . . dolor de
vez	a la . . . ; a veces; alguna . . . ; cada . . . ; en . . . de; muchas veces; otra . . . ; tal . . . ; una . . .

volver	. . . a hablar
voz	en . . . alta; en . . . baja

## THIRD UNIT

## Modismos y Expresiones Útiles

acabarse	ya se acabó
ahí	. . . mismo; por . . .
ahora	hágalo Vd. . . . mismo
andar	andan por Europa
bien	queda . . . cerca
caber	no cabe duda: no cabe más
causa	a . . . del mal tiempo
cerrar	. . . la puerta con llave
con qué	. . . él no quiere acompañarnos
creer	¡ya lo creo!
cumplir	. . . con su deber; . . . veinte años
dejar	. . . de hablar; . . . caer
día	tres veces al . . . ; hoy . . . no se hace así; un . . . sí, otro no; trabaja de . . . ; al . . . siguiente partieron
divertirse	que se divierta Vd.
eso	llegó a . . . de las once
esperar	. . . que sí; . . . que no
fin	por . . . lo hace bien
frente	estaban sentados . . . a . . .
fuerza	a . . . de mucho trabajo
gana	de buena (mala) . . .
ganarse	para . . . la vida; . . . el pan
guardar	. . . cama
hablar	no hay más que . . .
hora	es . . . de comer
irse	no se vaya Vd.
lástima	¡qué . . . !
lugar	en primer . . .
llegar	. . . a saberlo
mañana	. . . por la . . . ; . . . por la tarde; . . . por la noche; pasado . . . ; salie- ron muy de . . .
medio	al . . . día; a media noche
memoria	lo sabe de . . .
mismo	hoy . . . ; aquí . . .
moda	estar de . . .

particular	no hay nada de . . . .
pedir	. . . . prestado
pena	me da . . . . ; no vale la . . . .
poner	. . . . un telegrama
prestar	. . . . atención
prisa	andar de . . . . ; darse . . . .
provecho	buen . . . . señores
qué	¡ . . . . triste está Vd.!
quitarse	¡quítese Vd. de ahí! quítese Vd. los guantes
rumbo	con . . . . a España, a Chile
salud	está mal (bien) de . . . .
seguir	¿cómo sigue el enfermo? siga Vd. derecho por esta calle
tardar	a las ocho a más . . . .
valer	¡vágame Dios! más vale tarde que nunca; vale un Perú; no vale nada
venir	el mes que viene
vivir	¡viva la patria! ¿quién vive?
volver	. . . . en sí; . . . . la cara

## FOURTH UNIT

## Modismos y Expresiones Útiles

abrirse	¡ . . . . paso!
acaso	por si . . . .
allá	vivir más . . . . de ; . . . . veremos; fueron por . . . .
antemano	de . . . .
año	. . . . bisiesto; a los pocos años
cambiar	. . . . de idea
cambio	en . . . .
caso	vamos al . . . . ; no viene al . . . .
claro	. . . . está
cómo	¿a . . . . son? ¿a . . . . se venden? ¿ . . . . no?
contar	puede . . . . conmigo
correr	. . . . mundo
cosa	es poca . . . . ; como si tal . . . . ; es . . . . de medio kilómetro
costumbre	como de . . . .
cuanto	. . . . antes; unos cuantos; en . . . . a

dar	. . . un grito; . . . cuerda al reloj; . . . la gana; . . . una vuelta; . . . muerte a
dar con	dió con Juan en la calle
dar de	. . . comer
darse por	. . . perdido
decir	. . . que sí; . . . que no
desgracia	por . . .
dirección	con . . . a
doblar	. . . la esquina
echar	. . . a perder
efectivo	pagar en . . . ; hacer . . . el cheque
encima	pasarlo por . . .
entonces	en aquel . . .
escalera	. . . arriba (abajo)
estar	. . . a punto de; . . . listo; . . . de prisa; . . . por; . . . de acuerdo
estarse	. . . quieto
estilo	algo por el . . .
faltar	me falta un peso; no faltaba más; . . . a la palabra
fondo	un artículo de . . .
fuera	por . . . ; estar . . . de sí
gente	. . . fina; . . . baja
haber	no hay remedio
hacer	. . . pedazos; . . . falta; ¿qué . . . ? . . . luna; . . . su papel
hacerse	. . . soldado; se hace tarde
ir	. . . a pie; . . . en automóvil; ¿cómo le va? . . . de mal en peor; ya voy; allá voy
lograr	. . . hacerlo
llevar	. . . a cabo
llover	. . . a cántaros
mandar	mandarlo a buscar; . . . hacer
mano	tener a la . . . ; manos a la obra
mar	estar en alta . . .
más	ni . . . ni menos; estar de . . .
menos	por lo . . . ; uno de . . .
meterse	. . . en todo; . . . en lo que no le importa
modo	de todos modos; de ningún . . . ; de este . . .
oír	. . . hablar de; oiga Vd.; . . . cantar; . . . decir

ojo	en un abrir y cerrar de ojos
otro	uno y . . . ; otros muchos
palabra	pedir la . . .
par	de . . . en . . .
parecer	¿qué le parece esto? si le parece a Vd.; parece mentira
parecido	bien (mal) . . .
pasar	. . . por casa; . . . por alto; . . . por rico
paso	de . . .
pegar	. . . fuego; . . . un tiro
pico	a las cuatro y . . .
poco	. . . a . . . ; dentro de . . . ; por . . . ; quedan unos pocos
poder	a más no . . . ; puede que venga; no . . . menos; no . . . más; caer en . . . de; no se pueden ver
ponerse	. . . el sol; . . . colorado; . . . el som- brero
ponerse a	el infinitivo
prender	. . . fuego
pronto	por lo . . . ; de . . .
querer	como quiera; cuando quiera; donde quiera
rato	al poco . . .
recursos	escaso de . . . ; sin . . .
rústica	en . . .
saber	¡qué sé yo! a . . . ; ¿quién sabe?
sentar	sentarle bien (mal)
ser	sea lo que fuere; ¿qué ha sido de?
servir	. . . de; para . . . a Vd.; no . . . para nada
servirse	sírvase Vd.
sí	eso . . . que es bueno
siquiera	ni . . . uno
tener	. . . presente; . . . por valiente; ¿qué hora tiene Vd.? . . . buen éxito
tiempo	al mismo . . .
tocar	. . . a la puerta
uno	. . . a . . .
vaya	¡vaya!
vender	. . . al por mayor; . . . al por menor; . . . al contado; . . . a plazos

ver	tener que . . . con; ya se ve; a mi modo de . . . ; ya verá Vd.; verse obligado a
veras	¿de . . . ?
vestido	. . . de
vista	conocer de . . .
visto	por lo . . .
voluntad	de buena . . .
vuelta	estar de . . . ; a . . . de correo

## UNIT I

## CANTOS DE PÁJAROS

Tengo yo un pajarillo  
 que el día pasa  
 cantando entre las flores  
 de mi ventana  
 Y un canto alegre  
 a todo pasajero  
 dedica siempre.

Tiene mi pajarillo  
 siempre armonías  
 para alegrar el alma  
 del que camina.  
 Y un canto alegre  
 a todo pasajero  
 dedica siempre.

— *Antonio de Trueba.*

## EL PERAL

A un peral una piedra  
 tiró un muchacho,  
 y una pera exquisita  
 soltóle el árbol.

Las almas nobles,  
 por el mal que les hacen  
 vuelven favores.

*Juan Eugenio Hartzenbusch.*

## EL OMBÚ \*

Cada comarca en la tierra  
 Tiene un rasgo prominente.  
 El Brasil, su sol ardiente;  
 Minas de plata, el Perú;  
 Montevideo, su cerro;  
 Argentina—† ¡Patria hermosa!  
 Tiene su Pampa grandiosa;  
 La Pampa tiene el ombú.

— *Dominguez.*

\* A tree growing in the solitary stretches of the Pampas.

† Original poem says: "Buenos Aires."



## ADMIRÓSE UN PORTUGUÉS

Admiróse un Portugués  
 De que allí en su tierna infancia  
 Todos los niños en Francia  
 Supieran hablar francés.  
 Arte diabólico es,  
 Dijo torciendo el mustacho,  
 Pues para hablar en "gabacho" \*  
 Un hidalgo en Portugal  
 Llega a viejo y lo habla mal,  
 Y aquí lo parla un muchacho. — *Moratin.*

## LA REINA Y LA MARIPOSA

Está la reina sentada  
 delante del tocador,  
 en una dorada silla  
 de gran brillo y esplendor.

Los cabellos de la reina  
 tienen del sol el fulgor,  
 las mejillas de la reina  
 del coral toman color.

La reina se peina el pelo  
 con peine de gran valor,  
 labrado de plata y oro,  
 y diamantes con primor.

La reina lleva un vestido  
 de terciopelo y de tul,  
 ornado con hilos de oro  
 y moños de cinta azul.

Los zapatos de la reina  
 son de raso y de tisú,  
 con hebillas de zafiros  
 que valen todo un Perú.

Por la ventana entreabierta  
 entra volando fugaz,  
 una linda mariposa  
 que revolotea audaz.

Se posa graciosamente  
 y da un gran beso de amor  
 a la cara de la reina,  
 creyendo que era una flor. — *María Solano.*

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\* Slang for the French language, as one might say: "Parley voo."

## UNIT II

## LA CUNA VACÍA

Bajaron los ángeles,  
 besaron su rostro,  
 y cantando a su oído dijeron:  
 "Vente con nosotros."

Vió el niño a los ángeles  
 de su cuna en torno,  
 y agitando los brazos, les dijo:  
 "Me voy con vosotros."

Batieron los ángeles  
 sus alas de oro,  
 suspendieron al niño en sus brazos  
 y se fueron todos.

De la aurora pálida  
 la luz fugitiva  
 alumbró a la mañana siguiente  
 la cuna vacía.

*José Selgas.*

## EL PRISIONERO

Por el mes era de Mayo,  
 cuando hace la\* calor,  
 cuando canta la calandria  
 y responde el ruiseñor,  
 cuando los enamorados  
 van a servir al amor;  
 menos yo, triste, cuitado,  
 que vivo en esta prisión,  
 que ni sé cuándo es de día,  
 ni cuándo las noches son,  
 sino por una avecilla  
 que me cantaba al albor . . . .  
 ¡Matómela un ballestero,  
 déle Dios mal galardón!

*Anónimo.*

---

\* In modern Spanish *el calor*.

## LA OPINIÓN

¡Pobre Carolina mía!  
 ¡Nunca la podré olvidar!  
 Ved lo que el mundo decía  
 viendo el féretro pasar:

Un clérigo — ¡Empiece el canto!  
 El doctor — ¡Cesó el sufrir!  
 El padre — ¡Me ahoga el llanto!  
 La madre — ¡Quiero morir!

Un muchacho — ¡Qué adornada!  
 Un joven — ¡Era muy bella!  
 Una moza — ¡Desgraciada!  
 Una vieja — ¡Feliz ella!

¡Duerme en paz! — dicen los buenos.  
 ¡Adiós! — dicen los demás.  
 Un filósofo — ¡Uno menos!  
 Un poeta — ¡Un ángel más!

*Ramón de Campoamor.*

## NADA TE TURBE

Nada te turbe;  
 Nada te espante;  
 Todo se pasa;  
 Dios no se muda.

La paciencia todo lo alcanza.  
 Quien a Dios tiene,  
 Nada le falta.  
 Solo Dios basta.

— *Santa Teresa de J.*

## CANTARES POPULARES

Son tus labios un rubí  
 Que se ha dividido en dos,  
 Arrancado para tí  
 De la corona de Dios.

— *Espronceda.*

Las estrellas del cielo  
 Son ciento doce,  
 Con las dos de tus ojos  
 Ciento catorce.

Dices que no me quieres,  
Ya me has querido  
Y remedio no tiene  
Lo sucedido.

Dos besos tengo en el alma  
Que no se apartan de mí;  
El último de mi madre  
Y el primero que te di.

Tres jueves hay en el año  
Que relucen más que el sol:  
Jueves Santo, Corpus Christi  
Y el día de la Ascensión.

De tanto quererte a tí  
Me quedé como una espina,  
Por poco me lleva el viento  
Al revolver de una esquina.

El clavel que tú me diste  
El día de la Ascensión,  
No fué clavel sino clavo  
Que clavó mi corazón.

En enero no hay claveles  
Porque los marchita el cielo,  
En tu cara los hay siempre  
Porque lo permite el cielo.

## UNITS III AND IV

## CUENTAN DE UN SABIO

Cuentan de un sabio que un día  
 Tan pobre y mísero estaba,  
 Que sólo se sustentaba  
 De una hierbas que cogía.  
 “¿Habrà otro — entre sí decía —  
 Más pobre y triste que yo?”  
 Y cuando el rostro volvió  
 Halló la respuesta viendo  
 Que iba otro sabio cogiendo  
 Las hierbas que él arrojó.

— *Calderón.*

## HOJAS DEL ÁRBOL CÁIDAS

Hojas del árbol caídas  
 Juguetes del viento son;  
 Las ilusiones perdidas  
 Son hojas ¡ay! desprendidas  
 Del árbol del corazón.

— *Espronceda.*

## LAS PALMAS DE BELÉN

Pues andáis en las palmas  
 ángeles santos,  
 que se duerme mi niño,  
 tened los ramos.

Palmas de Belén  
 que mueven airados  
 los furiosos vientos  
 que suenan tanto,  
 no le hagáis ruido,  
 corred más paso;  
 que se duerme mi niño,  
 tened los ramos.

El niño divino  
 que está cansado  
 de llorar en la tierra  
 por su descanso,  
 sosegar quiere un poco  
 del tierno llanto;  
 que se duerme mi niño,  
 tened los ramos.

Rigurosos hielos  
 le están cercando;  
 ya veis que no tengo  
 con qué guardarlo:  
 ángeles divinos  
 que vais volando,  
 que se duerme mi niño,  
 tened los ramos.

*Lope de Vega.*

TU PUPILA ES AZUL

To pupila es azul, y cuando ríes,  
 su claridad süave me recuerda  
 el trémulo fulgor de la mañana  
 que en el mar se refleja.

Tu pupila es azul, y cuando lloras,  
 las transparentes lágrimas en ella  
 se me figuran gotas de rocío  
 sobre una violeta.

Tu pupila es azul, y si en su fondo  
 como un punto de luz radia una idea,  
 me parece en el cielo de la tarde  
 ¡ una perdida estrella!

*Bécquer.*

LAS CAMPANAS

Yo las amo, yo las oigo  
 cual oigo el rumor del viento,  
 el murmurar de la fuente,  
 o el balido del cordero.

Como los pájaros, ellas,  
 tan pronto asoma en los cielos  
 el primer rayo del alba,  
 le saludan con sus ecos.

Y en sus notas, prolongándose  
 por los llanos y los cerros,  
 hay algo de candoroso,  
 de apacible y de halagüeño.

Si por siempre enmudecieran,  
 ¡ qué tristeza en el aire y el cielo!  
 ¡ qué silencio en las iglesias!  
 ¡ qué extrañeza entre los muertos!

*Rosalía de Castro.*

¿QUÉ ES LA VIDA?  
 ¿Qué es la vida? — Un frenesí.  
 ¿Qué es la vida? — Una ilusión,  
 Una sombra, una ficción,  
 Y el mayor bien es pequeño;  
 Que toda la vida es sueño,  
 Y los sueños — sueño son.

— *Calderón.*

#### LAS TRES CAUTIVAS

A la verde, verde,  
 a la verde oliva,  
 donde cautivaron  
 a mis tres cautivas.

El pícaro moro  
 que las cautivó,  
 a la reina mora  
 se las entregó.

¿Cómo se llamaban  
 estas tres cautivas?  
 La mayor Constanza,  
 la menor Lucía  
 a las más pequeña  
 llaman Rosalía.

¿Qué oficio daremos  
 a las tres cautivas?  
 Constanza amasaba,  
 Lucía cernía  
 y la más pequeña  
 agua les traía . . .

Fué un día por agua  
 a la Fuente Fría,  
 se encontró un anciano  
 que de ella bebía

— ¿Qué haces ahí, buen viejo,  
en la Fuente Fría?

— Estoy aguardando  
a mis tres cautivas.

— Padre, “usté” \* es mi padre,  
y yo soy su hija,  
voy a darles parte  
a mis hermanitas.

Ya sabes, Constanza,  
ya sabes, Lucía,  
cómo he visto a padre  
en la Fuente Fría.

Constanza lloraba,  
Lucía gemía  
y la más pequeña  
así les decía:

No llores, Constanza,  
no llores, Lucía,  
que viniendo el moro  
nos libertaría.

La pícara mora  
que las escuchó  
abrió una mazmorra  
y allí las metió.

Cuando vino el moro  
de allí las sacó  
y a su pobre padre  
se las entregó.

*Anónimo.*

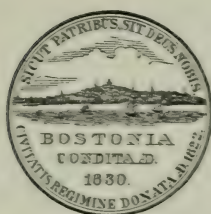
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\*Pronunciación muy común de usted



SCHOOL DOCUMENT NO. 8—1933  
BOSTON PUBLIC SCHOOLS

COURSE OF STUDY IN CLERICAL PRACTICE  
FOR GRADE IX



CITY OF BOSTON  
PRINTING DEPARTMENT  
1933

IN SCHOOL COMMITTEE, July 13, 1933.

*Ordered*, That the accompanying Course of Study in Clerical Practice for Grade IX is hereby adopted, and that twenty-five hundred (2,500) copies be printed as a school document.

Attest:

ELLEN M. CRONIN,  
*Secretary.*

## COUNCIL ON CLERICAL PRACTICE FOR GRADE IX, 1932=33.

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EDWARD J. MCCARTHY, *Chairman* . . . Jamaica Plain High School.  
ANNA C. HUGHES, *Secretary* . . . Frank V. Thompson School.

### Representing the high schools:

MARY E. THOMPSON . . . Brighton High School.  
ELIZABETH A. NASH . . . Roxbury Memorial High School  
(Girls.)  
GEORGE L. HOFFACKER . . . Boston Clerical School.

### Representing the intermediate schools:

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MARY A. DORGAN . . . Gaston School.  
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WILLIAM G. TOBIN . . . Michelangelo School.  
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MATILDA J. GRAUMANN . . . William Barton Rogers School.  
ANNA M. MULDOON . . . William Howard Taft School.  
ELLEN G. McTERNAN . . . Woodrow Wilson School.

### Representing the elementary schools:

FRANCIS A. KELLY . . . Samuel Adams School.

COUNCIL ON CLERICAL PRACTICE FOR GRADE  
IX, SUB-COMMITTEES, 1932-33.

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TEXTBOOKS.

EDWARD J. MCCARTHY, *Chairman.*  
MARY A. DORGAN.  
MATILDA J. GRAUMANN.

REVISION OF THE COURSE OF STUDY.

EDWARD J. MCCARTHY, *General Chairman.*

ARITHMETIC:

WILLIAM G. TOBIN, *Chairman.*  
MARY M. CLAPP, *Secretary.*  
ANNA E. I. DIXON.  
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BUSINESS TRAINING:

TIMOTHY H. CRONIN, *Chairman.*  
AGNES R. HURLEY, *Secretary.*  
FRANCIS A. KELLY.  
GRACE W. MITCHELL.  
ELIZABETH A. NASH.

PENMANSHIP:

JULIA M. FITZPATRICK, *Chairman.*  
MARY A. DORGAN.  
ANNA C. HUGHES.

## COURSE OF STUDY IN ARITHMETIC AS RELATED TO CLERICAL PRACTICE.

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### AIMS.

To make real the idea of number relationships as expressed in figures.

To make familiar the computations common to all business activities.

To give facility in fundamental processes either with or without the aid of pencil and paper.

To promote the habit of estimating answers and of checking results.

To give practice in presenting numerical facts in accordance with business customs.

To familiarize the reading and use of graphs and scales.

To train in the construction and application of simple formulas.

### CONTENT.

As ninth grade arithmetic is not a course by itself but one element among the three that go to make up Clerical Practice, selection of material must be carefully done. All topics not generally accepted as fundamental must be eliminated. Problem work will have to be reduced to a minimum, and most problems presented will be of certain types, as of Interest, Percentage, and Discount. Little material that is new to the pupil can be introduced; but topics that were presented in the grades must be reviewed with the purpose of confirming their use by the pupil with greater speed, accuracy, and confidence.

Whenever the opportunity presents itself, it is suggested that commercial arithmetic be integrated with the commercial forms presented in Business Training: for example, bank discount might well be presented when notes are presented in Business Training. Insurance problems, transportation problems, and other commercial

problems might well be synchronized with the teaching of those forms in Business Training.

### TOPICS.

- A. Addition, subtraction, multiplication, and division of whole numbers, mixed numbers, common fractions, and decimal fractions.
- B. Aliquot parts.
- C. Percentage.
- D. Interest — exact method and banker's method.
- E. Trade discount.
- F. Profit and loss.
- G. Commission.
- H. Billing.

### OUTLINE.

#### ADDITION OF INTEGERS.

Use drill charts.

Drill especially on the forty-five combination of two numbers, each of which is less than 10.

In longer columns check results by adding in reverse order; also by casting out nines.

Add columns by combining numbers in groups of two.

Check answers to columns of more than one digit numbers by recording separately the total of each column.

Horizontal addition should be practiced but not long at a time, as the necessity for identifying tens, units, and hundreds as well as adding is fatiguing.

#### READING AND WRITING FIGURES.

For horizontal addition, pupils should arrange examples on cross and down ruled paper. The grand total is a check.

Teach pupils to rule paper for such examples. Emphasize correct use of single and double lines for captions and for footings.

Teach correct placing of ruler when ink is used.

Pupils should be asked to read figures aloud, using such names as the telephone company uses: *e. g.*, 1706 is read, one seven oh six.

Occasionally pupils should take figures from dictation. When figures are read for placement in columns, 1706 should be read seventeen hundred six, not one thousand seven hundred and six.

Require rigidly that tens be placed under tens, units under units, decimal points under each other, etc. This is difficult to get on unruled paper.

When ruled columns are provided, have pupils mentally estimate the space allotted to each digit before the first figure is entered at the top of the column.

Always write on the line.

The space in an inch will accommodate seven figures.

#### SUBTRACTION OF INTEGERS.

Use drill charts for numbers of one digit.

With larger numbers always check results. Difference plus subtrahend equals minuend.

Teach Austrian method of subtraction.

Practice by problems in making change; also by problems in supplying the missing figure in a column whose total is known.

#### MULTIPLICATION AND DIVISION OF INTEGERS AND DECIMALS.

##### *Short Methods.*

Use aliquot parts.

$\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{2}{3}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$ ,  $\frac{1}{5}$ ,  $\frac{2}{5}$ ,  $\frac{3}{5}$ ,  $\frac{4}{5}$ ,  $\frac{1}{6}$ ,  $\frac{5}{6}$ ,  $\frac{1}{8}$ ,  $\frac{3}{8}$ ,  $\frac{5}{8}$ ,  $\frac{7}{8}$ , all the 10ths,  
 $\frac{1}{12}$ ,  $\frac{1}{16}$ ,  $\frac{1}{20}$ ,  $\frac{1}{25}$ ,  $\frac{1}{50}$ .

Divide by 10, 100, 1,000, etc., by moving decimal point.

Divide by aliquot parts.

Practice the correct placing of the decimal point in long division.

Since the number of decimal places in a product is the sum of the decimal places in the factors, it follows that the number of decimal places in a quotient is the difference between the numbers in the dividend and divisor.

Approximate results.

Explain "required degree of accuracy."

While the required number of decimal places in the answer to any problem may be arbitrarily announced in advance by the teacher, her choice should be determined by the character of the material in which the problem deals. Land, for instance, is not measured to a degree of accuracy such as thousandths of inches, but measurements made in the microscopic field call for many decimal places of millimeters.

Follow these directions: Carry out the division until a quotient is obtained having one more digit than the number of places desired. Strike off this last digit if it is less than five in value. If it is five or larger than five, strike it off and increase the preceding digit by one.

Be careful in stating required number of places to be obtained to distinguish "decimal places" from "decimal places of per cent."

Test of divisibility by 2, 3, 4, 5, 6, 7, 8, 9.

#### PERCENTAGE.

Review all three cases. Be sure that pupils can identify in any problem the base, rate, and percentage. Use formulæ and equation in reviewing this subject. Follow habitually the use of the word "of" after "per cent" to indicate the base.

$$B \times R = P.$$

The indirect cases may be stated in direct form by using the equations.

6 is 15% of what number?

$$6 = \frac{15}{100} N \text{ or } 6 = .15N.$$

$$6 \div .15 = 40.$$

In presenting examples relieve pupils of the unprofitable work of copying figures from board or book by furnishing them with printed sheets.

Give abundant drill on translation of per cents into decimals and common fractions.

If the per cent sign is to be removed, move the decimal point two places to the left. If the per cent sign is to be added, move the decimal point two places to the right.



Restrict the use of common fractions to those which present commonly used aliquot parts. In other cases use decimals.

### INTEREST.

*Examples :*

#### A. Finding time between dates.

- (1) Based on 360-day year.
- (2) Based on exact number of days between two dates.
- (3) Methods:
  - (a) Compound time.
  - (b) Bankers' time.
  - (c) Exact time.

In computing interest, bankers in Boston reckon the exact number of days between two dates.

#### B. Dividing time into aliquot parts of sixty days and six days.

- (1) Base sixty days: 40, 30, 20, 15, 12, 10, 5.
- (2) Base six days: 4, 3, 2, 1.
- (3) Watch for opportunities to interchange dollars and days.
- (4) Teach pupils to estimate results, and test results by their approximations.

#### C. Relation of other rates of interest to 6%. As a general rule, find the interest at any rate, divide the interest at 6% by six and multiply by the given rate. The following rates are found more easily:

$$\begin{aligned}
 3\% &= 6\% \div 2. \\
 4\% &= 6\% - \frac{1}{3} \text{ of } 6\%. \\
 4\frac{1}{2}\% &= 6\% - \frac{1}{4} \text{ of } 6\%. \\
 5\% &= 6\% - \frac{1}{6} \text{ of } 6\%. \\
 5\frac{1}{2}\% &= 6\% - \frac{1}{12} \text{ of } 6\%. \\
 7\% &= 6\% + \frac{1}{6} \text{ of } 6\%.
 \end{aligned}$$

## D. Method of Finding Interest.

## Bankers' Method.

The basic rate is 6%.

The basic time elements are sixty days and six days. Since the interest at 6% of any principal for sixty days is .01 of itself, and for six days is .001 of itself, interest for any given time can be reckoned by dividing said time into aliquot parts of the interest of sixty days and six days.

## NON-INTEREST-BEARING NOTE.

- |                      |                        |
|----------------------|------------------------|
| 1. Date of the note. | 6. Term of discount.   |
| 2. Face of note.     | 7. Rate of discount.   |
| 3. Time.             | 8. Amount of discount. |
| 4. Due date.         | 9. Net Proceeds.       |
| 5. Date of discount. |                        |

## INTEREST-BEARING NOTE.

- |                         |                         |
|-------------------------|-------------------------|
| 1. Date of the note.    | 7. Maturity value.*     |
| 2. Face of note.        | 8. Date of discount.    |
| 3. Time.                | 9. Term of discount.    |
| 4. Due date.            | 10. Rate of discount.   |
| 5. Rate of interest.*   | 11. Amount of discount. |
| 6. Amount of interest.* | 12. Net proceeds.       |

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\* The only sections not included in "Non-interest Bearing Note."

ILLUSTRATION OF THE USE OF THE SIXTY-DAY METHOD  
DISCOUNTING A NON-INTEREST BEARING NOTE.*Rule.*

- I. Find date when note is due (due date).
- II. Find period of discount (period from date of discount to due date).
- III. Find amount of discount for the period of discount (use 60-day method).
- IV. Find net proceeds (face less discount).

*Example of Calculation.**Problem.*

July 16, 1932.

We discount to-day at the Bank of Commerce, William Green's 90-day note dated June 25, 1932. Face \$350.00. Rate of discount 6%.

*Step One.— Find Due Date of Note.*

Date of Note — June 25, 1932. (Problem.)

To run — 90 days. (Problem.)

June has 30 days.

Note made 25 June.

—

5 days left in June.

31 days in July.

31 days in August.

23 needed in September.

—

90 days total.

The note is due September 23, 1932.

*Step Two.— Find Period of Discount.*This is the period *in days* between July 16, 1932, and September 23, 1932.

31 days in July.

16 note discounted.

—

15 left in July.

31 days in August.

23 days in September — note due September 23, 1932.

—

69 days in discount period.

*Step Three.— Find Amount of Discount.*

\$350.00 (Face) for 69 days @ 6%.

\$3.50 60 days @ 6% point off two places.

.35 6 days @ 6% point off three places.

.175 3 days @ 6% one-half of 6 days interest.

---

\$4.025 69 days @ 6%

Amount of discount is \$4.03.

*Step Four.— Find Net Proceeds.*

\$350.00 Face.

4.03 Amount of discount.

---

\$345.97 Net proceeds.ILLUSTRATION OF THE USE OF THE SIXTY-DAY METHOD  
DISCOUNTING AN INTEREST-BEARING NOTE.*Rule.*

- I. Find the interest.
- II. Add interest to face of note.
- III. Find date when note is due (due date).
- IV. Find period of discount (period from date of discount to due date).
- V. Find amount of discount for the period of discount (use 60-day method).
- VI. Find net proceeds.  
(Maturity value — face plus interest — less discount.)

*Example of Calculation.**Problem.*

May 26, 1931.

We discount to-day at the Merchant's Bank, James Brown's 60-day, 6% interest-bearing note dated April 10, 1931. Face \$6350.00.  
Rate of discount  $4\frac{1}{2}\%$ .

*Step One.— Find the Interest.*

60 days interest at 6% on \$6350.00.  
\$6350.00    60 days    6%    Problem.

---

63.50    60 days    6%    Point off two places.

*Step Two.— Add the Interest to the Principal.*

\$6350.00    Principal.  
63.50    Interest (from Step One).

---

\$6413.50    Maturity value.

*Step Three.— Find Due Date of Note.*

Date of note — April 10, 1931. (Problem.)  
To run — 60 days.  
April has 30 days.  
Note made 10 April.

---

20 days left in April.  
31 days in May.  
9 needed in June.

---

60 days total.

*Step Four.— Find Period of Discount.*

This is the period in days between May 26 and June 9.  
31 days in May.  
26 note discounted.

---

5 left in May.  
9 June the note is due.

---

14 days in discount period.

*Step Five.— Find Amount of Discount.*

\$6413.50 (Principal and Interest) 14 Days at  $4\frac{1}{2}\%$ .  
6.4135    6 days    6%    three places.  
6.4135    6 days    6%    three places.  
2.1378    2 days    6%    one-third.

---

4)14.9648    14 days    6%.

---

3.741    14 days     $1\frac{1}{2}\%$ .

---

11.224    14 days     $4\frac{1}{2}\%$ .

*Step Six.— Find Net Proceeds.*

\$6413.50	Maturity value. (Step Two.)
11.22	Amount of discount.
<hr style="width: 20%; margin: 0 auto;"/>	
\$6402.28	Net proceeds.

### TRADE DISCOUNT.

Define:

- Time discounts.
- Trade discounts.
- Discount series.

Find a single discount equal to a discount series.

Explain use of discount sheets to accompany catalogs of prices issued to dealers.

### PROFIT AND LOSS.

The lack of a uniform method in figuring profits causes considerable controversy among retailers, wholesalers, and accountants. Whether the profit is based on 100% cost or 100% selling price, the same basis of figuring profits should be used throughout the work. When it is desired to find the per cent of gain, it is important to know whether the gain is to be figured at a certain per cent of the invoice, or at a certain per cent of the selling price. Therefore, finding the per cent of gain or loss on the selling price, rather than on the cost, should be explained to the pupils as being peculiar to certain business conditions at the present time. They should understand that the gain or loss is always to be found on the cost as 100%, unless it is expressly stated in the problem that it is to be found on the selling price as the base or 100%.

Identify the terms cost, rate, profit.

Compare with base, rate, percentage.

Distinguish Gross Profit on Sales from Net Profit in a business where expenses are known.

Give examples to find:

- Gain or loss.
- Gain or loss per cent.
- Cost.
- Selling price.

The relation between factors may be expressed by the use of formulæ, *e. g.*

$$\begin{aligned} \text{Cost} + \text{profit} + \text{expenses} &= \text{selling price.} \\ C + P + E &= S. \end{aligned}$$

#### COMMISSION.

Define gross sales, commission, rate of commission, net proceeds.

Compare with base, rate, percentage. Do not teach the indirect cases of commission.

Find the commission, the selling price and rate being given.

#### GRAPHS.

Review line, bar and circular graphs.

Draw to scale areas in vicinity easily measurable, such as desk tops, blackboards, etc.

Determine the scale by

- (a) Size of paper.
- (b) The largest dimension to be shown.
- (c) Necessity for showing fractional parts.

Cross-hatching may be used on bar graphs to show different parts of a total.

Use co-ordinate paper for drawing graphs with two axes.

Units of time are represented vertically.

Units of quantity are represented horizontally.

## BUSINESS TRAINING.

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### NOTE TO TEACHER.

It is expected that the teacher will not find all the topics enumerated below in the text book he is using. Frequently, if this outline is followed, the teacher will be called upon to supply information from his own experience or from other business training text books on the authorized list. The sections appearing in bold type are those of primary importance and constitute the minimum requirements.

### AIMS OF ELEMENTARY BUSINESS TRAINING.

- To orient and offer guidance.
- To provide elements of value for those who leave school before graduation.
- To provide for later life appraisal.
- To provide vocational training in the lower occupational levels.
- To stimulate the desire for more training in the same field.
- To give the pupil an understanding of the meaning of business.
- To show the pupil that he already has a share in business.
- To show the pupil how to be a more efficient consumer.
- To show the complexity of the business world.
- To show how to apply business methods to the school, home, and community life.

### PART I.

#### INFORMATIONAL AND OCCUPATIONAL ORIENTATION.

### PART II.

#### VOCATIONAL AND OCCUPATIONAL PREPARATION.

### OUTLINE OF PART I—INFORMATIONAL.

- I. Entering the Business World — Definition.
  - A. Educational demands.
  - B. Minimum age law.
  - C. Present versus future returns.
  - D. Dependence versus independence.
  - E. Selection of a life work.
  - F. Preparation for a vocation.
  - G. Business ethics.
  - H. Personal.
    1. Manner and appearance.
    2. Character and habits.
    3. Ambition and aptitude.
    4. Physical condition and health.
    5. Educational requirements and business knowledge.

- II. Kind of Businesses.
  - A. Commercial.
    - 1. Financial.
    - 2. Transportation.
    - 3. Public utilities.
    - 4. Post office.
    - 5. Insurance.
    - 6. Trading.
  - B. Industrial.
    - 1. Manufacturing.
    - 2. Extractive industries.
- III. Kinds of Ownership.
  - A. Single proprietor.
    - 1. Advantages.
    - 2. Disadvantages.
  - B. Partnership (Uniform Partnership Act in Massachusetts).
    - 1. Advantages.
    - 2. Disadvantages.
  - C. Corporation.
    - 1. How formed.
    - 2. Advantages.
    - 3. Disadvantages.
- IV. Thrift and Saving.
  - A. Wise spending.
  - B. Budgeting.
    - 1. Time.
    - 2. Material.
    - 3. Money.
- V. Financial — Banks.
  - A. Kinds.
    - 1. Commercial banks.
    - 2. Savings banks.
    - 3. Trust companies.
    - 4. Federal reserve system.
    - 5. Cooperative banks.
  - B. Services of commercial banks.
    - 1. To the public.
    - 2. Importance of credit.
    - 3. Kinds of account.
    - 4. Method of opening an account.
  - C. Services of Savings Banks.
    - 1. Importance of saving.
    - 2. How to open an account.
    - 3. Bank book.
    - 4. Withdrawals.
  - D. Services of trust companies (Massachusetts Business Trust).
    - 1. Functions.
    - 2. Administering estates.
    - 3. Trusteeship.
    - 4. Safety deposit boxes.



## VI. Transportation.

## A. Railroads.

1. Passenger service.
  - (a.) Information bureau.
  - (b.) Time tables.
  - (c.) Ticket office.
  - (d.) Kind of cars.
  - (e.) Baggage.
    - Liability for loss.
    - Insurance.
  - (f.) Parcel room.
2. Express service.
  - (a.) Advantages and disadvantages.
  - (b.) Shipping receipts.
3. Freight service.
  - (a.) Characteristics of service.
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    - First class mail.
    - Second class mail.
    - Third class mail.
    - Fourth class mail.
    - Air mail.
    - Foreign mail.
    - Special delivery.
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    - Qualifications.
    - Duties.
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    - Qualifications.
    - Duties.
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    - Cash register.
    - Making change.

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  - Duties.
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## COURSE OF STUDY IN PENMANSHIP AS RELATED TO CLERICAL PRACTICE.

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### GENERAL AIM OF COURSE.

To maintain the modern handwriting ability established in preceding grades and to develop increased power and versatility in handwriting skill sufficient to empower the Clerical Practice student to meet, in an efficient manner, all demands of handwriting service in business practice.

### AUTHORIZED EQUIPMENT.

Text book, high school edition (gray covered), of Palmer Method of Business Writing. White paper, size 8 inches by 10 inches,  $\frac{3}{8}$ -inch ruling, and white paper, 8 inches by 10 inches,  $\frac{3}{16}$ -inch ruling. Standard penholder supplied by the School Department. No. 7 School Committee pen.

