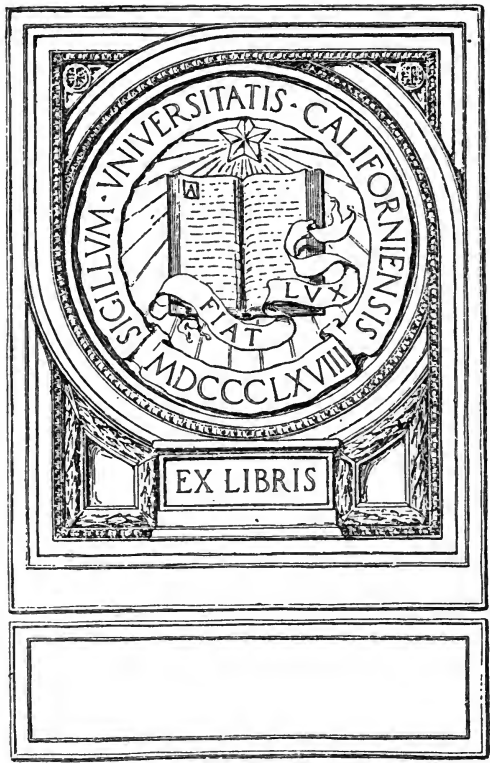


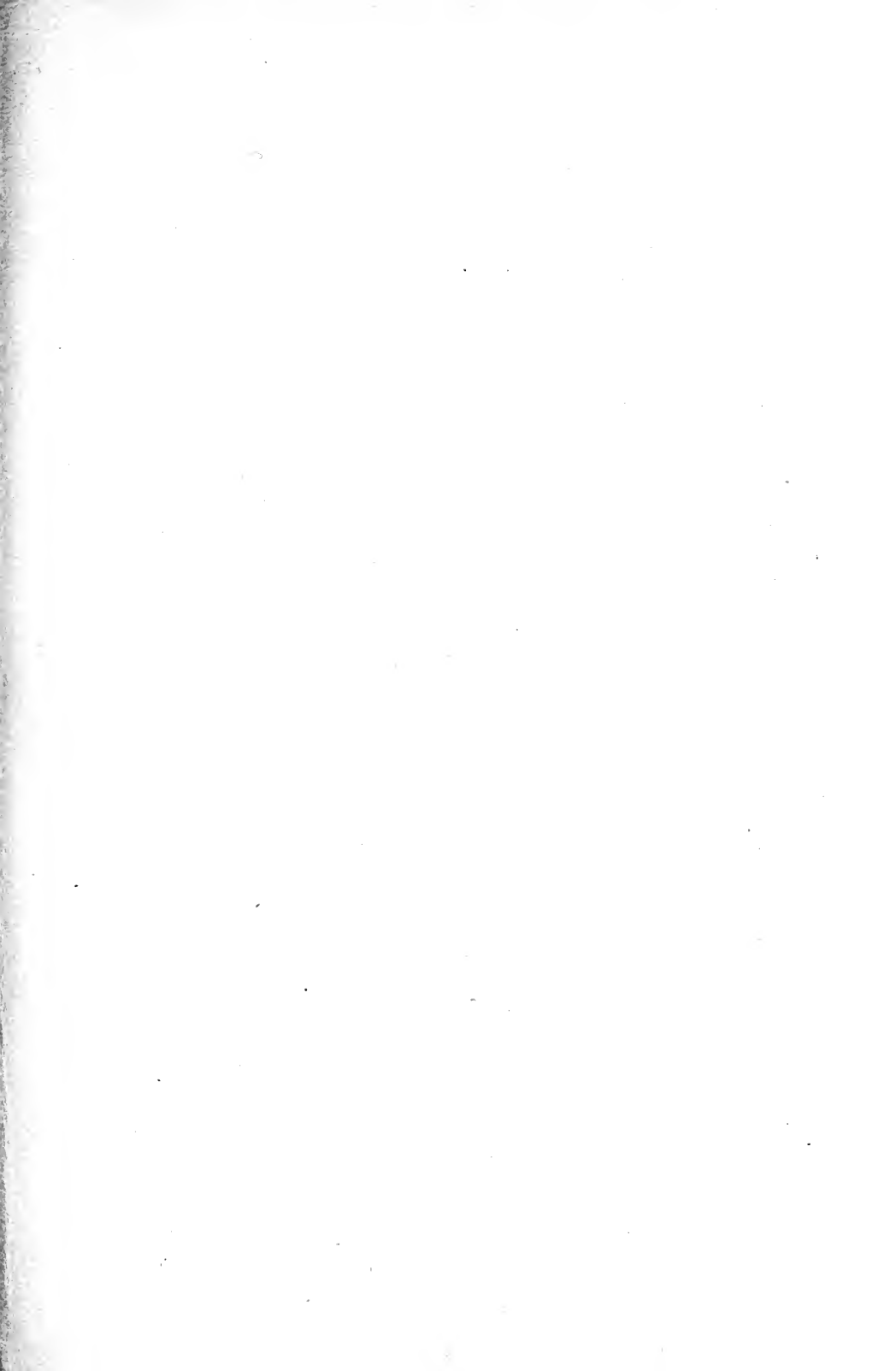
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SCHOOL REPORTS AS A MEANS OF SECURING AD-
DITIONAL SUPPORT FOR EDUCATION IN
AMERICAN CITIES

BY

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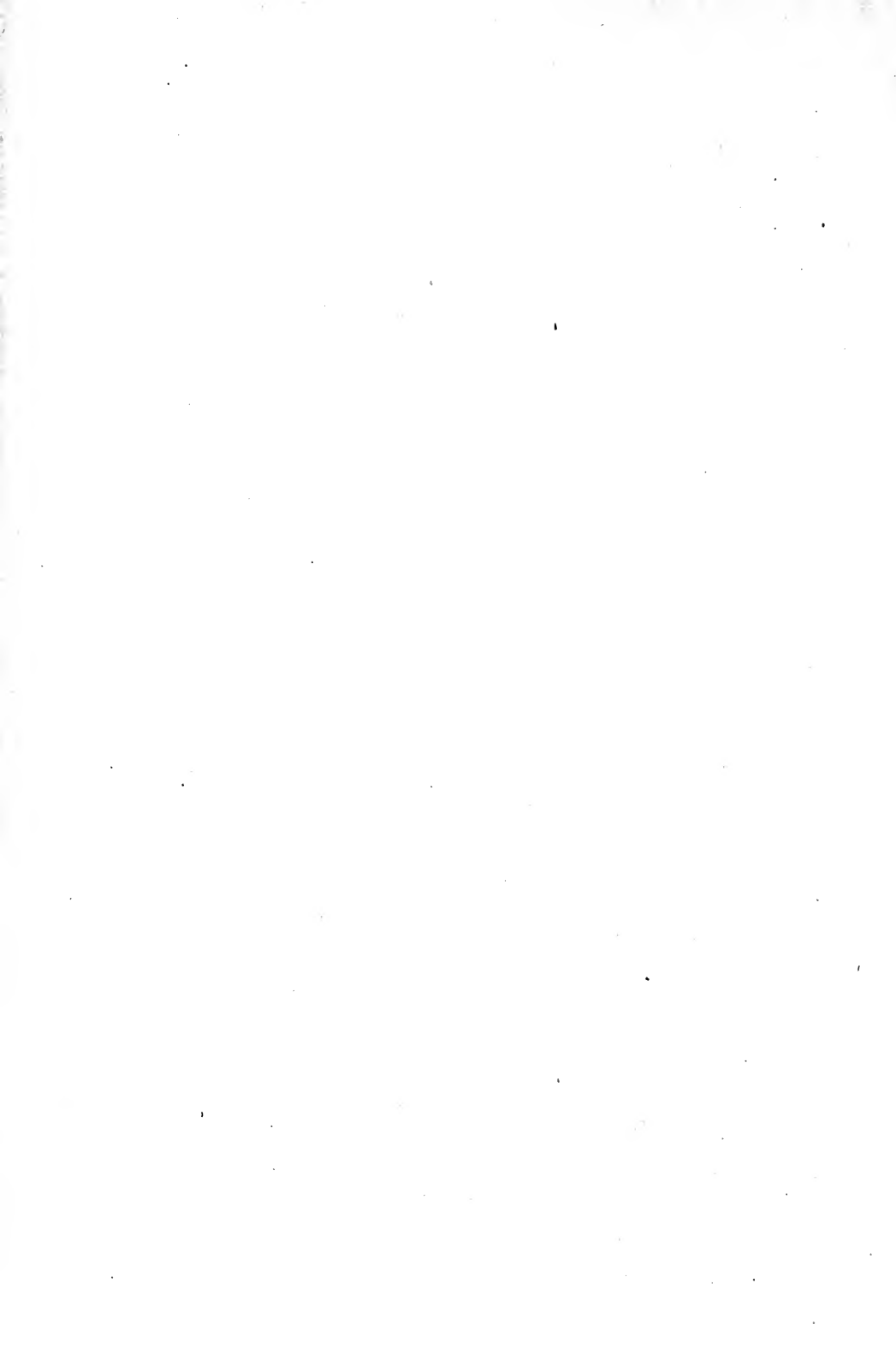
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I

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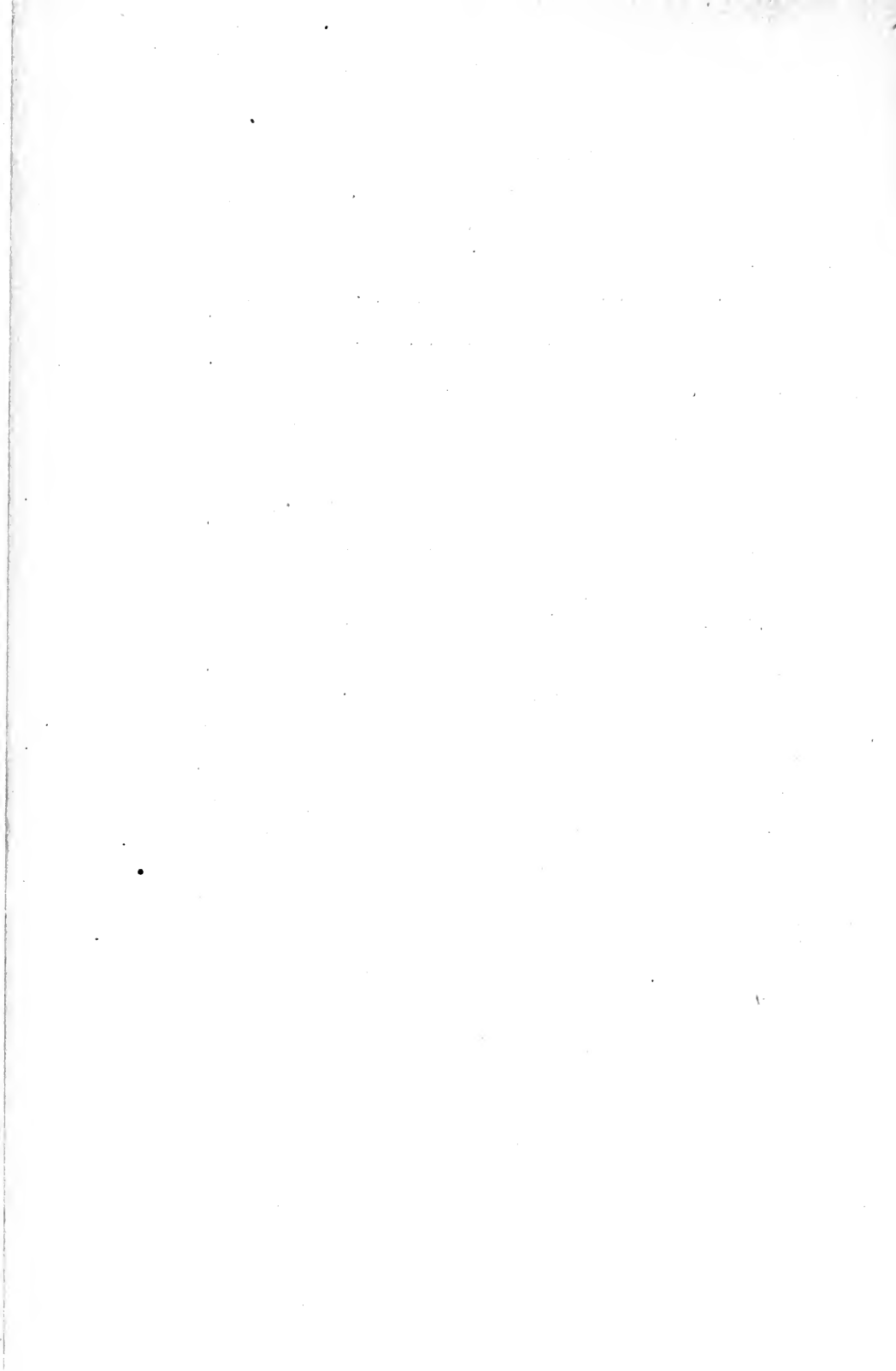


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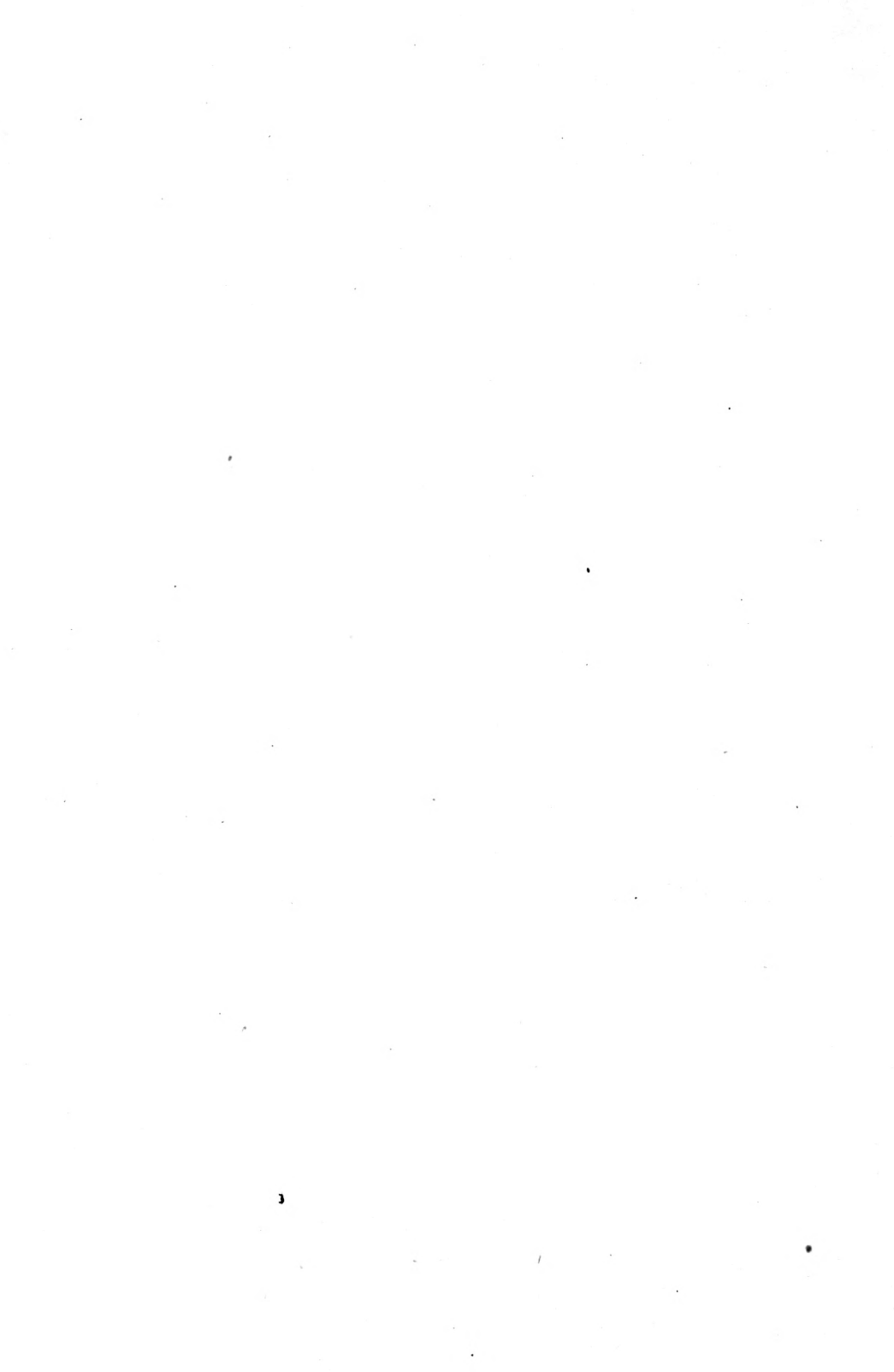
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INTRODUCTION

The present time presents peculiar opportunities for the friends of education to make enormous gains through the proper use of school publicity. Conditions indicate that in many ways this is a period of educational revival in the United States equally as far reaching and momentous as the educational revival which brought the public school system of the United States into existence. The present time is opportune for presenting the cause of education to the public for these reasons:

1. The world war brought home to the American people in a striking way the fact that our educational system failed in many of the ways in which we supposed that it succeeded. The millions of illiterates, the large number of non-English speaking citizens, the lack of trained technical workers, the lack of a proper appreciation of American citizenship by a large element of the population are among the weaknesses disclosed.

2. The world war was influential in another way in that it caused, through the propaganda circulated and the general spirit created by the union of the allied nations, a vigorous appreciation of the opportunities and possibilities of democratic government. In line with this development of the democratic spirit, civic, commercial and social leaders have very plainly seen the necessity of making a larger proportion of the population conscious of the advantages and opportunities which education has to offer.

3. The very fact of the world war makes this an opportune time for stressing the cause of education. This is because of the enormous vivifying fact of carrying on a great cooperative enterprise and of bringing it to a successful conclusion.

4. Two other facts combine to make this a peculiarly fitting time for securing the attention of the public to school facts. The first of these is the fact that school buildings programs were held up during the war and that the year 1920-21 finds the cities of the United States in need of some two or three billion dollars in order to supply the kind of school buildings which would be

adequate for the proper accommodation of the school children of this country.

The second is the fact that the enormous increase in the cost of living and the opportunities which were presented to teachers in other lines of work have brought the schools face to face with a shortage of teachers which threatens to become a crisis unless heroic measures are taken. These are real issues. They are vital to the interest of the nation. They afford subjects for school publicity which are, potentially at least, of interest to every parent in the United States.

Superintendents of schools and school officials generally are keenly interested in the agencies through which the needs of the schools and the importance of the education may be presented to all the people. It is the object of this study to show how the publication of school reports in the United States grew out of the first period of enthusiasm for public free education. It is the further purpose of the study to show the actual means now used by school officials to present the case of the schools to the people, to estimate the relative effectiveness of the various means and to suggest a program of school reporting which will assist in securing for public education in the United States the increased support which the needs and opportunities of the present seem to demand.

CHAPTER I

THE ORIGIN AND DEVELOPMENT OF CITY SCHOOL REPORTING IN THE UNITED STATES.

It is the purpose of this chapter—

- 1—To indicate the influences back of the publication of school reports in American cities.
- 2—To trace briefly the development of the custom of publishing these reports.
- 3—To show the purposes which actuated the writers of early reports.
- 4—To analyze the contents of some of these early publications in order to show the manner in which they attempted to accomplish their aims.