### TEACHING TECHNIQUE.

All presentation of handwriting instruction in Clerical Practice classes should conform to the principles of teaching and to the psychology of learning. Each lesson presentation should be carefully prepared in advance by the teacher and prepared according to "The Five-Point Presentation of Instruction" used throughout all grades in the Boston schools where formal penmanship instruction is included in the course of study. This "Five-Point Presentation of Instruction" provides for definite and economic teaching and learning and for the developing of reasoning power among students, and brings about the acquisition of handwriting skill of the quality required in the particular grade of school concerned.

1. Presentation of instruction by teacher at the black-board to demonstrate the salient features, count, rhythm, and tendency to error relative to the letter, word or figure contained in the day's lesson.

2. Demonstration before class by teacher with pen and paper to show the actual writing process of the lesson, with correct rhythm, count and speed.

3. Attempt by the class with dry pens, under the direction of the teacher's count, to perform with correct movement, speed and rhythm, the letter or word of the day's lesson.

4. Practice of the drill work by the class, using ink, under the direction of the teacher's count and suggestion, with the aim of mastering, through the use of correct movement, speed and rhythm and desired control of formation.

5. Judgment by pupils of work which they have done; first, by comparison of the standard in the text-book with their own product on paper; and, second, by recitations in which they state their degree of success, their failures, and their need of improvement.

This fifth step should be carried on with reference to the Table of Criticism which outlines the scientific development of handwriting skill. This is the table by which all Boston school pupils are trained to analyze their handwriting product. The Table of Criticism which should be on display on a reserved blackboard space or chart in every Clerical Practice classroom is as follows:

1. *Line*.— The line of writing should be swift and clear cut, with an absence of shades and tremulousness.
2. *Slant*.— Slant should be uniform throughout the written page.
3. *Features*.— The salient features of each letter should appear throughout all written work.
4. *Heights*.— Because legibility depends very largely on correct comparative heights of letters, all written work should show attention to this essential feature of good writing.
5. *Spacing*.— Correct spacing between letters, words, sentences, should be carried out throughout all written matter in order to insure ease and speed in the reading of it.

A few minutes should be allotted for students to study the results of their work preparatory to recitation wherein they state what is correct about their work, what is incor-

rect, and how they are to improve it. Then at least four students should be given opportunity for oral analysis of their work.

It is expected that all presentation of instruction in penmanship in Clerical Practice classes shall conform with this prescribed teaching technique and that the time allotment for penmanship in Clerical Practice classes shall be used for such instruction.

### OUTLINE OF YEAR'S WORK.

Text Book.— Palmer Method.— Gray Covered.

September.— Page 17 through page 31.

October.— Through page 42.

November.— Through page 49.

December.— Through page 57.

January.— Through page 66.

February.— Through page 82.

March.— Through page 90.

April.— Through page 94.

May.— Review pages 26, 34, 38, 41, 44, 45, 46, 47, 48, 49, 50, 53, 56, 57, 61, 63, 64, 66, 67 and 68.

June.— Review pages 70, 72, 78, 79, 80, 83, 86, 88, 91 and 94. Certificate Work.

### CERTIFICATE WORK.

Handwriting is an applied skill which the student must put into operation constantly throughout every school day while his attention is engaged principally with other subjects. To protect applied skills against deterioration, definite and appealing motivation is required. To maintain and improve the handwriting ability which the student possesses upon entering the ninth year of school, various forms of motivation become necessary. This is the purpose of the certificate work which is operating so successfully. All students of all courses from the ninth to the twelfth year, inclusive, are eligible for the certificate award. To aid handwriting morale in these grades and to increase the degree of handwriting ability of students,



all clerical practice teachers should definitely inspire and encourage students of all courses and all grades named to meet the requirements for certificate award. These requirements vary from time to time. Announcement of requirements and all information relative to certificate award are sent yearly from the Department of Penmanship to all junior and senior high schools. Records of the penmanship work of junior and senior high schools show that the schools wherein a large percentage of the pupils obtain certificate award are superior in handwriting development in all departments and all subjects. Inasmuch as the certificate work is on a voluntary basis the amount done in each school is in direct proportion to the encouragement given it by the teachers.

#### FORMAL AND APPLIED HANDWRITING.

At least thirty minutes of every penmanship period provided for in the time allotment of subjects should be used for the prepared presentation of instruction according to the teaching technique outlined in the foregoing pages. For the presentation of instruction by the teacher and subsequent operation by the students followed by their analysis of their work, a thirty minute period is obviously required.

The ten remaining minutes of the period should then be used to instill into the minds of the students the principles governing the correlation of this writing skill in all other subjects where handwriting is employed as a means of expression. Posture, setting up drills, process, and standard of product should be dealt with according to their functioning in carrying over the handwriting skill developed in the clerical practice course in all other subjects.

This should be followed by various forms of applied written work, *i. e.*, a short dictated language lesson, a short mathematics lesson, a short spelling lesson, the several forms of bookkeeping or clerical procedure such as the making out of checks, bills, monthly statements, a page of bookkeeping, etc. These should be done always with the attention upon the manner in which they are

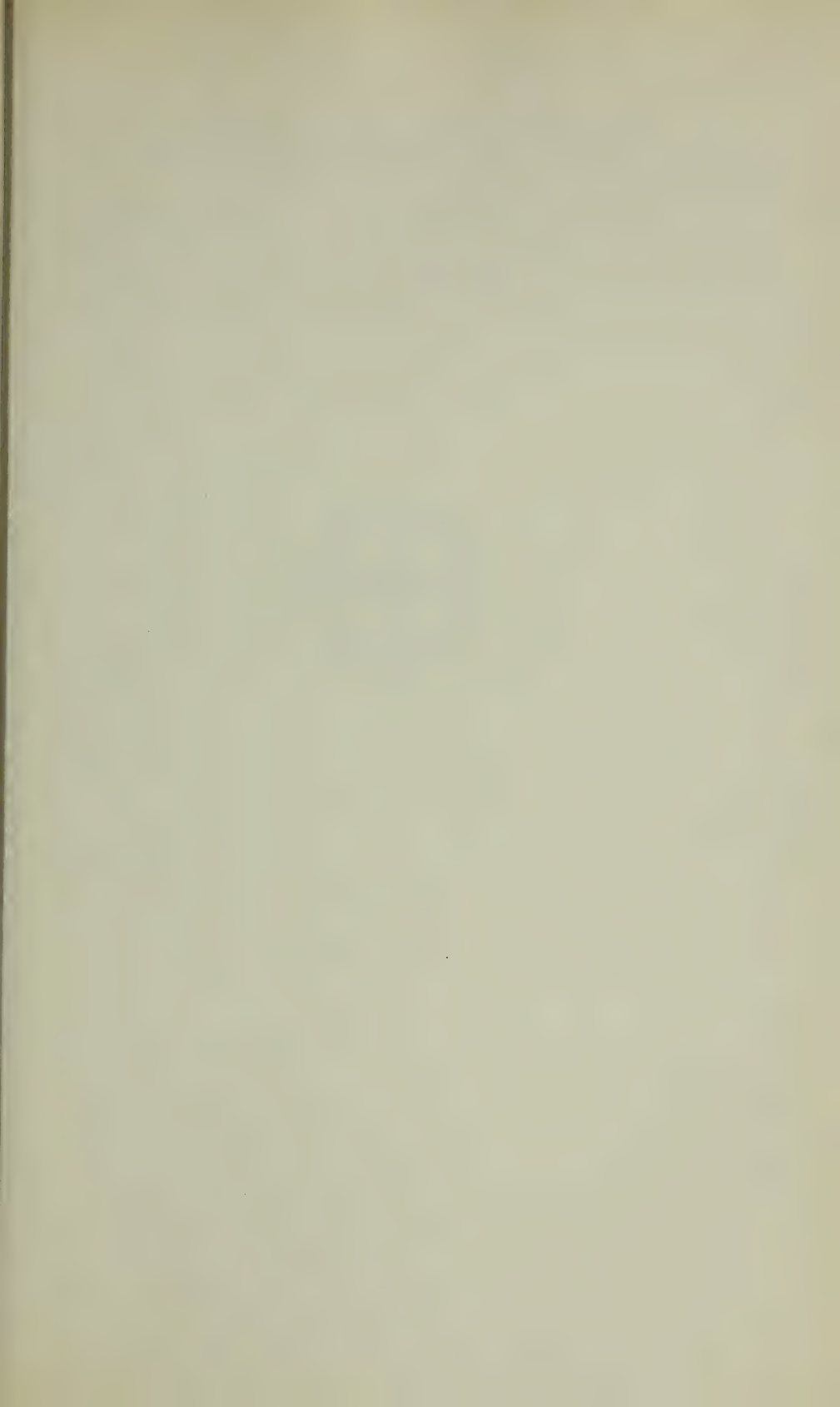
done, followed by a critical consideration on the part of each pupil of the writing product shown in his work when finished. By this combined procedure, the students develop an understanding of the means by which handwriting skill is transferred into operation as a vehicle of expression in other subjects and also acquire increased skill and control in handwriting, both in formal and all applied written work.

### TEACHERS' BLACKBOARD WRITING.

The standard and quality of high school teachers' writing has a direct and constant effect upon the handwriting achievement of high school pupils. It is, therefore, incumbent upon the high school teacher to comply with the standard of writing authorized for Boston schools and for each teacher to use as much ability as he possesses in all blackboard writing for any purpose whatsoever.

Departure from the Boston standard of handwriting is not authorized and is detrimental to the handwriting development of high school students. In clerical practice classrooms the blackboard writing of teachers should be such as to inspire the respect of students and to create in them a desire for emulation.

*Blackboard Alphabet Wall Cards* should be on display in every clerical practice classroom. These wall cards serve as a constant reference for students when they become doubtful as to standard of letter formation. They function also as an incentive to improve the degree of ability of student's handwriting both on blackboard and paper.





SCHOOL DOCUMENT NO. 9—1933  
BOSTON PUBLIC SCHOOLS

# ANNUAL REPORT OF THE SUPERINTENDENT

DECEMBER, 1933



BOSTON  
PRINTING DEPARTMENT  
1933

BOSTON, November 13, 1933.

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

I have the honor to submit herewith the fifty-first annual report of the Superintendent of Public Schools.

This report covers the school year ending August 31, 1933.

Respectfully submitted,

PATRICK T. CAMPBELL,  
*Superintendent of Public Schools.*

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## SCHOOL MEMBERSHIP

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 1930-31, 1931-32, and 1932-33.

	TOTAL REGISTRATION			AVERAGE MEMBERSHIP			AVERAGE NUMBER ATTENDING		
	SCHOOL YEAR ENDING JUNE 30			SCHOOL YEAR ENDING JUNE 30			SCHOOL YEAR ENDING JUNE 30		
	1931	1932	1933	1931	1932	1933	1931	1932	1933
Teachers College of the City of Boston.	621	567	600	624	558	572	609	539	545
High and Latin.....	28,217	30,244	30,921	26,137	27,992	28,080	24,304	26,151	26,007
Elementary Grades.....	101,589	99,855	101,111	92,919	92,301	93,496	86,797	86,515	87,152
Kindergartens.....	11,733	11,763	12,090	9,896	9,890	10,412	8,096	8,249	8,585
Totals.....	142,160	142,429	144,722	129,576	130,741	132,560	119,806	121,454	122,289
Special Schools.....	2,700	3,238	3,694	2,238	2,598	2,961	1,999	2,327	2,673
All Day Schools (except Continuation and Day School for Immigrants).	144,860	145,667	148,416	131,814	133,339	135,521	121,805	123,781	124,962
Evening High.....	7,980	8,643	8,886	4,623	5,242	5,513	3,670	4,250	4,382
Evening Elementary.....	5,378	5,012	4,415	3,189	2,989	2,655	2,651	2,503	2,230
Opportunity School*....	375	451	.....	232	271	.....	186	232	.....
Boston Trade School (Evening Classes).	1,306	1,328	1,212	733	801	739	606	659	610
Totals, Evening Schools.	15,039	15,434	14,513	8,777	9,403	8,907	7,113	7,644	7,222
Continuation School†....	4,425	3,472	2,136	3,565	3,413	445	3,380	3,175	396
Day School for Immigrants.	902	874	751	521	498	459	433	411	379
Totals of all Schools.	165,226	165,447	165,816	144,677	146,653	145,332	132,731	135,011	132,959

\* Temporarily discontinued.

† 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; for repairs and alterations of school buildings; for the cost of land and new buildings (exclusive of interest, sinking fund and serial debt requirements); and exclusive of pension to teachers and others, who are members of the Boston Retirement System; for the period beginning January 1, 1932, and closing December 31, 1932.

Salaries of administrative officers, clerks, stenographers, supervisors of attendance and other employees . . . . .	\$409,022 16
Salaries of principals, teachers, members of the supervising staff and others . . . . .	12,185,073 00
Salaries of custodians and salaries of matrons . . . . .	920,709 39
Fuel and light (including electric current for power) . . . . .	431,548 65
Supplies and incidentals . . . . .	619,987 47
Pensions to supervisors of attendance and pensions to custodians . . . . .	1,991 88
Pensions to veterans . . . . .	2,904 00
Promoting the Americanization and better training for citizenship of foreign-born persons . . . . .	34,250 09
Vocational guidance . . . . .	53,722 47
Physical education (salaries of teachers, members of the supervising staff and others and supplies and incidentals—day schools and playgrounds) . . . . .	252,998 74
Salaries of school physicians, salaries of school nurses and care of teeth . . . . .	222,084 78
Extended use of the public schools (salaries and supplies and incidentals) . . . . .	66,331 66
Pensions to teachers . . . . .	130,013 97
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 . . . . .	1,228,215 25
Lands, plans and construction of school buildings . . . . .	2,924,751 37
Total . . . . .	<u>\$19,483,604 88</u>

## DEPRESSION AND RECOVERY

In his report of the school year 1931-32, the Superintendent discussed the effects of the financial collapse upon education, feeling that the country had reached the bottom of the depression. Unhappily, this was not true. The depression has continued and has even intensified the difficulties facing public education. Through the untiring efforts of the School Committee, supported by the loyal cooperation of all of the employees of the School Department, the Boston schools have so far weathered the storm in much better condition than have the great majority of schools throughout the country. No child has been deprived of any privilege enjoyed in more prosperous days, no school has been closed, no teacher or other employee has been discharged. Although the per capita appropriation for supplies and incidentals for classroom use was cut 30 per cent or even 60 per cent in some cases, so careful were the principals and the teachers that the Business Manager at the close of the financial year 1932 was able to report a balance of \$60,000 in this account.

For the Department of School Buildings the School Committee has the power under the law to appropriate 91 cents on every \$1,000 of the total valuation of the city. This places at the disposal of the School Committee for this purpose the sum of approximately \$1,800,000. This amount was regularly appropriated in former years and expended for alterations and repairs of school buildings. Determined to effect every possible saving within its control, the Committee scrutinized with great care the budget presented by the Department of School Buildings and in 1932 appropriated under the 91 cents not the full amount of \$1,805,900.82 but \$1,200,000, resulting in a saving in this account of \$605,900.82.

The statutes also give the School Committee the power to appropriate each year for new construction 68 cents on every \$1,000 of the total valuation of the city, which would amount in 1932 to a total of \$1,349,464.35. Realizing that every dollar appropriated increased by that amount the load that must be borne by the overburdened taxpayer, the Committee in 1932 appropriated only \$506,368.29, and in 1933 agreed that no money would be appropriated from this land and building account save that required for the overhead expenses of the

Department of School Buildings in order that no additional burden would be placed upon the taxpayer, The Committee did not, however, overlook the imperative needs of the city for increased housing facilities for the school children, but by careful study was able to appropriate for plans and construction the sum of approximately \$300,000 from balances left from the appropriations for previous items of construction. These balances enabled the Committee to authorize the construction of a four-room addition to the Robert Gould Shaw School and the completion of the Randall G. Morris School in West Roxbury, and increase twofold the proposed addition to the Joseph H. Barnes building in East Boston, without adding a penny to the tax rate.

In addition to the new buildings authorized by the Committee during the past school year, the Department of School Buildings has completed and turned over to the School Committee the following buildings for which funds were appropriated in previous years or for which funds were provided by bond issues authorized by the Legislature:

- Clarence R. Edwards Intermediate School.
- Edwin P. Seaver Addition.
- Woodrow Wilson Intermediate School.
- Eliot School.
- Hugh R. O'Donnell School.
- Sophia W. Ripley School.
- George H. Conley School.
- Thomas A. Edison School.
- Francis Parkman Addition.
- David L. Barrett School.
- Mozart School.
- David A. Ellis School.
- Patrick J. Kennedy School.
- Randall G. Morris, First Addition.
- Public Latin School Addition.

The Jeremiah E. Burke High School for Girls in Dorchester, because of unforeseen difficulties, will not be ready for occupancy until early in 1934.

The employees of the School Department continued the contributions fixed in 1931, namely, those receiving less than \$1,600 a year, one day's pay per month; those receiving \$1,600 and less than \$3,000, two days' pay per month; and those receiving more than \$3,000, three days' pay per month. By these voluntary contributions the Committee hoped to avoid

drastic reductions in pay. However, the demands of the Welfare Department continued to increase, and the municipal expenditure for this item rose to more than a million dollars a month. To meet this extraordinary demand, and to maintain the solvency of the city, the Legislature in 1933 empowered the Mayor to reduce the salaries of all city and county employees, with the sole restriction that the reduction must be uniform for the employees of any given class. If any department not under the direct control of the Mayor should refuse to adopt the plan ordered by the Mayor, the law empowered him to inaugurate a reduction in such departments at the end of a stated period of grace.

By executive order the Mayor directed that, beginning with April 21, 1933, the pay of employees receiving less than \$1,000 should be reduced 5 per cent; for those within the range of \$1,000 to \$1,600, both inclusive, a reduction of 10 per cent, and those receiving more than \$1,600 a reduction of 15 per cent. The School Committee by putting these reductions into force for all employees of the department effected a saving of \$1,381,000 in the tax levy.

In order that the citizens may know how great savings have been effected by the School Committee without reducing the educational opportunities of the school children there is here set down a summary prepared by the Business Manager for the four financial years beginning with 1930.

1930 . . . . .	\$22,398,956
1931 . . . . .	19,756,760
1932 . . . . .	17,409,292
1933 . . . . .	15,230,144

An inspection of the figures for these four financial years, including the current year, shows that the total appropriations for 1933 were \$2,179,000 less than the total appropriations for 1932, and \$7,168,812 less than the total appropriations for 1930.

It must also be remembered that prior to the action of the Mayor calling for salary reductions on April 21, 1933, the voluntary contributions made by the employees of the School Department amounted to \$1,000,000, and relieved the tax levy by that amount.

Unfortunately it is not possible for the Business Manager to show these voluntary contributions of \$1,000,000 as an actual and further reduction in the school budget.

The School Committee and all its employees deserve the commendation of the citizens of Boston for this remarkable showing not surpassed by any other department in the city, state or possibly in the nation. Many cities throughout the country have recognized this remarkable achievement, and have asked the superintendent's office for confirmation of the report that has been spread abroad and for an explanation of the methods by which this end has been achieved.

The depression and the program of recovery have had and will continue to have direct effect upon the purely educational side of our system, as well as upon the financial basis of our organization. For many years the educational authorities were concerned by the withdrawal of many boys and girls at an age when they ought to have been in school. There were many explanations of this trend, not all of them economic. To correct this evil, for evil it was, the intermediate schools were instituted to attract and to hold those boys and girls who were leaving the classroom through distaste, fancied or real, for the routine of the grammar schools. In this the intermediate schools were successful, and the gap between the grades and the high school was in a great measure bridged. This is proved, in part at least, by the great growth of our high school population, 215 per cent in twenty years, so that it is clear that as never before our pupils are remaining through the twelfth grade.

This, however, has not cared for the thousands of boys and girls who are annually forced to leave school because of economic necessity. The State Legislature, after years of discussion, in 1913 raised the compulsory school age to sixteen years, with the proviso that boys and girls over fourteen might leave school if they attended a part-time school until they had reached their sixteenth birthday. To provide the opportunity for these pupils the city was obliged by state enactment to establish the Continuation School, the state sharing the expense of maintaining this new institution by reimbursing the city for half the money expended each year to carry on the school. During prosperous or even normal years thousands of boys and girls registered in this school. With the failure of opportunities for employment which began to be felt acutely in 1930, 1931, the membership in the Continuation School dwindled rapidly. Whereas in the school year 1923-24 there were registered in the Continua-

tion School 4,657 boys and 3,112 girls, who were engaged in industry and under the law must spend at least a minimum amount of time at the Continuation School each week, in the school year 1932-33 the same school registered 797 boys and 879 girls. The other thousands have been excluded by the depression from any opportunity for engaging in gainful occupation.

Furthermore, if the program of the National Recovery Act shall be crystallized into a permanent policy, no boys or girls under sixteen will hereafter find any place in industry. What has become of these boys and girls, and what will become of them in the future, for each year sees a new generation in our schools? The law says that boys and girls must remain in school at least part-time until sixteen. It follows that these five thousand or six thousand pupils are found in our classes in the elementary and intermediate schools, and in our high schools.

The school authorities have not been unaware of this problem, and of the serious responsibility which is theirs for safeguarding the moral as well as the intellectual lives of these children. Every effort has been made to provide the necessary physical equipment. This has been difficult as we are forced to restrict to a minimum our expenditures for investment in buildings and furnishings. Courses attractive to these boys and girls had to be devised and broadened in order to appeal to these pupils to the end that they might be retained in the schools with results profitable to themselves and to the city.

The school authorities have believed that in rendering this service in keeping these pupils actively engaged in interesting occupations under regular discipline, they have been performing a social service which far transcends the limits of mere educational problems. If these boys and girls are not retained in our schools, if truancy and delinquency increase then we are indeed open to a most serious charge, for without the steady influence of the daily routine these boys and girls must inevitably fall a prey to the follies which inhabit the abodes of idleness everywhere, and the future of the city will be seriously menaced.

After all, these considerations are slight when balanced against the welfare of these boys and girls themselves. It is their future that we must guard, and for that future we must prepare them. It is a source of great pride to the school

authorities to be able to say to the people of Boston that everyone connected with the school service, from the highest to the most humble, has given complete cooperation in this project, rendered doubly difficult by the necessary curtailment of school expenditures.

Under the National Recovery Act boys and girls under sixteen may not be employed in industry. If this program becomes crystallized into law, as we devoutly hope, thousands of boys and girls released from the shop and the factory will remain in our upper grades. This will increase the load upon the intermediate schools and upon the high schools. It is in the high schools that the problem of these pupils retained within the school will be most difficult to meet, for already every one of our high schools is crowded to capacity or beyond. Additions to our high school buildings are expensive and the per capita cost of education in our high schools is greater than in the lower grades. This expenditure then should be undertaken only when the demand is certain to extend over a period of years. We must, therefore, proceed slowly in determining the answer to this question here.

If, again, this program becomes law we shall be faced with the difficult problem of determining the future of the Continuation School. At present we are marking time, unwilling on the present evidence to disestablish that institution. We have placed in this building under the instruction of the teachers of the Continuation School the ninth grade intermediate classes for the South End who would normally attend either the Girls' High School or English High School. The membership of both of these high schools is already far too large.

We have also established this year the South End Opportunity Class in the Continuation School, to which pupils may come from all parts of the city up to Grade IX. Boys and girls who have been unable to fit into the program of the regular classes are here given instruction based on what might well be called junior trade activities. These experiences have justified us in maintaining the plant and the personnel, but the final solution cannot be this, and we must be ready in the immediate future with an answer to these questions. What shall we do with the Continuation School itself? If it is to be disestablished, what use shall we make of the building? To what activities shall we transfer the men and women who have given years of service to the city in that institution?

We have dealt with those boys and girls who leave the schools before graduation, but there is another group which merits our sympathy and our help. At the very end of the school course, at graduation from the high school, the financial depression has placed upon the school authorities a great and difficult task.

Each year we graduate from our high schools an average class of 5,300 pupils, who have under ordinary circumstances been readily absorbed in the business pursuits of the city. Today very very few of these graduates can find even the most humble occupation of a gainful character. They see before them a dreary future. Are they to be, as we find in Europe, a generation bereft of an opportunity through work to find their places in the world? If left to themselves they are without hope. Here again the schools have realized the problem and have sought a solution.

Our high schools are housing this year 400 to 500 post-graduates. Boys and girls who would ordinarily be employed have come back to us for further training and instruction. At the High School of Commerce we have opened a fifth-year course for boys throughout the city in commercial subjects, a course so rich and so skilfully conducted that the colleges of business administration will recognize the year's work as the equivalent of at least one year's work in the college in preparation for their degree. This course has already registered 135 pupils.

At the Boston Clerical School, for girls, a normal enrollment of 500 has increased to 1,300. Here are many girls who have been in employment but who have been forced out by the depression. They have returned in order to maintain their efficiency in their own work, stenography, typewriting, and bookkeeping, while at the same time taking advanced courses in secretarial studies in order that when the sun shall shine again they may be ready to take advantage of their increased opportunities. We have enrolled hundreds of girls who were graduated last year from the commercial courses of our high schools, who have entered to undertake advanced studies in their chosen field. In every one of our high schools are found graduates, boys and girls who, many of them unable to go to college because of financial reasons, unwilling to remain idle, have come back for further instruction. That the schools were able to render this service to these older boys and girls



is of highest importance, for they, even more than their younger brothers and sisters, are exposed to all the temptations which beset the idle and the unattached,— that they are able to be retained under regular discipline with regular tasks every day will mean a tremendous gain for them in the future aside from the educational advantage which will accrue. Here again the school must place the duty to the individual child above every other consideration.

To this problem of the post-graduate the School Committee must give earnest consideration, for it is fraught with far reaching consequences. How far are we justified in expending public funds for the education of young men and young women who have already received at least twelve years' training at the public's expense? As a temporary measure in this crisis we are justified, I believe, in extending the training for one additional year. Should we stop at this point, or should we do as some other cities have done, establish a junior college or even a city college open freely to all who may wish to pursue a course of higher education. All these projects would add greatly to our annual expenditure for education and at the moment cannot be considered within the range of practical accomplishment. It is, moreover, true that enterprises of this sort, once entered upon for the most praiseworthy reasons, grow into the fiber of the educational system so firmly that it is very difficult to eliminate them when the crisis shall have passed.

For many years there had been a growing feeling among the industrial leaders of the city that the schools should do more to train boys and girls for industry than the manufacturing enterprises of the city might be sure of a constant supply of well-trained operatives so necessary to maintain Boston's position in the industrial world.

During the term of Governor Douglas the matter received favorable action by the State Legislature and the city established the Boston Trade School and the Girls' Trade School.

There have been established also in our high schools so-called cooperative industrial courses. These courses are integral parts of the high schools where they are situated: In Charlestown High School, electrical work; in East Boston High School, machine shop practice; in South Boston High School, sheet metal work; in Roxbury Memorial High School (Boys), printing; in Brighton High School, automobile mechanics; in

Dorchester High School for Boys, woodworking; and in Hyde Park High School, machine shop practice. In these courses the boys are arranged in pairs, and while "A" is working in the shop outside the school, "B" is attending the academic and shop classes in the regular course; then the parts are reversed and while "B" is in the shop, "A" is in the school.

From state funds and from national funds managed by the state authorities, the city has been reimbursed to the extent of 50 per cent of its disbursements for these cooperative-industrial classes. With the development of the country-wide business depression the chance to place these boys part-time in shops has vanished. As a consequence, the State Department of Education has felt that it could no longer recommend to the state government the payment to the city for these cooperative courses since they were no longer really cooperative. The State Department proposed in the spring of 1932 to reimburse the city for the pupils then enrolled in these courses in Grades X, XI, and XII; and in 1933 for those in Grades XI and XII; and in 1934 for pupils enrolled in Grade XII. Thus in three years these classes would disappear. It was pointed out that this action would leave the School Department with a very heavy capital investment in machinery and equipment which would perhaps be a total loss, and a large personnel for which places could not be found at a moment's notice.

The State Department of Education, recognizing the dangers of the situation, agreed to continue the reimbursement for the present if we on our part should limit to thirty-six the number of boys admitted to these classes in Grade X. Heretofore pupils have been allowed to elect printing or woodworking, etc., as freely as they might elect algebra or history, so that the necessity of limiting the admissions so drastically has forced the school authorities to seek other courses suitable to the type of boy who normally would choose this sort of work.

These boys cannot be kept in school by merely handing them a text-book. We have found the answer we believe in a wider development of the manual arts courses which, while not aiming to prepare the pupils for the trades, will train them through the use of their hands in activities in which their interests naturally lie. To these classes have been assigned the shop instructors released by the limitations placed upon the cooperative industrial classes.

In this connection it was fortunate that we had early in 1932 formed a committee of eminent educators outside of the Boston system and of leaders in the manufacturing world and in the trade unions to study this whole question of industrial education. The committee has met almost every week since September, 1932, and, with the aid of the members of the School Department, carried on a very thorough study of the situation.

The committee has visited all the cooperative schools of Boston, the Trade School for Girls, the Boston Trade School, and the Continuation School. It has studied the statistics of enrollment, graduation, and employment after graduation of the pupils in the industrial courses. It has studied the trends of employment in numerous trades in Boston. It has investigated the reasons why pupils elect industrial courses and has made some study of the cost of equipment and the maintenance of industrial courses. The report will aim to determine the following objectives: The number of trained boys and girls needed immediately and ultimately in industry, the type of education needed by boys and girls going into industry, and the efficacy of the present training program in preparing boys and girls for industry.

### UNEMPLOYED ELIGIBLE PERMANENT CANDIDATES.

The lists of candidates eligible for permanent appointment to the Boston public schools fall into four groups: First, those who hold the certificate which makes eligible for permanent appointment, secured by passing the certificate examinations; second, graduates of Teachers College eligible for service in the elementary schools; third, graduates of Teachers College eligible for service in the intermediate schools; and fourth, graduates of Teachers College eligible for service in the high schools.

Each of the last three groups in turn consists of two subdivisions:

1. The prior candidates — those who were graduated from The Teachers College at least one year before the date of publication of the list.
2. The current list — those who were graduated in the June immediately preceding the publication of the list.

To be eligible for service in the intermediate schools, the candidate must have the degree of Bachelor of Education, or its equivalent, and for service in the high schools, the degree of Master of Education, or its equivalent. To secure a certificate for permanent service in either of these groups, the candidate must also have one year's teaching experience, and pass the certificate examination which is given annually in August or September. After 1934 these restrictions will apply also to the elementary schools. Candidates thereafter must hold the degree of Bachelor of Education and may secure a certificate of permanent service by taking the degree of Master of Education, or its equivalent. To secure a certificate for permanent service in either of these groups, the candidate must also have one year's teaching experience, and pass the certificate examination which is given annually in August or September. After 1934 these restrictions will apply also to the elementary schools. Candidates thereafter must hold the degree of Bachelor of Education and may secure a certificate of permanent service by taking the certificate examination after they have secured one year's teaching experience.

The discussion at this point will confine itself to the list of candidates who are eligible for permanent and temporary service in the elementary schools, graduates of the Teachers College prior to June, 1932. Before the class of 1927 was graduated from the Teachers College, the candidates who were out of the college more than one year — the so-called prior candidates — were all appointed to permanent positions or assigned to long-term temporary positions before November following their graduation, and at least ten of the graduates of the year — the so-called current list — were appointed to permanent positions before November, while practically all the rest of the current list secured a satisfactory amount of emergency temporary work during the year.

From 1927 we have felt more and more the effects of the limitation of immigration and the growth of private schools. The older sections of the city no longer teem with young children for whom we could with difficulty find enough teachers. In the newer portions of the city, more and more of the children are enrolled in the private schools, at least through the first eight grades. As a result, there has been a steady decline in our school population in Grades I to VIII. In the year 1931-32, the decrease was 676; in the year 1932-33, the decrease was 439; more than 1,000 in two years. It will be seen at once that this decrease caused a like decrease in the opportunities for appointments to service in our elementary schools. Meanwhile, however, in 1927, 1928, 1929, and 1930, the Teachers College was graduating large classes for whom no work could be found in our elementary schools.

The certificate granted to the graduates of the Teachers College in the elementary course through 1932, like all other teaching certificates, is valid for six years from the date of issue. If a candidate has not secured permanent appointment within these six years, under our Rules her name must be dropped from the roll and she can no longer be given consideration for even temporary employment — a most serious situation in these times when the young women can turn to no other field of activity.

There are now on our lists of candidates eligible for service in the elementary schools 623. The difficulty of the problem becomes more understandable when we remember that at the close of each school year, each of the candidates must be re-rated on the basis of her work during the year. It is clear

that under present conditions a very large number of candidates cannot receive enough work during the year to furnish a basis for re-rating. In fact, not one of the young women who was graduated from the Teachers College in June, 1932, has received a single day's employment. Unless a fair basis exists to justify a new rating, these candidates remain next year in exactly the same position on the Eligible List as they hold this year, so that we can extend out to these candidates no hope of securing sufficient temporary work to secure a rating that might bring them within the range of permanent appointment, or give them consideration for even temporary work.

The seriousness of this situation cannot be exaggerated. In order to enable the young women whose certificates will be valid for several years to show their ability to teach, and, thus on the basis of re-rating, to secure upon the Eligible List that position to which their attainments entitle them, there has been established the position of training assistant.

A candidate who has no reasonable hope of sufficient work may accept, without pay, this position of training assistant. The plan under which she will work in the schools has been carefully determined by the Board of Superintendents, so that the training assistant is assured of proper opportunity to advance in her profession under the best possible conditions.

While it is true that the training assistant will receive no financial compensation, she will be visited by the Supervisor and by the Master of the school, and thus earn marks upon the basis of which she can secure her proper place on the Eligible List.

The question of the candidate whose certificate is about to expire remains. The School Committee adopted the recommendation of the Board of Superintendents, that all the graduates of the Teachers College, elementary course, prior to June, 1932, should be eligible for the examination for the elementary certificate B without complying with the degree requirements. Furthermore, in order that these young women who graduated five years ago may not be at a disadvantage in competition with those who have just left the classroom, the Teachers College, under the authority of the School Committee, will offer to all candidates who graduated in 1932 or earlier, a course designed especially to prepare them for the certificate examinations of August-September, 1934. Those who pass

these examinations will be eligible for appointment for a period of six years from the time of the issue of the certificate.

In this way it is hoped that no later than 1938 all those candidates on the elementary list who have not secured permanent appointments will be removed from the Prior List and will appear on the Examined List, so that there will be only one list of candidates eligible for permanent service in the elementary schools.

Unless in the meantime some other provision is made, it is likely that the girls who are graduated each year from the Teachers College elementary course will be retained in a current list until they have had an opportunity to secure their position upon the Examined List.

As opportunity for appointment in the elementary schools decreases, and since after 1934 all candidates for the elementary certificate must have the degree of Bachelor of Education, it is highly probable that the lists of candidates eligible for service in the intermediate school and in the high school will show an unwholesome and dangerous overcrowding. Already in the intermediate field, and in the high school field, the lists are so long that recent graduates cannot hope to secure the one year's experience required for admission to the certificate examinations.

The establishment of the teacher assistant position offers to these candidates an opportunity to satisfy this experience requirement, and thus to secure a position on the Eligible List to which they have shown themselves entitled by the results of their examinations.

From the foregoing statement of the increasing difficulties growing out of this over-supply of trained candidates, it will be clear that the time is at hand when we must give serious consideration to the limitation of the numbers admitted to the Teachers College.

In order that greater opportunity for appointment may be offered to the graduates of the Teachers College, the School Committee, on the recommendation of the Superintendent of Schools and the President of the Teachers College, introduced into the Teachers College in 1931 instruction in the teaching of commercial branches, in which field we have had great difficulty in securing qualified candidates, and one in which the college heretofore has given no instruction.

The School Committee has also authorized the college to

establish, beginning with the school year 1933-34, a course to prepare candidates for teaching in the special classes, a field which the college has never before covered, and one in which we have had to draw our candidates from graduates of other institutions.

We hope that the School Committee will in the near future authorize the college to undertake the training of young women for teaching in the Department of Household Science and Arts. In this way three channels which have heretofore been closed to the graduates of Teachers College will be opened without in any way limiting the rights of the examined candidates who will compete on a basis of equality at the certificate examinations with the graduates of our own Teachers College.

This institution was established for one purpose only — to train teachers for service in the schools of Boston. Does it not follow that the college should train approximately only so many prospective teachers as may reasonably be expected to find places in our public school service? It is no kindness to admit to the Teachers College girls for whom we know by sad experience there will be no opportunity upon graduation. Unless it is deemed wise to furnish here an opportunity to secure four years higher education at the public's expense, that is, unless it is believed wise to establish here a city college of liberal arts, the question of limitation of numbers must be considered most carefully.

### MEASURING THE PRODUCT

For nearly two decades examinations have fallen more and more into disfavor with educators because perhaps the schools had abused the examination procedure. Gradually standardized tests have come to take the place of the old-fashioned essay type of examination, and some very advanced educators would discard even this method of checking up the results of our teaching efforts. Here in Boston we have never felt satisfied that examinations were without value, since no better method of measuring our program has as yet been discovered. We have been unwilling to sit back in comfortable complacency and admit that our school system is perfect — the best in the country. We believe that it is our duty to find out just where we stood each year — happy if the results seemed satisfactory, and eager to study ways to correct any weaknesses that were uncovered.