The custom of publishing school reports in American cities may be looked on as a joint product of the conception that public officials are accountable to the people whom they serve and certain community practices which were prevalent when the public school system of the country was taking form. More definitely, the facts which influenced the origin and early form of published school reports appear to be:

- (1) The New England town meeting.
- (2) The general educational revival of 1820-50.
- (3) The propaganda publications of early educational societies.
- (4) The publication of catalogs, announcements, and reports of private academies.
- (5) The encouragement given by certain state boards of education as in Massachusetts, Connecticut, Maine, and Rhode Island.

The origin of the use of published public school reports as a means for securing increased support for education is to be found mainly in the New England States of Massachusetts, Connecticut, Rhode Island, New Hampshire, and Maine. The published annual school report in those states may be considered as a direct descendent of the New England town meeting. It

was from the earliest colonial days in this section of America the custom to consider matters of public concern in the town meetings. Among these matters was the conduct of the local schools. At the annual meeting, when the policy for the coming year was to be determined, it was usual to have the selectmen or school committee report by word of mouth to the voters assembled about the conduct of the schools for the past year, of the existing needs and the appropriation required for the next year. As the number of children increased and schools became more numerous and the conduct of school affairs more expensive and more complex, it came to be the custom of school committees to present written reports to be read at the town meeting.

In 1738, for instance, a visiting committee in Boston, Massachusetts, made a written report to the town meeting which gave the number of children in each of the schools and commented on the quality of instruction observed.¹ In 1784, a committee in Boston reported on "The Future Arrangement of the Free Schools."²

In December 1766, the Town Meeting of Hartford, Conn., voted "that Messrs. Daniel Sheldon, Benjamin Payne, and Thomas Seymour, Jr., be a committee to join with the present school committee and devise some method for the better regulating of the Grammar School and lay the same before the next meeting of the town in order for their approbation."³ This report was submitted to the Town Meeting on December 17th, 1767, and must have been a written report since a copy of it appears in the town record.

In 1792, it was voted by the Hartford Town Meeting that the committee of the grammar school report "to the town meeting to be holden December next, the general state of that school, the nature of the grants and appropriations, the number of

¹ Suzzallo: *The Rise of Local Supervision in Massachusetts*, p 95, based on Boston Rep. Rec. Com., XIII, p 153.

² *Ibid.*, p 99, based on Boston Rep. Rec. Com. XXXI, p 16-18.

³ The old Hartford Grammar School: Republished from Barnard's *American Journal of Education* for April, 1878.

scholars in it, and the advantages which arise therefrom to individuals and the public.”¹

By 1838, the presentation of written reports had become so general a practice in the State of Massachusetts that a law was passed requiring school committees to present a written report on the conduct and condition of the schools to the annual town meetings. This law provided that the town might vote to have the report printed if it so desired.”²

In 1846,³ the law was amended so as to make the printing of the annual report optional with the school committee and in 1859,⁴ printing was made compulsory. The law, as amended in 1859, is the law on the subject in Massachusetts at the present time and reads as follows:—

“Section 6: The school committee shall annually make a detailed report of the condition of the several public schools, which report shall contain such statements and suggestions, in relation to the schools as the committee deem necessary or proper to promote the interests thereof. The committee shall cause said report to be printed for the use of the inhabitants, in octavo, pamphlet form, of the size of the annual reports of the Board of Education, and transmit two copies thereof to the commissioner of education on or before the last day of April, and shall deposit one copy in the office of the city or town clerk.”

The gradual increase in the number of printed annual school reports in the State of Massachusetts may be seen from figures given by Horace Mann.⁵

Year	Number of cities Printing annual School report
1839	6 ⁶
1840	25
1841	33
1842	41

¹ The Old Hartford Grammar School, p. 193.

² Laws of 1838. Ch. 105, Paragraph I.

³ Statutes of 1846, Ch. 223, Sec. 4.

⁴ Statutes of 1859, Ch. 57.

⁵ Abstract of Mass. School Returns for 1845-46, p 4.

⁶ Estimate. Horace Mann states that “In 1839 not more than half a dozen were printed.

1843	-----	43
1844	-----	44
1845	-----	51
1846	-----	71

These figures are, perhaps, more impressive than they look. They show that Massachusetts towns, before the middle of the nineteenth century were much more faithful in printing school reports than are the cities in most states at the present time. If the Massachusetts cities printing their annual school reports for the year 1841-42 are studied, it will be seen that the 39 mentioned¹ as submitting printed reports, included 75 per cent of the Massachusetts towns having a population of 4,000 and over, and 91 per cent of the towns of 6,000 and above.¹ The reasons which school committees had in mind in publishing school reports may be illustrated by quotations on the subject taken from some of the reports. The Groton, Massachusetts, school committee said in their report of 1841-42,²

“The law of our state makes it the duty of the school committee, annually, to submit a statement of the conditions of our district schools, accompanied with such remarks and suggestions as they may deem proper. We consider this a wholesome provision and fully recognize the wisdom of the statute. By means of such a report . . . the inhabitants of the town are informed of the state of their schools, and their attention is called to their existing defects and to the best method for their improvement.”

In the same year, the school committee of Fall River, Mass. stated in their annual report:³

“The statute of the State requires, that the general school committee shall make a detailed report to the town, of the condition of all the schools under their general supervision. Those who are taxed to support Public Schools, have a right to know how their money is expended, and what is the character of the schools which they are required to maintain. The committee are but the agents employed by

¹ Abstract of Mass. School Returns for 1841-42, pages 1-231. Only 39 out of the 41 cities which printed reports are mentioned by name.

² Ibid, p56: See abstract of Mass. School Returns for 1843-44 for similar statements.

³ Ibid, p169.

the town to take the agency of Common School Education, and the employer ought to be made acquainted with all that appertains to his interests, in respect to this agency. What the committee know as to the schools, the town ought to know."

Horace Mann spoke frequently in his annual report about the advantages of printing the annual school report. In 1839, for instance, he said:¹

"It is a matter of deep regret, that more of the towns did not direct the printing and distribution among their citizens of the reports. To have a copy of them in every family is the only efficient way to secure such attention as they deserve, to the important subjects they discuss."

In 1841:²

"Though the reading of a report in open town meeting can not be otherwise than useful; yet the advantages of distributing to every family in the town, an able and well written tract on common schools must be indefinitely greater."

In 1842:³

"Forty-one of the reports were printed. If a much larger number of them were printed it would far more effectually subserve the object of the law in requiring them to be made. The views and suggestions which they contain are too valuable to be lost, as many of them now are."

In 1838, school visitors in the state of Connecticut were required by law to prepare a written report on the condition of the schools, together with plans and suggestions for their improvement.⁴ That it became customary to print these reports in some Connecticut cities is shown by a statement made by Henry Barnard:⁵

¹ Abstract of Mass. School Returns 1838-39, Page 9.

² Abstract of Mass. School Returns 1840-41, p 6. See pp 4 & 5 for a statement of the contents of early reports.

³ Abstract of Mass. School Returns 1841-42, p 5. See eighth annual report of the Secretary, p 52-53, and 1845, p. 314.

⁴ Fourth Annual Report of the Bd. of Commissioners of Common Schools in Connecticut, May 1842, p 46.

⁵ Ibid, p 38.

"In some cases, the reports have been read in a public meeting called for that purpose; in others, in the several districts; and in a few instances they have been printed and circulated through every family. I know of but one instance where such a report was prepared previous to 1838."

The printing of the annual school reports was never made compulsory in Connecticut, but from evidence presented in Chapter II, it appears that Connecticut towns and cities, almost without exception, do publish such reports at the present time.

New Hampshire followed practically the same policy as Connecticut. One of the earliest available printed school reports in this state was presented to the town meeting of Concord, N. H., on March 14th, 1827¹ and was ordered by the town "to be printed and distributed under the direction of the visiting Committee." On March 12th, 1828, the town meeting of Concord voted that "such number of the Report of the Visiting Committee be printed as will be sufficient to supply each family in town with one copy."²

The early law in New Hampshire stated that:³

"The Superintending Committee are to make out annually a report and present the same to the town at its annual meeting, stating the number of weeks which the public schools have been kept in each district, in summer and in winter, and what portion thereof has been kept by male and what by female teachers; the whole number of scholars that have attended each school; the progress made in each school in the various branches of learning; the number of children between the ages of four and fourteen years in each district that have not attended school therein; and the number of persons in each district between the ages of fourteen and twenty-one years who can not read and write, with such suggestions as may be useful upon the management of schools and the subject of education."

That it had not become a universal custom among New Hampshire towns to print the annual school reports by 1854, is in-

¹ Report of the Visiting School Committee of Concord, N. H. March 14th, 1827.

² Report of the Visiting School Committee of Concord, N. H. March 12th, 1828.

³ Report of the Commissioner of Common Schools of New Hampshire 1847.

licated by a statement made by the New Hampshire Commissioner of Common Schools:¹

"The cause of education would be greatly advanced, if the several towns, as already intimated, would publish yearly a brief and interesting account of their schools, and leave a copy with every family. This report should be prepared with care and should give a correct view of the schools and of the best means to be used in improving them."

An act was passed in Maine in 1841 requiring the superintending school committees to return the school statistics to the selectmen fourteen days before the annual town meeting.² The law stated that it was the duty of the superintending school committee

"to make a written report at the annual meeting next after their appointment of the standing of, and progress made in, the several schools in the various branches of learning therein taught, and the success which may have attended the mode of instruction and government of their respective teachers."³

In 1855, twenty-two Maine towns submitted printed annual reports to the state superintendent of common schools who states that:

"The number of towns which print their report of their school committee in our state, do not, probably, exceed forty. Two hundred and twenty towns receive over one hundred dollars each from the State School Fund, and it is suggested whether they should not be required to furnish to every family in town a printed copy of the School Committee's report, as a condition of receiving their proportion of this money."⁴

The case for printing the annual school report in Maine was presented by the Commissioner of Common Schools in his 1855 Annual Report as follows:

"When the committee have submitted their report to the inhabitants of the town, it should be printed and a copy sent to every family, to be read by parents, teachers and scholars. Unless printed, how-

¹ Report of the Commissioner of Common Schools of New Hampshire, 1854, p 46-47.

² Maine School Report for 1852, p 32.

³ Maine School Report 1855, p 141, and Maine School Report 1856, p 141.

⁴ Maine School Report, 1855, p 36.

ever faithfully this document may have been prepared, and however valuable in statistics or suggestions, it will fail to produce much positive good; for it is usually read near the close of the town meeting, when most of the voters have gone to their homes, or their minds are occupied with some matter of business . . . Many arguments could be adduced in favor of printing these reports and their distribution. The committees would be encouraged in their responsible and arduous labors; and would seek a greater acquaintance with the general duties of their office. Teachers would seek to deserve the approbation of the Committee and the community, were their character as teachers to be set forth on the printed page, and read by every family in town. It would encourage good teachers and drive poor ones from the field. It would tend to create a healthy emulation among the parents and scholars of the different districts, as well as increase the amount of reading matter on the subject of schools . . . Committees are recommended to bring this subject to the consideration of their respective towns in their next annual report."¹

In 1828, a sub-committee in Providence, Rhode Island, investigated the matter of reorganizing the school system of the town and prepared a six-page report which was printed and circulated "throughout the town."² Before 1845, Rhode Island had the following law which made either the reading or the publication of the school committee's annual report compulsory:

"Powers and duties of towns. To prepare and submit annually first to the commissioner of public schools, on or before the first of July, in matter and form as shall be prescribed by him; and second a written or printed report to the town, at the annual town meeting when the school committee is chosen, setting forth the doings of the committee, and the condition and plans for the improvement of the public schools of their respective towns; which report, unless printed, shall be read in open town meeting."³

The by-laws of the school committee of Providence adopted June 10th, 1844, contain a definite provision for carrying out the purpose of the foregoing law.

"Art. II. Quarterly and Annual reports. The superintendent shall keep a record of his proceedings, always open to the members of the

¹ Maine School Report, 1855, p35.

² Report of Sub-committee of Providence, Rhode Island School Committee.

³ Rhode Island School Report 1845, p141.

committee; and at every quarterly meeting shall make report in writing of the number of pupils attending the several schools during the quarter, of the number engaged in the different branches of study in the same and containing such information relative to the conditions and plans for improving of the schools as he may have to communicate. A general report shall also be prepared by him, at the close of the school year for publication."¹

Article XII of the same by-laws also directed the superintendent of schools after each quarterly meeting to "cause to be published in the newspapers a statement of the number of scholars of each sex in all the schools during the preceding quarter."¹

The political and social ideas and habits which led to the development of the custom rendering first oral, then written and later printed school reports in New England, went with those who emigrated from this section to other states. The Trustees and Visitors of Cincinnati published a report in 1833 and annually thereafter. This was the third report to the community by the board, but the first two were not published and so were lost.² The first annual report of the Board of Managers of the Common Schools of Cleveland was for the year 1837-38.³

The magnitude of New England influence may be judged from the extent of the migration from that section. Professor Cubberly states⁴ that by 1810 more than half of New York, one-fourth of Pennsylvania, parts of New Jersey and the Western Reserve in Ohio had been settled by New Englanders. By 1850, according to the same authority, one-half of the settled portion of the old North-West Territory had been populated by New England stock and many New Englanders had pushed beyond the Mississippi River.

There were, however, influences other than those which grew out of the New England town meeting and the New England

¹ By laws Providence, Sch. Com. 1844.

² A History of the Schools of Cincinnati—John B. Shotwell, Cincinnati, The School Life Co. 1902.

³ Quoted in full in Early History of the Cleveland Public Schools by Andrew Freese, Cleveland 1876.

⁴ Public Education in the United States, p. 72.

COMMON SCHOOL REPORT.

To the Honorable the City Council of the City of Cincinnati:

The Board of Trustees and Visitors of the Common Schools within the City of Cincinnati, in submitting to the City Council their Annual Report of the state and prospects of the Institutions entrusted to their supervision, deem it proper to advert to the difficulty of preparing, at the usual period, a full and satisfactory account either of their own views, or of the proceedings and plans of their predecessors. Under the existing laws, it so happens that one set of Trustees are generally called upon to close the business and make up the annual report for another set, who, after watching the progress of the schools throughout the first three quarters of the school year, and thereby qualifying themselves for profitably superintending the remainder, are allowed to relinquish their trust (which, from its arduous nature, is but too cheerfully resigned) without even leaving, in the shape of a farewell Report, any specific statement of their previous doings or designs; while their inexperienced successors are required to assume jurisdiction at the most busy period of the school year, and to make up at the close of their first *three months*, a general Report comprising a history of the whole preceding *twelve*.

During the last Annual Examination there was, moreover, both public and private inconvenience sustained, in consequence of the absence (from sickness and other causes,) of a number of the *Trustees and Examiners*—but a single member of the latter Board having been enabled to co-operate with a bare majority of the former in visiting the eighteen public schools, whose examinations, (being crowded by law into the

The first page of the first printed Annual School Report of Cincinnati, Ohio, for the year 1832-33.

This report was a 13-page pamphlet and contained an account of receipts and expenditures, discussions of changes in the teaching staff and textbooks, a list of the textbooks in use, recommendations relative to a reform in the manner of choosing the Board of Visitors and the immediate construction of a new school building, comment on the good results to be expected from meetings of the College of "Professional Teachers" in Cincinnati and a hopeful statement about the future of the Cincinnati public schools.

attitude toward education which influenced the early publication of school reports. Between 1820 and 1850, there were many conditions in all sections of the United States which tended to give powerful emphasis to the cause of education. This was the period of the great development of democratic ideas. It was the period of the growth of a new interest in the welfare of the masses, both on the part of political and social leaders and on the part of the masses themselves. It was a time when philanthropic societies became alertly and vigorously interested in improving the lot of the common man. One result of this great democratic movement was the employment of all available means of publicity for putting the case of public education before the people. The various public school societies memorialized the legislatures, issued addresses to the public, furnished public speakers, published tracts¹ in order to explain the nature of their work and, in many cases, issued formal printed reports. The Male Free Society of Baltimore which was organized about the beginning of the nineteenth century issued a report as early as 1822.² In Philadelphia, the annual school reports of the Board of Controllers may be looked on as in large measure a continuation of the propaganda and reports of the Philadelphia Society for the Establishment and Support of Charity Schools founded about 1800, and the Society for the Promotion of a Rational System of Education established some fourteen years later.³

The Public School Society of New York, soon after its organization in 1805, published in the papers of the city an address to the public which was a statement of what the Society intended to do, and an appeal for financial support.⁴ From 1805 to 1841, appeals to the public and memorials to the State Legislature were

¹ From 1830 to 1850 tracts dealing with such subjects as the need of common schools, preparation of teachers, and the value of subjects other than the three R's were widely distributed in Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania and Ohio. See Monroe—Cyclopedia of Education, Vol. V, p619.

² Cubberley—Public Education in the United States, p88.

³ Cubberley—Public Education in the United States, p89.

⁴ History of the Public School Society of the City of New York. W. O. Bourne, N. Y. 1870.

frequent and urgent because the rapid growth of the Society's work made financial support an increasingly difficult problem. As the schools in charge of the Society increased in number, committees' reports came to be published¹ and annual reports were printed² so that when the public school system of New York City was established, there was very definite precedent for the publication of annual school reports. The New York City school board publications may be looked on as, in large measure, a continuation of those which had been utilized for many years by the Public School Society.

The influence of the catalogs, pamphlets and reports of private and semi-public academies may be seen in the contents of many early school reports. The lists of pupils with the names and addresses of their parents, graduation programs and speeches, lists of alumni, the names of high school graduates attending various colleges, represent the kind of publicity with which the academy catalogs had made school officials familiar.

The custom of publishing annual school reports which became general in New England and extensive in other sections of the United States before 1860 is not, as will be shown in Chapters II and III, universal even at the present time. It will be shown in Chapter II that of 242 cities of 8,000 population and over, only 66 per cent have published annual reports within the past five years and that only 52 per cent have issued printed annual reports during the calendar year of 1919 and the first four months of 1920. New England is the only section of the United States where practically all the cities publish annual school reports.³

Table I shows that twenty-three states have laws of some sort relative to the rendering or publication of reports. Of these twenty-three states, seven require the printing of an annual report in pamphlet form and of these seven, the states of Delaware and Alabama have passed the necessary legislation during the year 1919. Annual reports issued under the laws in these

¹History of the Public School Society of the City of New York, pp 85-86.

²Ibid, p734.

³See Chart 6, page 72 for the rank of sections of the United States according to the per cent. of cities in which annual school reports are published.

two states will be issued for the first time for the school year 1920-21. With one exception, the laws in these seven states direct that the reports shall deal with general educational conditions and needs, as well as with matters of finance.

In one state, namely, Maine, the statute requires that a written annual report be submitted at the town meeting. In Colorado, the law directs that in first-class cities, a semi-annual financial report be published in a newspaper and that in cities other than first-class, such reports be published annually.

The table shows also that four states require the publication of annual financial reports in the newspapers, that six require the publication of an annual report, either in pamphlet form or in a newspaper, two states require the publication of proceedings of the school board, and three the publication of budget estimates.

The state of Connecticut requires the superintendent of schools to make a written report to the school committee. The state of Delaware requires the publication of the course of study in addition to the publication of an annual report in pamphlet form, and in the state of Rhode Island, it is required that the annual report be either printed in pamphlet form or read in open town meeting.

TABLE I.
PROVISIONS IN STATE LAWS RELATIVE TO SCHOOL REPORTS.

FOR EXTRACTS FROM STATE LAWS ON WHICH THIS TABLE IS BASED,
SEE APPENDIX I.