For a part of our school program we found readily available a measuring rod used throughout the Northeastern States to check the work of college preparatory classes, the tests set each June by the College Entrance Examination Board. In June, 1933, the Boston Latin and day high schools presented for these admission examinations more than seven hundred candidates, who offered 3,686 answer books in various subjects. Of these answer books written by all the candidates, whatever their records had been in the home schools, 78 per cent were found passable. If, however, the investigation is confined to the records of those candidates who received a grade of at least B in their preparatory studies, the grade required for certification, the result is one that must please every friend of the Boston public schools. Of the 1,578 answer books presented by B pupils, 90 per cent were marked passable, a record not surpassed by the schools of any other city in the country, and perhaps not equalled; in fact, the record surpasses that earned by most of the great private schools and academies with their unlimited financial resources. The results in the tests of June, 1932, were equally satisfactory.

Some may object perhaps that entrance examination results are not so good a measure of the success of the preparatory teaching as the record of the ability of the candidates to maintain themselves when admitted to college. To find out how our Boston graduates measure up to this test, we conducted an investigation covering the work of all Boston candidates in the first semester of the freshman year 1932-33 in the many higher institutions of learning to which they were admitted. From the Boston public schools there were admitted to sixteen higher institutions 888 candidates. The record shows that 95 per cent of the grade students received by these in the work of the first semester was of passing grade, and that 47.2 per cent was of honor grade. This is all the more gratifying as an indication of the power developed in our pupils, since most of the subjects pursued in college did not directly carry on the subjects studied in the secondary schools. It is of especial interest here to point out that each year Boston schools furnish more than 10 per cent of each freshman class at Harvard University, and that one of our schools has consistently held the highest place among the preparatory schools of the whole country in the number of candidates admitted to Harvard with an honor average.

As we have a right to expect, therefore, the Boston schools take a high place each year in the number of pupils whose names appear in the dean's list at Harvard and at Radcliffe. The same statement can be made of our pupils at Boston College, Boston University, Simmons, Tufts, and other colleges throughout New England, while at the Institute of Technology one of our high schools has regularly held first place among all the schools of the country in the number of students placed on the honor list throughout the four institute classes. It is worthy of note also, that for the last two years not only first place on this list, but also second place far in advance of any other schools was held by candidates from our public preparatory schools.

The effort to measure our product has not been confined to the college preparatory classes, which after all are only a small percentage of our total enrollment. As soon as the intermediate schools had been able to establish their work on a firm basis, Mr. Arthur L. Gould, Assistant Superintendent, conducted an investigation to discover how the boys and girls in the ninth grade of the intermediate schools compared in their work in Grade X with the pupils who had received their instruction in the ninth grade of the high school. Each year has seen a gratifying improvement in the work of the intermediate school graduates. An examination of the most recent study prepared by Mr. Gould based on the work of the pupils of the intermediate schools for the first two marking periods, September through December, 1932, in the high schools, will show that the success of intermediate school graduates in the high schools reflects very great credit on all connected with the instruction and management of the intermediate schools and classes. This report is printed in later pages of this document.

During the year we began a program of testing, which we hope we may develop until each year we shall be able to test the results in at least one course throughout the city. In 1932 Mr. Louis J. Fish, Director of Commercial Education, with the efficient cooperation of the Department of Investigation and Measurement, prepared a city-wide test in first-year bookkeeping. The report prepared by Mr. Fish which appears later in this volume was of great value in pointing out clearly to each school a comparison with the city as a whole and indicated those places wherein the instruction could be improved. In

the future we hope to develop this procedure of testing, not so much to find out what the pupils have learned, as to discover wherein our teaching has *not* been effective. In order to accomplish this the tests must be given as early in the school year as possible, that the teachers may learn at once those points that have not been fixed in the minds of the pupils, to the end that remedial instruction may be begun at once. We know, of course, though we may seem to have forgotten it, that it is useless to attempt to construct the superstructure of our educational house until the foundations have been securely placed.

As each school year draws towards its close in June, it becomes apparent that some pupils have not accomplished even the minimum necessary for successful pursuit of the course in the higher grade in September. Until 1914 we merely reported to the parents that John or Mary could not be promoted,— must repeat work of the year. This was bad for the children and placed on the city a heavy financial burden for the re-education of these retarded pupils. In 1914 there were established the Summer Review Schools, to which were invited all those pupils who had failed in not more than two subjects, and who had, therefore, a fighting chance to make up the lost work by intensive study through eight weeks of the usual summer vacation period. The response of the people to this opportunity offered by the summer review schools is shown by the constant remarkable increase in the number of pupils availing themselves of this chance to work out their scholastic salvation. Mr. Joseph F. Gould, Director of Evening and Summer Schools, has prepared a study of the work of these schools, which is appended to this report.

No more important investigation had been undertaken than the tests to show us how successful we have been in teaching our children to read. Reading, we all know, is the very foundation of all education. Most of the troubles of the student in the intermediate school, in the high school, and even in the college, grow out of his inability to read intelligently, with a fair degree of rapidity, the records of learning that men have set down in books. While on the whole the results of this study were very satisfactory we learned many things which have caused us disquiet which require study and adjustment. That some pupils in the seventh, or even the eighth or ninth grades were discovered to have attained a

reading ability of only the fourth grade was a source of serious concern. The fault cannot be laid at the door of any group of teachers, but rather upon the system which has, in fact, drawn away from these first three grades those teachers who were best qualified to carry on the work of these most important years resulting in a constant procession of teachers from these lower grades.

In the not distant future let us hope that we shall be able to make this position, especially in Grade I, so attractive that our most effective and ambitious teachers will make this their life work. Then, and not before, may we expect to work out a satisfactory solution of this fundamental problem.

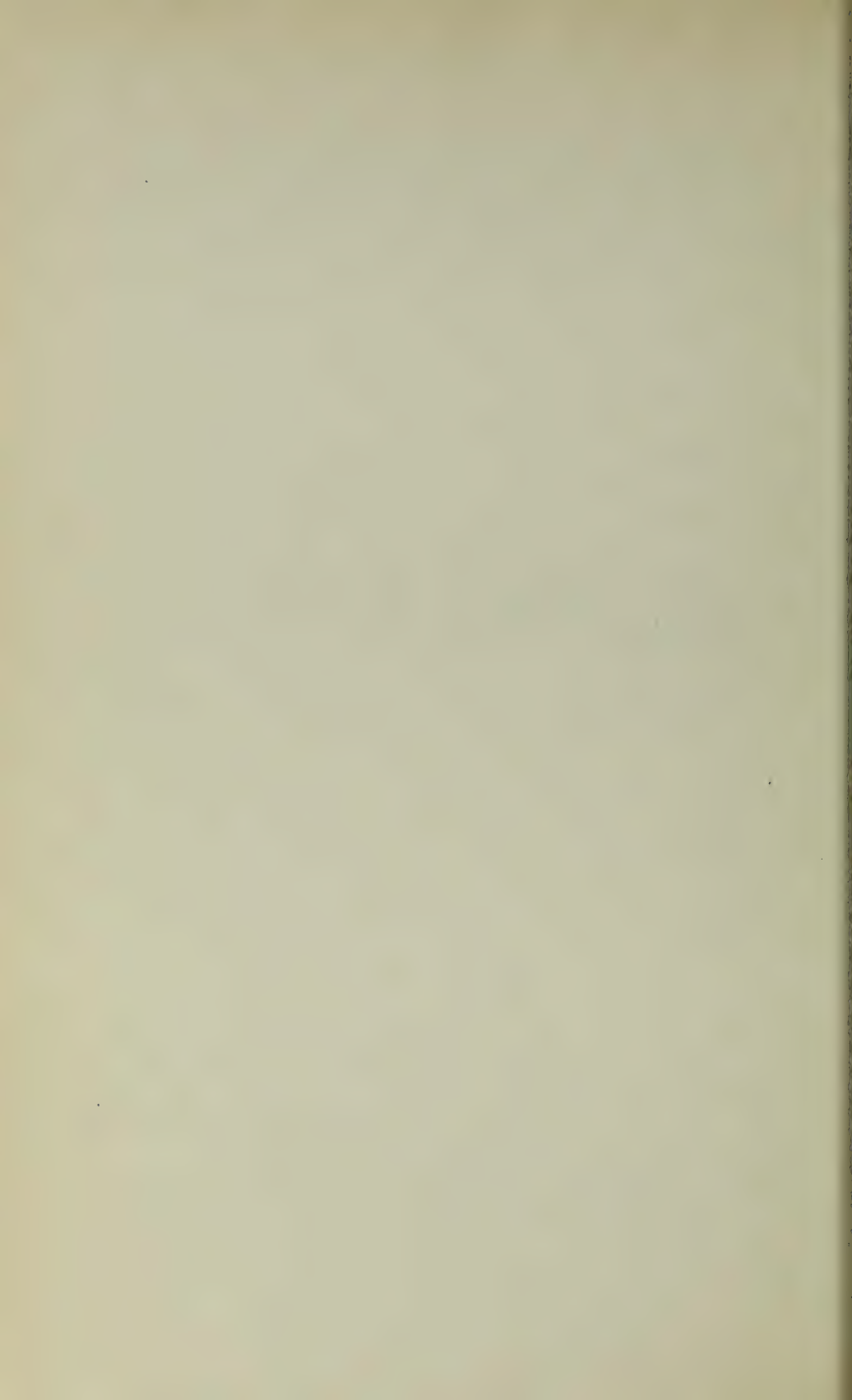
This investigation has already had one very satisfactory outcome. Numbers of children were found who were labeled "non-readers" and for whom, of course, further educational progress was almost impossible, save for that gleaned from the spoken word. These children do not suffer from speech defects — such are well cared for by the Department of Speech Improvement, but from defects of vision or mental condition which prevent them from mastering the written symbols. To care for these pupils a reading clinic was established at the Teachers College under the care of Assistant Superintendent Miss Mary C. Mellyn, and directed by Miss Helen S. S. Wilkinson. A full report of the work of this clinic, prepared by Miss Wilkinson, appears later in this volume.

Although the pinch of poverty still presses upon the schools and we must continue a policy of drastic economy, we must not close our eyes to the needs of the future when happier financial conditions shall have returned. Doubtless then, visual education, the moving picture, and the radio are destined to play an increasingly important part in our industrial program. Our appropriations for these two activities have of necessity been very limited for the last year. But that we have not been idle and have been attempting to prepare in advance for the new venture will be evident from a perusal of the account of Visual Education and Radio in Education prepared by Mr. Joseph A. Hennessey of the Teachers College, who has particular charge of these activities.

Respectfully submitted,

PATRICK T. CAMPBELL,  
*Superintendent of Public Schools.*

APPENDIX TO REPORT OF  
SUPERINTENDENT PATRICK T. CAMPBELL



## COMPARATIVE STUDY OF MARKS RECEIVED IN GRADE X BY PUPILS WHOSE PREPARATION HAD BEEN IN GRADE IX INTERMEDIATE OR GRADE IX HIGH SCHOOL

For some years studies have been made of the second bi-monthly scholarship marks of all high school pupils in the tenth grade.

The purpose of these yearly studies has been to determine, on the basis of high school teachers' marks, how the achievement of pupils who completed Grade IX in the intermediate school compared with that of pupils who completed Grade IX in the high school.

At the present time there are twenty-six intermediate schools or districts, exclusive of the two Latin schools, in which instruction is given in Grades VII, VIII, and IX. These intermediate schools are located in all parts of the city and send pupils who have completed Grade IX to Grade X of all the seventeen high schools. There still remain, however, twenty-four Grade VIII districts, which offer no Grade IX instruction. Pupils of these districts generally receive their Grade IX instruction in the high schools. It is also true that many graduates of the parochial schools receive their Grade IX instruction in the high schools.

Thus we have two large groups of pupils receiving Grade IX instruction under different types of school organization. These two groups of pupils become merged in Grade X of the high schools, and their achievement, as measured by the marks given by high school teachers, affords an opportunity for one method of study of their relative success in meeting the scholastic requirements of Grade X.

All Grade X marks are assembled into two groups determined by the organization under which the pupils have received their ninth grade instruction. These groups in this study are designated as follows:

### I. Grade IX Intermediate:

In this group are the pupils who received their Grade IX instruction in the intermediate schools.

### II. Grade IX High School:

In this group are the pupils who received their Grade IX instruction in the high schools.

In the tables which follow, the figures are for the five school years from 1928-29 to 1932-33, inclusive. The marks range from A to E, with A representing the highest, and E the lowest grade of achievement.

GRADE IX INTERMEDIATE (CITY-WIDE)

	A's	B's	C's	D's	E's	Total
1932-33.....	1,345	4,868	8,570	3,460	941	19,184
1931-32.....	1,261	4,504	8,042	3,146	742	17,695
1930-31.....	1,205	4,219	6,992	2,648	666	15,730
1929-30.....	1,318	4,365	6,644	2,408	612	15,347
1928-29.....	1,183	3,679	5,987	2,051	549	13,449
Total.....	6,312	21,635	36,235	13,713	3,510	81,405
Per cent.....	8	27	44	17	4	100%

GRADE IX HIGH SCHOOL (CITY-WIDE)

	A's	B's	C's	D's	E's	Total
1932-33.....	1,483	5,563	9,185	3,599	946	20,776
1931-32.....	1,757	6,219	9,990	3,954	841	22,761
1930-31.....	1,711	5,887	9,521	3,711	982	21,812
1929-30.....	1,689	5,491	8,281	2,989	863	19,313
1928-29.....	1,567	4,950	7,125	2,805	755	17,202
Total.....	8,207	28,110	44,102	17,058	4,387	101,864
Per cent.....	8	28	43	17	4	100%

Table I is read as follows: During the five school years 1928 to 1932, inclusive, there were a total of 81,405 marks given to this group of tenth grade pupils at the end of the second bimonthly period. Of this total there were 6,312 A's, which, if figured to the nearest per cent, result in a total of 8 per cent A's. Table II is read in a similar manner. Tables I and II represent city-wide distribution of all marks received in all school subjects.

The next step in the study was to distribute marks on a city-wide basis according to subject. For the purpose of this report the subjects chosen are: English, Mathematics, and French.



ENGLISH  
GRADE IX INTERMEDIATE

	A's	B's	C's	D's	E's	Total
1932-33.....	168	827	1,763	781	166	3,705
1931-32.....	137	728	1,714	648	121	3,348
1930-31.....	126	693	1,461	613	106	2,999
1929-30.....	153	761	1,472	522	96	3,004
1928-29.....	136	682	1,314	427	97	2,656
Total.....	720	3,691	7,724	2,991	586	15,712
Per cent.....	5	23	49	19	4	100%

GRADE IX HIGH SCHOOL

	A's	B's	C's	D's	E's	Total
1932-33.....	200	1,009	1,962	638	116	3,926
1931-32.....	186	1,103	2,102	749	118	4,258
1930-31.....	173	982	2,081	740	142	4,118
1929-30.....	208	996	1,787	628	129	3,748
1928-29.....	193	883	1,502	628	105	3,311
Total.....	960	4,973	9,435	3,383	610	19,361
Per cent.....	5	26	49	17	3	100%

MATHEMATICS  
GRADE IX INTERMEDIATE

	A's	B's	C's	D's	E's	Total
1932-33.....	99	283	599	282	118	1,381
1931-32.....	90	317	735	329	81	1,552
1930-31.....	122	294	639	241	102	1,398
1929-30.....	127	351	585	252	86	1,401
1928-29.....	99	313	586	223	80	1,301
Total.....	537	1,558	3,144	1,327	467	7,033
Per cent.....	7	22	45	19	7	100%

## GRADE IX HIGH SCHOOL

	A's	B's	C's	D's	E's	Total
1932-33.....	116	462	719	360	98	1,755
1931-32.....	199	616	1,031	432	119	2,397
1930-31.....	208	644	955	408	144	2,359
1929-30.....	199	565	877	309	121	2,071
1928-29.....	213	539	794	362	133	2,041
Total.....	935	2,826	4,376	1,871	615	10,623
Per cent.....	9	27	41	17	6	100%

FRENCH  
GRADE IX INTERMEDIATE

	A's	B's	C's	D's	E's	Total
1932-33.....	116	451	844	433	116	1,957
1931-32.....	135	450	784	394	103	1,866
1930-31.....	142	452	699	352	63	1,708
1929-30.....	163	503	703	291	63	1,723
1928-29.....	158	357	596	299	65	1,475
Total.....	711	2,213	3,626	1,769	410	8,729
Per cent.....	8	25	42	20	5	100%

## GRADE IX HIGH SCHOOL

	A's	B's	C's	D's	E's	Total
1932-33.....	137	502	813	406	108	1,966
1931-32.....	224	614	979	505	74	2,396
1930-31.....	181	557	851	437	90	2,116
1929-30.....	195	557	807	427	84	2,070
1928-29.....	149	482	727	356	99	1,813
Total.....	886	2,712	4,177	2,131	455	10,361
Per cent.....	9	26	40	21	4	100%

A study of these subject tables, as, for instance, English, indicates that but 5 per cent of the pupils in both groups attained the mark of A as compared with the city-wide average of 8 per cent when all subjects are taken into consideration. Other variations become immediately apparent when comparative studies are made of the individual tables. These variations may be caused by substantial differences in the number of pupils electing the subject, by the varying standards

of marking in different schools, by the preponderance of a certain type of pupil electing a given subject, by the different methods of instruction, and by the varying emphasis on certain phases of instruction by different subject teachers.

As a final step in the study all marks are distributed according to the individual school in which the pupils completed their Grade IX instruction. In the following tables the percentages of A's, B's, C's, D's, and E's are given for three intermediate schools and for three high schools over the five-year period from 1928 to 1932, inclusive. For convenient reference the city-wide percentage for the same period is given for each type of school.

FIVE-YEAR PERIOD  
GRADE IX INTERMEDIATE

	A's	B's	C's	D's	E's	Per Cent
School No. 1.....	6	21	49	20	4	100
School No. 2.....	8	28	44	17	3	100
School No. 3.....	9	32	45	12	2	100
City-wide.....	8	27	44	17	4	100

FIVE-YEAR PERIOD  
GRADE IX HIGH SCHOOL

	A's	B's	C's	D's	E's	Per Cent
School No. 1.....	7	20	48	22	3	100
School No. 2.....	9	30	42	18	1	100
School No. 3.....	11	34	42	12	1	100
City-wide.....	8	28	43	17	4	100

This study of nearly 200,000 marks over a period of five years, making due allowance for minor variations, indicates that the type of work carried on in Grade IX, whether under high school or intermediate school auspices, is of about equal value as a preparation for successful achievement in Grade X. Such an outcome was to be expected, for in the gradual development of our intermediate schools emphasis has always been placed upon adequate teacher preparation, thoroughgoing revision of curricula by councils composed of teachers from both types of school, and constant study by conference committees of principals and headmasters of the problems common to both types of school.

## REPORT ON CITY-WIDE TEST IN COMMERCIAL EDUCATION

Important changes in our business and economic life during the past few years have made necessary many readjustments in the commercial curriculum. In 1930 a committee of teachers was appointed by the Superintendent to study the field of commercial education in the Boston schools. After nearly three years of intensive study, the findings of the committee were reported in the form of a tentative course of study for the commercial department in Grades X, XI, and XII. This tentative course was printed, distributed to all the commercial teachers, and used as a reasonable guide in the teaching of commercial subjects. It is understood by all the teachers that the report of this committee is tentative and that after a trial it will be subject to revision.

The tentative course of study of the commercial department in Grades X, XI, and XII is a clear statement of the general and the specific aims and objectives of all the commercial subjects. The minimum essentials are definitely stated. It is considered, even in its tentative form, to be an outstanding contribution to commercial education, and the basis of a thorough, functional, and foundational study of commercial subjects.

Pupils more than ever before are now making a more specialized selection of the commercial subjects in which they seek training. Consequently, it has been felt that the content of the individual courses in commercial education should be more closely directed, supervised, and evaluated. In order to accomplish this a constructive testing program must be developed. With the tentative course of study delimiting objectives and outcomes in commercial education, and with the development of a thorough means of observation and of a constructive testing program, commercial teachers will develop a keener interest and a greater pride in the accomplishment of a definite task.

Early in the school year the Superintendent called on the Director of Commercial Education to formulate a plan of city-wide testing. A committee, consisting of all the heads of commercial departments and of two classroom teachers from each school, was appointed by the Superintendent to cooperate

with the Director of Commercial Education to the end that the classroom teachers themselves might be parties to whatever testing scheme was developed and adopted. It should be noted here that no city-wide test would be successful without the cooperation of the teachers themselves.

Since Bookkeeping I (Grade X) is fundamental and required of all pupils taking the commercial course, it was natural that that subject be selected for the first city-wide test. At a later date, it is planned to extend city-wide testing to all the commercial subjects.

It has always been felt that the method of approach in the teaching of formal bookkeeping might be left to the individual preference of the classroom teacher and to the head of the commercial department in each high school. The order of presentation of subject matter is also a matter of local concern. General and specific aims in the study of Bookkeeping I (Grade X) had been agreed on, as had the completion of minimum essentials upon which to base the examination. The method of approach and the order of presentation of subject-matter, therefore, were not material in a city-wide examination in bookkeeping given at the end of the school year when the objectives had been attained.

#### CITY-WIDE EXAMINATION IN BOOKKEEPING

The plan of city-wide examination was carried on by the Director of Commercial Education under the supervision of Assistant Superintendent Edward J. Muldoon in the following manner: Two bookkeeping teachers and the head of the commercial department in each high school were invited to participate in a conference to plan the forthcoming examination. Every high school giving commercial courses was invited to submit forty questions in bookkeeping. These questions were to conform to the "new type" tests, and were to be arranged so as to test appropriately the work of first-year bookkeeping as outlined in the tentative course of study of the commercial department in Grade X.

From the questions submitted the Director of Commercial Education and the Assistant Superintendent in charge selected an examination consisting of 100 items to test the fundamentals of Bookkeeping I under the following headings:

1. Simple booking phraseology.
2. Ability to journalize.

- 3 and 4. Simple functions of accounts.
5. Simple questions on statements.

During the first school period on June 5 all pupils in the Boston schools taking Bookkeeping I (Grade X) were examined in the following manner:

Temporary teachers selected by the Department of Practice and Training left the Administration Building with a sufficient number of sealed, printed examinations and arrived at the high schools fifteen minutes before the opening of classes. These teachers were assigned to the different classrooms, conducted the examination, collected the papers, returned to headquarters, corrected the papers, and assembled the marks. The correction of the papers was done under the supervision of the Department of Educational Investigation and Measurement. The papers were then returned to the high schools and distributed to the teachers of Bookkeeping I. The teachers distributed and discussed the papers, calling attention to any outstanding weakness in the pupils' papers. Opportunity was given the pupils and the teacher for rectifying any errors made in the correction of the papers. Further opportunity was given during the month of June to do remedial teaching based on the test.

The purpose of city-wide examinations in Bookkeeping is an attempt to establish minimum standards of achievement for that subject in all high schools giving commercial courses. The test aims to disclose the strength or weakness in the teaching of bookkeeping. It is expected that the results will lead to remedial teaching wherever weaknesses are discovered, and develop in the bookkeeping teacher a keener interest and greater pride in accomplishment. It is hoped that it will result in a better and more uniformly effective teaching of bookkeeping in our high schools.

The city-wide examination in bookkeeping has already established the fact that it is welcomed by the bookkeeping teachers. This examination will, in time, establish a definite teaching objective, clearly defined, reasonable in difficulty, and possible of achievement by the pupils.

## REPORT ON WORK OF SUMMER REVIEW SCHOOLS

### ESTABLISHMENT

The summer review schools were established in 1914 to enable pupils who failed in one or two subjects during the regular school year to receive in those subjects intensive training that would result in making up deficiencies, secure certificates of promotion and thereby re-establish themselves in the higher grades. Results have proved fully the foresight and wisdom of those responsible for this branch of public education.

### ADMINISTRATION

From 1914 and 1926 the summer schools were administered under the specific but alternating direction of the assistant superintendents. In 1926, these schools were assigned to the Department of Evening Schools for administration by the director of evening schools who is directly responsible to the assistant superintendent in charge of summer schools.

### GROWTH AND DEVELOPMENT

In the year of their inception, the summer schools consisted of one review high school with an enrollment of 424 pupils taught by sixteen teachers, and six summer review elementary schools with an enrollment of 4,193 pupils taught by 123 teachers. In 1933 there were in operation two review high schools with an enrollment of 3,083 pupils taught by 98 teachers, thirteen intermediate and elementary schools containing 7,428 pupils taught by 217 teachers. This remarkable growth is convincing proof of the value of these schools.

### PURPOSE

The purpose of the schools has been broadened to be of more universal assistance to the day pupils so that the pupil body includes three groups:

1. Those who have failed in one or two subjects and who must pass in these subjects in summer school to earn promotion in September.
2. Those pupils of superability who desire to anticipate and accelerate in a progressive subject, thus shortening the time required for graduation and materially reducing the cost of their education.

3. Those desirous of reviewing one or two subjects in order to improve their rating for a specific purpose, such as entry into a Latin school or meeting college entrance requirements.

#### CONDITIONS OF ENROLLMENT

Only those pupils who are recommended by the summer review counselor of the district and principal of the school as having a reasonable expectation of success, may attend summer review school for review work. The hopelessly delinquent are not permitted admission.

Only those whose average in all subjects is B or better are permitted to enter for accelerant work.

The schools are not disciplinary schools nor corrective institutions but schools of serious-minded students desirous of receiving intensive review or accelerant instruction for the specific purpose of reducing non-promotion or the time required for graduation.

#### TEACHING FORCE

Principals of the regular day schools recognize the summer review schools as supplementing the work of their own schools. This viewpoint is further strengthened by the recommendation that some teachers from their day schools be assigned to the review schools serving the needs of the particular day schools concerned.

As a result, appointment of teachers to summer review schools is restricted to those teachers who have served at least two years under permanent appointment and who are teaching the same grade and subject that is to be reviewed in the summer schools. Also each contributing day school is represented on the teaching force of the review school that receives that day school's pupils. This plan has worked out very successfully.

#### SESSIONS

Schools are open for thirty-four consecutive days, Saturdays, Sundays and legal holidays excepted, beginning usually on the Monday following the close of the regular day schools. Sessions are from 8.30 a. m. to 12 m. in the summer intermediate and elementary schools and from 8 a. m. to 12 m. in the summer review high schools. The session is divided into two periods, each of which is devoted to teaching, recitation, supervised study and individual instruction.



## SUCCESS

The summer review schools have experienced remarkable success that has justified fully their addition to the educational program of the city. Their popularity has extended beyond the city limits throughout suburban Boston as attested by the enrollment of tuition students from private and public schools in Arlington, Belmont, Revere, Milton, and other localities. Credit for work accomplished is usually granted in the respective communities without examination, so strong is the confidence in the work of the review schools.

## STATISTICS FOR 1933

The following figures were compiled from the principals' reports for the summer of 1933:

## SUMMER REVIEW HIGH SCHOOLS

ENROLLMENT	Average Membership	Average Attendance	Per Cent of Attendance	Average Number of Teachers
3,083	2,821	2,770	98	98

## INTERMEDIATE AND ELEMENTARY REVIEW SCHOOLS

7,428	6,863	6,611	96	219
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## TOTAL FOR ALL SCHOOLS

10,511	9,684	9,381	97	317
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The above figures represent an increase in 1933 over 1932 of 937 in enrollment, 804 in membership, and 820 in average attendance.

The following tables indicate the success of pupils in the summer review high schools according to the subjects chosen and according to related subjects of a group.

TABLE I  
SUMMARY OF MARKS RECEIVED IN INDIVIDUAL SUBJECTS

	A	B	C	D	E	Passed	Failed	Total
Biology.....	4	21	74	8	0	99	8	107
Bookkeeping.....	10	37	144	15	0	191	15	206
Chemistry.....	3	18	69	9	4	90	13	103
Clerical Practice.....	0	9	53	18	0	62	18	80
Commercial Arithmetic.....	1	0	4	0	0	5	0	5
Commercial Geography.....	1	10	41	4	1	52	5	57
Commercial Law.....	0	5	5	0	0	10	0	10
English.....	5	92	760	132	18	857	150	1,007
French.....	24	86	197	41	6	307	47	354
General Science.....	2	6	50	5	0	58	5	63
German.....	1	18	25	3	7	44	10	54
Greek.....	0	1	6	0	0	7	0	7
History.....	17	90	285	19	1	392	20	412
Italian.....	1	0	1	1	0	2	1	3
Latin.....	8	67	274	100	12	349	112	461
Mathematics.....	30	139	463	98	10	632	108	740
Merchandising.....	0	4	2	0	0	6	0	6
Office Practice.....	0	0	1	0	0	1	0	1
Phonography.....	6	42	120	9	3	168	12	180
Physics.....	13	22	57	11	0	92	11	103
Salesmanship.....	1	4	8	1	0	13	1	14
Spanish.....	6	13	44	10	0	63	10	73
Typewriting.....	3	31	109	2	1	143	3	146
Total.....	126	715	2,792	486	63	3,643	549	4,192

TABLE II  
SUMMARY OF MARKS RECEIVED IN GROUPS OF RELATED SUBJECTS

SUBJECT	Passed	Failed	Total	Per Cent of Success
<b>Commercial Subjects:</b>				
Central.....	365	36	401	91
Dorchester.....	286	18	304	94
Total.....	651	54	705	92
<b>English:</b>				
Central.....	549	125	674	81
Dorchester.....	308	25	333	92
Total.....	857	150	1,007	85
<b>Foreign Languages:</b>				
Central.....	289	83	372	78
Dorchester.....	67	29	96	71
Total.....	356	112	468	76
<b>Mathematics:</b>				
Central.....	463	89	552	84
Dorchester.....	169	19	188	89
Total.....	632	108	740	85
<b>Modern Foreign Language:</b>				
Central.....	288	67	355	81
Dorchester.....	128	1	129	99
Total.....	416	68	484	86
<b>Science:</b>				
Central.....	220	30	250	88
Dorchester.....	119	7	126	94
Total.....	339	37	376	90
<b>Social Science:</b>				
Central.....	283	20	303	93
Dorchester.....	109	0	109	100
Total.....	392	20	412	95

The following table indicates the success in the courses taken by summer review high school pupils grouped according to the contributing day schools:

SCHOOL	COURSES TAKEN FOR CREDIT		Courses Finished Without Credit
	Passed	Failed	
Public Latin.....	395	47	16
Girls' Latin.....	218	5	25
Brighton.....	189	29	31
Charlestown.....	73	10	1
Dorchester (boys).....	180	19	10
Dorchester (girls).....	259	2	11
East Boston.....	108	20	2
English.....	266	114	12
Girls.....	283	23	37
High School of Commerce.....	29	9	—
High School of Practical Arts.....	83	19	—
Hyde Park.....	41	4	2
Jamaica Plain.....	151	19	1
Mechanic Arts.....	176	48	2
Roxbury Memorial (boys).....	137	35	16
Roxbury Memorial (girls).....	523	56	9
South Boston.....	95	6	2
Boston Clerical.....	5	—	9
Continuation.....	4	—	—
Boston Trade.....	65	5	—
Junior High Schools.....	68	12	1
Outside Highs.....	271	68	11
Resident Miscellaneous Pupils in High School Courses.....	10	2	10
Teachers College.....	2	—	9

The above tabulation indicates that in the regular high schools 3,253 courses taken for credit were successfully passed and 482 courses resulted in failure. This represents a success of 87 per cent. In addition, 187 courses were taken for reasons other than credit, such as to meet a college entrance requirement, to raise a passing mark or to review a subject for a specific purpose other than credit. Two hundred and eighty-three courses were carried on successfully and credit received by

a miscellaneous group, including tuition students, private school students, and others, and seventy courses resulted in failures. Eighty per cent were successful.

Totaling all figures for courses taken for credit, 86 per cent of the courses pursued were successfully completed. This success must of necessity result in a great financial saving to the city in the cost of high school education in that it materially reduces the time required for graduation. The moral effect upon the pupils and the encouragement to continue their education in addition to the financial saving to the individual homes in carfares, lunches, etc., makes these review high schools a worthwhile addition to the city's educational program.

#### SUMMER REVIEW INTERMEDIATE AND ELEMENTARY SCHOOLS

The summer review intermediate and elementary schools enrolled 7,418 students, distributed through Grades IV to IX, as indicated in the following tabulation, which also reveals:

- a. The number belonging at the end of the term.
- b. The number receiving credit in one or two subjects.
- c. The number actually receiving promotion as a result of successful accomplishment in review work.

This tabulation indicates a success of 89 per cent.

#### SUMMARY OF INTERMEDIATE AND ELEMENTARY SUMMER REVIEW SCHOOLS

GRADES.	PUPILS ENROLLED		Total	PUPILS BELONGING AT END OF TERM		Total	PUPILS RECEIVING CREDIT		Pupils Promoted as a Result of Summer Review Schools
	One Subject	Two Subjects		One Subject	Two Subjects		One Subject	Two Subjects	
IV.....	26	1,280	1,306	24	1,144	1,168	175	939	793
V.....	33	1,386	1,419	32	1,226	1,258	163	1,039	862
VI.....	44	1,463	1,507	35	1,230	1,265	152	1,082	886
VII.....	370	1,313	1,683	321	1,121	1,442	459	893	547
VIII.....	295	756	1,051	253	674	927	340	541	345
IX.....	133	319	452	207	246	453	242	176	167
	901	6,517	7,418	872	5,641	6,513	* 1,531	4,670	3,600

\* This figure, 1,531, includes pupils enrolling for two subjects who successfully completed one.

The following table reveals the kind of subjects elected for review in the different grades of the summer review intermediate and elementary schools and the success received therein:

SUBJECT	IV		V		VI		VII		VIII		IX		Total	
	Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed	Passed	Failed
English.....	1,007	72	910	57	780	47	752	87	424	67	274	35	4,147	365
Mathematics.....	746	217	859	135	806	95	861	170	583	81	182	28	4,037	726
Geography.....	299	27	443	37	430	27	311	23	172	8	.....	.....	1,655	122
History.....	6	.....	27	10	281	13	282	37	215	10	14	3	825	73
French.....	.....	.....	.....	.....	.....	.....	33	4	40	11	74	22	147	37
Penmanship.....	18	2	18	.....	12	.....	.....	.....	4	.....	.....	.....	52	2
Clerical Practice.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	59	3	59	3
	2,076	318	2,257	239	2,309	182	2,239	321	1,438	177	603	91	10,922	1,328

Rearranging the above records in terms of success, the following table indicates the per cent of success by grade and subject:

PER CENT OF SUCCESS BY GRADES IN ALL SUBJECTS ELECTED

GRADES	IV	V	VI	VII	VIII	IX
Per cent.....	87	90	93	91	89	87

PER CENT OF SUCCESS IN ALL GRADES BY SUBJECTS

English . . . . .	92	French . . . . .	80
Mathematics . . . . .	85	Penmanship . . . . .	96
Geography . . . . .	93	Clerical Practice . . . . .	95
History . . . . .	92		

It will be noted that while mathematics and English are the most generally elected subjects they have a very high per cent of success.

The remarkable success that pupils generally have experienced in summer review schools is due to the following reasons:

1. The employment of experienced day school teachers entirely familiar with the work to be accomplished due to appointment on a subject for subject basis (teaching the same subject in summer review school that they teach in regular day school).

2. The careful selection by day school teachers and counselors of only those pupils who have a reasonable expectation of success.

3. The small classes and the two-subject-period organization which provides sufficient time for class teaching and individual instruction on a diagnostic, remedial basis.

4. The cooperation of the parents who fully realize how much these schools are assisting their children towards promotion and graduation.

#### EDUCATIONAL VALUE

The summer review schools are and have been of material assistance to the day school pupil body in effectively preventing retardation and pupil mortality. Many pupils in every grade from the fourth to the twelfth have been promoted as a direct result of the review work pursued in the summer review schools.

If the present accepted theory of individual differences in children is a true one, the other theory that some children require more time and additional aids to accomplish standardized amounts of work called for in the course of study, must of necessity follow. This means that additional opportunity should be provided for at least two groups of our pupils, namely,

*a.* Those capable of doing more than the average amount of work in a year of ten months.

*b.* Those unable to accomplish the average amount of work during the school-year.

The former should be given opportunities to live up to their capabilities through rapid advancement and accelerant summer school work. The latter group should not be penalized by non-promotion on account of inherent physical and mental limitations, but should be granted the additional time in summer review school that is required for their promotion.

When the low comparative cost and the educational value of the summer review schools are taken into consideration it cannot be denied that they form a vital, necessary part of any system of public education that prides itself on being progressive and considerate of the welfare of all its pupils. If promotion means anything to pupils and their parents the aid which the summer review schools give to promotion justifies their existence. Certainly it is more important to salvage the educational human side of education than it is the material side.

True democracy in education provides opportunity for all its pupils according to their separate ability. Those physically and mentally handicapped, those whom nature has endowed with a mentality that requires more time and review to accomplish a standard school-year's work required for promotion, should not be penalized by denying them the assistance needed, whether the assistance required be physical or mental in its nature.



REPORT OF THE READING CLINIC, 1932-1933  
REMEDIAL WORK IN READING

For some years the Department of Educational Investigation and Measurement has been studying the problem children in our schools. In many cases of children with normal intelligence, the basis of the behavior difficulty has been found to be a reading disability which makes the child seem different from his classmates.

A study of these children has revealed strong, physical differences in eye, ear and hand which prevent the normal adjustments and bring about a mental confusion so that the child cannot read. This means that the teaching of reading must be individual in method and approach for these children.

One of the members of the faculty of Teachers College, Miss Wilkinson, has made a special study of this problem of Remedial Reading and she has been asked to help in the work with these children.