	Annual printed report in pamphlet form required by law	Written annual report to town meeting required.	Semi-annual financial report to be published in newspapers	Annual financial report to be published in newspapers.	Annual report to be printed either in pamphlet or in newspaper	Proceedings of Board to be published	Budget estimate to be published in newspaper	Written report to Board or school committee required.	Printed course of study to be supplied to teachers and interested citizens	Annual report to be either printed or read in open town meeting
Alabama	(X)	....	....	....	....	....	....	....	....	....
Colorado	....	....	X-1	....	....	....	....	....	....	....
Connecticut	....	....	....	....	....	....	....	(X)	....	....
Delaware	(X)	....	....	....	....	....	....	....	(X)	....
Idaho	....	....	....	X-2	....	....	....	....	....	....
Illinois	X-3	....	....	....	....	....	....	....	....	....
Iowa	....	....	....	....	....	....	X-4	....	....	....
Kansas	....	....	....	....	(X)	....	....	....	....	....
Kentucky	....	....	....	....	(X)-5	....	....	....	....	....
Maine	....	(X)	....	....	....	....	....	....	....	....
Massachusetts	(X)	....	....	....	....	....	....	....	....	....
Michigan	....	....	....	....	X-6	X	....	....	....	....
Minnesota	....	....	....	....	....	X	....	....	....	....
Nevada	....	....	....	....	....	....	X	....	....	....
New Jersey	(X)	....	....	....	....	....	....	....	....	....
New Mexico	....	....	....	....	(X)	....	....	....	....	....
Ohio	(X)	....	....	....	....	....	....	....	....	....
Oklahoma	....	....	....	....	(X)	....	....	....	....	....
Oregon	(X)-7	....	....	....	....	....	X	....	....	....
Rhode Island	....	....	....	....	....	....	....	....	....	(X)
South Dakota	....	....	....	X	(X)	....	....	....	....	....
Utah	....	....	....	X	....	....	....	....	....	....
Wisconsin	....	....	....	X-8	....	....	....	....	....	....

- 1—Annually for other than first class cities.
- 2—In independent districts.
- 3—For cities having a population of over 100,000.
- 4—Must include statement of receipts and expenditures.
- 5—“Shall publish annually”—“publish” is not defined.
- 6—“Shall cause to be published.”
- 8—Either to be published in newspaper or posted in 5 prominent places.
- 7—In cities of the first class. Content not defined.

No provision relative to printed or written school reports designed for the local public was found in the statutes of other states.

The “X’s” are enclosed in parenthesis where the reporting of general educational conditions and needs is required.

Tables II, III and IV, Charts I, II and III and the illustrations on Pages 10, 16, 17, 18 and 19 indicate the general nature of the content of the earliest school reports. In some cases,

they were little more than financial reports or bare narrative accounts of the school events of the past year. Taking them as a whole, however, they contained the sort of material which school boards and committees believed would cause the public to become more interested in and therefore to give better support to public schools.

The following statement taken from the abstract of the Massachusetts school returns for 1840-41 is Horace Mann's summary of the content of the annual reports of Massachusetts town and cities for that school year :

"The topics occupying most space relate to the condition of school-houses, as it regards their construction, location and appurtenances; the diversity of class-books; the lamentable contrast between the real value of the schools and their value as indicated by the indifference of parents and guardians toward them; irregularity and tardiness in the attendance of the scholars; and the favorable opinions of the committees in regard to the measures now in operation to give expansion and energy to our Common School system. . . . On another class of subjects,—such as the benefits to be derived from a more liberal appropriation of money by the towns,—the last hundred dollars generally doing as much good as the first two or three hundred; the advantages which might be realized from a judicious classification of the scholars, and, for this purpose, the establishment of Union Schools, and the separation of the larger from the smaller scholars, in all cases where practicable; the paralyzing effect of the Private School system upon the paramount interest of the Public Schools; the advantages of apparatus and school libraries; the superiority of female teaching, for young children, over that of males; the value of thorough instruction as contrasted with the worthlessness and banefulness of that which is superficial; the introduction of new modes and processes of exciting the interest of children and for communicating knowledge to them; and above all, the power of a body of well qualified, well trained teachers, forthwith to lift the entire mass of the rising generation to a point of intelligence, in manners, in morals, immeasurably higher than that which they now occupy; on this class of subjects, the reports contain admirable materials for more than double the amount of selections here made."¹

¹ Abstract of the Massachusetts School Returns, 1840-41, pp4-5.

FIRST

ANNUAL REPORT

OF THE

CONTROLLERS OF THE PUBLIC SCHOOLS

OF THE

**FIRST SCHOOL DISTRICT OF THE STATE OF
PENNSYLVANIA;**

With their Accounts.

ALSO

An abstract of the Law of March 6th, 1818, providing for Public Education, and a List of the Controllers and Directors constituted under the Act, &c. &c.

PHILADELPHIA:
PRINTED BY ORDER OF THE BOARD OF CONTROL.

1819.

The first page of the oldest available printed annual school report in the United States. This report contained discussions of previous educational efforts in Philadelphia, the difficulties confronting the board, the cost of education under previous acts of the assembly, the expenses of the current year, the subjects taught, enrollment of boys and girls by schools and an abstract of the Education Law, together with the auditors' report and a directory of the Board of Control and School Directors.

REPORT.

THE subject of early Education is confessedly connected with the highest advantages, and the dearest rights of mankind. It engages the attention of all who are wise and good. The best means for its promotion are sought, and wealth liberally contributed, to widen and deepen its channels.

Impressed with these facts, and the duty which they owe to their constituents, the Committee, appointed to inspect the Schools of this town, have carefully considered what course they could adopt, and what measures they could recommend, for their further improvement. The result of their deliberations has led to the conviction, that the system, which their predecessors had adopted, may be further improved, by a greater particularity in the annual visitations and reports of the Schools. Acting upon this system, they have carefully noted the recitations of every class, and delivered, at the close of each examination, an address, exhibiting their opinion of the improvement and character of the School, accompanied with such advice as they thought necessary. The results, they believe, have already been beneficial. The Committee, also believing, that a *particular* report of each School would produce very useful effects, have adopted a course, which, though it appear to some too minute and prolix, they are confident needs only to be adopted for two or three years, to ensure the approbation of the community.

Only adding, that while they describe the state of each School, it is not their intention to mar the feelings of any, whether parents, teachers, or scholars, but to induce such measures and excite such ambition as shall promote the interests of learning, they would respectfully submit the following Report.

The first page of a report of the Visiting School Committee of Concord, New Hampshire, Read in Town Meeting and ordered printed March 19, 1827. This page indicates the purpose of the report, which was a survey of conditions by schools covering enrollment, attendance, order and the progress of the pupils in reading, spelling, grammar, geography, writing, arithmetic and morality. It recommends larger school buildings; better heating facilities; the certification of masters by the town examining committee; uniformity of textbooks (a list is submitted); the publication of a "small Book" to contain an abstract of the state laws on schools and school masters, the necessary "resolves of the town," a list of textbooks, the subjects to be studied, a uniform method of examining schools and a stringent rule concerning insubordination of pupils.

CITY OF BOSTON.

In School Committee, September 11, 1845.

Ordered, That ten thousand copies of the Reports of the Annual Examining Committees, be printed for distribution among the citizens.

Resolved, That in ordering the Reports on the Grammar and Writing Schools to be printed and distributed, this Board are not to be understood as adopting or rejecting the views therein contained, or expressing any opinion respecting them. And that this resolution be printed with the Report.

A true copy.

Attest,

S. F. McCLEARY, *Secretary.*

The school report to which this resolution refers was a 168-page survey of the achievements of pupils in the various school subjects. The fact that the results of the examination were written with exceeding frankness probably caused the cautious language of the resolution.

A sample page from this report shown on Page 19 gives some idea of the nature of its content.

✓ But we repeat the assertion, that, to the best of our knowledge and belief, the statistical returns which we submit will present the fullest and the fairest means for judging of the real merits and demerits of our Schools, and of their comparative rank, which have ever been embodied so as to be within the reach of any but actual examiners of the Schools. We may say this safely, because it is perhaps the only statistical information which has ever been so embodied.

We may remark here, that there were, in some of our lists of printed questions, typographical errors of spelling, punctuation and grammar, which were discovered too late for correction; and that in many Schools the scholars were directed to correct such errors, as a part of their exercise.

We now proceed to consider the statistical returns.

The first feeling occasioned by looking over these returns, is that of entire incredulity. It is very difficult to believe that, in the Boston Schools, there should be so many children in the first classes, unable to answer such questions; that there should be so many who try to answer, and answer imperfectly; that there should be so many absurd answers: so many errors in spelling, in grammar, and in punctuation. If by any accident these documents should be destroyed, we could hardly hope that your faith in our accuracy would induce you to believe the truth if we told it. But the papers are all before you, each signed by the scholar who wrote it.

The whole number of pupils present in the Schools on the days when we examined, was 7526; the whole number offered for examination,—a number comprising the flower of the Boston Public Schools,—was 530; their average age is about thirteen years; six months.* The whole number of questions put to them

In Geography,—was	- - - - -	31
Definitions,	- - - - -	28
Grammar,	- - - - -	14
History,	- - - - -	30
Natural Philosophy,	- - - - -	20
Astronomy,	- - - - -	31

Making a total of 154 questions. 154

To these there should have been 57,873 answers, if each scholar had been able to answer; but there were only 31,159, of which only 17,216 were correct in sense, leaving unanswered 26,714. The 31,159 answers contained 2,801 errors in grammar; 3,733 errors in spelling; and 35,947 errors in

* In the Girls' Schools, the average age of the scholars examined is about 14 years.

Ten thousand copies of the 168-page survey of the Boston schools, from which this page was taken, were printed in 1845. The report contained elaborate statistical tables comparing the achievement of pupils in the various schools and an index number for each school by means of which the relative rank of all the schools in all the examinations was determined.

TABLE II.

SHOWING THE NUMBER OF PAGES IN EACH OF THE TEN EARLIEST AVAILABLE REPORTS OF THE BOARD OF CONTROLLERS OF PHILADELPHIA DEVOTED TO EACH OF FOUR SUBJECTS. See CHART I FOR A GRAPHIC ILLUSTRATION OF THE PER CENT OF THE TOTAL AMOUNT OF SPACE IN THE TEN REPORTS GIVEN TO EACH SUBJECT.



	1818 to 1819	1820 to 1821	1821 to 1822	1822 to 1823	1825 to 1826	1826 to 1827	1827 to 1828	1829 to 1830	1830 to 1831	1832 to 1833	Total no. of pages in 10 reports devoted to subject.	Per Cent of total con- tent of 10 reports de- voted to subject.
Statement of President of School Board	4.	4.5	6.	7.5	5.5	6.	7.5	6.5	5.5	6.	59.0	53.2
Auditor's Report	4.	3.	4.5	3.5	3.	3.	3.	3.5	2.5	4.	34.0	30.7
Directory of Schools and Officers..	2.5	.....	.....	.....	2.3	2.	1.	.....	4.5	3.	15.3	13.8
Abstract of Schools Law	2.5	.....	.....	.....	.....	.....	.....	.....	.....	.....	2.5	2.3
Total	13.0	7.5	10.5	11.0	10.8	11.	11.5	10.0	12.5	13.	110.8	100.%

The total content of these ten Philadelphia school reports is included in the four classifications. The totals at the bottom indicate the number of pages in each report.

The last column on the extreme right gives the per cent of the total number of pages in the ten reports devoted to each subject.

CHART NO. 1

Showing the percentage of the total space devoted to different classes of subject-matter in ten annual reports of the Board of Controllers of Philadelphia issued between 1819 and 1833.

Statement of School Board ...	53.2	
Auditor's Report	30.7	
Directories	13.8	
Abstract of School Law	2.3	

ORIGIN AND DEVELOPMENT OF CITY SCHOOL REPORTING 21

TABLE III

CONTENTS OF ANNUAL SCHOOL REPORTS OF PHILADELPHIA FROM 1834 TO 1843 (INCLUSIVE). THE FIGURES UNDER THE DATES REPRESENT THE NUMBER OF PAGES DEVOTED TO THE SUBJECTS LISTED AT THE LEFT. SEE CHART 2 FOR A GRAPHIC ILLUSTRATION OF PER CENT OF THE TOTAL AMOUNT OF SPACE IN THE TEN REPORTS GIVEN TO EACH SUBJECT.

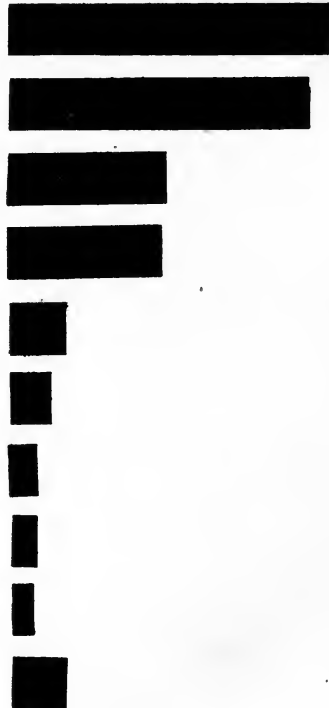
	1833 to 1834	1834 to 1835	1835 to 1836	1836 to 1837	1837 to 1838	1838 to 1839	1839 to 1840	1840 to 1841	1841 to 1842	1842 to 1843		
Directories	3	2	2	..	6	8.5	14	12	21	24	92.5	27.8
Statement of policy and summary of results by board.	6	6	5	10	10	9	9	11	11	8	85	25.6
High School Principal's reports . . . . .	..	..	..	..	..	..	9	11	7	22.5	49.5	14.9
Financial statement	4	2	3	3	4	3.5	4	4	6	14	47.5	14.3
Names of high school pupils with occupation and addresses of parents . . . . .	..	..	..	..	..	..	3	2	3	4	15	4.5
High School Course of Study . . . . .	..	..	..	..	..	..	4	..	3	4	11	3.3
Distribution of high school entrance examination grades by elementary schools from which pupils came . . . . .	..	..	..	..	..	..	1	2	2	1.5	6.5	2.0
Report of School Board Committee on High School . . . . .	..	..	..	..	..	..	2	..	4	..	6	1.8
Report of School Board Committee on Elementary School . . . . .	..	..	..	5	..	..	..	..	..	..	5	1.5
Miscellaneous . . . . .	..	..	..	..	..	..	1	9	5	..	15	4.5
Total	13	10	10	18	20	21	46	43	69	83	333	100.2

¹Includes names of distinguished high school pupils (those making highest grades) attendance statistics, report by a high school teacher on a high school observatory, report on Teachers' Salaries, and a letter quoted from the State Superintendent of Schools.

CHART NO. 2

Showing the percentage of total space devoted to the different classes of subject-matter in ten annual reports of the Board of Controllers of Philadelphia issued between 1834 and 1843.

Directories	27.8
Statement of School Board	25.6
Report of High School Principal	14.9
Financial Statement	14.3
Names of High School Pupils, Vocation & Address of Parents	4.5
High School Course of Study	3.3
Distribution of High School Entrance Examination Grades*	2.0
Report of Board Committee on High School	1.8
Report of Board Committee On Elementary School	1.5
Miscellaneous	4.5



*By elementary schools from which the pupils came.

ORIGIN AND DEVELOPMENT OF CITY SCHOOL REPORTING 23

TABLE IV.

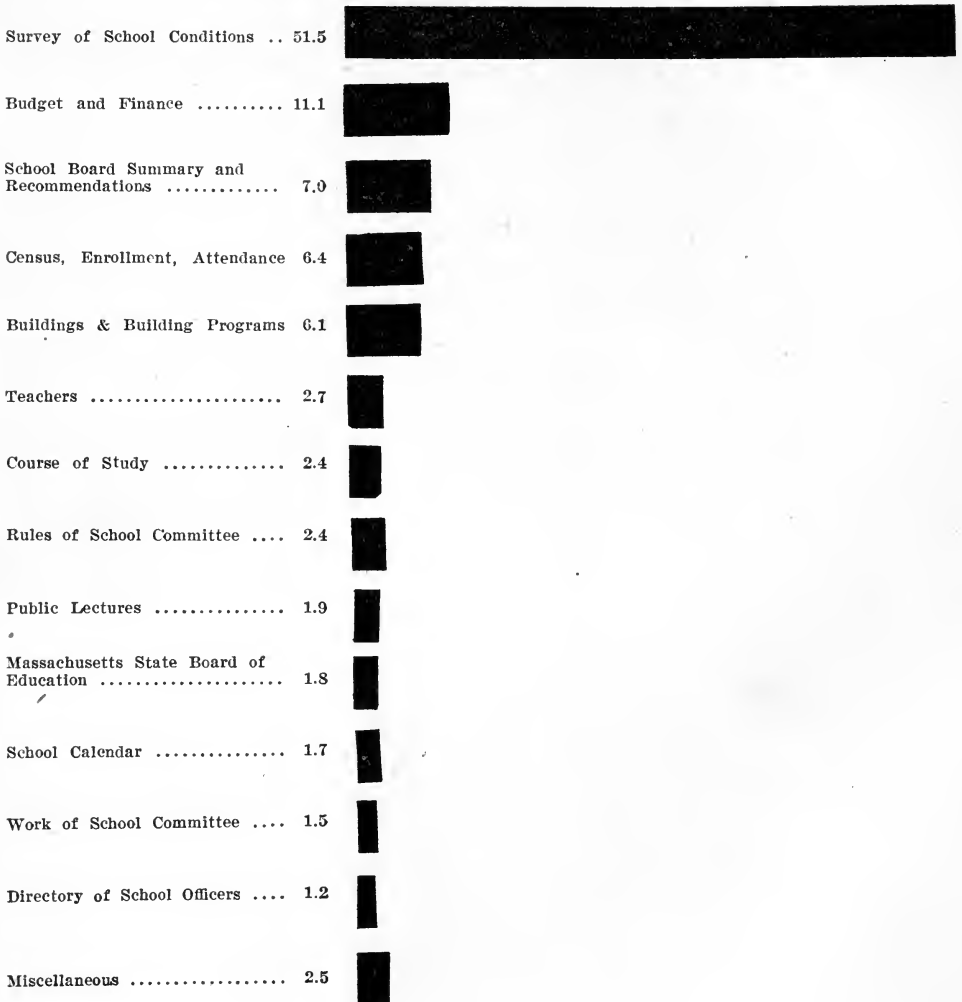
SHOWING THE NUMBER OF PAGES DEVOTED TO EACH OF NINETEEN SUBJECTS IN THE ANNUAL REPORTS OF THE SCHOOL COMMITTEE OF BRIGHTON, MASSACHUSETTS FOR CERTAIN YEARS BETWEEN 1847 AND 1851.

	1847 to 1848	1848 to 1849	1849 to 1850	1851 to 1852	1852 to 1853	1856 to 1857	1858 to 1859	1859 to 1860	1861 to 1862	1864	Total no. of pages in 10 reports devoted to subject	Per Cent of total content of 10 reports devoted to subject
Survey of School Conditions	15	13	12	12	9.5	10	15.5	13	18.5	12	130.5	51.5
Budget and Finance	1	2	3.5	1.8	3.0	5.5	3.5	3.5	3.5	.8	28.1	11.1
School Board Summary and Rec.	2.8	3.5	.3	3	1.5	.7	2.8	.1	2.3	.9	17.2	7.0
Census, Enrollment, Attendance		2.5	2.5	.7	1	2.5	2	1	2.5	1.6	16.3	6.4
Buildings and Bldg. Programs	2	1.8	2	1	1.5	.7	2	2.5	.6	1.4	15.5	6.1
Teachers	.3	.3	.2				1.3	2.5	1.6	.6	6.8	2.7
Course of Study									4.0	2	6	2.4
Rules of Board						1	1		4		6	2.4
Public Lectures	1		.7	.6	.6	.5	.5	1			4.9	1.9
Mass. State Bd. of Education								4.5			4.5	1.8
School Calendar							1	1	1	1.2	4.2	1.7
Work of School Committee		.5	.5				1	1	1	.8	3.8	1.5
Directory School Officers	3										3	1.2
Character of School Reports								1.5			1.5	.6
H. S. Students in College									1.2		1.2	.5
Visit of State School Agent								1			1	.4
Time of Rendering Report										1	1	.4
Length of School Year		.5	.3								.8	.3
Hours of School Session										.7	.7	.3
Totals	24.1	25.1	21.9	19.1	17.1	20.9	30.6	31.6	40.2	23	253.6	100.2

The Table reads—In the Report for 1847-8, 15 pages were given over to a survey of school conditions etc. The subjects are arranged in the order of the total number of pages devoted to each in all the reports studied. See Chart 3 for a graphic representation of the total amount of space in the ten reports given to each subject.