After the Department of Educational Investigation and Measurement finds that the difficulty with the problem child is a reading disability, the child is sent to Teachers College for a certain number of days each week. Here he works with individual tutors — students in Miss Wilkinson's course. The work of these tutors is carefully directed by Miss Wilkinson.

So successful has this work been in restoring children to their normal activities that we hope to establish centers in individual school districts where teachers, trained by Miss Wilkinson, can more easily and readily solve this pressing problem.

MARY C. MELLYN,  
*Assistant Superintendent.*

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THE REPORT

The Department of Educational Investigation and Measurement referred seventy-three children to the Reading Clinic at The Teachers College during the current school year, 1932-33. Of these, sixty were boys, and thirteen were girls. Such a preponderance of boys coincided with what is usual in reading clinics.

The Teachers College Clinic was able to admit thirty-five, twenty-seven boys and eight girls. Nineteen more came for examination and were placed upon the waiting list to be admitted when vacancies occurred. Nineteen did not come. Principals reported removal, sickness, distance, and lack of parental cooperation as reasons.

Twenty-seven school districts, whose names appear in the following list, were represented by those referred. The children actually admitted came from the first nineteen.

Minot.	William E. Endicott.
Christopher Gibson.	Longfellow.
Robert Gould Shaw.	Bigelow.
Mather.	Thomas Gardner.
Edmund P. Tileston.	Martin.
Robert Treat Paine.	Oliver Hazard Perry.
Henry L. Higginson.	Washington Allston.
Henry L. Pierce.	Richard Olney.
William Barton Rogers.	John Winthrop.
William Lloyd Garrison.	Hancock.
Norcross.	
Elihu Greenwood.	
Hugh O'Brien.	
Eliot.	
Dillaway.	
Hyde.	
Bennett.	
Francis Parkman.	
Quincy.	

The ages of those who attended ranged from six years and ten months to thirteen years and two months:

- One between six and seven.
- Two between seven and eight.
- Four between eight and nine.
- Eight between nine and ten.
- Four between ten and eleven.
- Eleven between eleven and twelve.
- Three between twelve and thirteen.
- Two between thirteen and fourteen.

The youngest were brought by parents and friends, some of whom waited for them during the hour-and-a-half sessions.

Magazines, books, and the hospitality of The Teachers College Library were offered to those who desired to make use of them while waiting. Most of the parents were urged to teach the children to come alone. This was deemed a part of the remedial work with those boys and girls whose prolonged immaturity, evidenced by over-dependence and lack of self-confidence, was a factor in the total personality, which was closely related to the reading difficulty.

Remedial work with the younger group was comparatively easy, because bad habits were not rooted and other mal-adjustments, due to repeated failure and discouragement, had not developed. The older children were more discouraging problems. Repeated failure and confusion with no hope of ever being able to learn to read had led to stubborn personality difficulties. There were serious inhibitions toward the reading situation, as well as apathy (real and apparent), discouragement, bluffing, and many bad reading habits. Fifty per cent of all of the members of the clinic were reported as behavior problems, but only 14 per cent of these were nine years old or younger. For years the older children had been barred from most of the legitimate classroom activities, because of their reading disability, and it is not surprising to find that they had endeavored to gain that amount of success and attention which every normal child seeks and needs, through illegitimate activities.

The following table shows the grade placement :

NUMBER REFERRED	Grade Placement	Number Admitted
3	I	0
8	II	3
24	III	10
14	IV	7
15	V	11
5	VI	2
1	VII	0
3	VIII	2

It was impossible for twelve of the Primary School children to come to us because of age and distance. Ten of them are on the waiting list, and it is hoped that they may be admitted during the fall of 1933. It will be seen that the largest number was referred from Grade III. In this grade teachers begin

to realize the severity of the reading handicap under which some boys and girls labor. They find those who have become so far retarded that it is impossible to help them within any third grade group. They need that amount of individual attention which most teachers of large classes are unable to give, and which no teacher can give entirely within the bounds of the school day.

At least five, who were sent from the Intermediate Grades, had been fair readers in the Primary School. We have incomplete records of the others. The difficulty of these five was probably partly due to the fact that they were suddenly confronted, in the fourth grade, with a great deal of the "work-type" or "informational" reading for which they had been inadequately prepared. Almost all of the reading material of the first three grades is of the narrative type. The sudden plunge into the "work-type" brings serious trouble for some children. They need a more gradual introduction, in the third and fourth grades, to the new techniques which this reading demands.

Three of the children in Grade V were doing satisfactory work in every subject except reading. The main reason for sending them to the clinic was to prepare them, in reading, for the greater demands of the Junior High School.

It will be seen from the previous table that very few children were sent from the Junior High School. It is felt that the cause of the backwardness of some of the children in these grades is not properly diagnosed as "reading disability." They have made passing grades during previous years owing to their general intelligence and ability to remember what is presented orally by the teacher and their classmates. It becomes more and more difficult for them to get on as independent reading assignments become more numerous and difficult.

Two of the children who came from Grade VIII were well-recognized and stubborn reading disability cases. They had attended private clinics where they had made slow progress. They will gradually emerge because their attitude, powers of application, and their understanding of their handicap are mature and helpful. The third eighth grader had been dragging along through the grades with desultory help at home. Had there been a public school clinic available, before this year, she would have been brought for help.

The aggregate number of years of retardation among the thirty-five who attended the clinic is thirty-eight plus:

- 9 had been promoted every year.
- 13 had been retarded one year.
- 8 had been retarded two years.
- 3 had been retarded three years.
- 2 had incomplete school records.

Had it been possible to complete the records of all who were referred the result would have been even more appalling.

Each child who was admitted to the clinic came to The Teachers College three times a week, for one hour and a half each time. Each was assigned to a student in the senior year of the college who had had the course in the teaching of reading and language, designated as "Ed. IIA," and who was studying "Remedial Work with Children Having Special Reading Disabilities" for either major or minor credit. This student became the child's tutor.

The hours of tutoring were accommodated to the programs of the children and the tutors. This meant that the children came at different hours on different days, which was a fortunate arrangement, because, in this way, they did not lose the same classroom subjects each week. Tutoring was going on between the hours of nine and twelve-thirty and one and three-thirty every day except Thursday. Thursday was used for group conference with the tutors, for examination of new children, and for interviews with parents. The following are typical programs:

- \* Frank: Monday, 9-10:30.  
Wednesday, 1-2:30.  
Friday, 11-12:30.
- Henry: Tuesday, 10:30-12.  
Wednesday, 2-3:30.  
Friday, 1:30-3.

Before, or soon after, each child was admitted, reports were sent to the clinic from other departments showing the results of his mental and physical tests, and of interviews with parents and teachers. The mental or psychological tests were given by the Department of Educational Investigation and Measurement. This department also visited the homes and made possible the cooperation of the home, school, and clinic in the

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\* The names used in this report are fictitious.

interests of the child. Physical tests were given by the Department of Hygiene and included special eye and ear examinations.

The first time that the child came to The Teachers College he was accompanied, upon request, by the mother, father, or other responsible member of the family. This resulted in a better understanding of each child and in an attitude of mutual helpfulness.

During the first days further tests for eye and hand dominance was given by the Director, and Standardized Oral and Silent Reading Tests by the Director, or by tutors, under the supervision of the Director. These tests are listed below:

*For Eye Dominance*, to determine which eye is preferred for sighting:

- “The Miles Cone.”
- “The Peep-hole.”
- “The Card and Ring.”

*For Hand Dominance*, to determine which is the natural and which the trained hand preference:

- Writing and drawing.
- Erasing.
- Cutting.
- Tapping.
- “Ball-placing.”
- “Peg-setting.”
- Throwing and kicking.
- Pushing buttons.
- Pointing.

*For the Reading Age and Grade:*

- “The Gray Oral Reading Check Tests.”
- “The Gates Primary Reading Tests.”
- “The Gates Silent Reading Tests for Grades III to VIII.”

This testing program, including all the mental and physical tests, in addition to interviews with parents, made possible a more intelligent diagnosis of each case and served as the basis for the remedial work. The following summary discloses a situation similar to that in clinics throughout the country.

SUMMARY OF DIAGNOSES CONTAINING PROBABLE CAUSATIVE  
FACTORS OF READING DISABILITY*Hand and Eye Dominance*

Twenty-one, or 60 per cent of the children attending, had developed a lateral dominance, *i. e.*, they were definitely right-eyed and right-handed or left-eyed and left-handed.

Sixteen, or 45 per cent, were right-eyed and right-handed and had less trouble than the others in developing the left-to-right direction of eye-movement required in reading, and of the hand and eye movement required in writing.

Five, or 15 per cent, were left-eyed and left-handed. All of these had been trained in school to use the right hand, which added to their confusion when learning to read and write. They reversed and inverted letters, reading "b's" as "d's" or "p's." They reversed the order of letters in words, reading "nor" for "run" and "more" for "come," and they reversed the order of words in sentences. Many times they found it easier to move from the end of one line to the beginning of the next, the right-to-left direction, than to move along the line, in the left-to-right direction. Two made many letters and figures in the reverse form. These tendencies to reversals are called "mirror tendencies." The last two children mentioned would have learned mirror writing and reading quite easily, no doubt.

Such right-to-left movements are frequent in children who are born with strong tendencies to left eye and hand dominance. They may be an advantage to children who are learning to read and write Hebrew or Chinese but are a distinct handicap to those who must master English. Moreover, when attempts are made to change the natural development of hand and eye, there is an added handicap, and, frequently, a consequent nervous instability, which appears, sooner or later, to cause a serious problem. Such has been the case with the five children who were referred to The Teachers College from schools where their handedness had been changed. In the light of this evidence, added to similar evidence from other reading clinics, it would seem that the rule in the Boston public schools that the change of hands shall not be made is a wise one.

Fourteen, or 50 per cent, were lacking in lateral dominance. They either used the right hand and left eye, or *vice versa*, or they were either ambi-eyed or ambidextrous or both. Neither

the left-to-right nor the right-to-left direction in reading or writing was strongly dominant. They were slow, uncertain, had many periods of confusion and habits of regression in reading.

In summarizing the foregoing cases, it will be seen that 19, or 54 per cent, were at a distinct disadvantage because they lacked lateral dominance of the right side. This is a somewhat smaller proportion than is found in larger groups of non-readers.

#### *Sight*

Ten appeared with very faulty eye refraction. All of these were supplied with glasses and made to wear them.

Eight brought reports of muscular imbalance. It was thought wise to give glasses to some of these.

This made a total of eighteen, or slightly over 51 per cent, who had recognized eye difficulties.

#### *Speech*

No child had a major speech defect. None was referred, because the speech improvement classes look out for such.

8, or 23 per cent, were handicapped by minor speech defects. 3 of these showed signs of lingering baby talk.

1 was overcoming a lisp.

1 was a mumblor.

2 had been successfully helped at private clinics before attendance at The Teachers College.

1 had attended a speech improvement class before coming to The Teachers College.

27, or 77 per cent, had no recognizable speech handicap.

#### *Hearing*

6 had partial loss of hearing.

10 were bothered, more or less, with wax in the ears.

This made a total of 16, or 46 per cent, who had ear difficulties.

19, or 54 per cent, had no apparent hearing difficulties.

#### *Other Organic or Functional Data*

1 had been in a tuberculosis sanatorium during his year in the second grade. The disease had been arrested.

1 had a serious cardiac trouble and was attending the Children's Hospital Out-Patient Department.



- 2 had deviated septums, which interfered with hearing and speech. It was reported that these must wait for relief through an operation, until they had reached the ages of sixteen or seventeen.
- 10 came with defective teeth or tonsils or both.
- 3 at least, had been suffering from malnutrition.
- 2 had had chorea.
- 1 was handicapped by glandular trouble.
- 1 had a bad postural defect and was asked to go regularly to the Massachusetts General Hospital for help.
- 4 had been seriously ill with children's diseases before or during their early school years.

This made a total of 25, or 71 per cent, who had organic or functional difficulties, exclusive of those of the eyes and ears, which caused a lowering of the physical tone. Including children who had eye and ear defects but no other physical handicap, there were 30, or 85— per cent, on the physical disability list.

#### *Health Habits*

- 8, or 23 per cent, were known to have poor eating and sleeping habits.
- 3, or 8 per cent, had very poor sleeping quarters.
- 24, or 7 per cent, had formed fairly good health habits.

This information was obtained from the children, their parents, and the Department of Educational Investigation and Measurement.

Constant checks were kept upon the health habits, with a view to giving the children an insight into the correlation between their own physical and mental development.

#### *Emotional*

- 15 evidenced inferior feelings and nervous instability in nail-biting, twitching, and enuresis.
- 11 were behavior problems in schools.
- 1 was a juvenile court case.
- 27 in all, or 77 per cent, were handicapped by serious emotional conflicts and maladjustments. These difficulties were, more or less, both cause and effect of the reading disability.

This left 8, or 23 per cent, who, in spite of discouragements in school, were apparently well-adjusted. Their attitudes and powers of application were helpful, from the beginning, in solving their problems.

*Home Environment*

- 7 came from homes where a foreign language is spoken entirely.  
3 came from broken homes.  
6 came from homes where there was continual emotional conflict.  
4 came from homes where there was chronic illness.  
9 came from homes where they were "spoiled" by too much attention so that they had not developed that courage, independence of thought, and persistence necessary to the carrying through of so difficult a task as reading, without individual help.  
7 came from homes where they were "spoiled" by too little attention, so that they were in poor mental or physical condition, or both.

This showed that the home condition of at least 22, or 63 per cent, added to the reading difficulties of the children. This estimate is probably conservative as it is hard to get accurate information in this field of inquiry.

Another factor, in the larger number of homes, is the lack of helpful and interesting reading matter.

*Maturity*

Twenty children, or 57 per cent, were immature. They had been introduced, prematurely, to printed symbols which had no meaning for them. The task of learning to read, as far as they were concerned, was that of learning a remarkable number of signs which they did not understand, and of reciting them glibly. They had had too few of the experiences which build up reading readiness, and they lacked the vocabulary with which to express, and thus make more vital those experiences which they did have.

The other 15, or 43 per cent, had sufficient breadth of experience, and a vocabulary to make them desirous of knowing what the printed page contained, and to help them to understand that meaning readily.

*Change of Schools*

In only 6, or 17 per cent, of the cases, had there been changes of schools sufficient to interfere with school progress.

*Absence*

At least 10, or 28 per cent, were absent, in the early grades, a sufficient number of times to have caused retardation, confusion, and the wrong mental set toward reading.

*Intelligence*

The range of the Intelligence Quotients, according to the results of the Stanford Revision of the Binet-Simon Intelligence Tests, was from 80 to 103. The highest Intelligence Quotient recorded on the waiting list is 132. The children making these scores are designated as "low normal," "normal," and "superior." It is fair to assume, from studies of the scores of large numbers of school children, that this group has the capacity to go ahead in school, provided their powers are released through a more favorable environment, by personality adjustment, and by the use of special means to overcome special handicaps.

## REMEDIAL WORK

*Aim*

The aim of the remedial work was high because it was similar to the aim of the work with children who learn to read normally, and was threefold, namely, the development of,

1. Facility in all types of reading.
2. Desire to enter into the activities of our complex civilization in which reading functions.
3. The habit of going to books for pleasure and information.

It was felt that the fulfillment of this aim was possible if accompanied with faith and patience, the use of methods, new and old, suited to individual needs.

*Method*

The method was much more varied than it is in a regular classroom. Everything possible was tried until ways were found which brought the greatest amount of success and courage to each child. As previously indicated the work was based upon the diagnoses revealed by the testing program, by the reports sent from the Departments of Educational Investigation and Measurement, and of Hygiene, by interviews with parents, teachers, and other friends, and by the everyday performances of the children.

A program of activities was mapped out by the Director and tutors, in conference, which was adapted to meet individual needs and interests. This program follows in brief outline form:

- I. Oral Reading of easy material, sometimes called "sight reading" — 15 minutes.
- II. Studied Oral Reading — 20 minutes.
- III. Drills in response to needs realized by the children and tutors — 20 minutes.
- IV. Silent Reading — 35 minutes.
- V. Oral Reading, in an audience situation, once a week.

The order of the above activities and the time allotments were merely suggestive.

It was necessary for the Director to talk over the possibilities of each of these types of work with the tutors, to assign readings which would lead to a more helpful understanding of their functions in a remedial program with children having special reading disabilities, and to help to decide upon adaptations, in individual conferences, after supervision of each child's responses.

#### *Oral, Sight Reading Period*

The purposes of this period were the development of interest, confidence, and proper eye-movements.

The scores on the Standardized Reading Tests revealed the reading grade and, therefore, the reading material that might be easily read. With the exception of one boy from the second grade, every child was able to read at least some of a primer, after two or three days at the clinic. Materials of reading in the classrooms had been so difficult and discouraging for so long that most of the children hesitated to attempt anything at first. It was a pleasant and salutary surprise when they discovered that there were books in which they could read.

In October, Charles, from Grade VI, began this period with a primer. In June his sight reading was from a Fourth Reader. Material more suited to his maturity was also furnished in original stories composed by himself and his tutor. But Charles and others of his age were pleased to go back to the primer in order to measure their progress in terms of readers. They were also intrigued by some of the simple, well-told tales of the primer.

John, from Grade II, revealed no reading vocabulary. He first learned words connected with objects, pictures, and his

own experiences. After this came short phrases and sentences, then longer ones. These were all printed or typed by his tutor while John watched. After all this he read in a book, a process which became an experience of interest, and joy, rather than a task to be feared.

#### *The Studied Oral Reading*

The aims of this period were the enlargement of experience and vocabulary, and the development of confidence through conscious progress.

The content was harder to understand, and the mechanical difficulties greater; therefore the units of reading were shorter.

Informal conversation, picture study, and word and phrase development preceded the reading to build up a background which would insure a reasonable amount of success. The material was then studied silently, and help given when asked. Finally, it was read aloud to tutor and Director. The result was success, in a difficult situation, through study and persistent effort.

#### *The Drill Period*

The aims of this period were the development of automatic responses to an increasing number of phonetic elements, syllables, words, and phrases, and the development of efficient reading habits.

The drills and practice exercises of this period were in response to needs which the children were led to recognize. Sometimes they were formulated by the teacher and sometimes by the child. Daily successes were recorded on graphs to show individual growth. There was no devastating group competition.

Tests, teacher-made and standardized, record achievement, and give some clues as to the way in which the individual learns, but they are only partially diagnostic. The individual learning process is revealed, from day to day, through all of the reading activities, and suggests the types of drill which are most helpful.

Much of the work of this period is similar to that undertaken in many regular classrooms. More of it is unique because suited to singularity in the learning process of handicapped children. One boy learned words best, and most quickly, when he spelled them orally. He was allowed to build his reading vocabulary in that way. Another was helped by

emphasizing visual cues. Several made little headway with new words until they were taught to use the Keller-Fernald Method, a tracing method, which makes use of the kinaesthetic help. Success with this method gave them confidence and courage, and they discarded it sooner or later, in favor of the more short-cut visual and auditory methods.

Those who had difficulty in keeping the place and habits of regression were given special exercises for the development of the left-to-right habit of eye-movement. The typewriter, and stereoscope were used for this work.

Longer eye-spans were encouraged through the use of flash-cards on which words and phrases were printed in slightly larger type than that in the book, by means of "shutters," used in the book, and through drill with the tachistoscope.

When auditory acuity and memory were weak, visual acuity and memory were enlisted in the drills and *vice versa*, but drills to develop the weaker powers were also used.

Spelling and diary writing, in limited amounts, helped some children to understand the reading process better.

Word families, containing similar phonetic elements, were grouped, as suggested by Harry Grove Wheat in the chapter on reading in his book, "The Psychology of the Elementary Schools Subjects." Children who were uncertain and over habituated to detailed phonetic attack used these in the drill period.

Children who felt hurried and read along inaccurately in a vain effort to make a good impression, and those who could be taught to use the phonetic attack, more often and more helpfully, were encouraged to develop the habit of more careful analysis by pointing to sounds, syllable and words, on practice sheets and while reading in the books. The pointing was omitted as the analytic habit was strengthened.

Habits of guessing from insufficient cues, lack of interest, fatigue, word-calling and slovenly speech were other handicaps to be overcome by appropriate drill. Individual differences are more conspicuous in this type of class, and the needs are more singular and varied than in a group which has learned to read normally. For this reason much thought and study of books dealing with the problem of reading disability as well as study of the children preceded the preparation of a great amount of practice material.

*The Silent Reading Period*

This longest period was for the purpose of helping the children to develop ability to engage in four types of silent reading activities, efficiently. These types are explained in "The Improvement of Reading" by Arthur I. Gates, and are used in "The Gates Silent Reading Tests for Grades III and VIII." They are:

"Type A — Reading to Get the General Significance."

"Type B — Reading to Predict Outcomes."

"Type C — Reading to Understand Precise Directions."

"Type D — Reading to Note Details."

The Work Books published for use with the various readers, The Gates-Peardon "Practice Exercises in Reading," the McCall-Crabbs "Standard Test Lessons in Reading," and much home-made seat-work were used during this period, which usually came at the end of the session. The use of the hands in writing, drawing, coloring, and cutting, in response to many suggestions in the silent reading material, renewed the interest, and made possible a check on the understanding of content.

*"Audience" Reading*

This period was to increase confidence so that courage to read in the classroom might accompany the development of ability.

Once each week the children gathered for a "reading party." Each read to the others something which he had selected and studied. Suggestions for choice of reading materials were printed or written, upon the board, at the beginning of the week and resulted in the "audience reading" of riddles, descriptions of pictures, "talkies," stories, and poems. The riddles and pictures were guessed by the audience, and comments were made upon the other selections so that the understanding and appreciation of both audience and reader were tested.

This period was most enjoyable because children who had not been able to take part in any of the oral reading activities of the classroom for a long time, some of them for years, were now doing what had seemed impossible of attainment.

Growth in interest, poise and improvement in oral expression were an encouragement and stimulus to their tutors as well as to the children.

## PROGRESS

The amount of accomplishment in the readers is set down because that is best understood by the teachers and children, and that is what is noted in deciding promotion. This, however, tells but a small part of the story. Albert, from Grade VI, may have learned to read the primer during three months' attendance. Ethel, from Grade II, may have begun with the primer, and read through the first and second readers, thus reaching her grade level in the same time. Actually, Albert's accomplishment was greater because the number and severity of his handicaps were so much greater and his asocial attitudes more firmly entrenched and discouraging.

## Children from Grade II:

One had a reading vocabulary of a dozen words. He attended the clinic for two months, and in that time finished the primer.

Two were discharged, one because he had been brought up to grade, the other because of removal.

## Children from Grade III:

None of these were able to read a primer through when they came.

Four read primers and first readers.

One read primers, first and second readers.

Five were brought up to grade, having read primers, first, second, and third readers.

## Children from Grade IV:

One admitted in April was not able to read more than three or four pages in any primer. In his one month of attendance he finished the primer.

One who came in March finished a primer and first reader.

Two who were in attendance for eight months read primers, and first and second readers.

Two were able to start with the first reader, and went through the second and third readers in eight months.

One admitted in February and absent three weeks, was able to finish second and third readers.

## Children from Grade V:

Two who came in April learned to read the first parts of primers with a fair degree of facility.



Two admitted in October began with the primer and went through first, second, and third readers during the year.

Two began with the first reader, and one went through the third, and the other the fourth reader.

Two began with the second reader. Both of these went through the fourth.

Two, who were admitted late, began with the third reader and went through the fourth.

One began with the fourth and was brought up to grade and discharged after four months.

#### Children from Grade VI:

One, who came in March, with severe handicaps, learned to read the primer.

One read through the third and fourth readers.

#### Children from Grade VIII:

One began with a fourth reader and read through the seventh reader.

One began with a fourth and read through the sixth.

The foregoing accounts of progress may appear discouraging, at first, because of the number of children who are still below their grade levels. The further study of individual cases which appears at the end of this report, and comparisons of the progress of these same children in the classroom and in the clinic make them much more encouraging and make evident the contribution of a reading clinic.

#### CONTACTS WITH THE CLASSROOM

Several classroom teachers began to see and report immediate improvement. Children were glad to bring such reports to the clinic, and the clinic felt that this type of contact was very helpful. Other teachers did not see any improvement, and the work of the clinic needed explanation. For these reasons reports were sent, at regular intervals, to Masters and teachers. These indicated progress, explained plateaux of learning, which are so frequent with children who have met with failure, and attempted to make clear the necessity of testing progress by the use of materials on the level of the child's achievement, rather than through the too difficult readers in the classrooms.

The judgment of the clinic regarding promotion was asked and gratefully received by many schools.

The following are samples of the June reports sent to the schools:

June 14, 1933

Mr. \_\_\_\_\_, Master.  
 \_\_\_\_\_ School.

My dear Mr. \_\_\_\_\_:

The following is our report on \_\_\_\_\_ of Grade V.

Teacher \_\_\_\_\_

Date of Admission — Oct. 24, 1932.

Times Absent — 6

Times Tardy — 0

Weeks of Attendance — 27

Attitude and Application — Excellent.

Tests.

The Gates Primary and Intermediate Reading Tests.

Approximate gain — one year.

Present Reading Grade — 3.6

The Gray Oral Reading Check Tests.

Approximate gain — one year.

Present Reading Grade — 3.

Probable Causes of Reading Difficulty.

Absence during most of the second school year.

Reading reversals due to left-handedness, and inadequate help to overcome these in early reading stage.

Changing of handedness so that he now writes with his right hand, thus upsetting lateral dominance. Neither hand is very efficient.

Prognosis:

Slow progress at first because of the difficulty in overcoming bad habits.

This boy ought to be able to work with Grade VI after another year's work in the Clinic.

Very sincerely,

\_\_\_\_\_

June 14, 1933.

Miss \_\_\_\_\_, Master.  
 \_\_\_\_\_, School.

My dear Miss \_\_\_\_\_:

The following is our report on \_\_\_\_\_ of Grade IV of the \_\_\_\_\_ School.

Teacher \_\_\_\_\_

Date of Admission — Jan. 3, 1933.

Times Absent — 5.

Times Tardy — 0.

Weeks of Attendance — 17.

Attitude — Very good.

Application — Good.

## Tests:

The Gates Tests, Primary and Intermediate.

Approximate gain — one grade, and seven months.

Present reading grade — 3.2.

The Gray Oral Reading Check Tests.

Approximate gain — two grades.

Present reading grade — 4.2

## Probable Causes of Reading Difficulty:

Low physical tone especially during initial reading stage.

Faulty eye refraction.

Defective tonsils.

## Prognosis:

This girl has good learning ability. If her physical tone improves she will probably have little further difficulty.

We are discharging her from the clinic but if she needs further help at any time we shall be glad to give it.

Very sincerely yours,

## CHILDREN DISCHARGED

18 were discharged for the following reasons:

11 were brought up to grade.

1 moved away.

1 failed to receive parental cooperation.

2 were ill.

3 were to try work in the classroom temporarily.

Children were returned to their classrooms when they had passed the Standardized Reading Tests at their grade levels. Their subsequent success will depend, somewhat, upon the achievement of the classes to which they go, and upon the encouragement and understanding which they receive. If the average class standing is above the grade level, as indicated in the Standardized Tests, the child will feel that he is still far behind. If he is not understood and encouraged he may lose much that he has gained.

Fred, with physical, emotional, and environmental handicaps made excellent progress with his tutor but never learned to read for the Director or the group without going to pieces. He is a promising boy but may be rendered helpless, as far as reading is concerned, if he is not given sympathetic help when he is returned.

Those who were temporarily discharged to try work in the classrooms had attended other clinics. Plateaux of learning were coming more frequent, and it was felt that the children

were growing too dependent upon the individual help which they had been receiving over a period of years. This was explained to them, and they were urged to make use of all the help that they could in the classroom and return to us for a part of another year.

#### PRIVATE CASES

The total number of private cases was sixteen. These were examined by the Director and taught, outside of school hours, by tutors connected with the clinic. They were referred by the Children's Hospital, the Judge Baker Foundation, the Little Wanderers Home, the Psychopathic Hospital, the Boston Dispensary, the Brookline schools, pediatricians, and friends.

#### THE EXTENSION COURSE

The following topics were treated in the work with teachers in the service:

1. Preventive Measures to lessen the amount of Remedial Work Necessary.  
In the kindergarten and the primary school.
2. Diagnosis of Causes of Difficulties.  
Mental, physical, environmental, personality.
3. A Testing Program.  
Standardized Tests: Intelligence and Achievement.  
Teacher-made Tests.
4. Analysis of Reading Difficulties.
5. Remedial Programs.  
Class organization to make possible.  
Materials.  
Method.
6. Bibliography of the most helpful material for teachers.
7. Keeping records.
8. Case Studies.

#### The Nature of the Study Requirements.

1. Reports on Assigned Readings:  
Gates "The Improvement of Reading," one other book from the list, and five magazine articles from the list.
2. Giving, scoring, graphing, and using Tests, with at least two children.  
An Intelligence Test at the beginning of the year, and at the end.

Oral and silent reading tests at the beginning of the year and at the end.

Standardized and teacher made check tests at intervals.

3. Special papers (for those having special problems and not able to give the test) on

Speech Improvement and Reading Difficulties.

Remedial Work with hospital cases.

Two extra Books.

4. Two Case Reports: giving

Diagnosis, analysis of difficulties, Remedial Work, Results.

#### SUMMARY OF CASE STUDIES

##### *Explanatory Notes*

The abbreviations used in these studies are:

C. A.—Chronological Age.

I. Q.—Intelligence Quotient.

R. G.—Reading Grade.

9-2 may mean 9 years and 2 months, or the 9th grade, 2d month. 7-8 may mean 7 years and 8 months, or the 7th grade, 8th month. The context will determine the proper meaning.

It has been necessary to disguise identities in order to present facts which are personal but which should help to a more sympathetic understanding of retarded children.

#### I

A boy. C. A., 10-2. I. Q., normal. Grade III

Physical Record: Arrested tuberculosis.

Home: Father and mother divorced and family separated. The boy is kept neat and clean, and is well clothed and fed, but receives little affection.

School: Bld. has attended three different schools. He entered Grade I at the age of 5-2. He repeated Grades I and II. He entered Grade III at the age of 9-2 but spent most of that year in the hospital. He is repeating Grade III.

Clinic: His teachers report poor work and very bad conduct. *Date of admission*—Sept. 30.

*Attendance*—Irregular because of lack of cooperation. *Weeks of attendance*—28.

*Attitude*—Interested and cooperative at first. Later he became bored. He is self-sufficient and an extreme non-conformist. It is not surprising, in view of his physical and environmental record, that this boy has developed this type of personality, which is a defense mechanism.

*Application*—Short attention span.

*Test results*—Erratic, due to emotional instability.  
Probable gain at the clinic, eight months. Present R. G., 3-2.

*Diagnosis*—This is not a case of special reading disability. Retardation is mainly due to low physical tone during initial stages of reading. Changes of school, absence, and emotional conflicts due to environmental conditions.

*Prognosis*—This boy will have no difficulty in learning to read when he wants to learn. His progress is rapid whenever his interest is held.

*Remarks*—The Department of Educational Investigation and Measurement is making an effort to place Bld. in an environment more favorable to the development of a happier and more wholesome personality. He is to be returned to the clinic for one more year of individual help with reading. It has been felt to be worth while to put forth every effort to save this boy for society. He will be a great help or a serious menace.

## II

A boy. C. A., 10-5. I. Q., low normal, which is probably an unfair estimate owing to his language handicap. Grade IV

*Physical Record*: Very faulty eye refraction and muscular imbalance of the eyes. He has been unwilling to wear his glasses. There is a history of malnutrition. He is twitchy, and jumps at slight noises.

*Home*: Bob is the only child and is reported by his mother as being overbearing in the home. She shouts at him and chases him out of the house when she cannot stand his actions. A foreign language is spoken.

*School*: The boy has attended the same school since he started. He was admitted to Grade I at the age of 5-5 and has been kept back in Grades I and II.

His teachers have reported him as being unable to do the school work. They consider him to be of low mentality.

*Clinic*: *Date of admission*—Sept. 26.

*Times absent*—25.

*Times tardy*—10.

Excuses given for the above record were:

"I forgot to come." "I was going to the movies after school." "We had a party in school."

*Weeks of attendance*—24.

*Attitude*—Excellent while in attendance, but, as the above record indicates, "Out of sight (often), out of mind."

*Application*—Immature but improving.

*Test Results*—Gain, about two grades. Present R. G., 3-6.

*Diagnosis*—Faulty eye refraction and need of glasses. A foreign language spoken entirely at home. A tendency to left-handedness causing reading reversals, and inadequate help in overcoming these in initial reading stages. Low resistance to fatigue. Emotional instability due to poor physical condition, a discouraging environment, and continued failure.

*Prognosis*—Slow progress at first, because of desire to make a favorable impression and continual fear of failure, and because of the difficulty of removing certain bad reading habits. This boy needs much special help which his interest, effort, and learning capacity warrant giving him. He has been asked to return to the clinic for another year, and attempts are being made to remove certain environmental handicaps.

### III

A boy. C. A., 9-9. I. Q., low normal, which is probably an unfair estimate because of his reading handicap. Grade III

*Physical Record:* Muscular imbalance of the eyes which it has not been thought wise to correct with glasses. Just before and during his early school years he had scarlet fever, measles, pneumonia, and a broken arm. He has had a lisp which he is overcoming. His tonsils are defective.

*Home:* The parents and brothers are cooperating to help this boy. His home environment is apparently favorable.

*School:* Cmj. entered Grade I at the age of seven years. He is now repeating Grade II. His teacher reports that he is repressed, shy, and subject to day-dreaming.

*Clinic:* *Date of admission*—Feb. 13.

*Attendance*—Regular.

*Attitude*—Good.

*Application*—Immature.

*Test results*—Gain, five months. Present R. G., 2-9.

*Diagnosis*—Low physical tone because of children's diseases and defective tonsils. Slight eye and speech defect. Personality difficulty (day-dreamer).

*Prognosis*—Cmj. will probably be slow for some time.

The classroom offers too many distractions to a boy of this type and it will be difficult for him to make the proper adjustment. His physical resistance to fatigue will be until his physical record is improved. He should have at least one more year in the clinic.

## IV

A boy. C. A., 10-3. I. Q., normal. Grade V

- Physical Record:** Left-handed and left eye dominant. No apparent physical disability and a negative history of disease.
- Home:** One parent is chronic invalid. The other is overworked. The five children get along well together. They help as much as they can. One is working for pay. Ckb. worries over conditions at home.
- School:** The boy went to a public kindergarten when he was four years of age. He entered the first grade of a private school at the age of five. He repeated Grade II. His teachers say that he is a good boy and think that he is of normal intelligence although he has not learned to read.
- Clinic:** *Date of admission*—Oct. 24.  
*Attendance*—Regular.  
*Weeks of attendance*—27.  
*Attitude and application*—Excellent.  
*Test Results*—Gain, one grade. Present R. G., III.  
*Diagnosis*—Absence during his second school year. Reading reversals due to left-handedness, with inadequate help to overcome these. Changing of handedness so that he now writes with his right hand, thus upsetting lateral dominance and adding to his confusion.  
*Prognosis*—Slow gain, at first, because of the difficulty of removing bad reading habits and of overcoming the fear of failure.  
 This boy has good learning capacity and should be able to work up to grade after another year at the clinic.

## V

A boy. C. A., 10-10. I. Q., normal. Grade V

- Physical Record:** This boy has been given glasses because of muscular imbalance. He has a 15 per cent hearing loss resulting from a mastoid operation, and the beginning of chronic catarrhal middle ear. He has defective tonsils.
- Home:** A clean, attractive home. The father has a seasonal job which causes periodic economic stress. The mother finds it hard to control her three children. She says that she cannot do anything with this boy. The two older brothers have made fair progress in school. A foreign language is spoken in the home.
- School:** Hdb. entered the kindergarten at the age of 4-6, and Grade I at 5-6. He repeated Grade I. His teachers report low ability, lack of application, and home conditions as probable causes of retardation. They



say that they have sent books home so that the boy might be helped at home and that the books have been destroyed.

## Clinic:

*Date of admission*—Oct. 3.

*Times absent*—3.

*Times tardy*—10.

The explanation of the above is the slowness of the child. He walks slowly and is a day-dreamer.

*Attitude*—Excellent.

*Attention*—Short attention span at first but a steady improvement.

*Test Results*—Gain, one grade. Present R. G., 3-8.

*Diagnosis*—Partial loss of hearing. Eye difficulty.

Left-handed tendencies and left eye dominance leading to reading reversals with no adequate help to overcome these during beginning reading. Immaturity or insufficient background which constitute reading readiness when he began to learn to read. Emotional conflicts. Hbd. has a greater learning capacity and more knowledge than other members of his family, which results in friction. A foreign language is spoken in the home.

*Prognosis*—Slow progress in the beginning, as this boy has many serious handicaps. He has become uncertain of himself because of repeated failure. His gains will probably be more rapid next year if allowed to come to the clinic again.

## VI

A boy. C. A., 8-10. I. Q., normal. Grade III

**Physical Record:** Near vision, good. A slight muscular imbalance, for which it has not been thought necessary to prescribe glasses. Had an operation for spinal trouble during the summer. He was absent a short time from school in the third grade, because of this.

**Home:** This boy is the youngest of three boys. His grandmother, who was at home to be interviewed, said that he was delicate and never showed much force or vim. His mother said, later, that he was perfectly well. The other children have had no trouble in school.