CHART NO. 3

Showing the percentage of total space devoted to each class of subject-matter in ten annual reports of the School Committee of Brighton, Massachusetts issued between 1848 and 1864.



If Charts I and II, which show the content of early Philadelphia school reports, are compared with Chart III which shows the content of the reports of the school committee of Brighton, Mass., one rather striking difference will be observed. The greatest per cent of space in the Brighton, Mass. report is devoted to a survey of actual school conditions, in which the school committee very definitely reported on the general state of each of the schools of the town with respect to the quality of instruction, the general success of the teachers' methods and the general state of the school accommodations. The Philadelphia school report tended to run more to directories and reports of principals, and, as might be expected from the pauper school attitude toward education, the school board statements in the Philadelphia reports were more in the nature of propaganda than reports on the effectiveness of instruction in the different schools. A more detailed analysis of the content of the reports issued by the Philadelphia Board of Controllers between 1819-1833, shows that the following topics were discussed:

The legal authority for making the annual report, difficulties facing the board in the beginning of its work, a survey of previous attempts at providing free education in Philadelphia, a description of the system of schools established under the act of March 6th, 1818, the number and distribution of pupils by schools, condition of schools as determined by visits made by school board committees, explanations of expenditures, the subjects of instruction for boys and girls, attendance, child labor, expenditures per capita of pupils enrolled, justification of establishment of a school for colored pupils, a discussion of the importance of education, the need for legislation which would keep youthful beggars and "depredators" away from the wharves, the need for a compulsory school law, the improvement of discipline, a discussion of a manual of Lancasterian instruction and recommendations of infant schools for children under five years of age.

Partly as an outgrowth of the New England town meeting and partly as an outgrowth of the practices of the early public school societies, the educational aspirations of American cities during the period from 1820 to 1850 led to the development of the custom of publishing school reports. The reports were influenced in many cases both in form and content by the reports

of private or semi-private academies. The establishment of State Boards of Education gave encouragement to the custom of publishing school reports and resulted in definite suggestions with respect to the statistical part of the reports.

The typical school publication of American cities early came to be the annual school report. This publication was looked on by school committees and boards of education as a means of popularizing public education and of creating sentiment for better school equipment, better buildings, better teachers, more faithful attendance of pupils, and more efficient instruction, as well as a means of reporting on the manner in which they had performed the duties of their office. The statements quoted from school committees and state school commissioners show that in New England, at least, annual reports were intended primarily for the general public and that the desired circulation was "a copy for every family."

CHAPTER II.

TYPES AND COST OF SCHOOL PUBLICATIONS.

It is the purpose of this chapter to show:

1. The types of school publications used in American school systems.
2. The number of copies issued and the possible extent of the circulation of each type.
3. The regularity with which the different publications are issued.
4. The audience which each type is intended to reach.
5. Evidence as to the relative weight attached to each type by city superintendents as an effective means of reaching the general public.
6. The amount of money spent for school publications by types, by sections of the United States and by sizes of cities.
7. The total expenditures by cities for school publications issued during the twelve months preceding April-May 1920 and the total cost by cities of the latest issues of all publications used during the past five years.

After a brief description of the means by which the information was secured, the data will be presented in tabular form and photographic illustrations of most of the types of school publications will be shown. The chapter will close with a summary of some of the outstanding points presented in the tables and a discussion of four types of school reports with which the tables do not deal.

In order to determine the practice now followed by American city school systems in the publication of reports and other material designed either directly or indirectly to acquaint any portion of the public with facts about the schools, a questionnaire the form of which is described in Appendix B. was sent to superintendents of schools in 560 cities of 8,000 population and

over. Replies were received from 242 cities from 40 states representing every section of the United States.

A list of the cities which furnished the information is given in Appendix C. which shows after the name of each city, all the types of school publications reported by the superintendent as having been issued during the past five years.

In some of the tables which follow, cities are distributed according to the following sections of the United States:

Section 1.—New England—includes Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont.

Section 2.—Middle Atlantic—includes New Jersey, New York and Pennsylvania.

Section 3.—East North Central—includes Illinois, Indiana, Michigan, Ohio and Wisconsin.

Section 4.—West North Central—includes Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota and South Dakota.

Section 5.—South Atlantic—includes Delaware, District of Columbia, Florida, Maryland, North Carolina, South Carolina, Virginia and West Virginia.

Section 6.—East South Central—includes Alabama, Kentucky, Mississippi and Tennessee.

Section 7.—West South Central—includes Arkansas, Louisiana, Oklahoma and Texas.

Section 8.—Mountain—includes Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah and Wyoming.

Section 9.—Pacific Coast—includes California, Oregon and Washington.

In other tables, the cities are distributed according to the one of the following population groups into which they fall.¹

Group 1	-----	8,000 to 15,000
Group 2	-----	15,000 to 20,000
Group 3	-----	20,000 to 30,000
Group 4	-----	30,000 to 50,000
Group 5	-----	50,000 to 100,000
Group 6	-----	100,000 to 300,000
Group 7	-----	300,000 and over.

¹ The population was taken from the preliminary reports of the 1920 census where the figures were available by May 1, 1920. In other cases, the latest estimate of the Bureau of the Census was used.

Reports were received from 85 cities in population group 1; 22 in group 2; 38 in group 3; 44 in group 4; 29 in group 5; 14 in group 6 and 10 in group 7.

The total number of cities in each state to which the questionnaire was sent, as well as the number and per cent of the cities from which replies were received, is shown by sections and by states in Tables V and VI.

TABLE V.

	No. of cities to which the questionnaire was sent	No. from which replies were received	Per cent from which replies were received
Section 1, New England	107	71	66
Section 4, West North Central	50	23	46
Section 2, Middle Atlantic	120	54	45
Section 7, West South Central	29	12	41
Section 3, East North Central	120	46	38
Section 6, East South Central	29	9	31
Section 9, Pacific Coast	32	9	28
Section 5, South Atlantic	49	13	27
Section 8, Mountain	24	5	21
Total	560	242	43

TABLE VI.

SHOWING THE NUMBER OF CITIES IN EACH STATE TO WHICH THE INQUIRY
RELATIVE TO SCHOOL PUBLICATIONS WAS SENT, TOGETHER WITH THE
NUMBER AND PER CENT OF CITIES IN EACH STATE REPLYING.

	No. of cities to which inquiry was sent	Number of cities replying	Per Cent of Cities replying
Alabama	8	2	25
Arizona	2	1	50
Arkansas	5	1	20
California	22	8	36
Colorado	8	2	25
Connecticut	29	20	69
Delaware	1	0	0
District of Columbia	1	0	0
Florida	4	0	0
Georgia	11	6	55
Idaho	2	0	0
Illinois	45	20	44
Indiana	11	4	36
Iowa	11	5	44
Kansas	3	2	67
Kentucky	5	4	80
Louisiana	2	2	100
Maine	3	1	33
Maryland	2	1	50
Massachusetts	49	30	61
Michigan	31	14	45
Minnesota	12	4	33
Mississippi	9	3	33
Missouri	14	7	50
Montana	6	1	17
Nebraska	5	1	20
Nevada	1	0	0
New Hampshire	9	8	89
New Jersey	38	20	53
New Mexico	1	0	0
New York	58	21	36
North Carolina	9	1	11
North Dakota	2	2	100
Ohio	24	3	12
Oklahoma	10	4	40
Oregon	5	0	0
Pennsylvania	24	13	54
Rhode Island	12	7	58
South Carolina	6	1	17
South Dakota	3	2	67
Tennessee	7	0	0
Texas	12	5	42
Utah	1	0	0
Vermont	5	5	100
Virginia	10	3	30
Washington	5	1	20
West Virginia	5	1	20
Wisconsin	9	5	56
Wyoming	3	1	33
	360	242	43%

TABLE VII.

SHOWING THE TOTAL NUMBER OF CITIES OUT OF 242 REPORTING IN WHICH EACH OF THE DIFFERENT TYPES OF SCHOOL PUBLICATIONS ARE ISSUED AND A DISTRIBUTION OF THE CITIES PUBLISHING EACH TYPE BY SECTIONS¹ OF THE UNITED STATES.

Kind of Report	This column shows no. of cities out of 242 reporting which publish each type of report									
	No. of cities out of 71 reporting from Sec. 1 which publish each type of report	No. of cities out of 54 reporting from Sec. 2 which publish each type of report	No. of cities out of 46 reporting from Sec. 3 which publish each type of report	No. of cities out of 23 reporting from Sec. 4 which publish each type of report	No. of cities out of 13 reporting from Sec. 5 which publish each type of report	No. of cities out of 9 reporting from Sec. 6 which publish each type of report	No. of cities out of 12 reporting from Sec. 7 which publish each type of report	No. of cities out of 5 reporting from Sec. 8 which publish each type of report	No. of cities out of 9 reporting from Sec. 9 which publish each type of report.	
Annual	159	71	33	20	10	10	3	6	1	5
Biennial	16	..	4	5	5	..	..	1	..	1
Triennial	7	..	3	2	1	..	1	..	..	..
Monographs	27	1	8	8	3	..	1	4	..	2
School Manual	40	13	8	8	5	..	4	1	1	..
School Directory	102	23	26	21	12	5	4	3	1	7
Manual & Directory	6	5	..	1	..	..	..	..	..	..
Course of Study ²	108	27	18	23	15	5	6	8	1	5
News Bulletin	21	3	4	8	3	..	1	1	..	1
Rules & Regulations of School Board	90	29	14	19	13	3	3	5	..	4
Campaign Bulletin	30	3	6	8	6	2	1	2	..	3
Reports in Newspaper	36	3	8	11	9	1	1	2	1	..
Posters	23	8	8	3	2	2	..	2	..	3
Newspaper display Ads	24	8	5	6	3	1	..	1	..	..
Monthly reports	3	1	1	..	..	..	..	1	..	..
Students handbook	1	..	..	1	..	..	..	..	..	..
School Board proceedings	4	..	..	3	1	..	..	..	..	..
Display cards in cars	1	..	..	..	..	..	..	1	..	..
School Directory and Rules & Regulations	2	..	..	1	..	1	..	..	..	..
Course of Study and Rules & Regulations	2	..	..	..	..	..	1	1	..	..
Annual Financial Report & Estimated Receipts	1	..	..	1	..	..	..	..	..	..
School Manual & Rules and Regulations	2	..	1	1	..	..	..	..	..	..
Directory and Course of Study	1	..	..	1	..	..	..	..	..	..
Accounts of special school activities	1	..	..	..	1	..	..	..	..	..
Folders	1	..	..	1	..	..	..	..	..	..
School Manual, Course of Study, Rules & Reg.	1	..	..	1	..	..	..	..	..	..
Survey	1	..	..	..	..	..	1	..	..	..
Rules & Regulations of Industrial Dept.	1	..	..	..	1	..	..	..	..	..
Advance Prints and Reprints	1	..	..	1	..	..	..	..	..	..
No report issued	12	..	4	3	1	..	..	1	3	..

¹For a list of states included in each section see page 28.
²Includes curricula.

TABLE VIII.

SHOWING THE DISTRIBUTION OF CITIES BY SIZE¹ ACCORDING TO THE KIND OF REPORTS PUBLISHED.

Kind of Report	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6	Group 7	Total
Annual	49	13	27	29	22	10	9	159
Biennial	1	1	4	4	3	2	1	16
Triennial	1	2	1	1	2	..	..	7
Monographs	7	2	8	2	2	2	4	27
School Manual	8	4	3	10	11	3	1	40
School Directory	21	7	18	26	15	9	6	102
Manual and Directory . . . . .	..	1	1	1	1	..	2	6
Course of Study	31	10	15	22	18	7	5	108
News Bulletin	1	..	5	4	6	2	3	21
Rules and Regulations of School Board	23	5	13	22	17	4	6	90
Campaign Bulletin	6	2	3	9	7	2	1	30
Reports in newspaper	15	1	8	8	2	1	1	36
Posters	3	2	3	10	6	2	2	28
Newspaper display Ads.	6	..	5	7	3	3	..	24
Monthly reports	2	1	..	..	..	..	..	3
Students handbook . . . . .	..	1	..	..	..	..	..	1
School Board proceedings . . . . .	..	..	..	..	1	..	3	4
Display cards in cars . . . . .	..	..	..	..	..	..	1	1
School Directory and Rules and Regulations . . . . .	..	..	..	..	..	1	1	2
Course of Study and Rules & Regulations	1	..	..	..	1	..	..	2
Annual Financial Report & Estimated Receipts . . . . .	..	1	..	..	..	..	..	1
School Manual & Rules and Regulations	1	..	..	..	1	..	..	2
Directory and Course of Study	1	..	..	..	..	..	..	1
Accounts of special school activities . . . . .	..	..	..	..	1	..	..	1
Folders . . . . .	..	..	1	..	..	..	..	1
School Manual, Course of Study & Rules & Reg. . . . .	..	..	1	..	..	..	..	1
Survey . . . . .	..	..	1	..	..	..	..	1
Rules & Regulations of Industrial Dept. . . . .	..	..	..	..	..	..	1	1
Advance Prints and Reprints . . . . .	..	..	..	..	..	..	1	1
No report issued	6	3	1	2	..	..	..	12

¹For explanation of size groups see page 28.

TABLE IX.

SHOWING THE DISTRIBUTION OF CITIES ACCORDING TO THE NUMBER OF COPIES IN THE LAST ISSUES OF THE DIFFERENT TYPES OF SCHOOL PUBLICATIONS.

Kind of Report	Less than 100														Total in cities answering							
	100 to 199	200 to 299	300 to 399	400 to 499	500 to 599	600 to 699	700 to 799	800 to 899	900 to 999	1000 to 1099	1200 to 1299	1500 to 1599	1800 to 1999	2000 to 2499		2500 to 2999	3000 to 3999	4000 to 4999	5000 to 5999	6000 to 6999	9000 to 9999	10,000 and over
Annual	5	9	9	10	8	28	4	1	2	1	17	6	8	3	10	3	4	1	3	1	. . .	133
Biennial . . . . .	. . .	. . .	. . .	. . .	4	1	1	. . .	. . .	5	. . .	. . .	. . .	1	1	. . .	. . .	1	1	. . .	. . .	14
Triennial	1	. . .	1	. . .	2	1	1	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	6
Monographs	3	1	1	. . .	6	. . .	. . .	. . .	2	1	1	1	. . .	2	1	. . .	. . .	1	1	. . .	. . .	20
School Manual	1	4	4	1	12	. . .	1	1	. . .	. . .	1	. . .	. . .	1	1	2	1	. . .	. . .	. . .	1	31
School Directory	2	3	10	9	7	23	3	7	2	1	11	. . .	1	1	1	2	1	1	. . .	. . .	. . .	85
Manual and Directory . . . . .	. . .	. . .	1	2	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	1	. . .	. . .	. . .	. . .	. . .	. . .	5
Course of Study	4	7	3	8	5	16	3	1	4	. . .	11	1	2	. . .	3	1	4	1	2	. . .	. . .	77
News Bulletin	2	1	. . .	1	2	. . .	. . .	. . .	. . .	. . .	1	. . .	. . .	1	. . .	. . .	1	2	. . .	. . .	2	13
Rules & Reg. of School Bd.	2	3	6	8	. . .	16	1	. . .	4	. . .	10	. . .	3	. . .	6	. . .	1	. . .	2	. . .	. . .	62
Campaign Bulletin . . . . .	. . .	. . .	. . .	. . .	. . .	1	. . .	. . .	. . .	. . .	2	. . .	1	. . .	2	. . .	. . .	5	. . .	1	8	20
Posters	4	1	2	2	1	1	. . .	. . .	. . .	. . .	2	. . .	2	. . .	. . .	. . .	. . .	. . .	. . .	. . .	1	16
Monthly Reports	1	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	1
Students Handbook . . . . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	1	. . .	. . .	. . .	. . .	. . .	1
School Bd. Proceedings . . . . .	. . .	. . .	. . .	. . .	. . .	1	. . .	. . .	. . .	1	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	2
Display cards in cars . . . . .	. . .	. . .	. . .	. . .	1	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	1
School Directory and Rules and Regulations . . . . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	2	. . .	. . .	. . .	. . .	. . .	. . .	. . .	2
Course of Study and Rules and Regulations . . . . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	1	1	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	2
School Manual and Rules and Regulations . . . . .	. . .	2	1	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	3
Accounts of special school activities . . . . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	1	. . .	. . .	. . .	. . .	. . .	1
Folders . . . . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	1	. . .	. . .	. . .	. . .	1	1
School Manual, Course of Study & Rules & Reg. . . . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	1	. . .	. . .	1	. . .	. . .	. . .	. . .	1
Survey . . . . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	1	. . .	. . .	. . .	. . .	. . .	. . .	. . .	1
Rules & Regulations of Industrial Department . . . . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	1	. . .	. . .	. . .	. . .	. . .	1
Advance Prints and Reprints . . . . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	. . .	0

NOTE: No city publication issues fall in size groups 1100-1199, 1300-1399, 1400-1499, 7000-7999 and 8000-8999.

TABLE XII.
DISTRIBUTION OF TYPES OF SCHOOL REPORTS ACCORDING TO THE
CLASSES FOR WHICH THEY ARE INTENDED

Kind of Report	Column I	II	III	IV	V	Total
General public and professional school group						
Professional school group						
Professional school group, and citizens leaders						
Possible continuation school students						
Miscellaneous						
Annual	114	19	17	0	0	150
Biennial	8	0	5	0	0	13
Triennial	4	1	1	0	0	6
Monographs	14	10	2	0	0	26
School Manual	14	17	4	0	0	35
School Directory	31	50	6	0	1	88
Manual and Directory	1	4	1	0	0	6
Course of Study	24	64	5	0	2	95
News Bulletin	12	6	1	0	0	19
Rules and Regulations of School Board	27	46	5	0	2	80
Campaign Bulletin	27	2	1	0	0	30
Reports in Newspaper	30	0	0	1	0	31
Posters	21	0	1	3	0	25
Newspaper Display Ads	20	0	1	1	0	22

In addition to the classes indicated in the table, 53 per cent of the annual reports, 44 per cent of the biennial reports, 43 per cent of the triennial reports, 33 per cent of the monographs, and 10 per cent of the campaign bulletins are intended for school officials in other cities.

TABLE XIII.
RATINGS GIVEN TO DIFFERENT TYPES OF SCHOOL PUBLICATIONS BY CITY SCHOOL SUPERINTENDENTS AS EFFECTIVE MEANS FOR REACHING THE GENERAL PUBLIC.

Kind of Report	Rating													Number of Ratings
	1	2	3	4	5	6	7	8	9	10	11	12	13	
Annual	38	12	11	6	3	1	1	.....	.....	1	1	.....	.....	74
Biennial	1	1	.....	1	.....	1	.....	1	.....	.....	1	.....	.....	6
Triennial	1	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2
Monographs	6	4	1	2	1	1	.....	.....	.....	.....	.....	.....	.....	15
School Manual	2	.....	2	3	1	.....	.....	1	.....	1	.....	.....	.....	10
School Directory	1	6	3	.....	1	.....	1	.....	4	1	.....	.....	.....	17
Manual and Directory	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
Course of Study	1	8	1	2	3	2	1	2	1	1	.....	.....	.....	22
News bulletin	3	3	2	.....	2	1	.....	.....	.....	.....	.....	.....	.....	11
Rules and Regulations of School Board	2	1	4	2	4	1	.....	2	.....	.....	.....	.....	1	17
Campaign Bulletin	12	3	2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	17
Reports in Newspaper	5	5	.....	1	1	.....	.....	.....	.....	.....	.....	1	.....	13
Posters	1	2	5	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	14
Newspaper display Ads.	4	4	1	1	1	.....	1	.....	.....	.....	.....	.....	.....	12
Monthly Reports	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3
School Board Proceedings	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
News Items	1	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	2
Folders	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
Survey	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
Advance Prints and Reprints	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1

This table reads as follows:

Out of 74 city school superintendents rating annual reports on the basis of their effectiveness for reaching the general public, 38 ranked them first, 12 second, 11 third, etc. Out of 6 city school superintendents rating biennial reports, 1 ranked them first, 1 second, etc. For a rating by another group, see Table XIV page 59.

TABLE XV.

Form 311.

DISTRIBUTION OF THE CITIES BY SIZE ACCORDING TO THE TOTAL AMOUNT OF EXPENDITURE FOR THE LAST ISSUES OF ALL REPORTS PUBLISHED WITHIN THE FIVE YEAR PERIOD—ENDING MAY 1920.

Amount Spent	Population Groups							Total no. of cities spending indicated amounts
	1	2	3	4	5	6	7	
\$0.	2	2	..	..	..	..	..	4
0...99	18	4	3	1	1	2	1	30
100...199	11	3	10	7	2	..	..	33
200...299	10	2	3	8	2	..	..	25
300...399	3	1	3	7	4	..	..	18
400...499	1	1	2	2	2	1	..	9
500...599	3	1	..	1	3	..	..	8
600...699	..	..	3	..	..	1	..	4
700...799	..	..	..	..	..	1	..	1
800...899	..	..	1	1	..	..	..	2
900...999	..	..	..	1	..	1	..	2
1000...1099	..	..	1	1	1	1	..	4
1100...1199	..	..	1	..	2	3	..	6
1200...1299	..	..	..	..	1	1	..	2
1300...1399	..	..	..	..	1	..	..	1
1400...1499	..	..	..	..	1	..	2	3
1500...1599	..	..	..	..	..	1	..	1
1600...1699	..	..	..	..	1	..	1	2
2000...2499	..	..	..	1	..	1	..	2
2500...2999	..	..	..	..	..	..	..	0
3000...3999	..	..	..	..	1	..	1	2
4000...4999	..	..	..	1	..	..	1	2
5000...5999	..	..	..	..	..	..	1	1
6000...6999	..	..	..	..	..	..	..	0
7000...7999	..	..	..	..	..	..	..	0
8000...8999	..	..	..	..	..	..	1	1
Total.....	48	14	27	31	22	13	8	163
Median Expenditure ¹	..\$136	\$133	\$217	\$294	\$500	\$1050	\$2000	\$258
	Population Groups							
1— 8,000 to 15,000								4— 30,000 to 50,000
2—15,000 to 20,000								5— 50,000 to 100,000
3—20,000 to 30,000								6—100,000 to 400,000
				7—300,000 and over				

¹On account of the small number of cases, the entire frequency distributions are more significant than the medians.

TABLE XVI.

SHOWING THE DISTRIBUTION OF CITIES BY SECTIONS OF THE UNITED STATES ACCORDING TO THE TOTAL AMOUNT OF EXPENDITURES FOR THE LAST ISSUES OF ALL REPORTS PUBLISHED.

Amount Spent	Section									Total No. cities spending indicated amounts
	Sec. 1	Sec. 2	Sec. 3	Sec. 4	Sec. 5	Sec. 6	Sec. 7	Sec. 8	Sec. 9	
\$0.	2	..	..	1	..	..	..	1	..	4
0..100	11	4	2	2	3	1	2	1	4	30
100..199	16	10	4	1	1	1	..	..	..	33
200..299	5	8	6	2	2	..	..	..	2	25
300..399	6	7	..	2	..	1	2	..	..	18
400..499	3	1	3	1	1	..	..	..	..	9
500..599	4	2	1	..	..	1	..	..	..	8
600..699	1	..	1	..	..	..	2	..	..	4
700..799	1	..	..	..	..	..	..	..	..	1
800..899	1	1	..	..	..	1	..	..	..	2
900..999	1	1	..	..	..	..	..	..	..	2
1000.1099	..	1	..	1	..	1	..	..	1	4
1100.1199	1	2	2	..	..	1	..	..	..	6
1200.1299	1	..	..	..	..	..	..	..	1	2
1300.1399	..	1	..	..	..	..	..	..	..	1
1400.1499	..	1	..	1	..	..	1	..	..	3
1500.1599	..	..	1	..	..	..	..	..	..	1
1600.1999	..	..	1	1	..	..	..	..	..	2
2000.2499	..	..	1	..	1	..	..	..	..	2
2500.2999	..	..	..	..	..	..	..	..	..	0
3000.3999	2	..	..	..	..	..	..	..	..	2
4000.4999	..	1	1	..	..	..	..	..	..	2
5000.5999	..	..	..	1	..	..	..	..	..	1
6000.6999	..	..	..	..	..	..	..	..	..	0
7000.7999	..	..	..	..	..	..	..	..	..	0
8000.8999	..	..	1	..	..	..	..	..	..	1
Total	55	39	24	13	8	7	7	2	8	163
Median Expenditure	\$197	\$269	\$300	\$325	\$200	\$550	\$375	\$0	\$100	\$258

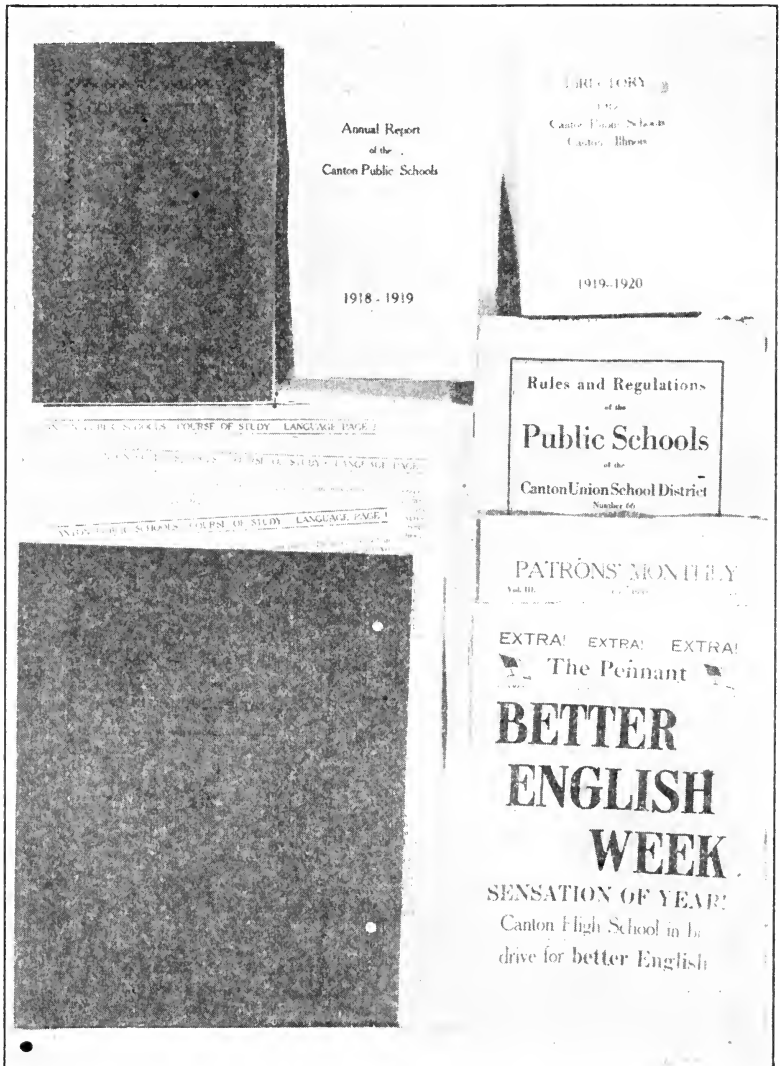
TABLE XVII.

TOTAL EXPENDITURES FOR PUBLICATIONS IN THE TWELVE MONTHS PRECEDING APRIL-MAY, 1920, BY SIZES OF CITIES.

Amount Spent	Number of Cities Indicated at the							Total number of cities reporting
	Population Groups							
	1	2	3	4	5	6	7	
\$0.	9	4	3	1	1	1	1	20
0...100	19	5	5	5	4	3	..	41
100...199	11	3	7	6	1	..	..	28
200...299	6	1	4	4	1	2	..	18
300...399	1	..	1	6	3	1	..	12
400...499	..	1	2	2	2	1	..	8
500...599	1	..	1	..	3	1	1	7
600...699	1	..	2	..	..	..	..	3
700...799	..	..	..	..	..	..	..	0
800...899	..	..	1	3	..	2	..	6
900...999	..	..	..	..	2	1	..	3
1000...1099	..	..	..	..	1	..	1	2
1100...1199	..	..	1	..	..	2	..	3
1200...1299	..	..	..	..	..	1	..	1
1300...1399	..	..	..	..	..	..	..	0
1400...1499	..	..	..	..	..	..	..	0
1500...1599	..	..	..	..	..	..	..	0
1600...1999	..	..	..	..	..	..	1	1
2000...2499	..	..	..	1	..	..	..	1
2500...2999	..	..	..	..	..	..	1	1
3000...3999	..	..	..	..	1	..	1	2
4000...4999	..	..	..	..	..	..	..	0
5000...5999	..	..	..	1	..	..	..	1
6000...9999	..	..	..	..	..	..	..	0
10000 and over	..	..	..	..	..	..	2	2
Total	48	14	27	29	21	13	8	160
Median Expenditure ¹	\$53	\$60	\$137	\$162	\$200	\$400	\$2000	\$168
Group 1..	8,000 to 15,000	population						
Group 2..	15,000 to 20,000	population						
Group 3..	20,000 to 30,000	population						
Group 4..	30,000 to 50,000	population						
Group 5..	50,000 to 100,000	population						
Group 6..	100,000 to 300,000	population						
Group 7..	300,000 and over	population						

¹Except in the group 1 and total columns the number of cases is so small as to make the medians of little significance.

An Illustration of the Types of School Publications in Canton, Ill., a City of 15,000¹ Population.



¹Estimate.

This illustration, together with the one on page 42 shows the types of school reports used in Eugene, Oregon, a city of 15,000¹ population.

EUGENE PUBLIC SCHOOLS
Eugene, Oregon.

Dec. 8, 1917.

To All Parents of High School Students:
A petition has been presented to the Board of

EUGENE PUBLIC SCHOOLS
Eugene, Oregon.

August 23, 1917.

To Boys of the Eugene High School:
As the time for the opening of school draws nearer

BULLETIN TO ELEMENTARY TEACHERS.
October 5, 1917.

IMPORTANCE OF REVIEW.

TRAINING IN THE USE OF THE DICTIONARY

Grade III.
Preparation for use of dictionary in connection with spelling.
1. Memorize the letters in alphabetical order.

DISTRIBUTION OF PUPILS BY AGE AND GRADE.

BOYS

Grade	9 yrs.	10 yrs.	11 yrs.	12 yrs.	13 yrs.	14 yrs.	15 yrs.	16 yrs.	17 yrs.
Totals:	62	56	84	76	53	56	35	13	
In 2nd:									
Grade:	16	5	4	3	1				
In 3rd:									
Grade:	32	14	15	2	2	1			
In 4th:									
Grade:	14	33	20	10	4	2			
In 5th:									
Grade:		1	34	29	9	6	1		
In 6th:									
Grade:		2	10	19	17	16	7	2	
In 7th:									
Grade:			1	11	20	20	12	2	
In 8th:									
Grade:						12	15	9	

TO THE BOARD OF EDUCATION, DISTRICT #4, LANE CO. ORE.
Eugene, Oregon,
June 18, 1917.

Gentlemen:

I beg to submit the following report for the school year 1916-17:

Authorities on school administration differ widely upon many vital subjects, but there is one principle upon which all

¹Estimate.

This illustration, together with the one on page 41 shows the types of school reports used in Eugene, Oregon, a city of 15,000¹ population.

Facts About Eugene, Oregon

EUGENE has a population of about 15,000. It is located upon the Willamette river, about 12 miles south of Portland and 90 miles from the Pacific coast. It is upon the main line of the Northern Pacific, Great Northern, and Union Pacific railroads, between Corvallis, Oregon and Washington, Idaho mountains. Year-round, except from the summer months of the fishing trips, as well as

various agricultural and other seasons in the surrounding portion of the town is made in largely permanent than usual of the

COURSE OF STUDY

IN

ARITHMETIC

A Plan for School Health Work in the Small City

By W. B. BETHENFORD,
One of the most notable health workers in the State of Oregon

ANNOUNCEMENTS
 and
COURSE OF STUDY

of the
Eugene High School
 Eugene, Oregon
 1918-1919

DO NOT DESTROY.

1919-20 DIRECTORY

of
Eugene Public Schools
 SCHOOL DISTRICT NO. 4
 Lane County, Oregon

BOARD OF SCHOOL DIRECTORS

Edw. L. Gassick, President
 H. W. Davidson, Vice President
 W. B. Davidson, Secretary
 Mrs. Alberta M. McWhorter, Treasurer
 W. W. Brown, Director

OFFICERS

Chairman, W. B. Davidson
 Vice-Chairman, H. W. Davidson
 Secretary, W. W. Brown
 Treasurer, Mrs. A. M. McWhorter
 Health Department, W. B. Davidson

To Patrons of the Eugene Schools:

One of the most necessary elements of a good school system is a general interest and participation in school affairs by the parents and taxpayers of the district. The educational interests of your children or those of your neighbors are worth half an hour of your time twice a year, and this is all that it will take for you to know that the schools are being carried on as you would have them. Don't stay at home and let the school affairs of Eugene be determined by any small group of people who care to do so. Give us a chance to keep in touch with your wishes by coming out to the annual election and taxpayers' meeting.

The annual taxpayers' meeting is to be at the County Court House, at 7:30 on the evening of November 20th. Let us have a good representative crowd of Eugene Taxpayers and school patrons at this meeting to decide what shall be done for the coming year.

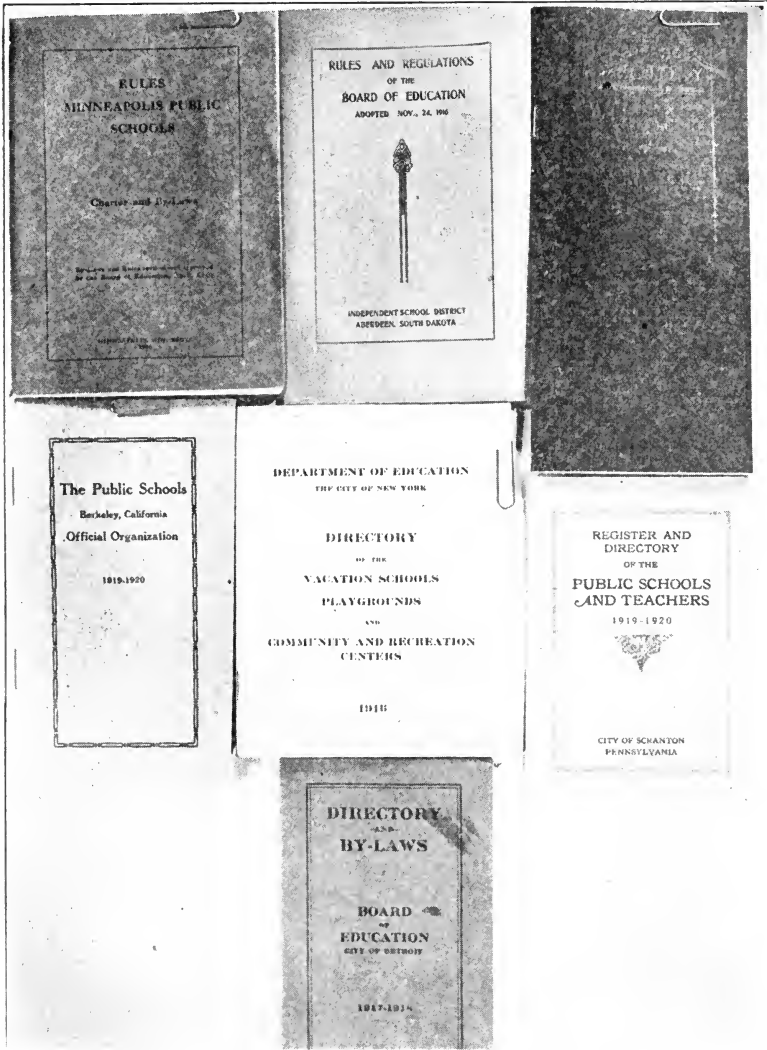
EUGENE PUBLIC SCHOOLS DEPARTMENT OF HEALTH

Description of Epidemic	Incubation Period	Means of Diffusion (How the Epidemic is Spread)	Quarantine Required After Onset of Epidemic	Duration of Isolation in School System	Prevention Cause
Diphtheria	16 to 28 days	1st day and 2 following days	About 4th	11 days	Children having had disease may attend providing no contact with outside of school system
Diphtheria	7 to 11 days	1st day and 2 following days	2nd to 4th	10 to 12th	Children having had disease may attend providing no contact with outside of school system
Measles	10 to 14 days	4th day finally in epidemic form 2 days before appearance	5th to 7th	12 days	Children having had disease may attend providing no contact with outside of school system
Measles	10 to 12 days	Onset usually occurs 7 days before appearance	10 to 12th	14 days	Children having had disease may attend providing no contact with outside of school system
Diphtheria	2 to 5 days		2 weeks or until swab shows no bacteria		After fever, sore and cough gone
Diphtheria	1 to 7 days		14 days		After fever, sore and cough gone
Scarlet Fever	3 to 5 days usually 1 to 5		2nd	10 days	After fever, sore and cough gone
Whooping Cough	4 to 10 days	Whooping and cough begin 2 weeks before illness begins		21 days	After fever, sore and cough gone
Scarlet Fever	12 to 14 days	1st or 4th	5th to 14th	21 days	After fever, sore and cough gone

¹Estimate.

School Directories, Rules and Regulations of the School Board and Directory and By-laws Combined.

Types of School Publications which are Extensively Used in American Cities.



Teachers Bulletins—issued to further the professional interests of teachers and in some cases as propaganda for securing a general increase in teachers' salaries.

PITTSBURGH SCHOOL BULLETIN

Vol. 13 November, 1919 No. 5

CONTENTS

- Editorial Comment
- Study of Living Conditions
- Women's Employment Service
- Character as a National Asset
- Our National Parks
- Board of Public Education
- Notes of the Day
- Teaching New Americans
- Association Notes
- Committee Report

Pittsburgh Teachers Association, Inc.