**School:** This boy's record is incomplete but it is known that he has repeated Grade III. His teacher reports him as unable to do the work of the grade. She says, "He is lazy, easily influenced, and uninterested in school work." She believes that he should have been "kept back" earlier in his career, as he is immature and under-age for the grade.

- Clinic: *Date of admission*—Oct. 14.  
*Discharged*—Feb. 3.  
*Attendance*—Regular.  
*Weeks of attendance*—15.  
*Attitude and application*—Excellent.  
*Test Results*—Gain, five months. R. G., 3-10.  
*Diagnosis*—Slight eye difficulty. Had been accustomed to too much attention at home. Was immature and over-dependent when he started to learn to read. Was unaccustomed to exercising the amount of effort required to learn to read and unused to being left alone to solve his own problems.  
*Prognosis*—This boy has such excellent learning ability, was so much interested in the reading which he learned to do in the clinic, and made such good progress that he reached his grade level and will probably keep up with his class without further help.

## VII

A boy. C. A., 9-11. I. Q., normal. Grade V

- Physical Record: Serious children's diseases, and defective tonsils and adenoids had resulted in low resistance to fatigue.
- Home: The mother had been an invalid for a number of years and had died of tuberculosis just before the boy came to the clinic. The father and three older brothers kept house. Hhf. has been somewhat "spoiled" and greatly mourned the death of his mother.
- School: This boy entered the first grade at the age of 5-11. He was "kept back" in the third grade. His teachers say that he is hard to manage in the room and schoolyard. They believe that the illness of the mother and poor home control are responsible, in large measure, for his poor conduct in school. He has found silent reading very difficult. His comprehension is poor.
- Clinic: *Date of admission*—Feb. 6.  
*Attendance*—Regular.  
*Weeks of attendance*—14.  
*Attitude and application*—Excellent.  
*Test Results*—Gain, two grades. Present R. G., 4.  
*Diagnosis*—Low resistance to fatigue. Emotional conflict because of home conditions and failure in school. Insufficient backgrounds to build up reading readiness when he began to learn to read.  
*Prognosis*—This boy made such rapid gains that he should be able to work up to his grade without further help. If his interest and confidence should again wane he will fall behind, and, if this happens, he should be returned to the clinic for another period.

## VIII

A boy. C. A., 9-1. I. Q., normal. Grade III

- Physical Record: Observation suggests chorea. Tonsils hypertrophied. Inflation of the Eustachian tube recommended.
- Home: The mother is an invalid. This boy is the oldest of three children and assumes control of things at home. His father rewards him by allowing him to go to the movies very often.
- School: Joj. entered Grade I at 5-1. He was retarded in Grades II and III. His teacher reported him as "excitable, responsive, and courteous." She says that he possesses a great deal of common sense and is quite intelligent but most impulsive and uncontrolled.
- Clinic: *Date of admission*—Feb. 8.  
*Attendance*—Regular.  
*Weeks of attendance*—13.  
*Attitude*—Excellent.  
*Application*—Immature. Easily fatigued.  
*Test Results*—Gain, nine months. R. G., 3-3.  
*Diagnosis*—Low resistance to fatigue. Environment too full of excitement.  
*Prognosis*—Good learning ability. This boy should be able to work with his grade next year if physical and environmental handicaps are removed as far as possible. He is discharged but if he needs more help later he will be readmitted.

## IX

A boy. C. A., 6-10. I. Q., low normal, which is probably an unfair estimate, owing to the reading handicap. Grade II.

- Physical Record: Defective teeth, faulty eye refraction, left eye dominant and right hand.
- Home: This boy is the fourth of six children. The older brothers and sisters have had no trouble in school. The others have not entered. The father has had a serious illness for the last two years and is not able to work. The mother has been much upset by this. She knew that the boy was doing poor work in reading and had tried to help him at home. She found that he had poor concentration, and did not care to stay at any task very long. She was very glad to be assured that her boy had normal intelligence and will follow suggestions for training him at home in good work habits.
- School: Nhp. went to the kindergarten when he was 4-6 and to the first grade when he was 5-6. He was not kept back, but, when referred to the clinic was doing very poor second grade work. His teachers report him as being excitable, fearful, self-distrustful, and easily influenced.

- Clinic: *Date of admission*—May 2.  
*Attendance*—Regular.  
*Weeks of attendance*—4.  
*Attitude*—Excellent.  
*Application*—Immature but improving.  
*Test Results*—Gain, three months. R. G., 1-8.  
*Diagnosis*—Eye difficulty. Immaturity. Emotional instability due to distressing home conditions and failure in school.  
*Prognosis*—This boy has good learning ability and should be able to go ahead with his class after a year's work at the clinic, provided there is some relief from his physical disabilities and the nervous tension at home and in school.

## X

- A boy. C. A., 11-5. I. Q., very superior. Grade V
- Physical Record: Defective tonsils. Had diphtheria while in the second grade, and measles and mumps during his year in the third grade.
- Home: This boy is an only child. His father has been out of work for some time. The mother explained that the boy had not had his tonsils removed because they had been in reduced circumstances. She had not been aware of any difficulty in school until Qib. reached the third grade.
- School: Qib. entered the kindergarten of a Boston public school at the age of five, and Grade I, in the same school, at six. He went to a private school in another city during his years in the second and third grades. He attended two different schools while in Grade IV. His Grade IV teacher reports "excellent" in conduct and in all subjects except reading and spelling. Each of these latter two subjects was rated as "very poor."
- Clinic: *Date of admission*—Feb. 28.  
*Attendance*—Regular.  
*Weeks of attendance*—14.  
*Attitude*—Excellent.  
*Application*—Immature, at first, but a great improvement.  
*Test Results*—Gain, five months. R. G., 3-8.  
*Diagnosis*—Low physical resistance to fatigue. Defective tonsils. Left-handed tendencies. This is a left-handed boy who has been trained to use his right hand, thus causing much confusion. Reading reversals inadequately dealt with in initial reading stages. Absence in the lower grades and three changes of schools.

*Prognosis*—This boy has excellent learning capacity. His progress will be slow until his physical record is improved, as well as his uncertainty due to repeated failure. He will probably work up to grade during another semester in the clinic.

## XI

C. A., 9-7. I. Q., normal. Grade III

- Physical Record: Adenoids and defective tonsils and teeth. Had measles, chicken pox, mumps, and whooping-cough during his early school years. When he was in the third grade he was run down by an automobile and his leg was broken.
- Home: There are four children. The father is out of work frequently. A brother, two years older, has a more serious reading disability and is shy. This boy is quick and capable, and works for a grocer every afternoon and evening and on Saturdays.
- School: Thp. entered Grade I at the age of five. He repeated Grades I and III. His teacher reports him as responsive, courteous, and reliable but with a serious reading difficulty. She says that he appears very intelligent to talk with, but most unintelligent in attacking his reading problem. She is not sure whether this is due to low ability or to lack of application.
- Clinic: *Date of admission*—Feb. 8.  
*Attendance*—Regular.  
*Weeks of attendance*—14.  
*Attitude*—Excellent.  
*Application*—Attention span is short, but there has been an improvement.  
*Diagnosis*—Immaturity when he began to learn to read at the age of five. Lowered resistance to fatigue due to defective tonsils and teeth and too much work outside of school.  
*Prognosis*—There will be a slow gain. If the causes of physical disability are removed the boy should be able to work up to grade during one more semester in the clinic.

## XII

A boy. C. A., 10-11. I. Q., low normal. Grade IV

- Physical Record: Adenoids and defective tonsils and teeth.
- Home: The father is not able to get steady work and there is a large family. Both parents are upset over this boy's inability to get along in school. They were very anxious to have him admitted to the clinic.

- School: This boy entered Grade I at the age of 5-11. He was retarded in Grades II and III. He is now doing very poor work in Grade IV. His teacher reports him as friendly and conversational, cooperative, courteous, and obedient. She states that he has absolutely no ability to read. He has no phonetic sense, as he cannot put the sounds together to form a word.
- Clinic: *Date of admission*—March 8.  
*Attendance*—Regular.  
*Weeks of attendance*—12.  
*Attitude and application*—Excellent.  
*Test Results*—Gain, about nine months. Present R. G., 3.  
*Diagnosis*—Low resistance to fatigue, partly due to defective tonsils and teeth. Immaturity when he first began to learn to read. Great discouragement because of repeated failure.  
*Prognosis*—Slow progress until physical disabilities are removed and bad reading habits are replaced by efficient ones. This boy will probably work up to grade in another year if causes of failure are removed as far as possible, and he receives individual remedial work.

## XIII

A boy. C. A., 12-10. I. Q., Normal. Grade VIII

- Physical Record: Muscular imbalance of the eyes for which glasses have been given. He is left-eye dominant and ambidextrous. He has just overcome a serious lisp.
- Home: There are five children in this family and the father is not working. One sister is older and the three brothers are younger. The sister and one brother had difficulty in learning to read and spell. A brother and an uncle had lisping habits which they found difficult to overcome.
- School: Txj. entered Grade I at the age of five. He was promoted each year. The first teacher who reported his reading disability said that he was very intelligent. She believes that he was too immature when he began to learn to read, that he became more and more confused and insecure as he was promoted to classes far in advance of him in ability to read, that he was babied at home, and not habituated to independent attack upon hard problems. "He tries hard to please," she said, "but is not self-reliant."
- Clinic: *Date of admission*—Sept. 26.  
*Date of discharge*—Jan. 15.  
*Weeks of attendance*—14.  
*Attitude and application*—Excellent.

*Test Results*—Gain, three grades. Present R. G., 6-8.

*Diagnosis*—Speech defect during his early school years.

A slight eye difficulty. Lack of lateral dominance.

This boy has strong left-handed tendencies. He

was probably made to use his right hand in school.

He frequently reverses in reading, and until recently

has not received adequate help in overcoming this

habit. He was too immature when he began to

learn to read.

*Prognosis*—This boy is now sufficiently mature to

understand his handicaps and to work by himself

to overcome them. His progress in the clinic was

rapid and sufficient to warrant his discharge. If he

needs help at a later time he will receive it.

## XIV

A boy. C. A., 11-6. I. Q., normal. Grade V

**Physical Record:** Had a bad tonsil and adenoid condition until he was eleven years old when this was removed. Very faulty eye refraction. Is left eye dominant and right-handed.

**Home:** This is an only child and is much waited upon at home. One parent is much upset by the boy's inability to read, the other thinks that there is too much fuss made over it and doesn't think the boy should be bothered.

**School:** Tmb. entered the kindergarten at the age of 5-4, but was soon transferred to Grade I. He was retarded in Grades I and V. During the summer after his first year in Grade V he went to a summer review school but failed to pass because of his inability to read. During two years of his school life this boy went to a rural school.

**Clinic:** *Date of admission*—Jan. 30.

*Attendance*—Regular.

*Weeks of attendance*—15.

*Attitude*—Didn't like Boston or Boston schools and his mother didn't blame him. He was always wishing to be back in the country. Gradually he became interested in the clinic and his attitude improved.

*Application*—Good.

*Test Results*—Gain, seven months. Present R. G., 4.

*Diagnosis*—Low resistance to fatigue. Serious eye difficulty. Lack of lateral dominance. Reading reversals and inadequate help in overcoming this handicap in early reading stages.

*Prognosis*—This boy has good learning capacity and will probably be able to work up to grade after another semester in the clinic.

## XV

A boy. C. A., 13-2. I. Q., normal. Grade VI

**Physical Record:** Faulty eye-refraction and strabismus. Has been unwilling to use his glasses. He is left-eyed and ambidextrous. Had whooping-cough and scarlet fever at the age of four. His eyes became crossed at that time. He was admitted to the kindergarten at five and during that year had frequent nervous crying spells. He has been outgrowing lisping habits very slowly.

**Home:** The mother came to the clinic with the boy. She is intelligent and cooperative. The father is working. There is a sister, two years younger, who has had no trouble in school. She has tried to help Tfe., but, although they get along well, she has not been able to teach him.

**School:** This boy entered the kindergarten at the age of five but was not in good health. He was admitted to Grade I at the age of six. He has been kept back in three grades. The boy says that he does not like school and that his teachers do not like him; also, that he spends most of his time in the corridor. He has not been able to take part in the regular class activities, and, being an intelligent boy, full of life, he has originated other activities which disturbed the class and brought him his quota of attention.

**Clinic:** *Date of admission*—Jan. 30.  
*Attendance*—Regular.  
*Weeks of attendance*—15.  
*Attitude*—Excellent. According to his own story he had no interest when he came, but his conduct in the clinic belied his story, and revealed an unfortunate defence mechanism.  
*Application*—Excellent.  
*Test Results*—Gain, eight months. Present R. G., 2-6.  
*Diagnosis*—Low resistance to fatigue, and emotional instability due to his physical difficulties, failure, and increasing confusion in school.  
*Prognosis*—Slow progress at first. This boy has good learning ability but serious handicaps to overcome. He needs much more individual help in the clinic.

## XVI

A boy. C. A., 12-7. I. Q., normal. Grade VI

**Physical Record:** A slight speech defect. Slightly diminished hearing. Overgrown.

**Home:** Apparently favorable.



- School: Entered the kindergarten at the age of 4-5 and Grade I at 5-6. Was kept back in Grades I and II, then sent to a special class where he remained for three years. He has been placed in Grade VI this year at the recommendation of the Harvard Clinic. Some of his teachers have complained of his disorder and inattention in school. This boy's case has been diagnosed in two private clinics and suggestions for remedial work given to his teacher in the special class. This teacher reports that he could not read at all until he was nine years old. Then, under her tutelage, he made rapid progress at first. When referred to The Teachers College Clinic he had reached what looked to her like a hopeless plateau of learning in both reading and spelling.
- Clinic: *Date of admission*—Oct. 13.  
*Attendance*—Regular.  
*Attitude and application*—Fair, slightly blasé.  
*Diagnosis*—Slight eye, hearing, and speech difficulties. The apparent paucity of handicaps reminds us of what psychologists and psychiatrists know and what Dr. Van Waters has thus expressed: "In searching for causes of maladjustment in school, it should be understood that trifles make children happy or unhappy. These trifles are so easily overlooked that only persons with genuine insight into child life can discover their existence and true rôle. Usually trifles are the slight or fortuitous sources of irritation that arouse the entire personality to pain. They touch off a complex situation, often inbedded in the family drama. The child is defenceless against this attack and responds in the only way he knows, by tantrums, running away, or other emotional release."  
*Prognosis*—This boy has enjoyed being conspicuous as a problem case and is becoming too dependent upon individual help. We have asked him to try to work with his class during one semester, at least, explaining to him ways of trying to overcome his reading difficulties. If he needs further help, later, he may come back to the clinic.

## XVII

A boy. C. A., 8-2. I. Q., normal. Grade III

- Physical Record: Left-handed tendencies but writes and draws with his right hand. This boy's handedness may have been changed. He uses his left eye to "sight."
- Home: Apparently favorable.
- School: Entered Grade I at 4-11. Was retarded in Grade III. His teacher reports him as sensitive and shy, and subject to day-dreaming. She says that he is courteous, cooperative, and obedient.

- Clinic: *Date of admission*—Jan. 30.  
*Attendance*—Regular.  
*Weeks of attendance*—15.  
*Attitude*—Apathy, real or apparent at first, but interest followed success.  
*Application*—Wandering attention at first, but remarkable improvement.  
*Test Results*—Gain, 1-6 grades. Present R. G., 3-3.  
*Diagnosis*—Immaturity when he began to learn to read. Left eye dominance and possible change of handedness. Reading reversals with inadequate help in overcoming these in early reading stages. Emotional instability due to failure.  
*Prognosis*—This boy has excellent learning ability. He has made such rapid progress that he will probably be able to work along with his class. If he needs further help later he may be returned to the clinic.

## XVIII

- A boy. C. A., 11-3. I. Q., low normal, which is probably unfair because of a language handicap. Grade III
- Physical Record: Slight muscular imbalance of the eye. Wax in the ears. He had rheumatic fever at the age of five which caused late entrance to school. No heart condition has followed.
- Home: Mother says that she could never learn to read. An only sister who is older is having difficulty, also. The boy gets along happily with his mother but "does not like his father."
- School: The boy entered Grade I, in a public school in a distant city, at 6-3. The two years following he attended a private school near Boston. After having spent three years in school he was entered in Grade II in a Boston public school. He was unable to do the work of that grade but was promoted because of his age and size. His teachers say that he is the helpful big boy of their classes. He is confident, courteous, obedient, self-controlled, and attends school regularly.
- Clinic: *Date of admission*—Oct. 4.  
*Weeks of attendance*—30.  
*Attitude*—Apparent apathy at first. Marked docility. Interest grew with success and an individual emerged out of an "automaton."  
*Application*—Good.  
*Diagnosis*—Initial instruction in reading inadequate because of change in schools and low resistance to fatigue. Emotional conflicts due to failure and home condition.

*Prognosis*—As this boy is gaining in interest and confidence he will make much more rapid gains, but he needs much more individual help in a clinic.

## XIX

A boy. C. A., 9-10. I. Q., normal. Grade IV

Physical Record: Faulty eye refraction. The boy had glasses but would not wear them.

Home: This boy is the youngest of eight children. The mother sent him to the first grade in a private school when he was five. The other children got along there so she did not think much about Ekp.'s school work. She says that he is a timid, fearful child and has become so worried over school that she has transferred him to the public school, hoping that he might have the benefit of the help of the Reading Clinic.

School: Entered a private school at five. He has been retarded in Grades I, II, and III.

Clinic: *Date of admission*—March 25.

*Attendance*—Regular.

*Weeks of attendance*—7.

*Attitude*—Too docile.

*Application*—Good.

*Test Results*—Gain, uncertain. Present R. G.. 2.

*Diagnosis*—Strong left-handed tendencies accompanied by habits of reversal in reading. Insufficient help in overcoming wrong eye movements when he began to learn to read. Faulty eye refraction. Insecurity and emotional blocking because of repeated failure.

*Prognosis*—Slow progress at first because of personality difficulty due to failure and bad reading habits. He needs much more clinical help.

## XX

A boy. C. A., 11-8. I. Q., normal. Grade V

Physical Record: Left hand and right eye dominance.

Home: The mother died when her boy and girl were very young. The father placed the children in an orphan's home. He has paid toward their support until within two years. He lost his job then and has not communicated with the home or the children since. The children are well cared for and each has a reasonable amount of work to do in the house and on the farm.

- School:** Record incomplete. The boy says that he had double pneumonia and chicken pox when he was in the primary school. He was absent a great deal and was retarded in the first and second grade. The original request for admission came from the Psychopathic Hospital. He had also been diagnosed for "Reading Disability" at the Home for Little Wanderers. Both institutions and the Department of Educational Investigation and Measurement say that this boy has normal intelligence but is a case of "special reading disability."
- Clinic:** *Date of admission*—March 22.  
*Attendance*—Irregular because the home could not send the boy every time.  
*Weeks of attendance*—8.  
*Attitude and application*—Excellent.  
*Test Results*—Gain, about three months. Present R. G., 1-6.  
*Diagnosis*—Lack of lateral dominance. Emotional instability due to environmental conditions. Inadequate help in overcoming improper eye movements when he began to learn to read.  
*Prognosis*—Slow progress at first. As confidence is established his gains should be more rapid. He needs much more clinical help.

## XXI

- A boy. C. A., 11-6. I. Q., low normal. This is thought to be an unfair estimate. Grade IV
- Physical Record:** Had pneumonia and measles together when he was two years old and his mother says that this has left him delicate. Defective tonsils.
- Home:** The father, mother, and two sisters, very much older, make a very happy, well-kept home. They are over solicitous concerning the physical welfare of the boy. He does not make sufficient contribution to the work of the home.
- School:** Mbo. entered the kindergarten at the age of 4-1, stayed two years there, and was promoted to Grade I at the age of 6-1. His reading was always poor. From Grade III he was sent to a special class where he remained two years. Just before he was referred to the clinic he was placed in a fourth grade at the age of 11-1.
- Clinic:** *Date of admission*—Feb. 27.  
*Attendance*—Regular.  
*Attitude*—Apathetic, but improving.  
*Application*—Immature, but improving.  
*Test Results*—Gain, one grade. Present R. G., 3-8.

*Diagnosis*—Low resistance to fatigue due to physical condition. Eye difficulty. Immaturity and over-dependence, which condition is encouraged in the home.

*Prognosis*—This boy has good learning ability. When his physical and environmental conditions are improved he will probably get along faster. He will come back to the clinic for one more year.

## XXII

A boy. C. A., 8-8. I. Q., normal. Grade III

- Physical Record: Had just had tonsils and adenoids removed before he entered the clinic. Slightly faulty refraction, for which he wears glasses.
- Home: Was an only child for five years. His parents said they knew that they had "spoiled" him. They are much disturbed over his reading difficulty and had taken the child to a private clinic for a short time before The Teachers College Clinic was opened.
- School: He entered Grade I at the age of 5-8. He was retarded in Grade III. His teachers report that he is inattentive and troublesome.
- Clinic: *Date of admission*—Sept. 26.  
*Date of discharge*—Jan. 13.  
*Weeks of attendance*—17.  
*Test Results*—Gain, one grade. Present R. G., 3-5.  
*Diagnosis*—Low resistance to fatigue because of physical condition. Immaturity due to over solicitation at home. Slight eye difficulty.  
*Prognosis*—This boy has made rapid progress. He had no special reading difficulties and his learning capacity is good. He was discharged because it was felt that his short period of special help would be sufficient to put him on his feet. If he needs further help he may return to the clinic at a later time.

## XXIII

A boy. C. A., 8. I. Q., normal. Grade III

- Physical Record: Left-eyed and right-handed. Otherwise, negative.
- Home: There are three children, an older and younger sister and a younger brother. The older sister is an invalid. The younger brother and sister never give any trouble anywhere. This boy is stubborn and disobedient.
- School: Psp. entered Grade I at the age of five. He was retarded in Grade II and was then the biggest boy in the room. He is reported as being very stubborn and the worst behavior problem in the school. He is badly retarded in reading.

- Clinic: *Date of admission*—Sept. 27.  
*Date of discharge*—Jan. 13.  
*Attendance*—Regular.  
*Attitude*—Good on the whole. Sometimes emotionally upset and defiant.  
*Application*—Immature. Short attention span but improving.  
*Diagnosis*—Reading reversals due to lack of lateral dominance, and inadequate help in overcoming these. Immaturity when he began to learn to read. Emotional instability perhaps due, in part, to the fact that the mother paid so much attention to the older invalid sister when he was growing out of babyhood and demanding his share of attention. It is also due to failure in school.  
*Prognosis*—This boy's learning capacity and rapid improvement warranted his discharge, and the recommendation that he be allowed to try work in a higher grade with children who are more nearly his own mental and chronological age than are those of Grade III.

## XXIV

- A boy. C. A., 9-4. I. Q., normal. This is felt to be an unfair estimate.  
 Grade III
- Physical Record: Tonsil and adenoid operation performed two months before he entered the clinic. Left-handed and right-eyed.
- Home: A large, prosperous, and happy family. Very cooperative with the work of the clinic.
- School: Entered Grade I at the age of six. Has been retarded in Grades II and III. His teachers say that he is mischievous and inattentive, but very popular, and that he trades on his personality.
- Clinic: *Date of admission*—Sept. 26.  
*Date of discharge*—April 3.  
*Attendance*—Regular.  
*Weeks of attendance*—25.  
*Attitude and application*—Excellent.  
*Test Results*—Gain, eight months. Present R. G., 3-1.  
*Diagnosis*—Strong mirror tendencies with inadequate help in overcoming these. Immaturity.  
*Prognosis*—Slow progress until mirror tendencies are overcome. This boy should have another year in the clinic.

## XXV

- A boy. C. A., 7-8. I. Q., low normal, which is an unfair estimate because of language handicap. Grade II
- Physical Record: Faulty eye refraction corrected with glasses. Sights

- with his right eye and is left-handed. He writes and draws with his right hand because he has been required to do so in school.
- Home: This boy is the youngest of three and his mother says that he has been "spoiled."
- School: He entered Grade I at 5-8 and repeated the grade. He is fond of play and shows no interest in the tasks of the schoolroom. His teachers say that he is disobedient and disorderly.
- Clinic: *Date of admission*—Feb. 10.  
*Date of discharge*—March 6.  
*Weeks of attendance*—3.  
*Attitude*—Good.  
*Application*—A short attention span.  
*Test Results*—Gain, uncertain. Present R. G., 1-6.  
*Diagnosis*—Eye trouble. Emotional instability due to over-dependence and failure in school. Reading reversals due to handedness, and confusion due to change of handedness.  
*Prognosis*—The boy was so short a time at the clinic before his removal to a distant city that it was impossible to make any predictions concerning his growth.

## XXVI

A boy. C. A., 11-3. I. Q., Normal. Grade V

- Physical Record: Defective teeth and tonsils.
- Home: This boy is the fifth of six children living at home. Other relatives live with them so that the home is overcrowded. The father died last year. There is a comfortable home atmosphere despite economic stress. The boy worries about his mother who works too hard. They speak a foreign language at home.
- School: The boy lost his school record so that the age of his entrance is not known. He has probably been retarded one year.
- Clinic: *Date of admission*—April 24.  
*Attendance*—Regular.  
*Weeks of attendance*—5.  
*Attitude*—Apparently apathetic, but improving.  
*Application*—Immature, but improving.  
*Test Results*—Gain, uncertain. Present R. G., 3-3.  
*Diagnosis*—Low physical resistance due to fatigue. Language handicap. Excessive street life and attendance at the movies.  
*Prognosis*—Bso. has excellent learning ability and will probably be able to go ahead with his class after another year in the clinic. The physical and environmental handicaps are being removed as far as possible.

## XXVII

- A boy. C. A., 11-1. I. Q., low normal. This is unfair because of the language handicap of this boy. Grade V
- Physical Record: Twenty per cent hearing loss. Deviated septum. Operation for this advised at sixteen years of age. Slight speech defect, which is due to nasal trouble.
- Home: A foreign language is spoken. The father and mother both work. They try to do what is recommended to help this boy but are convinced that he is stupid, and will never be able to learn very much.
- School: Mnj. entered Grade I at 5-1 and repeated Grades I and III. He was repeating Grade IV when he entered the clinic. His teachers say that he is aggressive and stubborn, and is inclined to bully on the playground. They say that he does not learn the meaning of English words readily.
- Clinic: *Date of admission*—Sept. 26.  
*Attendance*—Regular.  
*Weeks of attendance*—30.  
*Attitude and application*—Excellent.  
*Test Results*—Gain, one grade. Present R. G., 3-5.  
*Diagnosis*—Physical handicaps, especially difficulty of breathing due to a deviated septum. Partial loss of hearing. Speech difficulty. Language handicap. Emotional instability due to failure and the attitude of parents and teachers.  
*Prognosis*—This boy has been making good progress with individual help. He will probably continue to do so if allowed to come to the clinic for one more year.

## XXVIII

- A boy. C. A., 7-3. I. Q., superior. Grade II
- Physical Record: Negative.
- Home: The family consists of the parents, two high school children who are getting along excellently, and this small boy. They were much disturbed by Fop.'s inability to get along in school. The mother said that the boy was shy, and was afraid of his teacher. She knew that he could not read and had tried to teach him during the summer. The teacher gave her the books and she felt that he had made good progress with her. The boy was progressing rapidly with his music, and said that he could play the piano for the children in the clinic.
- School: Fop. entered Grade I at 5-3. He was kept back for one year and had just entered Grade II. His first grade teacher felt that he needed help with his reading in order to keep up with the work in Grade II.



- Clinic: *Date of admission*—Sept. 26.  
*Date of discharge*—Sept. 26.  
*Weeks of attendance*—0.  
*Attitude and application*—Excellent.  
*Test Results*—R. G., 1-9.  
*Diagnosis*—A shy child who had received a great deal of affection and care at home and found it hard to adjust himself to life away from home.  
*Prognosis*—His teachers decided that he had progressed sufficiently during the summer to work with his grade. His test results at the clinic showed no retardation and he will probably never need clinical help.

## XXIX

A girl. C. A., 11-6. I. Q. normal. Grade V

- Physical Record: Infection of the middle ear.
- Home: One of seven children. Their parents cannot control them. The mother is disturbed over this girl's reading difficulty, but says that she doesn't know what she can do about it.
- School: Cbv. entered the kindergarten at the age of 5-2. She was not "kept back" until she reached the fourth grade. When referred to the clinic she was doing poor work in Grade V. Her teachers report her as a behavior problem.
- Clinic: *Date of admission*—March 20.  
*Attendance*—Irregular at first, but more regular after she found that her attendance at the clinic was checked.  
*Weeks of attendance*—9.  
*Attitude*—Supercilious at first, but interest soon grew. Good attention until spring weather arrived when the wanderlust seized her.  
*Application*—Good when interest held.  
*Test Results*—Gain, one grade. Present R. G., 4-1.  
*Diagnosis*—Low physical tone when she first began to read. Emotional instability due to lack of control at home and failure in school.  
*Prognosis*—This girl shows no special reading difficulty. She found the transfer from narrative to work-type reading hard. Her gain at the clinic was rapid and will continue so if her interest is held.

## XXX

A girl. C. A., 11-10. I. Q., low normal. Grade V

- Physical Record: Left-handed and left-eyed but made to use the right hand in school. A small percentage of hearing loss. Faulty eye-refraction. Organic heart trouble necessitating attendance at a heart clinic in one of the hospitals.

- Home:** The father had been divorced. The mother works and is away from home all day.
- School:** Gep. entered the first grade at the age of 6-4. She has been "kept back" in both the third and fourth grades. She was doing poor fifth grade work when sent to the clinic although attentive and conscientious.
- Clinic:** *Date of admission*—Sept. 26.  
*Date of discharge*—Jan. 3, because of illness.  
*Attendance*—Regular.  
*Weeks of attendance*—13.  
*Attitude and application*—Excellent.  
*Test Results*—Gain, five months. Present R. G., 4.  
*Diagnosis*—Poor health. Reading reversals due to left-handed tendencies. Added confusion through changing handedness and upsetting the development of lateral dominance. Fear of failure and of other things in her environment.  
*Prognosis*—Her attitude and her ability to apply herself are strong assets. If she were well enough to continue at the clinic she would probably reach a R. G. of VI.

## XXXI

- A girl. C. A., 14-1. I. Q., low normal. Grade V
- Physical Record:** Left-handed and right-eyed. Had defective tonsils until a year ago. Is thin and tall and tires easily.
- Home:** Happy, good-natured parents. There are four children. The oldest is in a school "Center." Two get along fairly well in school. This girl is very slow in everything, including reading.
- School:** Entered Grade I at 5-11. Has repeated Grades I and III, also IV. Her teachers say that she is attentive and conscientious but cannot do the work of the grade.
- Clinic:** *Date of admission*—Feb. 27.  
*Attendance*—Regular.  
*Weeks of attendance*—12.  
*Attitude and application*—Excellent.  
*Test Results*—Gain, six months. Present R. G., 2-6.  
*Diagnosis*—Low physical tone. Reading reversals due to left-handedness and inadequate help in overcoming these in early reading stages. Eye strain. Fear of failure.  
*Prognosis*—Slow progress at first because of insecurity and bad reading habits. This girl needs much more time in the clinic, and with this individual help would probably reach the reading ability of the average sixth grader.

## XXXII

A girl. C. A., 11-10. I. Q., normal. Grade V

- Physical Record:** Slight eye difficulty, but it was not thought wise to give her glasses. Slight speech defect which has almost disappeared. Left eye dominant and left-handed but has been made to use the right hand in school. Twitching habits.
- Home:** This girl is the youngest of three. The family is very intelligent, but has made this child too dependent upon it. Their emotional reactions over her reading difficulties have made these difficulties greater.
- School:** The grade record has not been received but Tep.'s C. A. and present grade show that she either entered school very late or has been retarded. The latter is more likely to be the case. Her teachers reported her, because she was a poor reader and a disciplinary problem. They said that she did not obey and wished to be the center of attention.
- Clinic:** *Date of admission*—Sept. 26.  
*Date of discharge*—Jan. 13.  
*Weeks of attendance*—17.  
*Attitude*—Was too self-centered at first, but became interested in the reading as she became successful.  
*Application*—A short attention span at first but a gradual improvement.  
*Test Results*—Gain, four months. Present R. G., 4-5.  
*Diagnosis*—Reading reversals due to left hand and eye dominance. Inadequate help in overcoming these during initial reading stages. The changing of handedness upset lateral dominance, added to the confusion, and emphasized a nervous instability. Speech defect. Slight eye difficulty. Over-dependence. Desire for approval and fear of failure which added to the nervous instability.  
*Prognosis*—Good learning ability. The classroom from which this child was referred were below grade in reading. It was felt that she might easily keep up with them after her weeks in the clinic. She will come back later, if she needs further help.

## XXXIII

A girl. C. A., 9-4. I. Q., normal. Grade IV

- Physical Record:** Slight fault in refraction but it was not thought advisable to give the child glasses.
- Home:** The home environment is apparently helpful. There is no history of reading difficulty among the other four children.

- School: Bbo. entered the kindergarten at the age of 4-3, and Grade I at the age of 5-3. She has never been "kept back." Her teachers consider her very intelligent and do not understand her inability to learn to read.
- Clinic: *Date of admission*—Sept. 26.  
*Attendance*—Regular.  
*Weeks of attendance*—30.  
*Attitude*—Likes to do what she is asked to do, but not interested in the reading herself. She is too docile.  
*Application*—Immature, but improving.  
*Diagnosis*—Immaturity when she first began to learn to read. She has become habituated to trying to learn what she does not understand. Her curiosity has been repressed.  
*Prognosis*—This girl has made a fair gain. It will be more rapid when she forms the habit of looking for meaning in the printed page. She needs at least one more year in the clinic.

## XXXIV

- A girl. C. A., 12-11. I. Q., normal. Grade VIII
- Physical Record: Difficulty with breathing due to a deviated septum, which, it is reported, cannot be operated on until she is sixteen. Defective posture. Corrective exercises were recommended and the girl asked to report to the hospital for periodic examination. This she did not do.
- Home: There has been no retardation of any sort among the other three children. The oldest is a college graduate. The mother says that this girl is a day-dreamer. She is the youngest and the others may have "spoiled" her.
- School: Enb. entered the first grade at the age of 5-11. She has had difficulty with reading and spelling from the beginning, but has not been "kept back." Her teachers say that she has a pleasing personality.
- Clinic: *Date of admission*—Feb. 6.  
*Date of discharge*—April 13, because she broke her leg.  
*Attendance*—Regular.  
*Weeks of attendance*—8.  
*Attitude*—Apathetic, docile.  
*Application*—Fair.  
*Test Results*—Gain, uncertain. R. G., 5-1.  
*Diagnosis*—Low resistance to fatigue because of physical condition. Immaturity when she began to learn to read.

*Prognosis*—Enb.'s learning capacity is good. Her attitude and effort will improve as she becomes more successful. She will probably be interested and able to overcome her handicaps after another year at the clinic.

## XXXV

A girl. C. A., 10-5. I. Q., normal. Grade IV

**Physical Record:** Mixed astigmatism for which she wears glasses. Post-nasal obstruction. Tonsil remnants in each fossa. A history of chorea.

**Home:** Pnb. has a step-father who takes no interest in her. She is well cared for by her mother, has a good well-balanced diet and a good appetite. The mother complains that the girl is withdrawn within herself and has nothing to say at home. The mother is excitable and says that the father is apt to fly off the handle. This is the only child in the home.

**School:** Pnb. entered Grade I, in a private school, at the age of six. She repeated Grade I after which she was placed in Grade II of a Boston public school. She has remained in this school. Her teachers have all found her slow in reading but have never recommended the repeating of a grade. They think that she could do better if she paid attention.

**Clinic:** *Date of admission*—Jan. 3.

*Attendance*—Regular.

*Weeks of attendance*—17.

*Attitude and application*—Good.

*Test Results*—Gain, 1-8 grades. Present R. G., 3-7.

*Diagnosis*—Frail health, nervous instability because of poor adjustment to home conditions and failure in school. Eye difficulty.

*Prognosis*—This girl has excellent learning ability. Her success in the clinic has made her happier and more confident so that she is adjusting better in both home and school. She will probably be able to keep up with her grade now but, if she needs more help later, she may be returned to the clinic.

## XXXVI

A girl. C. A., 10-6. I. Q., normal. Grade III

**Physical Record:** Serious speech defect in early childhood. This has been overcome through years of work in a private habit clinic. Faulty eye-refraction.

**Home:** Economic stress although the father works regularly. There is a large family and the mother finds it hard to live within the income. She wishes Enb. to get along, but was careless about getting her to the clinic regularly and on time.

- School: This girl entered Grade I at the age of 6-9. She was severely handicapped in reading, owing to her speech difficulty. She was retarded in Grades I and III. She has changed schools twice.
- Clinic: *Date of admission*—Oct. 11.  
*Date of discharge*—March 24.  
*Attendance*—Irregular.  
*Weeks of attendance*—20.  
*Attitude and application*—Good.  
*Test Results*—Gain, one grade. Present R. G., 3-3.  
*Diagnosis*—Speech difficulty. Eye troubles. Reading reversals with insufficient help in overcoming these. Emotional instability because of home conditions.  
*Prognosis*—This girl has ambition and excellent learning ability. She will probably be able to go on with her grade now; but may be returned if she needs further help.

## REPORT ON POSTURE EDUCATION

In the years just prior to 1929, members of the Department of Physical Education became disturbed by the great amount of poor posture among the school children of the city, and realized that the physical education program needed to be augmented by an intensive course in posture education.