PUBLISHED
Pittsburgh

PITTSBURGH SCHOOL BULLETIN

STATEMENT OF REVENUE AND EXPENSES FOR THE YEAR ENDED DECEMBER 31, 1919

INFORMS	DECEMBER 31, 1919	DECEMBER 31, 1918
REVENUE		
1919 Year		
Development Fund	\$5,000.00	\$5,000.00
Publishing and Printing	1,000.00	1,000.00
Office Appropriations	1,000.00	1,000.00
Interest on Debts	1,000.00	1,000.00
Totals	8,000.00	8,000.00
EXPENSES		
Salaries	1,000.00	1,000.00
Printing and Stationery	1,000.00	1,000.00
Office Expenses	1,000.00	1,000.00
Interest on Debts	1,000.00	1,000.00
Totals	4,000.00	4,000.00

Average	The year ending	Sundry Receipts
Attendance	90%	1,000.00
Classroom	90%	1,000.00
Outside	90%	1,000.00
Total	90%	3,000.00

AMERICANIZATION MEETING.

The annual meeting for the granting of diplomas to the new citizens who have completed the course in English and Civics only in the evening public schools was held in the School High School auditorium, Monday afternoon, February 2nd, under the auspices of the Chamber of Commerce in cooperation with the Board of Public Education.

A large number of new citizens were granted certificates by the Superintendent of Schools. The music was furnished by foreign-born girls and their progress made by a number of racial leaders, telling why they became American citizens.

When in the District were authorized to State order 14 \$35,000.00 to the State Reflector. Final reports made monthly ending December 31, 1919.

School fees were collected on the 15th. Payment made, they are used for the recreation of pupils in that district.

March, now THE ELIZABETH TEACHERS' QUARTERLY 13

Let us make this contribution to our health program, and put our very souls into it. We are face to face with a national crisis in health matters. The great emotional waves throughout the world in evidence to all of us and it is the opinion of many authorities that one of the methods of treating this condition is through elevating health standards and raising our people to believe in the joy of living and the pleasure of work.

Don't let us think in terms of prescribed courses, academic credit or examinations for this work. Let us spend our daily lives and let the final results be measured by the increased interest in health matters and more **mental freedom** on the part

Los Angeles School Journal

VOL. 16 JANUARY 5, 1920 NO. 1

CONTENTS

- The P. C. C.—Pages 1-10
- Principal Club Department
- Editorial: P. C. C.—11-12
- High School Teachers' Association
- Editorial: H. S. T. A.—13-14
- Editorial: H. S. T. A.—15-16
- Teachers' Booklets
- Supervisor's Circle
- Board of Education News

This page represents the type of monographs which some American cities are now largely utilizing to take the place of the annual report.

A SERIES OF MONOGRAPHS EACH TREATING SOME PHASE OF THE MINNEAPOLIS PUBLIC SCHOOLS

- These monographs are designed to take the place of conventional annual or biennial reports.
1. A History of the Minneapolis Public Schools
A complete and up-to-date history of the city of Minneapolis, Minnesota, from the first settlement in 1656 to the present. The history is written in a popular and readable style, and is suitable for use in the schools. *Author: Charles W. Johnson. 1917.*
 2. Financing the Minneapolis Schools
Sources of revenue, expenditures, comparison of principal items of expenditures. *Author: Charles W. Johnson. 1917.*
 3. The Progress of the Board of Education
History of the Board of Education from its organization in 1870 to the present. The history is written in a popular and readable style, and is suitable for use in the schools. *Author: Charles W. Johnson. 1917.*
 4. Why Are We Not Getting Ahead?
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
 5. Why Are We Not Getting Ahead?
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
 6. Keeping the Children Well
Methods of promoting the health of the children. *Author: Charles W. Johnson. 1917.*
 7. In a Major Key
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
 8. Pencil and Brush
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
 9. Where Is He?
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
 10. The Price of Progress
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
 11. The Child
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
 12. Where Is He?
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
 13. The Price of Progress
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
 14. The Child
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
 15. Where Is He?
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
 16. The Price of Progress
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
 17. The Child
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
 18. Where Is He?
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
 19. The Price of Progress
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
 20. The Child
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*

Financing the Minneapolis Schools

Source of Revenue, Expenditures, Comparison of Principal Items of Expenditure, 1916

THE MIRROR

A SERIES OF MONOGRAPHS

10. Teaching in Minneapolis
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
11. Making Children Strong
Methods of promoting the health of the children. *Author: Charles W. Johnson. 1917.*
12. Making Our Children do well, our citizens grow up better
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
13. Keeping the Children Well
Methods of promoting the health of the children. *Author: Charles W. Johnson. 1917.*
14. Why Are We Not Getting Ahead?
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
15. Culture Who? Are Different?
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
16. Something About Minneapolis' Public Schools
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
17. The Children Period
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
18. The Psychology of the Wage
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
19. After the Day's Work
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*
20. Spending and Organizing
A study of the causes of the city's financial difficulties, and a plan for their removal. *Author: Charles W. Johnson. 1917.*

In a Major Key

Made in the Minneapolis Schools. Why It Is Taught, How It Is Taught and Where the Results Are

MEASUREMENTS GENERAL OR SPECIAL?

The Child.

Where Is He?

The Price of Progress

Legislative Program of the Board of Education. Can We Advise Increased Expenditures Through Tax Cuts and Bond Issues and Improvements in the Field of Education? How the Tax Issue for 1917

Pencil and Brush

Official School Bulletins: These represent the "house organ" type of communication.

Winston-Salem News
 PUBLISHED EVERY OTHER MONDAY EVENING
 WINSTON-SALEM CITY, NORTH CAROLINA
 Volume 5
 Winston-Salem, N. C., September 23, 1919

Omaha Public Schools
 Official Publication
 OMAHA, NEBRASKA, NOVEMBER, 1919
 Vol. 1

The LINCOLN SCHOOL BULLETIN
 PUBLISHED FROM TIME TO TIME BY THE BOARD OF EDUCATION
 VOLUME 1 LINCOLN, NEBRASKA, MAY, 1919 NUMBER 1
BUILDING PROGRAM
 OF THE CITY OF LINCOLN, IN THE COUNTY OF LANCASTER

THE SCHOOL MAGAZINE
 VOL. 2 NOVEMBER, NO. 3
 A CLEARING HOUSE FOR THE VARIOUS DEPARTMENTS OF THE BUFFALO SCHOOL

Byron Loring Teachers College New York
ALTAIR REVIEW
 OFFICIAL PUBLICATION OF THE DENVER PUBLIC SCHOOLS
 DENVER, COLORADO, SEPTEMBER, 1919 No. 1

IT'S YOUR BUSINESS! READ THIS
 The work of the Nation's public schools is a business of the first importance. It is a business that affects the future of the nation. It is a business that requires the most efficient management. It is a business that requires the most efficient personnel. It is a business that requires the most efficient methods. It is a business that requires the most efficient results. It is a business that requires the most efficient cooperation. It is a business that requires the most efficient communication. It is a business that requires the most efficient organization. It is a business that requires the most efficient leadership. It is a business that requires the most efficient vision. It is a business that requires the most efficient action. It is a business that requires the most efficient results.

Our Public Schools
 OAKLAND, CALIFORNIA, SEPTEMBER, 1919 NUMBER 12
THE TIME HAS COME

The Detroit Educational Bulletin
 Published Monthly for the University of Detroit by the Board of Education, Detroit, Michigan
 No. 1 Research Bulletin
 1920

OFFICIAL BULLETIN
 OF THE Department of Education

Campaign bulletins: intended directly to secure public support for definite measures.

Should the Salaries of the Public School Teachers of Rochester be Increased?

The Board of Education answers this question in full in this pamphlet

Read it carefully and give us YOUR opinion

Department of
 Educational Affairs
 Board of Education
 City of Rochester
 New York City

From
 The Board of Education
 Rochester, N. Y.

January, 1919

A SQUARE DEAL TO THE LITTLE CHILDREN of BUFFALO



Citizens of Winston-Salem

During the World War, we gave away \$400,000 to the Red Cross, Y. M. C. A., Jewish Relief, United War Work Fund and other good causes

Our Public Schools

Official Bulletin of the Board of Education of the Independent School District
 Des Moines, Iowa

*Vote Bonds for Schools
 March 8th, 1920*

Five Year Building Program Requiring a Bond Issue of Three and One-half Million Dollars Planned by the Board of Education

DES MOINES MUST NOW FACE ITS SCHOOL PROBLEM

City Five Years Behind With Its School Building Program

The school situation in Des Moines is one which is being widely recognized by the people of this city and throughout other parts of the State.

It is a situation which is being generally recognized in this State and throughout the country.

Shall We Pay Our Debt to The Children



Winston-Salem's New School Program

GIFTS TO PUBLIC EDUCATION

A sample of newspaper advertising. Contains too much copy for the space allotment and lacks unity, but illustrates an attempt at informing the "public" about the schools.

Canton Public Schools Begin Tuesday, Sept. 2

Every child should start the first day. Books now are on sale at the book store. Present promotion card when purchasing. Do not purchase notebooks and do not write in your books before seeing the teacher.

Grade School Districts

For the present, districts will remain the same as last year. All Seventh and Eighth grade pupils will go to Grammar School.

Enrollment

High School pupils will enroll the week preceding the beginning of school as follows: Freshmen on Tuesday, Sophmores on Wednesday, and Juniors and Seniors on Thursday. Personal conferences arranged when necessary. Seventh and Eighth Grade children will enroll and be assigned to sections on Thursday, August 28th—the Seventh Grade pupils at 9:00 a. m. and the Eighth Grade pupils at 1:30 p. m. Purchase books immediately after being assigned to class. This will help you as well as the bookman. See list of books and prices published in daily papers.

High School an Opportunity

It is more necessary now than ever before that every boy and girl get a high school education. Canton High offers the opportunity. Courses offered: College Preparatory, General, Commercial, Household Arts, Industrial, and Teachers' Training. High School fully accredited by North Central Association. Commercial work as good as best business colleges. Other high school subjects in connection with business courses. All our graduates in good positions. We cannot supply the demand. Remember all this without any expense except your books.

All Work Absolutely Free

If you live outside Canton your tuition is paid by the non-high school district. It costs you nothing if you live inside the district. Every boy and girl can get an education. Do not make the mistake of dropping out of school now. If you do it will be the great regret of your life. Stay in school! It pays!

G. W. GAYLER, Sup't.

One Means of Making the Public Acquainted with the Conditions of the Schools.
 A journalism class of the Long Beach High School, Cal. had charge of one complete issue of one of the daily papers in the city. In this issue they told the story of the work of the public schools in a very interesting way.
 (See also Page No. 51.)

ENROLLMENT 2,556, GAIN OF 28 PER CENT OVER LAST YEAR AT LOCAL HIGH SCHOOL

It's Largest High School in Country Outside City of Los Angeles, and Growing Rapidly

Waldo Drake
 With an increase in enrollment

DEBATING TALENT HERE RANKS HIGH

Alice Souder
 Long Beach now ranks third in the state for the Southern California

PRINT SHOP AT HIGH SCHOOL KEPT BUSY BOTH DAY AND NIGHT

Jennie Swenson
 Mr. Lynn's print shop at Poly High is just about the busiest place in town now with the annual

JEWELRY-MAKING TAUGHT IN CLASS AT LOCAL POLY HI

Julia Armin
 Hand-made rings, pins, brooches.

PINAFORE CAST IS BUSY REHEARSING.

Gladys Ellis
 "H. M. S. Pinafore" the light.

LIBRARY CROWDED; MORE ROOM NEXT YR.

Marion Sheffield
 with a seating capacity of one

STUDENT BODY STORE HAS LARGE BUSINESS

SHAKESPEAREAN DRAMA IN JUNE

thirty-five and forty pupils en-

ART WORK EXHIBIT AT POLY JUNE FIRST

Eva Richardson
 The High school art exhibit sched- uled for the first

many new effects in color, design, pose, free hand, metal representing the Misses Steele, Miss Alice Carol Lewson. The art students chief problems at tracing Caerules, thru lettering, ske cartoons and story

CANYON CABIN FOR HIGH SCHOOL GIRLS

Helen Kirkland
 A cabin in the big Santa Anita

POLY HIGH SENDS SPIKE TEAM INTO BIG MEET OF YEAR

Eugene Withers
 Southern California

MILLINERY IS POPULAR STUDY

Julia Armin

AERONAUTICS IS HIGH SCHOOL STUDY

GIRLS' GYMNASIUM IS MUCH OVER-CROWDED

GIRLS OF POLY HI ALL SET TO RUN OWN TRACK MEET

Jennie Swenson
 The girls as well as the boys of Poly High are out for their own

MUCH OF VALUE IN EVENING SCHOOL'S CLASSES IN L. B.

Waldo Drake
 The idea of the Long Beach School is to

36 CERTIFICATES OF TYPING SKILL WON BY STUDENTS

ly a people's uni- sion of the spirit of Long Beach. idea is illustrated 23 new students January 1, mak ment of 1923. school's aims is to desire to advance and better their con- ar this.

THREE CLASSES IN 'SHORT STORY' STUDY

Alice Souder
 Short story writing has become so popular today that three classes of upper classmen have been organized at Poly High this semester under

500 STUDENTS IN H. S. SPANISH CLASS

Bessie McNeely
 That the students of Poly High appreciate the increasing value of Spanish in the commercial world is

DETAILED PLANS OF NEW ADDITION TO HIGH SCHOOL GIVEN

Ethel Cook

'CAERULEA,' H. S. BOOK, TO GO ON PRESS NEXT WEEK; ISSUED IN JUNE

Eugene Withers
 Caerules, annual publication of Poly High School edited by the student body and printed in the high

This page shows how a high school journalism class may be utilized to make the public acquainted with its schools. (See also Page No. 50.)

THE DAILY TELEGRAM

LONG BEACH, CALIFORNIA, WEDNESDAY AFTERNOON, APRIL 7, 1920

TEACHERS' SALARIES

Waldo Drake
ver the country there is an
of teachers. The primary cau
satisfactory salaries paid to ou
nt. It was estimated by ou
at the recent National Educa
Convention that 140,000 tea
profession during the past yrs
adequately pay. It is said that
30 rural schools have been r

HIGH SCHOOL JOURNALISM PUPILS WHO HAVE CHARGE OF TODAY'S DAILY TELEGRAM

- Teacher, Miss Arretta Watts
- Eugene Withler
 - Neil Locke
 - Marion Swanson
 - Francis Summers
 - Carolyn MacQuiddy
 - John Gillin
 - Paul Griffin
 - Benjak McKeeley
 - Merion Kirkland
 - Edith Cook
 - Walter G. Williams
 - Heleen Staskey
 - Alice Scudder
 - Clara Gillin
 - Glenn Ellis
 - Merion Sherfield

AFTER-THE-WAR REACTIONS

Eugene Withler
Post-war reaction has caused more uneas
general scheme of things than it has ever had at
the present.

ROGERS PRIZE IS SPUR TO ORATORY

Alice Scudder
Seniors of the high school
in an inventory of their
ability. The name of th
Farland Rogers contest
for \$50, besides an English
tory credit, is no goal to
be ignored.

The contest, which is
division of the history class
speak in English. The
values the study of English

STAGE EQUIPMENT FOR SCHOOL PLAYS DESIGNED BY STUDENTS AT POLY HI

Eugene Withler
Mechanical arrangements for
Poly Hi stage
fore, in
being ex
zation w
with in
city sta

JUNIOR C. OF C. GIVES VAUDEVILLE

Carolyn MacQuiddy
by the Junior
High School
A. B. C. C.

PHOTOPLAY CLASS TO VISIT STUDIO

MUSIC DEVOTEES
JOIN CEE CLUB TO HAVE RECITAL

BIGGEST CLASS IN HISTORY OF POLY HIGH SCHOOL WILL BE GRADUATED THIS SPRING

About 300 Seniors Look Forward to Interesting
Program of Commencement Week

Helen Kirkland
The largest senior class in the history of
three hundred students, will be graduated from

CHEMISTRY CLUB VISITS FACTORY

Carolyn MacQuiddy
The Chemistry club of Poly Hi has
started its annual series of trips, the
first being to the

MASQUE AND SANDAL TO HAVE RECITAL

Music devotees
join Cee Club
to have recital

CS CLUB 650 MEMBERS

Alice Scudder
vice Club, which is
with the local Cham
ers and the Women's
membership
is discussing at its
question of eligibility

AUTO CLASS DOES THORO WORK AT H. S.

Jennie Swenson
To all appearances the "overalled
auto shop" work have
been allowed in this particular line
their portion. In this particular line
being in connection with overhau
ing cars that are very nearly consti
tutionally wrecked already. But, as
arranged are desecrating for
the purpose of the auto club
as much as the
who have chosen
destructive to gentle

Extracts from Posters Used in a School Campaign in Oklahoma City, Oklahoma.

NOTICE TO PATRONS

If the increase in population in the Oklahoma City School District is as great in the next two years as it has been in the two years just past, the three Junior High Schools will be comfortably filled by the time they are completed.

By referring to the cut on the opposite page of this circular, you will find the boundaries of your Ward and Precinct, also a list of the Precinct addresses of each Ward.

School Bond Issue

On December 9th, 1919, you will have an opportunity to vote on the \$820,000 School Bonds.

Voters in the southern district residing west of Oklahoma Avenue and north of 52nd Street on the north and west of the city limits, vote at Precinct One of Ward One, 1201 West 40th Street.

Voters residing between Reno Street and 52nd Street west of the city limits, vote at Precinct Five, Ward One, 2295 West 10th Street.

Voters residing south of Reno Street and west of Western Avenue on the north and west of the city limits, vote at Precinct Nine, Ward One, 2321 Reno Street.

Voters residing east of Western Avenue and south of Ash Street on the south and east of the city limits, vote at Precinct Seven, Ward Four, 134 West C Avenue.

Voters residing between Ash and Fourth Streets east of the city limits, vote at Precinct Thirteen, ward Two, Fire Station No. 2.

Voters residing north of Fourth Street and east of Oklahoma Avenue on the north and east of the city limits, vote at Precinct One, Ward Two, 1301 East 11th Street.

THE BOARD OF EDUCATION, OF
THE CITY OF OKLAHOMA CITY.

**This Is YOUR Business—The Biggest Business
In Oklahoma City—Building For Citizenship**

SCHOOL—	ESTIMATED COST	CONTRACT PRICE
Capital Hill Junior High	1,165,000.00	1,165,000.00
Webster Junior High	254,700.00	254,700.00
Chasen Junior High	185,000.00	185,000.00
Total	1,604,700.00	1,604,700.00
Heating and Ventilating		106,042.00
Plumbing and Drains		52,470.00

We herewith submit a statement of what the Million Dollar School Bonds are to be used for if voted by you.

PUTNAM HEIGHTS SCHOOL.....	4 ROOM ADDITION, ESTIMATED COST \$ 29,100.00
CULBERTSON SCHOOL.....	4 ROOM ADDITION, ESTIMATED COST \$ 32,000.00
LOWELL SCHOOL.....	4 ROOM ADDITION, ESTIMATED COST \$ 29,100.00
LINCOLN SCHOOL.....	12 ROOM BUILDING, ESTIMATED COST \$ 90,500.00
JEFFERSON SCHOOL.....	12 ROOM BUILDING, ESTIMATED COST \$ 90,500.00
HAWTHORNE SCHOOL.....	4 ROOM ADDITION, ESTIMATED COST \$ 29,100.00
WHITTIER SCHOOL.....	4 ROOM ADDITION, ESTIMATED COST \$ 29,100.00
WHEELER SCHOOL.....	4 ROOM ADDITION, ESTIMATED COST \$ 29,100.00
WALNUT GROVE SCHOOL.....	2 ROOM ADDITION, ESTIMATED COST \$ 14,000.00
WESTWOOD SCHOOLS.....	4 ROOM ADDITION, ESTIMATED COST \$ 29,100.00
LEE JUNIOR HIGH SCHOOL.....	16 ROOMS, ESTIMATED COST \$165,000.00
JUNIOR HIGH SCHOOL NORTHEAST.....	16 ROOMS, ESTIMATED COST \$165,000.00
JUNIOR HIGH SCHOOL NORTHWEST.....	16 ROOMS, ESTIMATED COST \$165,000.00
REAL ESTATE FOR THREE JUNIOR HIGH SCHOOLS.....	ESTIMATED COST \$ 16,000.00
FURNITURE—BLACKBOARDS AND FIXTURES.....	ESTIMATED COST \$ 50,000.00
TOTAL.....	\$1,000,000.00

All real estate to be secured by condemnation proceedings.