Therefore, in 1929, the Department of Physical Education, with the cooperation of the Department of School Hygiene, of Doctors Joel E. Goldthwait and Robert B. Osgood, and of the Department of Hygiene of Wellesley College, planned and introduced such a course. The method of posture classification used by the Department of Physical Education of Harvard University was adopted.

In accordance with this plan, at the beginning of the school year, every pupil in Grades I to VIII, inclusive, is given a posture rating A, B, C, or D, by the visiting instructor in physical education. Pupils with similar ratings are grouped together, during exercise periods, for posture instruction according to their specific needs. Those marked A or B, that is, those whose posture is excellent or good, are given a relatively small amount of posture work, and a large proportion of regular physical education work.

Those marked C or D, that is, those whose posture is faulty, are given intensive posture instruction, and a lessened amount of regular work. The special corrective exercises are taught by the school room teacher, under the supervision of the instructor in physical education. In many cases cooperative action of the parents is obtained through the agency of the school doctors and nurses.

At the end of the year pupils are again rated, and deserved promotions made.

Since the introduction of this work marked improvement in posture has been noted, both teachers and pupils have become increasingly posture conscious.

Records of ratings have been kept for each school, but it was not until this year that a study of the combined ratings of all schools was made.

In June, 1933, the visiting instructors in physical education, seven in number, brought together all their figures, and compiled the following statement:

POSTURE RATING PERCENTAGES

School Year 1932-1933

Total number examined at beginning of year..... 64,433	}	A — 39.5%
		B — 29.3%
		C — 24.7%
		D — 6.3%
Total number examined at end of year..... 65,407	}	A — 48.3%
		B — 27.9%
		C — 20.6%
		D — 3.1%

By GROUPS OF GRADES

I	}	A — 34.4%	A — 45.3%
		B — 29.8	B — 28.3
		C — 28.3	C — 22.4
		D — 7.2	D — 3.7
IV	}	A — 42.1%	A — 49.8%
		B — 29.0	B — 27.6
		C — 23.2	C — 19.7
		D — 5.3	D — 2.6
VII	}	A — 45.7%	A — 49.8%
		B — 28.6	B — 28.7
		C — 19.4	C — 18.6
		D — 6.1	D — 2.6

By GRADES

I	}	A — 29.5%	A — 41.1%
		B — 30.0	B — 30.0
		C — 31.1	C — 24.7
		D — 9.2	D — 4.2
II	}	A — 35.2%	A — 46.3%
		B — 30.3	B — 27.8
		C — 27.8	C — 22.4
		D — 6.6	D — 3.2
III	}	A — 38.5%	A — 48.6%
		B — 29.1	B — 27.5
		C — 26.1	C — 20.0
		D — 5.9	D — 3.6
IV	}	A — 40.9%	A — 45.8%
		B — 28.1	B — 26.7
		C — 24.8	C — 24.6
		D — 6.0	D — 2.6
V	}	A — 41.9%	A — 51.25%
		B — 29.6	B — 28.5
		C — 23.5	C — 17.8
		D — 4.9	D — 2.3
VI	}	A — 43.6%	A — 52.4%
		B — 29.4	B — 27.8
		C — 21.5	C — 16.7
		D — 5.1	D — 2.9
VII	}	A — 46.4%	A — 48.1%
		B — 28.6	B — 29.2
		C — 18.1	C — 19.6
		D — 6.7	D — 3.1
VIII	}	A — 45.2%	A — 51.6%
		B — 28.6	B — 28.3
		C — 20.7	C — 17.7
		D — 5.5	D — 2.3

POSTURE CLASSIFICATION

- A — excellent } normal posture.
- B — good }
- C — round shoulders, forward head, abdomen relaxed.
- D — very poor posture, all curves exaggerated, abdomen protruding.



## VISUAL EDUCATION

The common employment of visual materials as teaching aids in Boston public schools is not the result and sudden realization of the instructional value of the methods concerned. Rather, it is the consequence of gradual but constant progress in visual education. Intensive efforts in this field date back more than thirty years when the Boston schools were authorized, by special appropriation, to purchase sets of lantern slides; within a few years most districts were equipped with stereopticons and stereoscopes. As early as 1913, because of the dangers which might accompany the incorrect use of the materials, a committee was appointed to offer assistance to teachers not only in the selection but also the employment of visual aids.

It is interesting to know that in its first report, School Document No. 6, 1913, this committee strongly recommended the motion picture as one of the newer but more powerful supplementary teaching devices. However, because the early machine was difficult to operate, and the inflammable film dangerous to project, no effort was made to introduce the equipment. Later, when, for educational purposes, safety film supplanted the inflammable and portable projectors displaced the professional, schools began to request the installation of projectors. After some experimentation, the 35 mm. portable projector limited to the use of safety film came to be recognized as the most satisfactory kind of equipment; but more recently the 16 mm. machine with its advantages of economy, portability, and ease of operation has also been approved as the equal of the other kind for school use. In Boston, all school districts are now equipped for film showings.

In 1924, because the classroom teachers had by then become convinced of the value of the motion picture, the School Committee began to provide funds annually, by special appropriations, for the purchase and rental of visual materials. Concurrently, the committee recognized the need of centralizing in some manner the work of circulating films, and at first the master of a school was assigned to supervise the distribution. By 1926 the number of schools requesting frequent and regular

film showings had so increased that the Visual Education Department was instituted at Teachers College to control the organization and circulation of films and other materials which may best be distributed from some single source.

Very important among the duties of the department was the establishment and development of a library of educational motion pictures. However, requests for film showings increased so rapidly (within eight years the number of weekly programs jumped from ten to one hundred) that it was impossible to expand the library sufficiently to provide the desired pictures; consequently, many bookings had to be arranged on a rental basis. By 1933 the amount of money required for film rentals had so grown that the School Committee believed desirable for reasons of economy to suspend temporarily all programs which had been scheduled on the rental plan. The savings effected in this way made possible the enlargement of the motion picture library so that at present most films circulating come from this collection. Of course, this new arrangement has resulted in greatly reduced operating costs for the Visual Education Department.

Besides the increase in requested films from schools equipped with 35 mm. machines, another factor made impossible the desirable development of the film library; that was the installation of the newer 16 mm. projectors. Clearly, it was more difficult to provide films of two different sizes than it would have been to furnish the single type. Yet the inclusion of the narrow width equipment among the approved material was undoubtedly wise from the educational point of view, for it has been followed by real classroom use of the moving picture. This procedure has made easier the proper instructional approach and the important follow-up review which are so vital to the beneficial employment of the film; in the auditorium showing, these essential steps were quite difficult.

More and more it is becoming certain, on the basis of the scientific research in visual education, that the value of the motion picture depends greatly upon its correlation with the course of study. In order to make this correlation as close as possible, the Visual Education Department has prepared a catalogue listing about three hundred and fifty reels which are on deposit in the film library. These are the subjects for which the pictures are suggested: Geography, history, health education, general science, and nature study. From

this pamphlet, which also provides a brief description of all pictures listed, teachers are expected to select those films which may, on the basis of the content, be made an integral part of the classroom work in the different subjects. There is no forced prearranged circulation of films; schools receive only those reels which they request because the aim of the department is the careful rather than the frequent use of the motion picture.

The rather complete control which the Visual Education Department exercises over the circulation of moving pictures does not extend to other kinds of aids unless circumstances seem to warrant such treatment. Ordinarily, of course, most materials can best be organized within the school districts. However, so that no school may be deprived of the advantages of the visual methods, plans for the distribution not only of films but also of still pictures, projectors and other materials are sometimes worked out. At present the Art and Health Departments are making rather extensive use of this service. Whenever there is at all a general demand from the school for exhibits, slides, or visual aids of any other kind, the department prepares a satisfactory scheme for providing them. In this work such agencies as the Boston Public Library, the Museum of Fine Arts, the Children's Museum, and the Junior Red Cross have most generously cooperated.

Visual education in Boston has spread gradually but constantly over a period of more than thirty years; the progress has resulted from actual experience rather than from preconceived opinion.

### THE RADIO IN EDUCATION

Most extensions of school activity into new fields originate with the people rather than the teachers of the community. In this respect the radio has been no exception, for its educational employment in Boston began on the recommendation of the School Committee, which is the elected agency of the parents and taxpayers. In accordance with this expressed wish of the committee "to unite the public schools with radio activities," the Superintendent in 1930 appointed the Council on Radio Education to plan and arrange a series of broadcasts under the sponsorship of the Boston public schools.

Previously, in other parts of the country, educational programs for classroom reception had been regularly taking place with seeming success. However, among the strong objections which arose to such limited and formal use of the radio in this city were: First, that the proper equipment of school buildings for such reception would at the time be too costly; and second, that the particular function of the radio for this purpose had not been determined at all conclusively. Moreover, much of the power of the radio results from the potential universality of its appeal; consequently to plan broadcasts which would be closely correlated to the classroom work of a relatively small group of pupils in some one grade would be to disregard the important quality of the radio. In time the radio may come to be accepted as an assistant teacher of value to pupils in the classroom. For the present it can without doubt render very important service to education by making closer the cooperation between the home and the school and between the parents and the teachers. Improved relationships here must bring benefit to the children.

So that there could be no doubt of the desire to encourage home listening rather than school listening, all broadcasts have been scheduled in the late afternoon or early evening outside of school hours; since April, 1932, programs have been presented regularly over Station WNAC or Station WAAB.

It is impossible within a brief report like this to present detailed information as to the aims and accomplishments of every one of the broadcasts. But it seems desirable to group together the objectives towards which the whole radio program has been directed. As formulated before the series began they were these:

1. To develop more generally an appreciation of the cultural and practical values of certain school subjects.

2. To promote a more common realization of the significance of public education in modern democratic society.

3. To create a consciousness of the instructional importance of the radio.

Simply stated, the main purpose of the radio series has been to promote confidence in the public schools; doing this consists chiefly in clearing away misconceptions. Some of the talks by school executives have been very frank discussions of the problems that have arisen and the solutions which are being attempted. Others have emphasized the educational opportunities that are available in this city. By demonstrating the methods as well as the subject matter of the curriculum, teachers have made the whole community better acquainted with its school system. Frequently, the broadcasts have direct instructional value because of the current interest in the topic presented. The titles listed below are typical of the series; their objectives are obvious.

The Boston Public Schools.

The Public Evening Schools.

The Value of the Summer School.

The Choice of a Secondary School.

The School Budget.

Unemployed Boys and Girls.

The Educational Triangle.

Concert by the Boston Public School Symphony.

Concert by the Boston Public School Band.

Choral Groups.

Music Appreciations.

Glee Club Program.

Christmas Carols.

The Home Study Hour.

Helping the Timid Child.

Malnutrition.

Means of Preventing Common Diseases.

Conserving the Child's Health During the Summer.

Health Talk.

The Early Boston Schools.

Benjamin Franklin.

Evacuation Day.

The Story of Patriots' Day.

The Significance of Memorial Day.  
Flag Day.  
Bunker Hill Day.  
Armistice Day.  
Thanksgiving Day.  
Christmas Playlet.  
Good Speech Objectives.  
Attaining Good Diction.  
Selected Readings.  
The Music of Verse.  
The Magic of Speech.  
The Music of Speech.  
A Plea for Good Diction.  
Geography of Yesterday and Today.  
From the Black Sea to the Red.  
Egypt and the Nile.  
Current Fiction.  
Our Literary Heritage.  
Stories for Children.  
Building Character in the English Class.  
Why Teach Art Appreciation?  
The Place of Art in Education.  
Art Appreciation.  
Spelling in the Boston Schools.  
Depressions, Past and Present.  
A Broader Citizenship.  
The Priceless Gift of Science.  
Marvels of the Invisible.  
Lifting the Horizon.

The radio program seems to be accomplishing the ends for which it was arranged; the public is better informed concerning the activities, achievements, and difficulties of the school system. All of the communications which have been received from the community indicate approval of the broadcasts. The radio Stations WNAC and WAAB, which have freely and generously offered their facilities for the work, have urged more extensive programs and longer periods. However, the members of the Council on Radio Education prefer to be discreet rather than too ambitious in their efforts to use the radio for the benefit of the schools; in Boston, expansion in this field will take place as conservatively as it has in all other new fields.







SCHOOL DOCUMENT NO. 10-1933  
BOSTON PUBLIC SCHOOLS

SPECIAL SYLLABUS  
IN ART EDUCATION

GRADES I., II., III.



1933-1934

IN SCHOOL COMMITTEE, September 18, 1933.

*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 AND THE ASSISTANTS IN MANUAL ARTS. MANY TEACHERS OF GRADES I., II., AND III. HAVE CONTRIBUTED IDEAS IN RESPONSE TO A QUESTIONNAIRE ASKING FOR SUGGESTIONS ON THE REVISION OF THE SYLLABUS.

## INTRODUCTORY NOTES

Art is the expression of life. Children being full of life tend to be expressive and in so far as their pictures and designs interpret child life they are works of art in the same sense that the works of older people represent adult ideas. To the teacher a child's drawings offer most valuable revelations of the young minds which she is to lead out or educate. Every childish effort at expression deserves the friendly respect and professional interest of the teacher. The amazing progress of kindergarten and primary children in drawing and painting when properly guided and encouraged is doubtless due to the fact that their pre-school years have been far from idle. The school, not the child, begins with the first grade. It is a very real person who enters the primary school. His five or six years in the world have offered adventures for his five senses. Like Thoreau who "traveled much in Concord" the first grade child has traveled much in Boston. Our problem is to preserve in his mind the sense of wonder, to help him to form ideas based on his own experiences and to learn to express his thoughts and emotions effectively and if possible with beauty.

## REPRESENTATION

People, buildings, vehicles, toys, animals, birds, trees, plants and flowers, fruits, vegetables are more or less evident in the city child's environments. These real and living things fill his mind with visual ideas of motion, shape and color which can best be expressed by drawing and painting.

The child gladly avails himself of large sheets of paper on which, with bold strokes of brilliant crayon, he spreads the pictures of his imagination. Here he can examine his own ideas as he does the half forgotten treasures which he finds in his pockets. He not only learns to draw, he draws to learn. The teacher invites him to think more and more clearly about things stored in his memory. She kindles his imagination by significant questions and he pulls more vigorously on his store of personal experiences picturing things on paper for her friendly recognition. Gradually his miscellaneous bits of knowledge become clearer through expression and what he does not know becomes equally evident.

New experiences directed by the teacher provide new impressions. Knowing that he is to re-present them in terms of line, shape and color he uses his eyes more intelligently. The teacher shows him that by tracing in the air he can feel the directions of lines and edges or the general attitudes of heads, arms or bodies of people in action. Brief dramatizations of incidents give opportunity for fresh impressions of figures in motion. If fre-

quent comparison is made to the basic directions, vertical, horizontal and oblique, straight and curved, a basis for understanding may be established. When a child learns to use standard colors and simple geometric shapes as clues to the ever changing aspects of things, when he sees the oblong of a sweater change to something like a semi circle as the wearer bends his back, the experience brings knowledge instead of confusion. The child begins to use his mind in connection with seeing. Memory gets a firmer hold on experiences and the imagination finds ideas ready for creative expression when opportunity comes. This is a basic educational process.

### DESIGN

The recognition of order as the basis of natural law begins in the first year of school and continues as a fundamental part of Art Education throughout the course. Every art is based upon simple elements and principles which are fortunately the very playthings of early childhood. Given very complex things the child, like the scientist, tries to pick them to pieces. Given a box of simple squares or cubes he proceeds, as a creative artist, to put them together and to build. Long before his school days he has learned that he cannot roll a cube or build a tower with balls. In the first grade he welcomes the basic elements as familiar friends. It remains for him to discover that he can arrange the simplest lines, shapes and colors in designs which have structural order and in many cases surprising beauty. Every time he does this to his own satisfaction and the enjoyment of others he has an aesthetic experience which is profoundly educational. Step by step he may be led to see that the beauty of flowering plants and all organic nature is developed in the same way and that he has within himself that creative spark which raises human life above that of animals.

Each group of lessons is a cycle of such experiences, gaining new knowledge of simple elements, creating new designs, sharing results with the class and with the teacher, and finding that the great beauty of nature and art is based on the same laws which he has used. Few experiences in life can give more complete satisfaction than this.

### SPACE RELATIONS

All geometric elements and combinations of them are considered under this heading. The most significant may be grouped under five general terms as follows:

**Position.**— Center, up, down, left, right and the intermediate locations, up to the right, down to the left, etc. A dot or point expresses position and is the basis of all accuracy in drawing and painting. It answers the question, "Where?" and is the key to our understanding of space.

**Direction.**— Vertical, horizontal and diagonal or oblique. A line expresses direction and may be straight or curved according to the motion recorded. **Attitude** applies to shape movement. It answers the question, "Which way does it go?"

**Measure.**— Exact or relative estimates of extent answering the questions, "How many? How near? How long? How big?" as follows:

Number.	1, 2, 3, 4, etc., few, many.
Interval.	Near, far.
Length.	Short, medium, long.
Size.	Small, medium, large.

**Proportion.**— Relation of measures, as one dimension compared with another, a basic consideration in all space arts. Proportion is best expressed by a rectangle measuring the greatest height and the greatest width. A square indicates equality of height and width and offers a basis of comparison for things higher or wider than a square.

**Shape.**— Circle, square, rectangle, triangle, ellipse and other geometric areas, approximate in nature and modified in art.

**Form.**— In this syllabus the word form suggests three dimensions while shape means a plane figure of two dimensions only.

## TONE RELATIONS

All effects of light including color, value, intensity and neutrality are considered under this heading. Emotions are readily stirred by Tone Relations, therefore they are of great importance in our environment and in our expression of ideas. Pupils should be led to feel and understand the power of color.

**Color** or hue.— The quality of light in a tone described as red, orange, yellow, etc. In these grades the six color chart is used as a guide to color thinking.

**Value.**— The quantity of light in any tone described as white, black, light, dark or middle value. Light itself goes far above white in value, but pigment can go no higher than white. The scale of values is best understood as a vertical sequence with white at the top and black at the bottom. Nine steps including black and white measure all the pigment values easily distinguished. The value of a color may be measured by comparison with a standard scale of gray tones.

Differences of light and dark are of great emotional significance as suggested by the more poetic words, "gloom and illumination." Pupils

should realize this when interpreting themes in color, choosing the upper or lower values according to the thought to be expressed.

**Intensity.**— The degree of strength or purity of color, such as brilliant or bright green as distinguished from dull green. Each color has a full or maximum intensity which in this syllabus is called standard.

**Neutrality.**— The absence of color as white, gray or black. Neutral photographs or half-tone prints illustrate the vital importance of values as a means of expression, quite independent of color.

## DESIGN

The basic laws of order are as simple and teachable as the rules of arithmetic. These laws guide the organization of elements into new patterns or forms. In this syllabus designs in three dimensions are called Constructive Design. The principles of design may be classified and defined as follows:

**1. Repetition.**— The first and most fundamental relationship. There can be no order or consistency without repetition of one or more elements. It means doing the same thing again and again, with or without sequence.

**2. Sequence.**— Arrangement which suggests orderly motion and enables the eye to easily follow a design movement. There are three forms of sequence:

A. **Repetition.**— Regular recurrence of the same attraction as 1 1 1 1 1 or 3 3 3 3.

B. **Alternation.**— Regular recurrence in turn of two or more contrasting or different attractions producing the effect of Rhythm, as 1 3 1 3 1 3.

C. **Progression.**— Regular increase, decrease or change in movement of lines, measures, shapes, tones or other elements producing an effect of gradation or transition, as 1 2 3 4 or 8 4 2 1 or 1 2 3 5 8 13, etc.

**3. Balance.**— Arrangement which suggests rest or equilibrium.

A. **Axial Balance.**— An effect of single inversion of equal attractions balanced on either side of a vertical axis.

B. **Central Balance.**— An effect of three or more equal attractions balanced around a definite center, producing an effect of concentration or radiation.

## QUOTA OF ART EDUCATION MATERIALS AND SUPPLIES

Equipment	Quota
Scissors, 4½", I., II., III.....	4 dozen per 2 classes.
Leatherboard Tablets.....	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. Ellipses, I.	
Semicircles. Rectangles. Ovals, II.	
Triangles. Equilateral, Right Angle and Isosceles, III.	
Tablet Boxes, I., II., III.....	3 boxes for 5 rooms or less, I., II., III.
These boxes contain 48 trays. Each box holds an assortment of tablets of one shape, each tray containing approximately 10 large, 30 medium, and 30 small tablets.	
Supplies	Quota
Manila Drawing Paper, 9" x 12", I., II.....	12 reams per class.
" " " 9" x 12", III.....	7 reams per class.
White " " " 9" x 12", I.....	2 reams per class.
" " " 9" x 12", II., III.....	4 reams per class.
Construction Paper, 9" x 12", I.....	3 packages per class.
" " 9" x 12", II., III.....	4 packages per class.
Brown Envelopes, 10" x 13", I., II., III.....	1 per pupil.
Colored Crayons, I., II., III.....	1 box per pupil.
Leatherboard Rules, III.....	1 per pupil.



## GRADE I

100 Minutes a Week. 4 Twenty-Five Minute Periods

## SEPTEMBER

## 1. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

FIND in drawing the joy of creative expression.

First crude drawings are valuable records from which to trace the child's development.

THINK about a little girl.

STIMULATE imagination by appropriate questions.

MAKE a picture of a little girl.

SHOW the color of her dress.

## 2. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

THINK about a little boy.

MAKE a picture of a boy.

SHOW how he is dressed.

## 3. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

RECALL personal experiences.

MAKE a picture of a mother.

SHOW the color of her hair.

SHOW how she is dressed.

## 4. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

THINK how a man looks when he is working.

MAKE a picture of a man working.

SHOW how he is dressed.

SHOW what he is doing.

## 5. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

MAKE a picture of a little girl playing with a balloon or a big ball.

## 6. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

MAKE a picture of a little boy going to school.

SHOW his new cap and sweater.

## 7. SPACE RELATIONS. CIRCLE

**Materials.**— Manila paper. Crayons. Large circle of cardboard or paper.

The basic shapes used in Grade I are the circle, square and ellipse. First these shapes are found in Nature and Art. Second they are used as elements in design. All shapes are drawn freehand.

SHOW a large circle.

DRAW circle in the air and on desks with the finger.

DRAW several circles on blackboard and on paper.

NAME things which are like a circle, such as plates, rings, buttons, cookies, wheels.

## 8. SPACE RELATIONS. CIRCLE

**Materials.**— Manila paper. Scissors.

DRAW circles in the air and on paper with the finger.

CUT freehand circles, large and small.

COMPARE the results with a true circle.

## 9. TONE RELATIONS. COLOR

**Materials.**— Color Chart. Glass prism.

RECOGNIZE in these lessons the glory and beauty of sunlight and color.

INTRODUCE the subject of color.

CONSIDER the sun as the great source of light.

OBSERVE the "rainbow" made by sunlight shining through a prism.

OBSERVE and name the same colors on the chart.

FIND and name colors in the room.

## 10. TONE RELATIONS. COLOR CIRCLE

**Materials.**— White paper. Crayons. Color Chart.

MAKE a color circle.

FOLLOW the arrangement of the chart.

MAKE large, free spots of standard colors.

## 11, 12, 13, 14. TONE RELATIONS. APPRECIATION OF COLOR

**Materials.**— White paper. Crayons. Color Chart. Flowers. Fruit. Vegetables. Round colorful toys.

RECOGNIZE color and round shapes in Nature and Art.

PAINT large, colorful pictures of the sun, rainbow, flowers, fruits, vegetables or colorful toys.

## OCTOBER

## 15. DESIGN. REPETITION

**Materials.**— Pegs. Lentils. Moveable material.

Repetition and Alternation, the most elemental forms of order should be sensed and enjoyed through rhythmic impressions of motion, sound and vision. In all design lessons lines and shapes should be drawn freehand.

INTRODUCE sequence of Repetition by means of tapping, drumming, clapping, marching, dancing.

ARRANGE moveable material to show Repetition in a row.

MAKE the arrangements to the accompaniment of rhythmic sound.

## 16. DESIGN. REPETITION IN A ROW

**Materials.**— Circular tablets.

SELECT small or middle size circles.

ARRANGE tablets in "marching" rows, touching, near.

FIND Repetitions in a row. Windows, desks, clothes, plants, books.

## 17. DESIGN. REPETITION IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE one color.

USE circles.

PAINT a design showing Repetition in a horizontal row, touching or near.

ENCOURAGE individual criticism of results, children holding their own papers at arm's length. After observation improve shape and size of circles if desirable.

## 18. DESIGN. REPETITION IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

SELECT one color.

USE circles.

PAINT a design showing Repetition in a horizontal row, touching or near.

UNITE the design with groups of parallel lines. Use the same color or black.

## 19. DESIGN. ALTERNATION IN A ROW

**Materials.**— Circular tablets.

ARRANGE tablets in Alternation of size in a row, touching or near.

MAKE several arrangements.

## 20. DESIGN. ALTERNATION IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two adjacent colors.

USE circles.

PAINT a design showing Alternation of large and small circles in a row with Alternation of color.

UNITE the circles with groups of black parallel lines.

## 21, 22. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

DRAMATIZE incidents in order to feel and see movements of the figure important in telling the story.

ENCOURAGE the habit of noting head, arms, body and legs in the various changing attitudes, vertical, horizontal and oblique.

CHOOSE an incident in which two children are playing .

MAKE large colorful pictures.

## 23. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

DRAMATIZE an incident of a child helping, playing or going away with his mother.

PAINT large, spontaneous pictures.

## 24 REPRESENTATION. PEOPLE

**Materials.** Manila paper. Crayons.

DRAMATIZE an incident of a child and his father.

MAKE large, colorful pictures.

## 25. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

CHOOSE a Halloween or any seasonable story.

MAKE lively, colorful pictures.

## 26. APPRECIATION OF ART

**Materials.**— A Color Print from Appreciation of Art Portfolio Grade I.

ENCOURAGE a love for beautiful pictures.

ALLOW time to enjoy the picture.

TELL the story.

NAME the colors used by the artist.

## 27. CONSTRUCTIVE DESIGN. PAPER FOLDING

Models in Constructive Design are planned to give the child experience in handling materials, to develop power by following simple directions, and

to gain an understanding of construction by experimental work. The models are based on paper folding and free cutting. Encourage accuracy in making edges meet and careful creasing on the folds. The paper should remain on the desk during the process of folding. The kindergarten method of folding the paper away from the child should be continued in this grade. Simple designs may be added as surface enrichments.

**Materials.**— Manila paper.

**TEACH PLACING** paper with long or short edges parallel with front edge of desk.

**TEACH POSITION** by naming and touching the upper, lower, left and right edges of paper.

**TEACH FOLDING** paper into 4, 8 and 16 parts — fold long lower edge to upper edge — unfold — turn paper — fold short lower edge to upper edge — unfold — fold short and long edges to center — unfold and turn after each fold has been made. Touch each small rectangle made by folding.

## 28. CONSTRUCTIVE DESIGN. JACK-O-LANTERNS

Select one of the following models to work out with the class. Begin the lesson by presenting a finished model.

**Materials.**— Manila paper. Scissors. Crayons.

### MODEL 1

**PLACE** paper with short edges parallel with front edge of desk.

**FOLD** lower edge to upper edge.

**HOLD** paper with fold at top.

**CUT** a large circle, leaving part of the fold to serve as a hinge.

**DRAW** eyes, nose and mouth with black crayons.

**COLOR** the circle orange.

### MODEL 2

**FOLD** paper to make four rectangles — unfold.

**CUT** a large circle in lower right rectangle with top edge of circle attached to lower edge of upper right rectangle.

**COLOR** for a Jack-o-Lantern.

**FOLD** so model will stand.

### MODEL 3

**FOLD** paper to make four small rectangles — unfold.

**PLACE** short edges parallel with front edge of desk.

**FOLD** upper and lower edges to center — unfold.

**PLACE** long edges parallel with front edge of desk.

**CUT** off the upper and lower rectangles at right.

CUT from left and right on horizontal fold as far as vertical folds.  
FOLD three lower rectangles together to make one rectangle.  
CUT one large circle from the upper rectangles starting the circle at upper right corner of folded rectangle.  
COLOR for Jack-o-Lantern.

### NOVEMBER

#### 29. DESIGN. ALTERNATION IN A ROW

**Materials.**— Circular tablets.

USE circles of one size.

ARRANGE tablets in Alternation of number in a row.

MAKE many arrangements. 1, 2. 1, 3. 1, 4. 2, 3. 2, 4. 3, 4. Tablets in groups should touch.

#### 30. DESIGN. ALTERNATION IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two adjacent colors.

USE circles.

CREATE a design showing Alternation of number in a row.

UNITE and ENRICH the design with groups of parallel lines and lines parallel to the edges of the circles.

#### 31. DESIGN. ALTERNATION IN A ROW

**Materials.**— Circular tablets.

ARRANGE tablets in Alternation of size and number in a row.

MAKE many arrangements.

#### 32. DESIGN. ALTERNATION IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two adjacent colors.

USE circles.

CREATE a design showing Alternation of size and number.

USE black to outline circles.

UNIFY and ENRICH the design with parallel lines and small circles.

#### 33. DESIGN. PROGRESSION

**Materials.**— Circular tablets.

Sequence of Progression is a fundamental law of nature. It is seen in gradual change of length, width, size and tone in nature systems, such as shells, birds' wings and trees. It is heard in increasing and diminishing volume of sound.

INTRODUCE sequence of Progression of size, illustrating it with children, books, sticks of chalk, leaves.

USE tablets of three sizes.

ARRANGE three circles in a vertical sequence from large to small or small to large.

ARRANGE five circles in a horizontal sequence from large to small to large and the reverse.

#### 34. DESIGN. PROGRESSION

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two adjacent colors.

USE circles.

PAINT with one color a design showing Progression of size in a vertical or horizontal sequence.

UNITE and ENRICH the design with second color. Outline shapes and add small circles and loops related to the basic design.

#### 35. DESIGN. PROGRESSION

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE three adjacent colors.

USE three circles.

CREATE a design showing Progression of size and color in a vertical sequence.

ENRICH with black parallel lines, loops and small circles.

#### 36. DESIGN. PROGRESSION

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE three adjacent colors.

USE five circles.

CREATE a design showing Progression of size and color in a horizontal sequence.

ENRICH with black parallel lines, curves and small circles.

#### 37, 38. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

AROUSE interest in Thanksgiving stories and activities.

DRAMATIZE a seasonable incident.

PAINT large, colorful pictures.

#### 39, 40. CONSTRUCTIVE DESIGN. THANKSGIVING BASKETS OR BOWLS

Lessons in Constructive Design should be so presented as to arouse interest in the model and to stimulate intelligent following of directions.

Interesting bowls or baskets should be presented and studied for size, shape and character of handles. Added interest may be gained if children have an opportunity to fill a basket or bowl with fruit or vegetables. The teacher should show finished models and demonstrate their construction before work begins. Choose the basket or bowl to construct.

**Materials.**— Construction paper. Scissors. Crayons.

### THANKSGIVING BASKET

PLACE paper with short edges parallel with front edge of desk.

FOLD lower edge to upper edge—unfold.

FOLD upper and lower edges to center—unfold.

FOLD on middle crease—keep folded.

TURN paper with folded edge at left.

FOLD lower to upper edge.

HOLD paper with folded edges at right and bottom.

MAKE a slanting or curved cut from top of vertical center fold to middle crease at left to make outside of handle.

CUT on the horizontal fold, allowing an appropriate width for handle and following the curve already cut to complete the handle—unfold.

CUT and color fruit or vegetables to put in the basket.

### THANKSGIVING BOWL

PLACE paper with short edges parallel with front edge of desk.

FOLD lower edge to upper edge— unfold.

FOLD upper and lower edges to center — unfold.

FOLD lower edge to first crease above.

TURN paper and fold lower edge to first crease above — unfold.

CUT off one of the narrow strips at top and bottom.

FOLD on central horizontal crease.

FOLD left edge to right edge — keep folded.

PLACE double folded edge at top.

CUT away the right open edges, using a slanting or circular cut to make the shape of the bowl.

CUT off top folded edge, beginning a short distance in from right corner—unfold.

Fold two lower strips inward, carrying one over the other to make the bowl stand up.

FOLD and cut one piece of manila paper into four parts.

CUT large fruit or vegetables from each piece and color.



## DECEMBER

## 41. DESIGN. CENTRAL BALANCE

**Materials.**— Circular tablets.

Central Balance is a law of order in which three or more equal attractions radiate from a center. It is found in flowers, sea life, box covers, textiles.

ARRANGE four circles in Central Balance, up, down, left and right.

PLACE finger in center and move circles out: up, down, left and right, until there is room for four more circles equidistant from the center and touching. This is eight part Central Balance.

MAKE other arrangements in four part Central Balance. Use smallest circles for enrichment.

## 42. DESIGN. CENTRAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two opposite colors.

USE circles.

CREATE with one color a design showing Central Balance in four parts.

UNITE and ENRICH the design with second color.

USE groups of parallel lines, scallops or small circles.

## 43. DESIGN. CENTRAL BALANCE

**Materials.**— Circular tablets.

USE circles of three sizes.

ARRANGE tablets in four part Central Balance with Progression of size from small to large.

MAKE another arrangement progressing from large to small.

## 44. DESIGN. CENTRAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two opposite colors.

USE circles.

CREATE a design showing four part Central Balance with Progression of size.

ENRICH with the opposite color.

## 45. DESIGN. CENTRAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE three adjacent colors.

USE circles.

CREATE a design in four part Central Balance with Progression of size and color.

UNITE and ENRICH with related lines and small circles. Black may be used.

#### 46. DESIGN. RECOGNITION OF ORDER

**Materials.**— Manila paper. Crayons. Examples of Central Balance in flowers, textiles, pottery, baskets, bags.

STUDY the design for order and color.

MAKE large drawings. Work from the center, up, down, left and right.

#### 47. APPRECIATION OF ART

**Materials.**— A Color Print from Appreciation of Art Portfolio, Grade I.

ALLOW time to enjoy the picture.

TELL the story.

NOTE the size of the people.

NAME the colors used by the artist.

#### 48. REPRESENTATION. CHRISTMAS TREE

**Materials.**— Manila paper. Crayons.

DISCOVER how Christmas trees grow. The trunk, length of branches progressing from large to small, direction of branches.

PAINT large pictures of Christmas trees.

#### 49. REPRESENTATION. CHRISTMAS TREE

**Materials.**— White paper. Crayons.

CONSIDER many tree decorations.

PAINT a beautifully decorated tree.

#### 50. REPRESENTATION. CHRISTMAS STORY

**Materials.**— White paper. Crayons.

DRAMATIZE a Christmas tree incident.

PAINT large, colorful pictures.

#### 51, 52. CONSTRUCTIVE DESIGN. HOLIDAY GIFTS

Simple designs should be added to enrich the models this month. Repetitions or Alternations of circles may decorate the branches of the Christmas trees. Designs in Central Balance may be used as clasps on the bags or pocket-books. The bags or pocket-books may be made instead of the Christmas trees if desired. If these are selected it will be necessary to teach the method of constructing a square from a rectangle as both models are based on the square.

**Materials.**— Construction paper. Scissors. Crayons.

## CONSTRUCTION OF SQUARE FROM RECTANGLE

PLACE paper with long edges parallel with front edge of desk.

CARRY left short edge up to meet upper long edge.

FOLD and CUT off remaining strip of paper — unfold. Result is a square.

## POCKET-BOOK

PLACE square with one corner touching front edge of desk.

FOLD lower corner to upper corner — unfold.

TURN square and FOLD opposite corners.

FOLD each corner to center of square.

KEEP the left, right and lower corners folded — unfold the upper corner.

FOLD on the central horizontal fold.

FOLD the upper corner or triangular piece down over the edges to make a flap.

MAKE a simple design in Central Balance on flap to represent a clasp.

## BAG

PLACE square with one corner touching front edge of desk.

FOLD lower corner to upper corner — unfold.

TURN square and FOLD opposite corners — unfold.

FOLD left and right corners together.

MAKE cuts on upper and lower folded corners from center fold parallel with the outside oblique edges, stopping at the short horizontal folds.

CUT out the triangular piece on one of these corners along the short horizontal fold — unfold.

PLACE square on desk with open corner touching front edge of desk.

FOLD left and right corners to center.

FOLD on central horizontal fold.

FOLD triangular piece down between handles to make bag-top.

MAKE a simple design in Central Balance with circles for a clasp.

## CHRISTMAS TREES

PLACE paper with short edges parallel with front edge of desk.

FOLD lower edge to upper edge — unfold.

PLACE paper with long edges parallel with edge of desk.

FOLD lower edge to upper edge — unfold.

FOLD lower and upper edges to center — unfold.

FOLD lower edge to crease just above — unfold.

FOLD on central vertical fold — keep folded.

CUT out space between first and second horizontal creases on lower edge leaving enough width to make the trunk of the tree.

MAKE slanting cuts to form three large branches, making use of the horizontal creases — unfold.

COLOR the tree, using circles for decoration.

MAKE a vertical cut a little more than half way up at the right, a short distance in on lower long edge of band.

MAKE a similar cut at the left on upper edge of band, a little more than half way down.

LOCK these cuts to make tree stand.

## JANUARY

### 53, 54, 55. REPRESENTATION. TOYS

**Materials.**— Manila paper. Crayons. Large, colorful toys.

The basic line elements which illustrate directions may be drawn on the blackboard to guide observation, vertical, horizontal, oblique, semicircular curve and "curve of force."

BEGIN to develop the habit of tracing directions and shapes in the air and on paper.