Please investigate.

RESPECTFULLY SUBMITTED,

ELIOTT ALTON,
J. W. BERRY,
ROGER S. COATES,

WILLIAM MEE,
G. A. MORRIS,
J. C. STRONG.

NOTICE TO PATRONS

The information given in this circular will be of benefit to all new voters.

CHART NO. 4

This chart shows the most frequently used school publications in 242 cities arranged according to the percent of cities which publish the report.

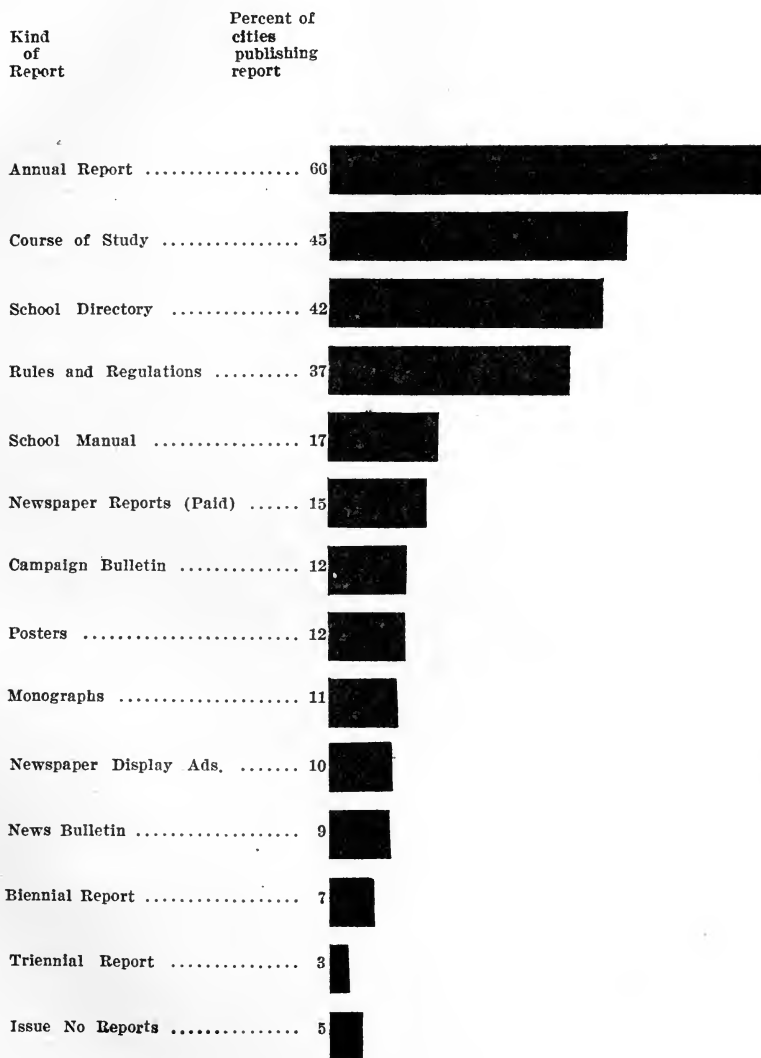


Chart No. 4 illustrates the story which Table VII was inserted to tell. It shows that the annual report is the most frequent school publication, if all the cities reporting are considered. This statement holds very decidedly for the New England States and is also true of the Middle Atlantic and South Atlantic sections. In the North Central States, school directories and courses of study are more frequently published than annual reports. In the West North Central section, courses of study and the rules and regulations of the school board are the most frequent types of school publications. In the Southern States, the course of study leads; in the Pacific Coast States, school directories, and in the Mountain states of Arizona, Colorado, Idaho, Montana, Utah and Wyoming, the modal tendency is, if judgment may be formed from the small number of cities reporting, to publish nothing at all.

Table VIII shows that except for the fact that the larger cities frequently publish the proceedings of the school board, there is no great difference between the types of publications in general use in cities of from 8,000 to 15,000 population and those of 100,000 and over. A greater percentage of the larger cities however, publish certain types of reports. For instances, 58 per cent. of the cities whose population is between 8,000 and 15,000 publish annual reports, while the percentage is 71 for cities from 100,000 to 300,000, and 90 for those above 300,000.

Tables IX distributes the cities reporting according to the number of copies in the latest issue of each of the different types of school publications. Upon the basis of the information in this table, it will be observed that the median number of copies in a single issue of most of these publications is about 500. The only marked exceptions are in the case of biennial reports where the median number of copies issued is about 1,000, school bulletins where the median falls between 1,200 and 1,300, and campaign bulletins where the median number is 5,000 and the modal number is in the group marked 10,000 and over.

In the larger cities the number of copies per issue is greater than in the smaller city groups but the ratio of the number of families to the number of copies per issue becomes smaller

rather than larger as cities increase in size. A distribution of cities by size according to the number of copies in the latest issue of the annual report shows that the median issue is:

575	copies for cities between	8,000	and	15,000
350	copies for cities between	15,000	and	20,000
590	copies for cities between	20,000	and	30,000
569	copies for cities between	30,000	and	50,000
1037	copies for cities between	50,000	and	100,000
1050	copies for cities between	100,000	and	300,000
1050	copies for cities between	300,000	and	over

For rules and regulations of the school board the corresponding range is from 300 copies for cities of from 8,000 to 15,000 population up to 2,700 for cities of over 300,000. The median number of copies in the latest issues of school directories runs from 330 to 1050 and in the case of courses of study and curricula from 433 to 5,000.

On the basis of the median practice, if none of the copies of these school publications was distributed among the teaching supervisory or administrative staff and none was exchanged with school officials in other cities, less than 30 per cent of the families residing in these cities might have a copy of the most frequently used school publications.

Table X shows the distribution of cities according to the number of the different types of reports issued during the past five years. The annual report and school directory are the only two kinds of school publication which any great number of cities issue regularly and even in the case of the annual report 8 of the 159 cities reporting have published only one issue within the past five years, 8 only two issues, 5 three issues, and 5 four issues.

Table XI supplements the information given in Table X by showing the year in which the latest issue of each of the types of school publications was published. Changing the information contained in this table into percentages, it appears that the following per cents of the cities reporting have published each of the types of school reports listed during 1919 and the first four months of 1920.

Kind of Report	Per cent of 242 cities which have issued each type of report during the year 1919 and up to May 1920
Annual	52
Biennial	3
Triennial	1
Monographs	6
School Manual	8
School Directory	37
Manual and Directory	2
Course of Study	19
News Bulletin	5
Rules and Regulations of School Board	11
Campaign Bulletin	8
Reports in Newspaper (paid for)	10
Posters	8
Newspaper Display Ads.	6

Table XII shows the distribution of the different kinds of school publications according to the audience which they are intended to reach. Annual, biennial, triennial school reports and the monographs which are intended either to supplement or take the place of these three, are intended mainly for the general public and the professional school group: that is to say, they are intended for the school board, principals, teachers and supervisors and the general public. School directories, courses of study and the rules and regulations of the school board are intended mainly for the professional school group, that is, the Board of Education, teachers, supervisors and principals. It should, however be noted that many superintendents also intend these publications for the general public, as well as the professional school group. Nineteen superintendents out of one hundred and fifty reporting, intend their annual school reports for the professional school group. This number of annual reports constitutes the group which is intended to be in a large measure for administrative purposes. Seventeen out one hundred and fifty superintendents reporting intend annual school reports for the professional school group and citizen leaders acting evidently on the theory that there is a certain portion of the general public which it is more worth while to reach with the annual report than simply to aim at the somewhat undefined general public. Of the nineteen cities giving information on the classes of people

for which the news bulletin or "house organ" type of school publication are intended, twelve indicate that they are for the professional group and general public, six for the professional group alone and one for the professional group and citizen leaders. Campaign bulletins, newspaper reports, posters and newspaper display advertisements are almost unanimously intended for the general public.

Of the superintendents who reported on the audience to which the different types of school reports are addressed, fifty-three per cent intend annual reports for school officials in other cities as well as for the local audience. Forty-three per cent of the biennial and triennial reports, thirty-three per cent of the monographs and ten per cent of the campaign bulletins are published with a similar purpose in mind.

In the questionnaire described in Appendix B, superintendents were asked to rank seven types of school reports with respect to their effectiveness as means for reaching the general public. In most cases, the superintendent simply ranked the reports with which he was familiar in his own particular city. It is therefore impossible to make a comparative ranking of the value attached to the different classes of school reports as effective means for reaching the general public on the basis of the opinions expressed by the city superintendents in their replies. The ratings given by the superintendents are summarized in Table XIII. Of the superintendents in cities where annual reports are published, somewhat over fifty per cent. believe that the annual report is the most effective means for reaching the public. Only one-sixth of the superintendents ranking biennial reports gave them first place. Of fifteen superintendents ranking school monographs, six, or forty per cent, gave them first place. Twelve out of seventeen, or seventy-one per cent. of those ranking campaign bulletins believed them to be the most effective type of report for reaching the general public. Thirty-nine per cent. of the thirteen superintendents rating paid-for newspaper reports rated them first and thirty per cent of those using newspaper display advertisements gave them first place.

From the numerous statements noted on the replies received to the questionnaire relative to the value of free newspaper news and feature articles for presenting school facts to the general public, it was considered desirable to secure a ranking of school publications which included newspaper news and feature stories. Accordingly 111 city superintendents, assistant superintendents and state department of education officials, and other active educational administrators taking graduate courses in educational administration at Teachers' College, Columbia University during the summer session of 1920, were asked to rate 16 types of school publications. The following directions were given:

Rate the following types of school publications in the order of their value as effective means for reaching the general public. Read the entire list before you make the ratings. Write "1" after the publication which you consider most valuable for reaching the public and "16" after the one you consider least valuable. If you desire, rate those which fall near the upper and lower end before you rate those falling near the middle.

Kind of Publication	Rating
Annual Report	
Biennial Report	
Triennial Report	
Monographs	
School Manual	
School Directory	
Course of Study	
Rules and Regulations of the School Board	
News Bulletin of the "House Organ" Type	
Campaign Bulletin	
Newspaper Display Advertisements	
Posters and Display Cards	
Folders	
Mimeographed or multigraphed circulars, bulletins	
Free Newspaper News and Feature Articles	
Slides and Motion Pictures	

Of the 110 school administrators ranking the types of reports listed, 106 furnished complete rankings, which are summarized in Table XIV.

TABLE XIV.

SUMMARY OF RANKS ASSIGNED TO 16 TYPES OF SCHOOL PUBLICATIONS WITH RESPECT TO THEIR EFFECTIVENESS IN REACHING THE GENERAL PUBLIC.

Kind of Publication	Rating																Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
Annual Report	6	4	3	2	9	1	4	3	10	15	12	4	8	18	4	3	106
Biennial Report	0	0	0	2	1	6	4	4	2	4	12	14	4	18	37	0	106
Triennial Report	0	0	0	0	2	0	5	3	6	2	3	12	16	10	11	38	106
Monographs	9	6	2	3	3	5	3	8	27	13	4	8	9	2	3	1	106
School Manual	0	0	0	2	1	1	2	3	6	11	14	11	19	20	9	7	106
School Directory	1	0	1	0	0	1	4	3	3	12	15	14	8	18	12	14	106
Course of Study	1	2	2	0	3	3	4	5	7	21	11	12	15	7	6	7	106
Rules and Regulations of the School Board	0	0	1	0	0	0	2	2	4	7	17	11	12	10	18	22	106
News Bulletin of the "House Organ" Type ..	12	18	13	9	10	8	12	10	6	1	2	0	3	2	0	0	106
Campaign Bulletin	6	8	15	18	11	16	11	11	4	3	0	2	0	1	0	0	106
Newspaper Display Ads.	7	16	13	17	17	9	7	6	5	3	2	0	1	2	1	0	106
Posters and Display Cards	2	9	17	15	18	8	11	6	6	3	5	3	1	1	0	1	106
Folders	0	4	6	11	8	15	19	17	10	4	4	2	2	0	1	3	106
Mimeographed or Multi-graphed circulars, bulletins	3	8	14	9	11	16	14	11	9	1	5	2	2	0	0	1	106
Free Newspaper News and Feature Articles	57	20	11	4	5	5	0	2	0	1	0	0	0	1	0	0	106
Slides and Motion Pictures	8	13	11	17	11	15	5	10	4	4	0	3	2	1	1	1	106
	112	108	109	109	110	109	107	104	109	105	106	98	102	109	103	96	1666

According to the 75 percentile method¹ the different publications rank as follows with respect to their value as effective means for reaching the public:

KIND OF PUBLICATION	Rating
Free Newspaper News and Feature Articles	3.2
Newspaper Display Advertisements	7.1
Campaign Bulletin	7.5
News Bulletin of the "House Organ" type	7.8
Slides and Motion Pictures	7.9
Posters and Display Cards	7.96
Mimeographed or Multigraphed Circulars	8.36
Folders	8.97
Monographs	11.12
Course of Study	13.57
Annual Report	13.81
School Manual	14.47
School Directory	14.97
Biennial Report	15.26
Rules and Regulations of the School Board	15.75
Triennial Report	16.26

¹ The 75 percentile is the point above which 75 per cent of the judges would rate the report.

The sixteen means of putting school facts before the public, it will be noted, fall into four somewhat distinct groups. Newspaper news and feature articles are very decidedly first. The second group comprises newspaper display advertisements, campaign bulletins, news bulletins of the "house organ" type, slides and motion pictures, posters and display cards, mimeographed and multigraphed circulars and folders. Monographs, such as those shown on page 45, constitute group three and periodic school reports, (annual, biennial and triennial) courses of study, school manuals, school directories and rules and regulations of the school board, group four.

It is undoubtedly true that the amount of money spent on school publications is not in every case an accurate index of the extent to which the public is effectively reached. This is true, not only on account of the fact that mere size and costliness does not determine the publicity value of a report, but because in many cases school directories, manuals, courses of study and bulletins are published on the school press. In certain New England towns the municipal government first publishes the school report as part of the general city reports to the public and superintendents in cities where this practice prevails, count the cost of the publication of their school reports as only the cost of a reprint of the material that has already been published as an official city document. In most of the cities reporting, however, the amount of money expended for school publications may be taken as a fair index of the seriousness with which a well planned publicity program is undertaken.

Table XV shows the distribution of cities according to the total cost of all the last issues of the different types of school reports published in each city within the past five years. For instance, if a city published an annual report in November 1919 at a cost of \$200, a school directory in October 1919 at a cost of \$60, an issue of a course of study in history in 1917 at a cost of \$120, a copy of the rules and regulations of the school board in 1916 at a cost of \$75, the total cost of all the last issues would be listed as \$455.

The same table distributes cities according to population groups. The medians for the different sizes of cities show that the total expenditures for the last issues of all the types of reports published run as follows:

Group 1—cities from	8,000 to	15,000-----	\$ 136.
Group 2—cities from	15,000 to	20,000-----	133.
Group 3—cities from	20,000 to	30,000-----	217.
Group 4—cities from	30,000 to	50,000-----	294.
Group 5—cities from	50,000 to	100,000-----	500.
Group 6—cities from	100,000 to	300,000-----	1050.
Group 7—cities from	300,000 and over-----		2000.

In Table XVI the distribution of the expense for the last issues of all reports published is shown by sections of the United States. The median for the entire country is \$258. It is \$197 for the New England states, \$269 for the Middle Atlantic and in the other sections of the United States too few cities reported to make the medians have any special validity. The emphatic point about these cost expenditures is the fact that if these cities published every year all the types of reports which they have published during the last five years, the median cost per city would be only \$258.

Chart 5 shows the relatively small costs of the last issues of the most frequently used types of school publications. It should be remembered in connection with this table that the medians in the case of triennial reports and manual and directory combined are taken from such few cases that the addition of a small number of cities might change the median cost to a marked degree.

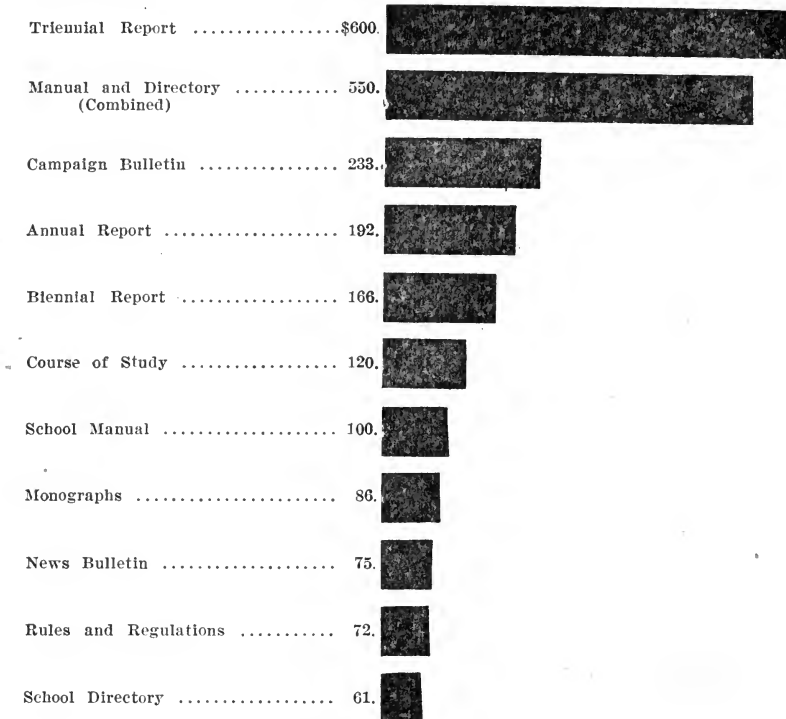
A distribution of cities according to the total expenditures for all publications issued within the twelve months preceding April-May, 1920, is shown in Table XVII. The median expenditure for the 160 cities reporting is \$168. For cities between 8,000 and 15,000 population it is \$53 and for cities of 300,000 and over it is \$2,000. If the median expenditures for school publications in the different classes of cities are compared with the average total school expenditures,¹ it will be found that less than

¹The computation was made on the basis of figures contained in Financial Statistics of Cities, Bureau of Census, 1918.

one-tenth of one per cent. of the school budget is devoted to presenting the case of the schools to the public through official school publications.

CHART NO. 5

Showing the median cost of last issues of the most frequently used types of school publications.



In addition to the types of school publications which were reported by city superintendents in response to the questionnaire previously described, there are four other important means of reporting school facts which deserve consideration. In eight of the 242 cities listed in Appendix C the Teachers' Association or some official organization of teachers, publishes a periodical or bulletin. Two of these publications were started in the years 1912 and 1913, and the other six since 1918.

In the illustration shown on Page 44 the contents of two of these publications are shown. The list of topics discussed in these two publications are typical of all that were examined. A part of the content consists of announcements of the Board of Education and the city superintendent, together with such news notes and articles as would be of special interest to teachers. Most of the later issues of these teachers' publications have dealt extensively with the necessity for raising the salaries of teachers. In this connection, they have contained lengthy articles on the general increase in the cost of living and the discrepancy between salaries paid to teachers and the actual cost of living.