STUDY a different toy in each lesson.

NOTE the colors.

DRAW large, truthful pictures.

### 56. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

DRAMATIZE an incident of a child playing with a toy.

PAINT large, colorful pictures.

### 57. SPACE RELATIONS. SQUARE

**Materials.**— Manila paper. Crayons. Large square of cardboard or paper. SHOW large square.

NOTE and count the corners and straight sides.

COMPARE with circle for similarities and differences.

FIND squares in the room.

TRACE squares in the air and on desks with the finger.

DRAW large squares on blackboard and on paper.

### 58. SPACE RELATIONS. SQUARE

**Materials.**— Manila paper. Scissors. Large square.

TRACE squares in the air and on desks with the finger.

CUT freehand squares, large and small.

COMPARE with true square.

## 59. DESIGN. ALTERNATION IN A ROW

**Materials.**— Square tablets.

ARRANGE tablets in Repetition in a row.

MAKE another Repetition with squares in a different attitude, touching or near.

ARRANGE tablets in Alternation of attitude in horizontal and vertical rows.

## 60. DESIGN. ALTERNATION IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two adjacent colors.

USE squares.

PAINT a design showing Alternation of attitude and color in a row.

UNITE and ENRICH with related lines.

## 61. DESIGN. ALTERNATION IN A ROW

**Materials.**— Square tablets.

ARRANGE tablets in Alternation of size and attitude, touching or near.

## 62. DESIGN. ALTERNATION IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two opposite colors.

USE squares.

PAINT a design showing Alternation of size, attitude and color.

OUTLINE the shapes with black.

UNIFY and ENRICH the shapes with groups of parallel lines.

## 63. DESIGN. ALTERNATION IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two adjacent colors.

USE squares and circles.

CREATE a design showing Alternation of shape and color.

UNITE and ENRICH with groups of related lines of both colors.

## 64. DESIGN. RECOGNITION OF ORDER

**Materials.**— Manila paper. Crayons. Examples of Repetition and Alternation in rows, such as leaves, textiles, pottery, baskets, bags.

STUDY the designs for basic order and color. Choose a simple one.

MAKE large, truthful drawings.

COPY the pattern by repeating the basic shapes and adding enrichment as in creative design.

## 65, 66. CONSTRUCTIVE DESIGN. FOLDERS FOR SCHOOL PAPERS

This is an appropriate time to consider the progress each child has made in various subjects. Folders with well-spaced designs in Central Balance will serve as covers for each child's best papers. Encourage pride in work well done.

**Materials.**— Construction paper. Crayons.

PLACE paper with short edges parallel with edge of desk.

FOLD lower edge to upper edge— unfold.

TURN paper with folded edge at left.

PLACE finger a little above center of paper and half way between left and right edges.

PLACE a point.

BUILD a Central Balance design in four parts, using circles.

CONSIDER appropriate size.

PLACE best school papers in folder.

## 67. DESIGN. LETTERING

**Materials.**— Manila paper. Crayons. Letter Chart.

INTRODUCE the line elements vertical and horizontal.

FIND vertical and horizontal edges in the room.

FIND letters on the Chart made with vertical and horizontal lines:— I, L  
T, H, E, F.

DRAW these letters on blackboard and paper.

LETTER short words:— IT, THE, FILL, HILL, TIE, HE.

## 68. DESIGN. LETTERING

**Materials.**— Manila paper. Crayons. Letter Chart.

INTRODUCE the line element oblique.

FIND oblique edges in the room.

FIND letters on the chart made with oblique lines:— A, M, N, W, V, Y,  
Z, K, X.

DRAW these letters on blackboard and paper.

LETTER short words:— WAY, MAY, AM, MAN, VAN.

## FEBRUARY

## 69. DESIGN. LETTERING

**Materials.**— Manila paper. Crayons. Letter Chart.

RECALL circle. Compare with curved letters on the chart:— O, Q, C, G, S.

DRAW these letters on blackboard and paper.

LETTER short words:— SO, GO, COW, DOG, CAT, TOY.

## 70. DESIGN. LETTERING

**Materials.**— Manila paper. Crayons. Letter Chart.

FIND letters on Chart with straight and curved lines:— D, B, P, J, U, R.

DRAW these letters on blackboard and paper.

DRAW initial letters. Try different sizes.

## 71. DESIGN. LETTERING

**Materials.**— Crayons. Drawing Envelopes. Letter Chart.

PLAN with fingers the best place for initials on envelopes.

LETTER initials.

## 72. DESIGN. LETTERING

**Materials.**— Manila paper. Crayons. Letter Chart.

LETTER words appropriate for a Valentine. MOTHER, SISTER, YOU,

LOVE ME.

## 73. APPRECIATION OF ART

**Materials.**—A Color Print from Appreciation of Art Portfolio, Grade I,  
or a picture used as a permanent decoration.

ALLOW time to enjoy the picture.

TELL the story.

NOTE size and place of the people.

NAME the colors used by the artist.

## 74. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

DRAMATIZE a Valentine Story.

PAINT large, colorful pictures.

## 75, 76. CONSTRUCTIVE DESIGN. VALENTINES

**Materials.**— Manila paper. White paper. Scissors. Crayons.

Manila paper may be used for experimenting and white paper for finished work.

PLACE paper with short edges parallel with front edge of desk.

FOLD lower edge to upper edge — keep folded.

FOLD left open edges to upper open edges.

CUT off remaining strip.

PLACE square with folded edge at left.

FOLD lower open edges to upper open edges — keep folded.

HOLD paper with folded edges at top and left side.

CUT one half of heart shape beginning at the lower end of vertical fold.

LEAVE part of folded edge at top for a hinge — unfold.

ENRICH the front surface with lines and smaller heart shapes showing designs in Axial Balance or Progression.

LETTER an appropriate one word greeting on the inside.

### 77, 78, 79, 80. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

SELECT winter stories, songs or poems including active incidents of interest to children.

DRAMATIZE the story.

NOTE the head, arms, body and legs in the various changing attitudes, vertical, horizontal and oblique. Trace in the air.

CHOOSE a new incident for each lesson.

PAINT lively, colorful pictures.

## MARCH

### 81. REPRESENTATION. BUILDINGS

**Materials.**— Manila paper. Crayons.

THINK of a house.

NOTE the shapes of doors, windows, blinds, roofs, chimneys and of houses as a whole.

DRAW line and shape elements on the blackboard to guide clear thinking.

NAME colors of houses and blinds.

CHOOSE colors and make a large picture of a house.

### 82. REPRESENTATION. BUILDINGS

**Materials.**— Manila paper. Crayons.

THINK of a church. Doors, windows, steps.

CHOOSE appropriate colors.

PAINT a picture of a church.

### 83. REPRESENTATION. BUILDINGS

**Materials.**— Manila paper. Crayons.

THINK of a school building. Doors, windows.

CHOOSE appropriate colors.

PAINT a picture of a school building.

### 84. REPRESENTATION. BUILDINGS

**Materials.**— Manila paper. Crayons.

THINK of a neighborhood store.

DISCUSS window displays.

PAINT a picture of a colorful store.



## 85. DESIGN. AXIAL BALANCE

**Materials.**— Square tablets.

Axial Balance is a law of order in which equal attractions are balanced on a real or imaginary vertical axis. It is found in people, houses, furniture, textiles, leaves.

EXPERIMENT with 1, 2, 3 and 4 squares in left and right balance.

INVENT many arrangements. A splint may be used for an axis.

## 86. DESIGN. AXIAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

USE one color and black.

USE squares.

CREATE a design in Axial Balance in 1 or 3 parts. The method of working is left, right.

CONNECT the squares with the axis.

ENRICH the shapes and the axis with parallel lines and small circles.

FINISH the end of the axis with a small circle or square.

## 87. DESIGN. AXIAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two opposite colors.

USE squares.

CREATE a design in Axial Balance in 2 or 4 parts with one color.

ENRICH with opposite color. Use related lines and small squares.

## 88. DESIGN. AXIAL BALANCE

**Materials.**— Manila paper. Crayons. Color Charts.

CHOOSE two adjacent colors.

USE squares of two sizes.

CREATE a design in Axial Balance in 3, 4 or 5 parts.

ENRICH with related lines, loops or small circles.

## 89. DESIGN. RECOGNITION OF ORDER

**Materials.**— Manila paper. Crayons. Examples of Axial Balance:—

Pottery, textiles, bags, baskets, umbrellas, furniture.

STUDY the design for order and color.

MAKE large, truthful drawings.

## 90. DESIGN. CENTRAL BALANCE

**Materials.**— Square tablets.

ARRANGE tablets in four-part Central Balance, up, down, left and right.

MAKE another arrangement with tablets in a different attitude.

MAKE other arrangements, up to the right, down to the left, up to the left, down to the right.

ENRICH with four or eight smaller squares.

#### 91. DESIGN. CENTRAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two opposite colors.

USE squares.

CREATE a four-part Central Balance design in one color.

UNITE and ENRICH with small squares, related lines or small circles in repetition.

#### 92. DESIGN. CENTRAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE three adjacent colors.

USE squares.

CREATE a four-part Central Balance design in Progression of size and color.

UNITE and ENRICH with black. Use Repetitions of related lines, scallops, or small circles.

#### 93, 94. REPRESENTATION. TREES

**Materials.**— Manila paper. Crayons.

STUDY real trees, photographs or prints.

OBSERVE orderly growth of trees, large to small. Trunk to branches to twigs.

NOTE directions and colors.

PAINT large pictures of sturdy winter trees.

#### 95. APPRECIATION OF ART

**Materials.**— A Color Print from Appreciation of Art Portfolio, Grade I. or a large picture which is good in color and design.

ALLOW time to enjoy the picture.

TELL the story.

NOTE place and size of the most interesting parts.

NAME the colors.

SUGGEST a name for the picture.

TELL the Artist's name.

#### 96. CONSTRUCTIVE DESIGN. AIRPLANE

**Materials.**— Construction paper. Scissors.

PLACE paper with short edges parallel with front edge of desk.

FOLD lower edge to upper edge — unfold.

CUT paper apart on crease.

PLACE one piece of paper with long edges parallel with edge of desk.

FOLD lower edge to upper edge — unfold.

PLACE paper with short edges parallel with edge of desk.

FOLD each half of lower edge to central crease.

FOLD right and left slanting edges to central crease.

FOLD on center.

FOLD slanting edges forward and backward to meet central fold to make wings of airplane.

ADJUST models ready to fly.

CHOOSE the best constructed airplanes.

NUMBER each airplane.

TEST the speed of the flying squadron.

## APRIL

### 97. REPRESENTATION. TREES

**Materials.**— Manila paper. Crayons.

INTRODUCE the subject, *Tree Blown by the Wind*, with a simple story, song or poem.

DESCRIBE and dramatize movements of trees blowing in the wind.

PAINT large pictures of trees swaying in the wind.

### 98. REPRESENTATION. TREES

**Materials.**— Manila paper. Crayons.

DESCRIBE and dramatize *A Tree in the Rain*.

THINK of the colors of wet trees.

PAINT large pictures of trees in the rain.

### 99. SPACE RELATIONS. ELLIPSE

**Materials.**— Manila paper. Crayons. Large circle and ellipse of cardboard or paper.

COMPARE circle and ellipse for similarities and differences.

OBSERVE ellipse in different attitudes.

DRAW ellipses with finger in the air and on the desk.

MAKE several drawings in different attitudes on blackboard and paper.

### 100. SPACE RELATIONS. ELLIPSE

**Materials.**— Manila paper. Scissors. Large ellipse.

DRAW ellipse with finger in the air and on paper.

CUT large and small ellipses.

SELECT best ellipse.

## 101. REPRESENTATION. ELLIPSE

**Materials.**— Manila paper. Crayons. Elliptical objects.

**STUDY** the object for shape and color.

**PAINT** large, truthful pictures.

## 102. DESIGN. ALTERNATION IN A ROW

**Materials.**— Elliptical tablets.

**ARRANGE** tablets in Alternation of attitude in rows, near or touching.

Vertical or horizontal rows.

Arrange other rows in Alternation of attitude and size.

## 103. DESIGN. ALTERNATION IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

**CHOOSE** two adjacent colors.

**USE** ellipses.

**CREATE** a design showing Alternation of attitude, size and color.

**OUTLINE** with black.

**UNITE** and **ENRICH** with scallops and small circles.

## 104. DESIGN. ALTERNATION IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

**CHOOSE** two adjacent colors.

**USE** ellipses with circles or squares.

**CREATE** a design showing Alternation of shape and color.

**UNITE** with black or a third adjacent color.

**ENRICH** the design following the rhythm of the basic movement.

## 105. REPRESENTATION. PEOPLE

**Materials.**— White paper. Crayons.

**DRAMATIZE** a May Day incident.

**CHOOSE** colors appropriate for the story.

**PAINT** large pictures.

## 106, 107, 108. CONSTRUCTIVE DESIGN. MAY BASKETS

It would be well at this time to consider whether through experience in folding and cutting paper the children have developed a reasonable degree of accuracy, increasing skill in handling material and some initiative. The May basket offers several possibilities in construction, and great freedom in cutting and coloring flowers to fill the basket.

**Materials.**— Construction paper. Scissors. Crayons.

**FOLD** paper to make 16 small rectangles.

- CUT out one small rectangle in each of the four corners.  
PLACE paper on desk in a vertical position.  
FOLD sides at left and right to central crease.  
FOLD on central horizontal crease.  
FOLD on central vertical crease.  
HOLD paper with open edges at right.  
MAKE a curved cut from upper end of central crease to upper left corner of folded paper.  
MAKE a cut parallel to this curve to form width of handle, stopping on central horizontal crease.  
CUT out the piece on central horizontal fold.  
CUT and color leaves and flowers to fill the basket.

### MAY

#### 109, 110, 111, 112. REPRESENTATION. PEOPLE

- Materials.**— Manila paper. Crayons.  
CHOOSE incidents from spring stories, poems or songs.  
DRAMATIZE the story.  
PAINT large colorful pictures.  
NOTE improvement in shape and action.

#### 113. DESIGN. CENTRAL BALANCE

- Materials.**— Elliptical tablets.  
ARRANGE tablets in Central Balance in four or eight parts.  
MAKE other arrangements with Progression of size.  
MAKE other arrangements with groups of small tablets.

#### 114. DESIGN. CENTRAL BALANCE

- Materials.**— Manila paper. Crayons. Color Chart.  
CHOOSE adjacent colors.  
USE ellipses.  
CREATE a four part Central Balance design.  
USE ellipses singly, in groups or in Progression of size and color.  
UNITE and ENRICH with groups of parallel lines, straight or curved.

#### 115. DESIGN. AXIAL BALANCE

- Materials.**— Elliptical tablets.  
ARRANGE tablets in Axial Balance. Left and right in 1, 2, 3, 4 and 5 parts.  
MAKE other arrangements with Progression of size.

## 116, 117. DESIGN. AXIAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE adjacent colors.

USE ellipses.

CREATE an Axial Balance design in 1, 2, 3, 4 or 5 parts.

ENRICH with groups of related lines, scallops or small circles.

## 118. DESIGN. PROGRESSION

**Materials.**— Elliptical tablets.

ARRANGE tablets in Progression of number in Axial Balance. 1, 2, 3, and  
1, 3, 5 and 2, 4, 6. Near or touching.

DRAW best arrangements on blackboard

## 119. DESIGN. PROGRESSION

**Materials.**— Manila paper. Crayons. Color Chart.

USE two adjacent colors and black.

USE ellipses.

CREATE a design showing Progression of number in Axial Balance.

ADD a vertical axis to emphasize movement up or down.

UNITE and ENRICH with parallel lines, scallops or small circles.

## 120. DESIGN. PROGRESSION

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE three adjacent colors.

USE circles or squares.

CREATE a design showing Progression of number in Axial Balance.

ADD vertical axis.

ENRICH with related lines and shapes.

## 121, 122, 123, 124. REPRESENTATION. NATURE

**Materials.**— White paper. Crayons. Spring flowers. Leaves and fruits.

NOTE color and order.

NOTE directions and shapes. Trace in the air.

PAINT large, colorful pictures.

## JUNE

## 125. DESIGN. PROGRESSION

**Materials.**— Elliptical tablets.

ARRANGE tablets in Progression of size in an area, touching at center,  
bottom and top.

## 126, 127. DESIGN. PROGRESSION

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE three adjacent colors.

USE circles, squares or ellipses.

CREATE a design showing Progression of size in an area.

ADD a vertical axis to emphasize movement up or down.

ENRICH with related lines and small shapes.

## 128. DESIGN

**Materials.**— Manila paper. Crayons. Color Chart.

ALLOW choice of colors and mode of design.

## 129, 130, 131, 132. REPRESENTATION. ANIMALS

**Materials.**— Manila paper. Crayons.

STUDY real animals, mounted animals, photographs or prints.

CHOOSE an active incident, real, imaginary or from stories. Dog jumping.

Bear eating. Elephant on parade. Monkey climbing.

NOTE attitudes of head, body, legs and tail, which best express the action.

PAINT large spirited pictures showing true colors.

## 133, 134, 135, 136. REPRESENTATION

**Materials.**— Manila paper. Crayons.

CHOOSE stories of interest to children.

DRAMATIZE an incident.

NOTE significant movements which tell the story.

PAINT lively, colorful pictures.

NOTE the progress achieved through the year by individual children and by the class.

## GRADE II

100 Minutes a Week. 4 Twenty-five Minute periods

## SEPTEMBER

1, 2, 3, 4. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

RECALL home activities. Dressing for a Party. Helping Mother. Playing with the Baby. Helping Father in the Yard. Planting a Garden.

DRAMATIZE an incident including one or two people working or playing.

ESTABLISH the habit of noting head, arms, body and legs in the various changing attitudes which best express the idea.

PAINT large, spontaneous pictures.

5, 6, 7, 8. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

DRAMATIZE an active incident of the school room or school yard.

NOTE how children are dressed.

PAINT lively colorful pictures.

9. TONE RELATIONS. COLOR

**Materials.**— White paper. Crayons. Color Chart. Colorful Objects.

The emphasis throughout the year is on Warm and Cool colors. A difference which has developed through association of ideas.

FIND and name colors.

NAME the six Standard Colors shown on the chart.

DISTINGUISH between warm and cool colors.

PAINT an informal color circle.

11, 12, 13. REPRESENTATION. NATURE

**Materials.**— White paper. Crayons. Colorful vegetables, fruits or flowers with leaves.

PROVIDE individual specimens or arrange large sprays.

DRAW on the blackboard basic line elements to guide observation. Vertical. Horizontal. Oblique. Semi-circular Curve. "Curve of Force."

NOTE directions and shapes. Trace in the air.

NOTE color and Laws of Order.

PAINT large, colorful pictures.



## OCTOBER

## 13. SPACE RELATIONS. SEMI-CIRCLE

**Materials.**— Manila paper. Crayons. Large semi-circle and circle cut from paper or cardboard.

The semi-circle, rectangle and oval are introduced as basic shapes in this grade. All shapes are drawn freehand.

COMPARE semi-circle with circle for similarities and differences.

FIND semi-circles in the room.

DRAW semi-circles with the finger in the air and on desks.

DRAW semi-circles in different attitudes on blackboard and paper.

## 14. REPRESENTATION. SEMI-CIRCLE

**Materials.**— Manila paper. Crayons. Semi-circular objects. Fan. Umbrella. Cap. Bowl. Bag. Bell.

STUDY the object for shape and color.

PAINT large, truthful pictures.

## 15. DESIGN. REPETITION IN A ROW

**Materials.**— Semi-circular tablets.

RECALL Repetition of sound, movement, shape or color.

ARRANGE tablets in repetition in horizontal and vertical rows, touching, near and grouped.

DRAW arrangements on blackboard.

## 16, 17. DESIGN. REPETITION IN A ROW

**Materials.**— Manila paper. Crayons.

USE a warm color and black.

USE semi-circles.

CREATE a design showing Repetition in a horizontal or vertical row, touching, near or grouped.

UNITE and ENRICH the design with groups or related lines and small shapes.

## 18. DESIGN. ALTERNATION IN A ROW

**Materials.**— Semi-circular tablets.

RECALL the law of Alternation in a row as found in Nature and Art.

FIND examples.

ARRANGE tablets in Alternation of attitude in vertical and horizontal rows, near, touching, grouped.

ARRANGE other rows in Alternation of attitude and size.

## 19, 20. DESIGN. ALTERNATION IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE one warm and one cool color.

USE semi-circles.

CREATE a design showing Alternation of attitude, size and color.

UNITE and ENRICH the design with related lines, small circles or semi-circles.

## 21. DESIGN. RECOGNITION OF ORDER

**Materials.**— White paper. Crayons. Examples of Repetition or Alternation in rows in Nature and Art. Leaves, embroidery, pottery, baskets, bags.

STUDY the design for Laws of Order and color.

MAKE large, truthful drawings.

COPY the pattern by repeating the basic shapes and adding enrichment as in creative design.

## 22. APPRECIATION OF ART

**Materials.**— A Color Print from Appreciation of Art Portfolio Grade II., or a large picture good in color and design.

ALLOW time to enjoy the picture.

TELL the story.

NOTE place and size of the most interesting parts.

NAME warm and cool colors.

NOTE the beauty which the Artist has revealed.

## 23, 24, 25. REPRESENTATION. NATURE.

**Materials.**— White paper. Crayons. Fruit or flower sprays.

NOTE Laws of Order and warm and cool colors.

NOTE directions and shapes. Trace in the air.

PAINT large colorful pictures.

## 26. REPRESENTATION. NATURE

**Materials.**— White paper. Crayons.

RECALL well known fruits.

PAINT from imagination a large bowl near the bottom of the paper. Fill it with big, bright colored fruit.

## 27. CONSTRUCTIVE DESIGN. HALLOWEEN CAT MASK

The first models in Constructive Design in this grade are based upon the work of Grade I., involving the processes of folding and cutting. Emphasize correct position of paper on desk while folding, accuracy in folding

edges together, definite creasing, and correct handling of scissors. Always present a model before work begins. After making the models as directed encourage the children to experiment and produce others of their own invention.

**Materials.**— Construction paper. Scissors. Crayons.

PLACE paper on desk in a vertical position.

FOLD on short diameter — unfold and cut on crease.

FOLD one of the pieces to make sixteen small rectangles.

FOLD paper on central vertical fold with open edges at left.

STARTING from folded edge at right, CUT on upper horizontal crease as far as upper short vertical crease.

MAKE a slanting cut from this point to the upper left corner of the paper.

This makes the top of the cat's head and ears.

CUT a semi-circular curve from the middle of the lower edge up to the right to meet the first horizontal crease.

MAKE a slanting cut from here to the middle of the folded edge, to complete the mouth and nose of the cat mask — unfold.

PLAN and cut large circular holes for eyes.

OUTLINE the eyes and mask with one color and black.

DRAW black slanting lines in lower corners of mask to represent whiskers.

CUT mask to make it more amusing.

## 28. REPRESENTATION. PEOPLE

**Materials.** — Manila paper. Crayons.

DRAMATIZE a Halloween story.

CHOOSE colors appropriate for the incident.

PAINT lively pictures.

## NOVEMBER

### 29. REPRESENTATION. BUILDINGS

**Materials.**— Manila paper. Crayons.

RECALL neighborhood houses.

DRAW line and shape elements on the blackboard to guide clear thinking.

DISCUSS positions of doors, windows and chimneys.

PAINT large pictures of houses.

### 30. REPRESENTATION. BUILDINGS

**Materials.**— Manila paper. Crayons.

THINK of interesting buildings. Factory. Tower. Filling Station. Store. Bridge.

DISCUSS appropriate shapes and colors.

PAINT large pictures.

## 31. REPRESENTATION. BUILDINGS

**Materials.**— Manila paper. Crayons.

THINK of buildings in a row.

DISCUSS appropriate shapes and colors.

PAINT large pictures.

## 32. REPRESENTATION. BUILDINGS

**Materials.**— Manila paper. Crayons.

THINK of "The House I would like to live in."

CONSIDER details of houses. Blinds. Piazzas. Plant boxes. Fences.

PAINT imaginative pictures.

## 33. DESIGN. LETTERING

**Materials.**— Manila paper. Crayons. Letter Chart.

FIND letters on the chart made with vertical and horizontal lines.

DRAW these letters on blackboard and paper.

LETTER short words. FIT. HIT. HILL. TIE. TILT. THE.

## 34. DESIGN. LETTERING

**Materials.**— Manila paper. Crayons. Letter Chart.

FIND letters on the chart made with oblique lines.

DRAW these letters on blackboard and paper.

LETTER short words. MAN. VAN. WAY. MANY. MAY.

## 35. DESIGN. LETTERING

**Materials.**— Manila paper. Crayons. Letter Chart.

FIND letters on the chart made with straight and curved lines.

DRAW these letters on blackboard and paper.

LETTER words. DRY. MARY. PURR. RUB. RIP.

## 36. DESIGN. LETTERING

**Materials.**— Manila paper. Crayons. Letter Chart.

RECALL ellipse. Compare with curved letters on the chart.

DRAW these letters on blackboard and paper.

LETTER words. DOG. BROOK. GOOSE.

LETTER children's first names.

## 37. DESIGN. LETTERING

**Materials.**— Manila paper. Crayons. Letter Chart. Envelopes.

PLAN with the fingers the best place and size for first names on envelopes.

LETTER the names with dark, firm lines.

## 38, 39, 40. CONSTRUCTIVE DESIGN. THANKSGIVING BASKETS

The construction of a Thanksgiving basket is similar to the May basket in Grade I. In this grade there is greater opportunity to design interesting handles and introduce surface enrichments according to design principles.

Baskets should be studied for size, shape, characteristic handles and interesting woven patterns. The position of the paper on the desk determines the proportion of the basket.

**Materials.**— Construction paper. Scissors. Crayons.

FOLD paper to make sixteen small rectangles.

CUT out the four corner rectangles.

FOLD left and right sides to center.

FOLD on central horizontal fold.

FOLD on central vertical fold.

PLACE upper open edges at right and modify them with an interesting curve to make handles.

CONSIDER an appropriate width for handles.

CUT out a hole following the curve already cut and continuing along the short horizontal crease. The lower corners of the basket may be curved if desired.

ENRICH the surface of the basket and handles with colored lines, stripes or simple shapes to suggest woven patterns.

CONSIDER the size, shape and characteristics of fruit or vegetables.

CUT and color fruit or vegetables to fill the basket.

## DECEMBER

## 41, 42, 43, 44. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

DRAMATIZE winter games or sports.

CHOOSE a different incident for each lesson.

NOTE the changing attitudes of heads, arms, bodies and legs.

CONSIDER details in clothing. Belts. Scarfs. Caps. Shoes.

SELECT warm or cool colors appropriate for face, hair and clothes.

MAKE lively, colorful paintings.

## 45. DESIGN. PROGRESSION

**Materials.**— Semi-circular tablets.

RECALL Progression of size as found in Nature and Art.

NAME examples.

ARRANGE 3, 5 and 6 tablets in progression of size in vertical and horizontal sequences. Small to large. Large to small. Small to large to small and the reverse.

MAKE many arrangements touching, near and overlapping.  
DRAW best arrangements on blackboard.

#### 46. DESIGN. PROGRESSION

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE three warm or three cool colors.

USE semi-circles in vertical or horizontal attitudes.

CREATE a design showing Progression of size and color in a vertical or horizontal sequence.

UNITE and ENRICH the design with related lines and small circles or semi-circles.

#### 47. DESIGN. PROGRESSION

**Materials.**— Semi-circular tablets.

RECALL Progression in an area as found in Nature and Art.

ARRANGE semi-circles to show Progression of size in an area. Touching at center, top or bottom.

DRAW best arrangements on blackboard.

#### 48. DESIGN. PROGRESSION

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE three warm or three cool colors.

USE semi-circles.

CREATE a design showing Progression of size in an area.

ENRICH with related lines, scallops and small circles or semi-circles.

#### 49, 50, 51. CONSTRUCTIVE DESIGN. CHRISTMAS BOXES

In this series of lessons patterns for boxes are developed by the arrangement of squares or rectangles. The process is similar to the design lessons with tablets. Here the child makes the very important discovery that by combining these same shapes he can build a pattern which when folded, makes an object of three dimensions.

#### FOLDING AND CUTTING SQUARES FOR PATTERNS

**Materials.**— Construction paper. Scissors.

FOLD and CUT a square as large as the paper allows.

MAKE the sixteen square fold.

CUT carefully to make sixteen squares.

PILE up the squares to test for accuracy.

SAVE squares for next lesson.

## CHRISTMAS BOXES

**Materials.**— Manila paper. Construction paper. Scissors. Crayons.  
Pencils. Paper squares from last lesson.

PRESENT a pattern of a box.

DEMONSTRATE the folding of sides to make the box — unfold.

COUNT the number of squares needed to make the box strong.

EXPERIMENT with an arrangement of squares to make a pattern of a box.

FOLD a sheet of manila or construction paper on its long diameter to use as a ruler.

PLAN the arrangement on paper, placing dots, ruling lines, and developing the pattern.

CONSIDER necessary cuts to make the sides of the box.

FOLD the box so it will stand.

EXPERIMENT with strips to fit inside the box and to extend as rims on two or four sides. The rims may be modified forming rectangular or semicircular shapes.

MAKE simple designs on sides or rims of box to beautify it without destroying its structure.

## 52. APPRECIATION OF ART

**Materials.**— A Color Print from the Appreciation of Art Portfolio, Grade II., or a picture good in color and design appropriate for the season.

ALLOW time to enjoy the picture.

TELL the story.

NAME the warm and cool colors.

NOTE the message and the beauty which the Artist has revealed.

## JANUARY

## 53. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

DRAMATIZE a Vacation incident.

PAINT large, spontaneous pictures.

## 54, 55. REPRESENTATION. TOYS

**Materials.**— Manila paper. Crayons. Large toys that are interesting in shape and color.

STUDY one attractive toy in each lesson.

DRAW line and shape elements on the blackboard to guide observation and aid clear thinking.

TRACE the directions and shapes with the finger.

NOTE warm and cool colors.  
DRAW large, truthful pictures.

### 56. REPRESENTATION. TOYS

**Materials.**— Manila paper. Crayons.  
DISCUSS toys, their construction and action.  
DRAW from memory an interesting toy.

### 57, 58. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.  
CHOOSE a subject "Playing with Toys" from experience or a story.  
DRAMATIZE the incident. Observe and trace the changing attitudes of the figures.  
USE warm and cool colors.  
PAINT large pictures.

### 59, 60. CONSTRUCTIVE DESIGN. NUMBER OR LETTER BLOCKS

**Materials.**— Construction paper. Scissors. Pencils. Crayons.  
ARRANGE squares to make patterns for boxes as developed in Lessons 49-51.  
PLAN for one box to fit inside the other to make a block.  
DRAW large numbers or letters on the important sides of the block before the patterns are folded.

### 61. DESIGN. CENTRAL BALANCE

**Materials.**— Semicircular tablets.  
RECALL the law of Central Balance as found in Nature and Art.  
NAME examples.  
ARRANGE tablets in four part Central Balance. Up, down, left and right. Touching or near.  
MAKE other arrangements with four and eight tablets. Use different attitudes.  
DRAW best arrangements on blackboard.

### 62, 63. DESIGN. CENTRAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.  
CHOOSE two opposite colors.  
USE semi-circles.  
CREATE Central Balance designs in four parts. Circles or squares may be used for centers.  
UNITE and ENRICH the design with related lines, small circles or semi-circles.



## 64. DESIGN. RECOGNITION OF ORDER

**Materials.**— White paper. Crayons. Examples of Central Balance. Fruit sections. Flowers. Lace. Tiles.

**STUDY** the design for order and color.

**MAKE** large drawings. Work from center, up, down, left, right.

## 65. DESIGN. AXIAL BALANCE

**Materials.**— Semi-circular tablets.

**RECALL** the law of Axial Balance as found in Nature and Art.

**FIND** examples.

**ARRANGE** tablets in Axial Balance in 1, 2, 3, 4, 5 parts. A stick or splint may be used for the axis. Tablets may be placed at top, center or base.

**INVENT** other arrangements using different attitudes.

**DRAW** best arrangements on blackboard. Try drawing with both hands.

## 66, 67, 68. DESIGN. AXIAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

**USE** one warm color, one cool color, and black.

**USE** semi-circles.

**CREATE** a design in Axial Balance with one color.

**UNITE** and **ENRICH** the design with related lines and small shapes using the second color and black.

## FEBRUARY

## 69, 70, 71, 72. REPRESENTATION. TREES

**Materials.**— Manila paper. Crayons.

**STUDY** trees for appreciation of order and beauty.

**SELECT** a different theme for each lesson. Winter, Spring or Summer Tree. Tree with Buds. Fruit or Flowers. Tree Blowing in the Wind or Drooping in the Rain.

**RECOGNIZE** the orderly growth of trees from thick trunk to small twigs.

**STUDY** directions and colors.

**MAKE** large, forceful pictures.

## 73, 74. CONSTRUCTIVE DESIGN. VALENTINES

**Materials.**— Manila paper. White paper. Scissors. Crayons.

**MAKE** a square from one half sheet of manila paper.

**FOLD** square on diameter and **CUT** large heart shapes for valentine patterns.

**MAKE** smaller squares and **CUT** hearts of various sizes.

**TRACE** large heart on white paper and **CUT** valentine.

ARRANGE and TRACE the small heart shapes in Axial Balance or Progression of size to decorate the valentine.

UNITE and ENRICH the design with related lines.

USE appropriate color.

#### 75. SPACE RELATIONS. RECTANGLE

**Materials.**— Manila paper. Crayons. Large rectangle and square.

COMPARE square and rectangle for similarities and differences.

OBSERVE rectangle in different attitudes.

FIND rectangles.

DRAW rectangles with finger in air and on desk.

MAKE several drawings in different attitudes on blackboard and paper.

#### 76. REPRESENTATION. RECTANGLE

**Materials.**— Manila paper. Crayons. Rectangular objects. Bags. Cases. Toy vehicles.

STUDY the object for shape and color.

PAINT large, truthful pictures.

#### 77. DESIGN. ALTERNATION IN A ROW

**Materials.**— Rectangular tablets.

ARRANGE tablets in Alternation of size and number in horizontal and vertical rows.

MAKE many arrangements, touching and near.

DRAW best arrangements on blackboard.

#### 78, 79. DESIGN. ALTERNATION IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two warm or two cool colors.

USE rectangles.

CREATE designs showing Alternation of size, number and color in a row.

UNITE and ENRICH the designs with related lines and small squares.

Black may be used.

#### 80. APPRECIATION OF ART

**Materials.**—A Color Print from Appreciation of Art Portfolio Grade II., or a large picture good in color and design.

ALLOW time to enjoy the picture.

TELL the story.

DISCOVER lines, shapes, colors and Laws of Order which have been experienced.

NOTE the message and the beauty which the Artist has revealed.

## MARCH

## 81, 82, 83. REPRESENTATION. ANIMALS

**Materials.**— Manila paper. Crayons.

**STUDY** real animals, mounted animals, photographs or prints.

**CHOOSE** an active incident, real, imaginary or from a story. Dancing bear.

Leaping rabbit. Performing elephant. Prancing deer. Running dog.

**NOTE** attitudes of head, body, legs and tail which best express the action.

**PAINT** large, spirited pictures showing true colors.

## 84, 85, 86. REPRESENTATION. BIRDS

**Materials.**— Manila paper. Crayons.

**STUDY** large birds, real or mounted, photographs or prints. Duck, goose, rooster, stork, swan.

**CHOOSE** an active incident, real, imaginary or from a story.

**NOTE** attitudes of head, body, legs, wings and tail which best express the action.

**PAINT** large spirited pictures showing true colors.

## 87. DESIGN. PROGRESSION

**Materials.**— Rectangular tablets.

**ARRANGE** tablets in Progression of number in Axial Balance. 1, 2, 3 and 2, 4, 6 and 1, 3, 5. Near or touching. Horizontal or vertical attitude.

**DRAW** best arrangements on blackboard.

## 88, 89. DESIGN. PROGRESSION

**Materials.**— Manila paper. Crayons. Color Chart.

**CHOOSE** a warm and a cool color.

**USE** rectangles.

**CREATE** designs showing Progression of number in Axial Balance.

**ENRICH** with second color and black.

## 90. DESIGN. CENTRAL BALANCE

**Materials.**— Rectangular tablets.

**ARRANGE** tablets in four part Central Balance.

**MAKE** other arrangements with two sizes and multiples of four. Near, touching, overlapping.

## 91, 92. DESIGN. CENTRAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

**CHOOSE** three warm or three cool colors.

USE rectangles.

CREATE four part Central Balance designs.

UNITE and ENRICH with related lines, small rectangles and squares.

### 93, 94, 95. DESIGN. CENTRAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

USE three adjacent colors and black.

USE rectangles.

CREATE four part Central Balance designs.

UNITE and ENRICH with related lines, small semi-circles or squares.

### 96. CONSTRUCTIVE DESIGN. DRINKING CUP

**Materials.**— Construction paper. Scissors.

MAKE a square as large as the paper allows.

FOLD on diagonal of square.

PLACE with folded edge parallel with edge of desk.

CARRY left corner of triangle over to right side of triangle so that upper edge is horizontal — crease.

TURN model over and make similar fold.

FOLD down the two upper triangles.

SLIP each into triangular pocket to complete the cup.

## APRIL

### 97, 98, 99, 100. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

CHOOSE a game or dance theme.

DRAMATIZE the incident. Note directions, shapes and colors as the figures move.

PAINT large, colorful pictures.

ADD simple accessories necessary to complete the theme.

### 101. SPACE RELATIONS. OVAL

**Materials.**— Manila paper. Crayons. Large oval, circle and ellipse.

COMPARE oval, circle and ellipse for similarities and differences.

DRAW ovals with the finger in air and on desk.

MAKE several drawings in different attitudes on blackboard and paper.

### 102. DESIGN. REPETITION IN A ROW

**Materials.**— Oval tablets.

ARRANGE tablets to show Repetition in horizontal and vertical rows.

Near, touching, overlapping.

MAKE many arrangements.

DRAW best arrangements on blackboard.

103, 104. DESIGN. REPETITION IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two opposite colors.

USE ovals.

CREATE designs showing Repetition in a row.

UNITE and ENRICH the designs with related lines and small circles or ellipses.

105. APPRECIATION OF ART

**Materials.**— A Color Print from Appreciation of Art Portfolio Grade II., or a large picture good in color and design.

ALLOW time to enjoy the picture.

TELL the story.

DISCOVER lines, shapes, colors and Laws of Order which have been experienced.

NOTE the message and the beauty which the Artist has revealed.

106, 107, 108. CONSTRUCTIVE DESIGN. MAY BASKETS

**Materials.**— Manila paper. Construction paper. Scissors. Crayons.

CONSTRUCT a square.

PLACE square with one side parallel with front edge of desk.

FOLD lower left corner to upper right corner and lower right to upper left corner — unfold.

FOLD diameters of square — unfold.

FOLD each corner to center.

UNFOLD the two upper corners.

TURN square over with folded corner touching front edge of desk.

FOLD up on central fold.

FOLD left edge to right edge on central vertical fold.

PLACE folded square with folded corner touching front edge of desk.

FOLD on center from right to left.

MAKE a cut parallel with upper slanting edge as far as horizontal crease to make handle — unfold.

CUT out two triangular pieces on horizontal central crease.

LIFT one of the triangular pieces from the inside and slip into the opposite open triangle to make a pocket.

CUT and color flowers and leaves to fill the basket.

## MAY

## 109. DESIGN. PROGRESSION

**Materials.**—Oval tablets.

ARRANGE 3, 5 or 6 tablets in vertical and horizontal Progressions of size in Axial Balance, from small to large, from large to small, from small to large to small and the reverse. Touching and overlapping.

DRAW best arrangements on blackboard.

## 110, 111, 112, 113. DESIGN. PROGRESSION

**Materials.**—Manila paper. Crayons. Color Chart.

CHOOSE three warm and three cool colors.

USE ovals.

CREATE designs showing Progressions of size and color in Axial Balance in vertical and horizontal sequences.

ENRICH with related lines and shapes using three colors and black.

## 114, 115, 116. REPRESENTATION. PEOPLE

**Materials.**—Manila paper. Crayons.

CHOOSE incidents from Spring stories, poems or songs.

PAINT pictures which show the spirit and color of Spring. Budding trees. Growing grass and flowers. Coming of birds. Showers. Blue skies. Wind blown clouds.

## 117, 118. REPRESENTATION. NATURE

**Materials.**—White paper. Crayons. Flowers with leaves.

MAKE simple arrangements of flowers and leaves, two jonquils, three tulips.

STUDY directions and shapes by tracing in the air.

NOTE progressions of length and size.

LOOK for warm and cool colors.

PAINT large, colorful pictures.

## 119, 120. REPRESENTATION. NATURE

**Materials.**—White paper. Crayons.

IMAGINE a beautiful arrangement of flowers in a bowl.

THINK of bowls of different shapes and pleasing colors.

PAINT a large bowl near the bottom of the paper.

FILL the bowl with large, bright flowers and leaves.

## 121. DESIGN. REPETITION IN A FIELD

**Materials.**— Oval tablets.

Repetition in a Field is introduced in this grade for the first time.

FIND examples in Nature and Art. Cloth. Printed papers.

ARRANGE tablets in orderly horizontal and vertical rows to make a field.

Near, grouped, overlapping.

MAKE other fields using different attitudes.

## 122-129. DESIGN. REPETITION IN A FIELD

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two or three colors.

CHOOSE any shape experienced.

CREATE designs showing Repetition in a field.

UNITE and ENRICH the designs with related lines and small shapes.

Black may be used.

## 130, 131, 132. REPRESENTATION

**Materials.**— Manila paper. Crayons.

CHOOSE incidents from real or fanciful stories of animals, birds and people.

PAINT large, colorful pictures.

ADD simple accessories necessary to complete the story.

## 133, 134, 135, 136. REPRESENTATION

**Materials.**— Manila paper. Crayons.

CHOOSE incidents from stories, poems or songs.

DRAMATIZE the incident.

PAINT lively, colorful pictures.

ADD buildings, trees, animals or birds to complete the story.

## GRADE III

120 Minutes a Week. 4 Thirty Minute Periods

## SEPTEMBER

## 1. TONE RELATIONS. VALUE

**Materials.**— Color Chart. Colorful flowers, fruits and vegetables.

Experiences of the first two years include the recognition and use of the Standard Colors and groups of Warm and Cool Colors. The third year emphasizes Values of colors and neutrals.

NAME the Standard Colors.

SEARCH for beauty of color in the examples.

DISCOVER light and dark colors.

## 2, 3. TONE RELATIONS. VALUE

**Materials.**— White paper. Crayons. Color Chart.

PAINT informal value sequences of warm and cool colors.

MAKE a gradual change from light through middle to dark.

## 4. TONE RELATIONS. VALUE

**Materials.**— White paper. Crayons. Colorful flowers, fruits, vegetables and foliage showing various greens.

SEARCH for beautiful colors, light, middle and dark.

NOTE where one color blends into another.

MAKE informal records of colors most enjoyed.

SHOW values and blended colors.

SHOW variety of greens found in leaves and stems.

## 5. REPRESENTATION. NATURE

**Materials.**— White paper. Crayons. Flowering plants, fruits or vegetables with stems and leaves.

PROVIDE individual specimens or arrange large sprays.

MAKE pictures of attractive fruits, vegetables or flowers.

## 6. REPRESENTATION. NATURE

**Materials.**— White paper. Crayons. Flowering plants, fruits or vegetables with leaves.

GUIDE observation by drawing on the blackboard the basic line and shape elements.

NOTE directions and shapes by tracing with the finger in the air.

PAINT large, colorful pictures.



## 7. REPRESENTATION. NATURE

**Materials.**— White paper. Crayons. Flowering plants, fruits or vegetables with stems and leaves.

SEARCH for blending of light and dark colors.

DISCOVER the directions and shapes by tracing in the air.

MAKE large, colorful pictures.

## 8, 9, 10. REPRESENTATION. NATURE

**Materials.**— White paper. Crayons. Flowering plants, fruits or vegetables with leaves.

SEARCH for variety of color values.

NOTE directions and shapes.

PAINT large pictures showing true colors.

BLEND or overlap the tones when necessary.

## 11. TONE RELATIONS. VALUES

**Materials.**— White paper. Crayons. Color Chart.

MAKE informal sequences of neutral values running from white to black.

EXPERIMENT to see how many values can be made in graded sequence.

FIND values of gray in pictures and clothes.

## 12. TONE RELATIONS. VALUES

**Materials.**— White paper. Crayons. Color Chart.

FIND values of colors and neutrals in clothes, faces, hair.

MAKE informal records.

## OCTOBER

## 13. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

This series of lessons emphasizes the importance of observing shapes and their attitudes in moving figures.

PAINT a picture of yourself. "Something I like to do." Show how you look. What you like to do and how you do it.

SELECT the most truthful pictures.

## 14. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

DRAMATIZE an activity. Dancing. Jumping. Hopping. Skipping.

ENCOURAGE the habit of watching the recurring movements which express the activity.

MAKE spirited pictures.

## 15, 16. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

THINK about "Getting Ready for School."

DRAMATIZE an incident. Putting on Shoes. Combing Hair. Reaching for Coat. Putting on a Hat. Running to meet a Friend.

NOTE how the different parts of the body all help express the idea.

TRY to show true values of the colors.

PAINT large, colorful pictures.

## 17. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

ALLOW each pupil to choose some child in the room to study.

ENCOURAGE individual observation of colors and values in face, hair and clothes.

OBSERVE important shapes and their attitudes.

ALLOW each pupil to make a picture of the child he has studied.

EXCHANGE papers and try to name the pictures.

## 18. SPACE RELATIONS. SHAPES

**Materials.**— Manila paper. Crayons.

RECALL shapes. Circle, square, ellipse, semi-circle, rectangle and oval.

COMPARE for similarities and differences.

DEMONSTRATE on the blackboard.

TRACE shapes in the air and on desks.

DRAW the shapes.

## 19. DESIGN. REPETITION IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE one light and one dark color.

CHOOSE a shape.

CREATE Repetitions in a row with rhythmic movement.

ENRICH the design with related lines and shapes.

## 20, 21. DESIGN. ALTERNATION OF POSITION IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

USE yellow, dark yellow and one other color.

CHOOSE a shape.

DEVELOP designs showing Alternation of position in a row.

UNITE and ENRICH the pattern with lines and small shapes.

ENRICH the inside of large shapes to add interest.

## 22, 23. DESIGN. ALTERNATION OF SIZE AND POSITION IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

USE violet, light violet and one other color.

CHOOSE two shapes.

CREATE designs showing Alternation of size and position in a row.

UNITE and ENRICH the design with parallel or radiating lines and small shapes.

## 24. DESIGN. ALTERNATION OF POSITION AND ATTITUDE IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

SELECT two warm or two cool colors to be used with black.

CHOOSE a shape.

DEVELOP designs showing Alternation of position and attitude in a row.

DEMONSTRATE on the blackboard the value of a continuous border edge controlled by the basic pattern to unite the whole design.

UNITE and ENRICH the design with a border edge.

## 25, 26. CONSTRUCTIVE DESIGN. MEASURING AND RULING

The rule is here introduced for the first time. It is very important that the children should begin by learning correct methods of laying off distances and ruling lines. The inch is the unit of measure for this grade. Children should be taught to use inches on any part of the rule, not merely those on the ends. Attention should be given to the careful placing of points when making definite measurements. To rule a line from point to point, place the pencil on one point, bring edge of rule to the pencil, adjust the edge of rule to the other point. Hold the rule firmly and draw the line.

### MEASURING AND RULING LINES

**Materials.**— Manila paper. Pencils. Rules.

TEACH use of rule.

TEACH 1-inch measure and count number of inches on the rule.

MEASURE paper on its long and short edges.

PLACE points on left and right short edges of paper, 2, 4, 6 and 8 inches down from top edge.

PLACE rule to connect opposite points.

RULE lines 3, 5, 7 and 9 inches long, beginning at left edge of paper.

### RULING SQUARES AND RECTANGLES

MEASURE 4 inches down from the long edge of paper on both sides.

RULE a line 12 inches long.

CONSTRUCT a 4-inch square on this working line, in the upper left corner of the paper.

CONSTRUCT other squares and rectangles utilizing the corners and edges of the paper.

## 27. CONSTRUCTIVE DESIGN. HALLOWEEN JACK-O-LANTERN

**Materials.**— Construction paper. Pencils. Rule. Scissors. Crayons.

PLACE paper on desk in a horizontal position.

PLACE points on left and right short edges 4 and 8 inches from lower edge of paper.

CONNECT opposite points with 12-inch lines.

CUT on these lines.

PLACE points on each strip of paper 4 and 8 inches from left side on the lower and upper long edges.

RULE lines connecting these points, dividing each strip into three 4-inch squares.

PLACE rule against each line and fold paper against the rule.

FOLD squares together to make one square with one strip.

SLIP the two end squares of the second strip into the open edges of the folded square, slanting the sides slightly with cuts before locking, to make them fit more easily.

CUT a pumpkin large enough to fit into the folded square to make a Jack-o-Lantern.

## NOVEMBER

### 28. DESIGN. LETTERING

**Materials.**— Manila paper. Pencils. Letter Chart.

FOLD a sheet of paper to be used instead of guide lines.

STUDY the Letter Chart for directions, proportions and horizontal divisions of letters.

CHOOSE interesting words appropriate to the season or children's activities.

LETTER the words experimenting for unity of spacing.

### 29. DESIGN. LETTERING

**Materials.**— Manila paper. Pencils. Letter Chart.

LETTER child's name, using paper guide.

LEAVE space of a letter between words.

EXPERIMENT with different sizes appropriate for the drawing envelope.

### 30. DESIGN. LETTERING

**Materials.**— Drawing Envelopes. Pencils. Papers from Lesson 29. Letter Chart.

SELECT the lettered name best designed for the envelope.

PLAN with the fingers the best place for the name on the envelope.  
LETTER name, using paper guide.

### 31. SPACE RELATIONS. TRIANGLES

**Materials.**— Manila paper. Crayons. Large equilateral, isosceles and right-angled triangles cut from paper or cardboard.

The names of these triangles are not important to little children but the outstanding differences of proportion and shape are of interest.

COMPARE the triangles for points of similarity and difference.

DRAW triangles of the different types in different attitudes on blackboard and paper.

### 32. DESIGN. REPETITION WITH ALTERNATION IN A ROW

**Materials.**— Triangular tablets. Choose one type.

INVENT many arrangements of tablets in horizontal and vertical rows.

SHOW alternation of size, position, attitude, number. Shapes may be touching, near, grouped, overlapping.

DRAW best arrangements on the blackboard.

### 33. DESIGN. ALTERNATION IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE three adjacent colors. Black may be used to balance light colors.

CHOOSE a triangular shape.

DEVELOP designs showing Alternation of size, number or attitude in a horizontal row. Shapes may be touching, near, grouped, overlapping.

UNITE and ENRICH the sequence.

NOTE the similarity to Indian designs.

### 34. REPRESENTATION. PEOPLE

The first series of lessons emphasized the importance of observing the moving figure for shapes and their attitudes. Building on these experiences the following lessons progress to group interest in which people take part in simple incidents of home activity.

**Materials.**— Manila paper. Crayons.

CHOOSE a family or neighborhood happening including "grown ups" and one or two children.

MAKE the incident vivid through dramatization or word description.

DISCOVER how one figure overlaps or partly hides another.

NOTE comparative sizes of people.

MAKE a large, colorful picture.

## 35. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

CHOOSE a subject. A back yard incident or school yard event.

DIRECT interest toward a simple happening.

CONSIDER possibilities of overlapping figures in grouping.

STIMULATE imagination in picturing the movement and interest of the group.

PAINT the picture. Make the figures large to fill the paper.

ADD simple accessories needed to complete the story.

## 36, 37. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

CHOOSE a subject. A November incident of local or historic interest.

DRAMATIZE the event.

CONSIDER appropriate colors and values.

NOTE comparative sizes of people.

PLAN simple details which will make the story vivid.

PAINT the picture.

## 38, 39, 40. CONSTRUCTIVE DESIGN. INDIAN HEADDRESS

While the Indian headdress is fairly simple in its construction the decoration offers opportunity for study of Indian symbols and their use in design.

**Materials.**— Construction paper. Rules. Pencils. Scissors. Crayons.

PLACE paper on desk in a horizontal position.

PLACE points on left and right edges, 2 inches up from lower edge.

RULE connecting line.

PLACE points 1 inch apart on this line, and 1 inch apart on top long edge of paper.

RULE lines to connect opposite points.

PLACE points 1 inch up from long ruled line on left and right short edges up from ruled horizontal line.

RULE slanting lines from these points to the top of the vertical center line.

PLACE points 1 inch apart on left and right short edges between horizontal line and top of paper.

CONNECT opposite points with lines making a web of squares.

DRAW diagonals of two small squares at the top that are left and right of the vertical center line. The lower triangles thus formed in these squares make the pointed tops of two longest feathers.

PROCEED in the same way to make pointed tops of ten other feathers, along the slanting lines at left and right.

CUT on all vertical lines as far as same horizontal line.  
CUT out triangles between feathers.  
COLOR feathers and make Indian design on horizontal band.  
CUT an extra band and pin to headdress to make it fit the head.

## DECEMBER

### 41. DESIGN. APPRECIATION OF ORDER

**Materials.**— White paper. Crayons. Examples of Order and Beauty — textiles, baskets, pottery, showing border designs.

DISCOVER the rhythm of Alternation by reading the patterns. "Large, small, large, small, large, small." "One, three, one, three." "Up, down, up, down." "Green, blue, green, blue." "Light, dark, light, dark."  
MAKE large, colorful drawings of the design studied.

### 42. DESIGN. CENTRAL BALANCE

**Materials.**— Tablets. Equilateral Triangles.

INVENT many arrangements in three-part Central Balance. Shapes may be touching, grouped or overlapping.  
DRAW best arrangements on the blackboard.

### 43. DESIGN. CENTRAL BALANCE

**Materials.**— White paper. Crayons. Color Chart.

USE light and dark values of green and one other color.

DEMONSTRATE on the blackboard structural plans for Central Balance in three parts.

CREATE a three-part Central Balance design using equilateral triangles.

UNITE and ENRICH the pattern with lines and small shapes.

### 44, 45. DESIGN. CENTRAL BALANCE

**Materials.**— White paper. Crayons. Color Chart.

USE two or three values of a color and black.

CHOOSE a triangle or other shape.

DEVELOP a three-part Central Balance design. Shapes may be grouped or overlapping.

ENRICH the design with lines and the same shape in smaller sizes.

### 46, 47. REPRESENTATION. CHRISTMAS TREE

**Materials.**— White paper. Crayons. Christmas tree or picture of a tree.

CONSIDER the structure of Christmas trees. Direction of growth. Progression of length and size. Growth of needles on twigs.

MAKE large pictures of trees, using light green.

CONSIDER tree decorations.

ADD decorations according to one or more Laws of Order. Progression of size, number or color. Alternation of size, shape or color.

#### 48. REPRESENTATION. A CHRISTMAS STORY

**Materials.**— White paper. Crayons.

ALLOW each child to select a subject and create a picture.

#### 49. APPRECIATION OF ART

**Materials.**— A print from Appreciation of Art Portfolio Grade III. or a picture good in color and design appropriate for the season.

ALLOW time for each child to enjoy the story.

SEARCH for beauty of blended colors and values.

ENCOURAGE word descriptions.

SUGGEST fitting names for the picture.

TELL the name which the artist gave the picture.

#### 50, 51, 52. CONSTRUCTIVE DESIGN. CANDY BOX

**Materials.**— Construction paper. Pencils. Scissors. Rules.

PLACE points 9 inches on upper and lower long edges of paper from left edge.

CONNECT points with line.

CUT on line to make a nine inch square.

PLACE points on edges and draw connecting lines to divide large square into nine 3-inch squares.

CUT the four corner squares.

PLACE pattern on desk in horizontal position.

MEASURE and draw lines 1 inch in and parallel to the top, bottom, left and right edges.

PLACE points on each of these four lines to make three 1-inch divisions.

DRAW slanting lines from each of these points to the nearest corner of the center square.

DRAW short slanting lines from the same points to the nearest outer corners.

CUT on all slanting lines.

FOLD on all remaining lines.

MEASURE and draw lines to divide one of the 3-inch squares cut from the corners, into nine 1-inch squares.

CUT out center 1 inch square.

CARRY all four triangular flaps through this square opening to lock the box.



## JANUARY

## 53. REPRESENTATION. TOYS OR VEHICLES

**Materials.**— Manila paper. Crayons. Baby carriage. Cart. Sled. Automobile. Train. Airplane. Boat.

**STUDY** the toy for the big shapes and important parts.

**TRACE** the directions and shapes in the air.

**DISCOVER** the smaller parts which hold it together or make it move.

**DRAW** large, truthful pictures.

## 54. REPRESENTATION. TOYS OR VEHICLES

**Materials.**— Manila paper. Crayons.

**CHOOSE** another toy or vehicle.

**NOTE** shapes and sizes of the important parts.

**NOTE** near parts which hide or overlap others.

**DRAW** large pictures showing true colors and values.

## 55, 56. REPRESENTATION. TOYS OR VEHICLES

**Materials.**— Manila paper. Crayons.

**STUDY** a mechanical toy or recall a vehicle in motion.

**CONSIDER** effects of movement. Note what parts move so fast that they can hardly be seen.

**MAKE** large pictures showing movement.

## 57. DESIGN. AXIAL BALANCE

**Materials.**— Triangular Tablets. Choose one type.

**FIND** examples of Axial Balance in the room and in pictures.

**INVENT** many arrangements of Axial Balance. The vertical axis may be imagined or made with tablets. Shapes may be touching, grouped or overlapping.

**DRAW** best arrangements on the blackboard.

**TRY** drawing with both hands.

## 58. DESIGN. AXIAL BALANCE STRUCTURE

**Materials.**— Manila paper. Crayons.

**DEMONSTRATE** on the blackboard structural underlays for Axial Balance.

**USE** a vertical axis with 2, 3 or 5 lines balanced left and right on the axis.

Lines may be straight or curved, vertical, horizontal or oblique and may increase or decrease in length.

**INVENT** and **DRAW** several structures consistent in movement.

## 59. DESIGN. AXIAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two opposite colors.

USE a light and a dark value of each.

DRAW structure for Axial Balance as in preceding lesson.

DEVELOP Axial Balance designs using groups of triangles, touching, near or overlapping.

ENRICH the designs with related lines and shapes.

## 60. DESIGN. AXIAL BALANCE

**Materials.**— White paper. Crayons. Color Chart.

USE black, gray and one color.

CHOOSE any shape.

DEVELOP a design in Axial Balance showing Progression of size and number, 1, 3, 5 or 1, 2, 3, 4.

UNITE and ENRICH the design with small shapes and related lines.

ENCLOSE the design with a related border edge if desired.

## 61. DESIGN. RECOGNITION OF ORDER

**Materials.**— White paper. Crayons. Examples of Axial or Central Balance in plants, flowers, shells, textiles, pottery, baskets, bags.

STUDY the design for order and color.

MAKE large, truthful drawings.

## 62. DESIGN. AXIAL OR CENTRAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE individually a shape and a color scheme.

CREATE a design in Axial or Central Balance.

ENRICH the pattern with related lines and shapes.

## 63. DESIGN. INVENTION OF SHAPES

**Materials.**— Manila paper. Crayons.

INVENT new shapes by modifying the geometric shapes, circle, square, ellipse, semi-circle, rectangle, oval and triangle.

MAKE slight changes in proportion and contour.

DRAW the new shapes on blackboard and on paper.

CHECK the most beautiful one.

## 64, 65. DESIGN. ALTERNATION IN A ROW

**Materials.**— White paper. Crayons. Color Chart.

SELECT two adjacent colors.

USE a light and dark value of one of these colors.

USE a modified shape.

DEVELOP a design showing Alternation of size, position and attitude in a horizontal row.

ENRICH the design with small sizes of the same or similar shapes.

ADD a rhythmic border edge if desired.

#### 66. REPRESENTATION. PEOPLE AND VEHICLES

**Materials.**— Manila paper. Crayons.

From the following lesson the teacher should estimate the power of the children to express truth of colors, values, directions, shapes, comparative sizes of "grown ups" and children, and effects of movement. Decide which points give promise of development and which points must be more definitely stressed.

CHOOSE an outdoor incident concerning people and vehicles.

DRAMATIZE or describe the incident vividly.

PAINT the pictures.

#### 67, 68. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

CHOOSE incidents in which people are busy with toys or vehicles.

MAKE the situation vivid by word pictures or dramatization.

EMPHASIZE the points needed for improvement.

PAINT lively pictures.

### FEBRUARY

#### 69. APPRECIATION OF ART

**Materials.**— A Color Print from the Appreciation of Art Portfolio, Grade III. or a large picture good in color and design showing several figures.

ALLOW time for each child to enjoy the story.

DISCOVER the beauty of colors and values used by the artist to express his ideas.

NOTE details of shape and movement which help to tell the story.

ENCOURAGE children to suggest a name for the picture.

TELL the name which the Artist gave to the picture.

#### 70, 71, 72, 73, 74. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

DEVELOP the lessons in progressive steps suggested by the needs of the class.

STRESS one point at a time to develop clear thinking and better expression.

CHOOSE a neighborhood activity. Loading Trucks. Unloading Ships.

Filling Station Incident. Fire Department in Action. Bus Stop.

DECIDE on a dramatic incident including grown people, babies and small children.

STIMULATE imagination by word pictures or dramatization.

MAKE large, colorful pictures.

#### 75, 76. CONSTRUCTIVE DESIGN. VALENTINES

**Materials.**— Construction paper. White paper. Pencils. Rules. Scissors. Crayons.

MEASURE and cut squares and rectangles of different sizes and proportions.

FOLD these and cut heart shapes.

EXPERIMENT with these shapes to make interesting valentines.

ENRICH with lines and smaller heart shapes showing Axial Balance or Progression.

#### 77, 78, 79, 80. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

CHOOSE incidents inspired by stories, poems or songs.

CONSIDER appropriate colors and values.

PAINT the picture.

ADD simple accessories necessary to complete the story.

### MARCH

#### 81, 82. DESIGN. ALTERNATION IN A ROW

**Materials.**— White paper. Crayons. Color Chart.

USE black and gray.

USE a modified shape.

DEVELOP a design showing Alternation of position, number and attitude in a horizontal row.

ENRICH the design with related lines and shapes.

ADD a rhythmic border edge.

#### 83, 84. DESIGN. REPETITION IN A ROW

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two opposite colors.

USE a light and a dark value of each.

USE a modified shape.

BUILD a design showing a Repetition in a vertical row with overlapping shapes.

ENRICH the design — working inside or outside the shapes.

## 85, 86. CONSTRUCTIVE DESIGN. AIRPLANE

**Materials.**— Construction paper. Pencils. Rules. Scissors.

MEASURE, RULE and CUT a 6-inch square.

PLACE square on desk in horizontal position.

MEASURE and DRAW vertical diameter.

PLACE points on upper and lower edges, 1 inch to left and right of center line.

CONNECT points with vertical lines.

PLACE points on left and right edges of square 1, 3, 4 and 5 inches down from top of square.

DRAW horizontal lines connecting these points.

CUT out rectangles in upper left and right corners.

LEAVE the 2-inch squares for wings.

CUT out the first rectangle below the wing on each side.

DRAW one diagonal in the next rectangle on each side slanting from the upper inside corner to the lower outside corner.

NOTE the three 2-inch squares at the bottom of the plane.

MEASURE and DRAW the vertical diameters of the two side squares.

MARK with an A the point where the vertical diameter crosses the diagonal of the rectangle.

NOTE the six 1-inch squares on the lower edge.

DRAW the diagonals of the second and fifth of these.

MARK the centers B.

DRAW freehand an outward curve from point A down to point B.

BALANCE this with a similar curve on the opposite side.

DRAW an outward curve from point B to a point directly below on the bottom edge of the paper.

BALANCE this on the opposite side.

CUT on these curves and the slanting lines to make the tail of the plane.

CURVE corners of wings slightly.

FOLD to make airplane.

FOLD corners of small squares inward to point front of plane.

CHOOSE best planes for race of the flying squadron.

## 87. DESIGN. CENTRAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

USE black, gray, and one color.

USE a modified or a geometric shape.

BUILD a four-part Central Balance design.

ENRICH the design.

## 88, 99. DESIGN. CENTRAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two opposite colors.

USE a light and dark value of one.

USE a modified shape.

BUILD a four-part Central Balance design showing overlapping shapes.

ENRICH with small shapes and lines including spirals.

## 90, 91. DESIGN. CENTRAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE a sequence of three warm or three cool colors.

USE a light value of the first color, standard value of the second, and a dark value of the third color.

USE a modified shape.

DEVELOP a three-part Central Balance design.

ENRICH the design enclosing it with a related border edge.

## 92, 93. REPRESENTATION. TREES

**Materials.**— Manila paper. Crayons.

STUDY real trees, photographs or prints.

OBSERVE orderly growth of trees, large trunk to small branches and twigs.

CONSIDER directions, overlapping branches and colors. Experiment with red, yellow and blue or orange and violet for trunks.

PAINT large, sturdy trees.

## 94, 95, 96. REPRESENTATION. TREES

**Materials.**— Manila paper. Crayons.

IMAGINE groups of Spring trees with buds or leaves. Think of them in the wind or rain.

PAINT imaginative pictures of groups of Spring trees.

## APRIL

## 97. DESIGN. AXIAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE a color.

USE a light and dark value of this color with black.

USE a modified or a geometric shape.

BUILD an Axial Balance design showing Progression of size, from large to small or from small to large.

REPEAT the shape 3, 4 or 5 times, touching, near or overlapping.

UNITE and ENRICH the design working within and around the shapes.

## 98, 99. DESIGN. AXIAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two warm colors and one cool color.

USE any shape.

PLAN an Axial Balance design showing a pendent or downward movement.

SHOW with both hands how the design may move, down, down and out, out and down.

BUILD the design showing Progression of size.

ENRICH with related lines and shapes.

## 100, 101. DESIGN. AXIAL BALANCE

**Materials.**— White paper. Crayons. Color Chart.

USE dark yellow with one adjacent color.

USE a modified shape.

CREATE an Axial Balance design showing Progression of size and number, 1, 3, 5 or 1, 2, 4, 6. Shapes may be touching or near.

UNITE and ENRICH the design.

## 102, 103, 104. CONSTRUCTIVE DESIGN. NOAH'S ARK

**Materials.**— Construction paper. Scissors. Pencils. Rules. Crayons.

PLACE paper on desk in a horizontal position.

PLACE points on upper and lower edges 6 inches from left short edge.

DRAW line connecting points.

PLACE points on left and right short edges of paper, 2, 4 and 6 inches from long upper edge.

DRAW horizontal lines connecting points.

PLACE points on top edge of paper and upper ruled line, 4 inches left and right of vertical center line.

CONNECT these points with vertical lines.

PLACE points on upper horizontal line and lower edge of paper 3 inches to left and right of vertical center line.

CONNECT these points with vertical lines.

DRAW one diagonal in each lower corner square slanting from upper, inner corner to lower, outer corner.

DRAW one diagonal from opposite corners of square at left lower corner.

CUT out small squares in upper left and upper right corners of paper.

CUT out rectangles just below.

CUT on the top line of each lower corner square.

FOLD back on diagonal.

FOLD back on lower horizontal line to make support for Ark.

FOLD to make Noah's Ark.

MODIFY rectangles at left and right with appropriate curves for lower part of Ark.

FOLD slanting lines in each lower corner backward.

FOLD on short vertical lines and stand triangles up to act as a support for the Noah's Ark.

PLAN doors and windows.

COLOR Noah's Ark.

MAKE cuttings of Noah, his family, and the animals.

INVENT ways to make them stand.

#### 105, 106. DESIGN. AXIAL BALANCE

**Materials.**— Manila paper. Crayons. Color Chart.

USE light and dark violet with one adjacent color.

PLAN an Axial Balance design showing a horizontal movement out from a central point.

SHOW with both hands how the design may move directly out, out and down, out and up with straight or curved movement.

DRAW structural lines.

USE a modified triangle.

BUILD the design with progression of size.

ENRICH to emphasize the horizontal movement.

#### 107. DESIGN. RECOGNITION OF ORDER

**Materials.**— White paper. Crayons. Illustrations of Progression in Axial or Central Balance in plants, flowers, shells, feathers, textiles, pottery, jewelry, book covers.

STUDY for order, shapes, color and values.

FIND the underlying structure.

MAKE large, truthful drawings.

#### 108. APPRECIATION OF ART

**Materials.**— A Color Print from Appreciation of Art Portfolio, Grade III., or a large picture, good in color and design, interpreting Spring or Summer.

ALLOW time for each child to enjoy the story.

ENCOURAGE expression of individual opinions.

SEARCH for colors and values which make the picture beautiful.

NOTE how the Artist has grouped people or things in a pleasing way.

DISCOVER overlapping shapes.

ALLOW children to suggest appropriate names for the picture.

TELL the name given the picture by the Artist.



## MAY

## 109. DESIGN. ALTERNATION IN A FIELD

**Materials.**— Triangular tablets. Choose one type.

Repetition in a field is a mode of order found informally in fields of flowers and stars in the sky. Sequences of Repetition in a field are found in textiles, bricks in a wall, printed paper.

INVENT many arrangements of Repetition in a field. Shapes may be touching, grouped or overlapping.

DRAW best arrangements on the blackboard.

## 110, 111, 112. DESIGN. ALTERNATION IN A FIELD

**Materials.**— Manila paper. Crayons. Color Chart.

CHOOSE two adjacent colors.

USE two values of one of these colors.

CHOOSE a triangular shape.

CREATE a design showing Alternation of size and attitude in a field. The large shapes may be developed with Progression of size.

UNITE and ENRICH the pattern with related lines and shapes.

## 113, 114. DESIGN. ADAPTATION

**Materials.**— Construction paper. Crayons.

PLACE paper horizontally.

CHOOSE three adjacent colors.

CHOOSE a shape.

CREATE a design showing Alternation of size in a field. The large shapes may be developed with Progression in an area.

UNITE and ENRICH the design with related lines and shapes.

## 115, 116. CONSTRUCTIVE DESIGN. SKETCH BOOK

**Materials.**— Construction paper. Manila paper. Papers from Lessons 113 and 114. Pencils. Scissors. Crayons. Strings.

The Field Patterns from Lessons 113 and 114 are to be used as front covers for the sketch books. The strings used in binding may be colored with crayons to harmonize with the surface pattern designs.

PLACE one sheet of construction paper on desk in a horizontal position.

PLACE points on upper and lower long edges 7 and 11 inches from left short edge.

DRAW lines connecting points.

CUT on lines.

PLACE 4-inch strip in horizontal position.

- MEASURE and RULE three long horizontal lines 1 inch apart.  
FOLD strip on its short diameter — unfold.  
PLACE points on upper and lower horizontal lines of strip, 1 and 8 inches from left short edge, and where the fold crosses the line in the center.  
MAKE a hole through each dot with the pencil point.  
FOLD on center line with ruled lines on the inside.  
MEASURE, RULE and CUT a rectangle 7 by 11 inches from the Field Pattern papers.  
MEASURE, RULE and CUT a rectangle 7 by 9 inches from three pieces of manila paper.  
PLACE construction paper, decorated paper and manila papers, one sheet at a time, within the folded strip.  
LOCATE points through each hole on each paper.  
MAKE holes through each dot with the pencil point.  
ASSEMBLE the manila papers for pages, the construction paper for back of cover and the decorated paper for front of cover within the folded strip.  
TEST to see that all holes correspond to the three holes on folded strip.  
BIND sketch book by carrying string from back of cover through middle hole leaving an end long enough to tie.  
CARRY string from middle hole on front of cover through upper hole to back.  
CARRY string from upper hole on back through lower hole on back, passing middle hole.  
CARRY string from lower hole on front of cover through middle hole on front.  
TIE down the long string on the back with the two ends.  
CUT off extra string.

### 117, 118, 119, 120. REPRESENTATION

**Materials.**— Manila paper. Crayons.

SELECT a poem or song expressing the beauty of rhythm.

REPEAT it several times for appreciation.

DISCOVER beautiful pictures in the song or poem.

PAINT imaginative pictures.

### 121, 122. DESIGN. ALTERNATION IN A FIELD

**Materials.**— White paper. Crayons. Color Chart.

CHOOSE three adjacent colors.

USE a geometric shape.

USE a light value of the first color, the standard of the second and a dark value of the third.

DEVELOP a design showing Alternation of number in a field.  
UNITE and ENRICH the pattern with related lines and shapes.

### 123, 124. DESIGN. ALTERNATION IN A FIELD

**Materials.**— White paper. Crayons. Color Chart.

CHOOSE any color scheme.

CHOOSE a modified and a geometric shape.

DEVELOP a design showing Alternation of shape in a field.

UNITE and ENRICH the pattern with related lines and shapes emphasizing a vertical or horizontal movement.

## JUNE

### 125, 126. REPRESENTATION. NATURE

**Materials.**— White paper. Crayons. Field or garden flowers. Potted plants.

PROVIDE individual specimens or arrange large sprays.

SEARCH for beauty of growth.

NOTE directions of stems. Note shapes and various attitudes of leaves and flowers. Trace in the air.

DISCOVER overlapping shapes in flowers or clustered leaves.

SEARCH for beauty of color and value.

MAKE large, vigorous paintings.

### 127, 128. REPRESENTATION. NATURE

**Materials.**— Manila paper. Crayons.

DISCUSS the design in top views of flowers with 3, 4, 5, 6 or more parts balanced around a center.

COMPARE with side views of flowers with parts in Axial Balance.

RECALL shapes and attitudes of leaves on stems.

CREATE flowers, leaves and sprays.

### 129. REPRESENTATION. NATURE

**Materials.**— White paper. Crayons.

IMAGINE a beautiful arrangement of flowers in a basket.

CONSIDER baskets of different shapes and pleasing colors.

PAINT a large basket near the bottom of the paper.

FILL the basket with gay flowers and leaves.

### 130. APPRECIATION OF ART

**Materials.**— A Color Print from the Appreciation of Art Portfolio, Grade III., or a large picture of Summertime.

ALLOW time to study the picture silently for enjoyment and discovery.

ENCOURAGE vivid word pictures.

SUGGEST appropriate names.

TELL the name which the artist gave to the picture.

131-136. REPRESENTATION. PEOPLE

**Materials.**— Manila paper. Crayons.

The paintings in this group of lessons should be free creative expression.

CHOOSE a subject. Summertime. Vacation. A Picnic. Playing by the

Pond. On the Beach. In the Woods. In the Meadow. Under the

Trees.

PAINT large, colorful pictures.