The second type consists of mimeographed or multigraphed circulars, bulletins and booklets. Many superintendents of schools, where the annual report is not printed, mimeograph a sufficient number of copies of the report for each member of the board of education, and in some cases for the newspapers of the city. Frequently, the superintendent's monthly report takes the form of a mimeographed document which often goes to persons other than members of the board of education. There are numerous samples of quarterly and annual reports duplicated in the manner mentioned above, which have been given a circulation almost as large as that of many of the printed reports. The results of standard tests, descriptions of experiments and method of teaching, courses of study, rules and regulations of the school board, directories of school officials and teachers and circular letters to parents, are among the types of reports issued in this manner.

A third type of reporting school facts which was not listed in the tables contained in this chapter, is perhaps one of the most important of the means which a superintendents may use to present school facts to the public in such a way as to secure additional support for education. This is the publication of facts about the school in the daily press. The following quotations from notes and letters from city superintendents in connection with the questionnaire previously described, indicate the use which many city superintendents are making of the daily newspapers:

"Our two daily newspapers are so generous with their space for school news and have such a general circulation in our little city that we have printed none of our annual reports and very few other papers for the general public. They will publish the annual report for us even tho it takes several installments to cover it, and we do not have to pay for any space except that used for soliciting bids, advertising elections, etc."

(From a city Supt. in Oregon.)

"For our small compact community (16,000) we find newspapers best. We get free space when we want it."

(From a city Supt. in Arkansas.)

"The local paper publishes the annual report which it carries in its regular issue."

(From a city Supt. in a California town of 10,000 population)

"Frequent reports are made in newspapers."

(From a Connecticut Superintendent in a city of 20,000. He rates such reports above all others as an effective means for reaching the public.)

"We reach our citizens best through the local papers from day to day."

(From a Superintendent in an Illinois city of about 40,000 population.)

"Attempts at general publicity have been confined to news items in the daily press."

(From a city Superintendent in an Indiana town of about 25,000 population. He rates unpaid newspaper news articles as the most effective means for reaching the general public.)

"Newspaper cooperation, most effective means of reaching the public. We get ample space free in the local papers."

(From a city Superintendent in an Iowa town of about 25,000 population.)

"The superintendent's monthly report (not statistical) is published by four daily papers as news."

(From a Superintendent in a Massachusetts city of 20,000 population. He rates these reports as published in the newspapers as a more effective means of reaching the general public than the annual school report.)

"This year we shall discontinue distribution of the annual report to the general public. We shall substitute the press and campaign bulletins."

(From a Massachusetts superintendent in a city of 35,000 population.)

"The daily press is always glad to carry school news. Both daily papers printed without charge about fifty articles for use in civics classes. One paper very frequently has signed articles in the Sunday edition featuring some phase of school work."

(From a city Superintendent in Nebraska.)

"Each month the superintendent makes a report to the board and public which is published in two papers."

(From a city superintendent in New Jersey. He ranks these reports as printed in the newspapers as a more effective means of reaching the public than the annual report.)

"Local newspapers report carefully all school meetings and give ample space in news columns."

(From a New Jersey superintendent in a city of 125,000 population. He rates "Newspaper stories" as the most effective sort of school reporting.)

"We have abundant newspaper space for school reports and have used it instead of formal school publications."

(From a superintendent in a New York city of 12,000 population.)

"Two daily newspapers and one weekly give a lot of school news. We issue no pamphlets, but a report read at the May school district meeting is published in the papers as is also the financial report."

(From a superintendent in a New York city of 15,000 population.)

"The superintendent's annual report is published in full in the newspapers."

(From a superintendent in a New York city of 80,000 population.)

"Free newspaper news items are our best advertising aside from campaign bulletins."

(From a Pennsylvania superintendent in a city of over 60,000 population.)

"Ten typewritten monthly reports sent to newspapers for publication."

(From the superintendent of a Rhode Island city of 30,000. He rates these published monthly reports as the most effective means of reaching the public.)

"The daily press is the best means of reaching the public and always helped us more than any other agency."

(From a City Superintendent in Virginia.)

Newspapers in all sections of the United States have, during the past year, shown a remarkable recognition of the news value of facts about schools and education. The following quotation from an editorial in the *New York Evening Post*¹ indicates an attitude which may be said to be general among the better newspapers of the country:

"The *Evening Post* begins today the publication of an educational page which is to be henceforth a regular feature of our Saturday edition. It is the response to a notable growth in popular concern with the problems of public education as one of the great factors in our expanding national life."

In Oakland, California, during the school year 1917-18,² a Publicity Committee was appointed, consisting of the Secretary to the Superintendent of Schools, Secretary and Business Manager of the Board of Education, the Assistant Director of Playgrounds, Director of the Department of Research, Principal of the Evening Continuation School, one Elementary School Principal, Director of Public Lectures and a High School Teacher of Journalism.

This large committee, for the work it did during the year in which it was organized, was divided into the following six sub-committees:

1. Special Page Publicity.
2. Editorial Staff for the School Publicity Sheet, "Our Public Schools."
3. High School Publicity.
4. Files and Records.
5. Board of Education and Finance.
6. Special Features and Advertising.

¹ *New York Evening Post*, May 29, 1920.

² Annual Report of the Superintendent of Public Schools of Oakland, California, 1917-18.

The principal part of the work of these committees was to provide for cooperation between the newspapers of the city and the public school system of Oakland to the end that the news about the schools might be presented to all the people.

The following were the chief means utilized:

1. A feature page in a Sunday edition of one of the newspapers of the city.
2. The collection of news items from different schools and the preparation of these news items for the daily press.
3. The collection and filing of pictures and records which would be of value in connection with school publicity either in the daily press or in the official news bulletin of the schools.
4. Special feature writers were furnished information from which they would write articles about the schools.

Motion pictures and slides are coming to be recognized as effective means of reporting school facts to the public. In a school building campaign carried on in St. Paul, Minnesota in 1917, tables and graphs showing the school building situation and the ability of the city to finance a \$3,000,000 bond issue were shown in the moving picture theatres. In Sacramento, California, a series of brief arguments for a \$3,000,000 bond issue for school buildings was made into a series of lantern slides and shown in the different theatres. In Oakland, California, about \$500 was invested in two short sketches to be used in the moving picture theatres to assist in carrying a \$4,975,000 bond issue for school buildings.

In the city of Duluth, moving picture films were made showing the various special activities of the city school system and illustrations of modern methods of teaching. The films were run for a week in a leading theatre in the city and unquestionably made many people acquainted with the work of the schools, who could not have been reached by the most skillfully arranged printed school report.

SUMMARY

1. The chief media through which school facts are presented to the public in American cities are:

- 1 Annual reports.
- 2 Biennial reports.
- 3 Triennial reports.
- 4 Monographs.
- 5 School Manuals.
- 6 School directories.
- 7 Courses of study.
- 8 Rules and regulations of the school board.
- 9 News bulletin of the "house organ" type.
- 10 Campaign bulletins.
- 11 Reports in newspapers (paid for space).
- 12 Newspaper display advertisements.
- 13 Posters and display cards.
- 14 Folders.
- 15 Surveys.
- 16 Advance prints and reprints from the annual report.
- 17 News bulletins published by the teachers.
- 18 Mimeographed or multigraphed circulars, bulletins and booklets.
- 19 Free newspaper news and feature articles.
- 20 Slides and motion pictures.

2. From the small percentage of cities which publish the first seventeen types of school reports listed in paragraph one of this summary and the small number of copies per issue, it seems reasonable to conclude that in actual practice American cities in general are not utilizing any system of school reports which reaches a large portion of the population.

3. The expenditures for school publications are so small in most cities as to warrant the conclusion that a serious definite policy of making the public acquainted with school facts does not now exist as a general practice in the cities of the United States.

CHAPTER III.

ANNUAL, BIENNIAL AND TRIENNIAL SCHOOL REPORTS

In Chapter II, it was shown that annual, biennial and triennial reports constitute the most frequent type of school publications and that these reports are intended mainly for the general public. It is the aim of this chapter:

1. To show how the different sections of the United States compare in the frequency with which cities issue these reports.
2. To examine the purposes which city superintendents have in mind in presenting them to the public.
3. To indicate the authorship of the reports in so far as it may be determined from an examination of the reports themselves.
4. To analyze the content and general character of more than a hundred reports to determine the extent to which they may be looked on as effective means for securing increased support for education.
5. To present facts bearing on the extent of the circulation of annual reports.
6. To illustrate some recent tendencies with respect to the use of substitute types of publications.
7. To state the conclusions which seem to be warranted by the evidence presented.

It was shown in Chapter I that the custom of publishing annual reports was in a large measure a New England development, and that in this section of the country it became the general practice of cities to issue annual school reports during the second quarter of the nineteenth century. The results of the investigation described in Chapter II show that New England cities at the present time lead all other sections of the United States in the regularity with which annual reports are published.

Table XVIII shows the relative rank of sections of the United States in the percentage of cities which publish annual reports and

in the percentage which publish either annual, biennial, triennial or monograph reports. New England has a 100 per cent record, whereas only 66 per cent of the total number of cities reporting publish annual reports and only 77 per cent of all the cities reporting publish either annual, biennial, triennial or monograph reports. It is recognized that the fallacy of selection is likely to appear in any questionnaire where furnishing the information is a purely voluntary matter. Table XVIII should be considered in connection with the percentage of cities, from each section, replying to the questionnaire.¹ If this is done, the lead of the New England states in the publication of the periodic reports becomes all the more pronounced, while the fact that only 27 per cent of the cities from Section 5 (the South Atlantic states of Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia and West Virginia) replied to the questionnaire, would, in all probability, put that section much further down the list, certainly below Section 2 (the states of New York, New Jersey and Pennsylvania).

¹ It is shown on page 29 that the following percentages from each section replied to the questionnaire:

Section 1—New England	66%
Section 4—West North Central	46%
Section 2—Middle Atlantic	45%
Section 7—West South Central	41%
Section 3—East North Central	38%
Section 6—East South Central	31%
Section 9—Pacific Coast	28%
Section 5—South Atlantic	27%
Section 8—Mountain	21%

TABLE XVIII.

SHOWING THE RELATIVE RANK OF SECTIONS¹ OF THE UNITED STATES IN THE PERCENTAGE OF CITIES WHICH PUBLISH ANNUAL REPORTS AND IN THE PERCENTAGE WHICH PUBLISH EITHER ANNUAL, BIENNIAL, TRIENNIAL, OR MONOGRAPH REPORTS.

	Number of cities reporting	Number publishing annual school report	Per cent publishing annual school report	Number cities publishing either annual, biennial, triennial or monograph reports	Per cent publishing either annual, biennial, triennial, or monograph reports
Section 1	71	71	100	71	100
Section 5	13	10	77	11	85
Entire Country	242	159	66	187	77
Section 2	54	33	61	42	78
Section 9	9	5	56	7	78
Section 7	12	6	50	8	67
Section 4	23	11	48	16	70
Section 3	46	20	42	27	59
Section 6	9	3	33	4	44
Section 8	5	1	20	1	20

¹Section 1—New England states
 Section 5—South Atlantic states
 Section 2—Middle Atlantic states
 Section 9—Pacific Coast states
 Section 7—West South Central states

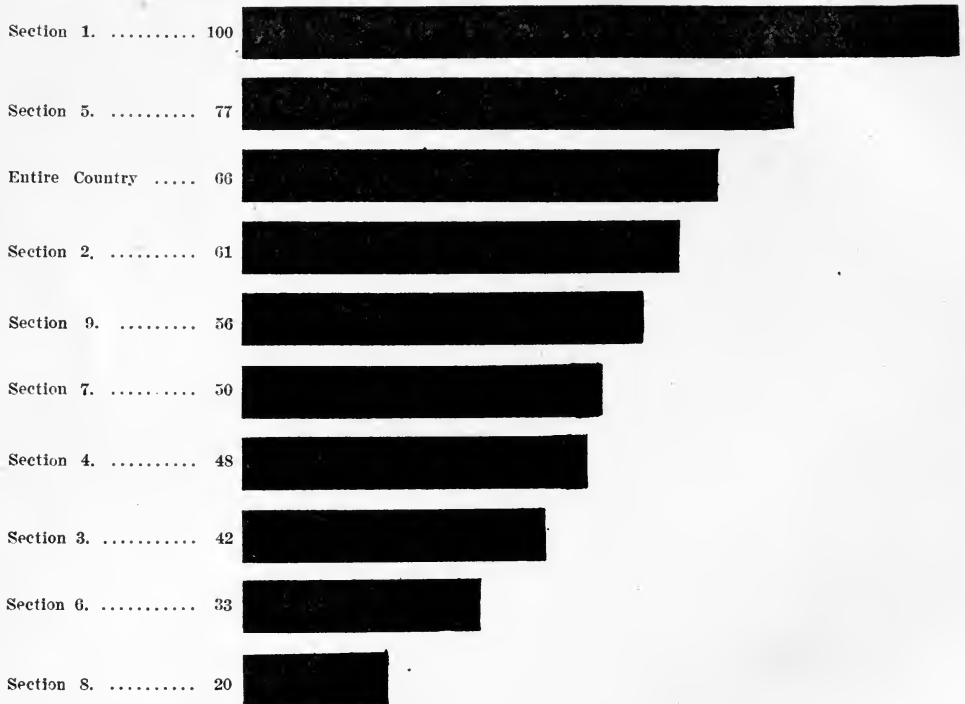
Section 4—West North Central states
 Section 3—East North Central states
 Section 6—East South Central states
 Section 8—Mountain states

Chart No. 6 is a graphic representation of the relative rank of the different sections of the United States in the percentage of cities publishing annual school reports.

CHART NO. 6

This Chart indicates the relative rank of different sections of the United States in the percentage of cities publishing annual school reports.

Percent of
cities pub-
lishing an-
nual school
report



Sec. 1—New England
 Sec. 5—South Atlantic
 Sec. 2—Middle Atlantic
 Sec. 9—Pacific Coast
 Sec. 7—West South Central
 Sec. 4—West North Central
 Sec. 3—East North Central
 Sec. 6—East South Central
 Sec. 8—Mountain

In studying the aims, authorship and content of school reports, 103 annual, biennial and triennial publications were selected so as to have every section of the United States, and different sized cities, represented. The latest available reports were used. A letter was sent by the Librarian of Teachers College, Columbia University, to Superintendents of schools in cities of 8,000 population and over, asking for the latest published reports. The reports examined were distributed by states as follows:

Alabama -----	1	Michigan -----	3
Arizona -----	0	Minnesota -----	0
Arkansas -----	0	Mississippi -----	0
California -----	3	Missouri -----	3
Colorado -----	2	Montana -----	0
Connecticut -----	11	Nebraska -----	0
Delaware -----	0	Nevada -----	0
Florida -----	0	New Hampshire -----	4
Georgia -----	1	New Jersey -----	6
Idaho -----	0	New Mexico -----	0
Illinois -----	4	New York -----	8
Indiana -----	0	North Carolina -----	2
Iowa -----	1	North Dakota -----	1
Kansas -----	2	Ohio -----	4
Kentucky -----	4	Oklahoma -----	0
Louisiana -----	0	Oregon -----	1
Maine -----	3	Pennsylvania -----	9
Maryland -----	1	Rhode Island -----	5
Massachusetts -----	17	South Carolina -----	0

The sizes of cities issuing the reports examined were as follows:

From 8,000 to 15,000 -----	9 cities
From 15,000 to 20,000 -----	6 cities
From 20,000 to 30,000 -----	9 cities
From 30,000 to 50,000 -----	27 cities
From 50,000 to 100,000 -----	27 cities
From 100,000 to 300,000 -----	17 cities
From 300,000 and over -----	8 cities

Forty of these reports were from the New England states, 23 from the Middle Atlantic, 13 from East North Central, 7 from the West North Central, 4 from the South Atlantic, 6 from the

East South Central, 2 from the West South Central, 3 from the Mountain States and 5 from the Pacific Coast states.

One of the striking facts which a study of these 103 reports discloses, is the wide variety of purposes which seem to actuate the writers. Below are listed 40 aims which, according to statements made by superintendents in the reports, were before them in presenting the material. The figure in parenthesis after each statement of aim indicates the number of times it appeared in all the reports examined.

1. To give an account of the past year's work (13).
2. To comply with state regulations (8).
3. To show school conditions as they exist (7).
4. To indicate the lines of future progress (6).
5. To present material to make possible a comparison of local education achievement and effort with that of other communities (4).
6. To show the results obtained in the schools (4).
7. To show comparisons with former years (3).
8. To point out weaknesses in the school system (2).
9. To follow established custom (2).
10. To secure citizen cooperation (2).
11. To comment briefly on some of the more important features of the year's work (2).
12. To interest patrons in the work of the schools (2).
13. To show how the needs of the future may be met (1).
14. To present statistical material for the sake of record (1).
15. To present the urgent need for better school accommodations (1).
16. To show the necessity for the selection and retention of superior teachers by paying liberal salaries (1).
17. To publish school events for the sake of record (1).
18. To deal with the problem of school accommodations (1).
19. To deal with the problem of the teaching force (1).
20. To discuss new features of school work (1).
21. To make the school committees and others think seriously of school problems (1).
22. To review the whole school problem in its larger phases (1).
23. To state the general school policy (1).
24. To give the board of education and the patrons a fair idea of what is being done for education in the city (1).
25. To give useful and interesting information about the schools (1).
26. To guide the community in intelligent thinking on school affairs (1).
27. To set up standards by which the public may judge the efficiency of the schools (1).

28. To stimulate the professional spirit of the teaching staff (1).
29. To aid scientific investigation and experimentation among educators generally (1).
30. To comply with the rules and regulations of the school board (1).
31. To plan new business for the next year (1).
32. To describe the progress of the schools (1).
33. To mention briefly for the sake of record the principal new policies, plans and activities of the year (1).
34. To present facts about the schools graphically (1).
35. To interpret school facts for the public (1).
36. To furnish a handbook of ready reference for patrons and the school staff (1).
37. To record the needs of the schools (1).
38. To present a few salient topics briefly and generally (1).
39. To serve as the chief means of communication between authorized school officials and the public (1).
40. To improve the schools (1).

It is impossible to determine exactly the authorship of many annual, biennial and triennial school reports because of the fact that there is nothing to indicate who is responsible for a large part of the content. By an actual page-to-page count of the contents of one hundred and three annual reports, it was found that it was impossible to determine the authorship of 40 per cent of the material. Of the remaining 60 per cent, the superintendent was responsible for 20 per cent; the school board, either through the President, the School Board Committee, or the Secretary, for 8 per cent; supervisors, 7 per cent; principals, 6 per cent; auditors and treasurers, 3 per cent; attendance officers, 2 per cent; directors of departments or special activities, 1.5 per cent; committees, 1.5 per cent; business manager, 1.5 per cent; Bureau of Research, 1.5 per cent and some sixty other school officials or combinations of school officials for the remaining 8 per cent. These facts are shown graphically in Chart 7.

CHART NO. 7

Showing the authorship of annual, biennial and triennial school reports, in so far as it can be determined from the reports themselves. The figures at the left of the bars indicate per cent of the total number of pages in 103 reports having the indicated authorship.

Authorship not Indicated	40.
Superintendent of Schools	20.
School Board (Committee or Officer)	8.
Supervisors	7.
Principals	6.
Auditors and Treasurers	3.
Attendance Officer or Dept.	2.
Directors (of Depts. or Activities) ...	1.5
Committees	1.5
Business Manager	1.5
Bureau of Research	1.5
Miscellaneous	8.

The content of the 103 city school reports¹ previously described was distributed according to the subjects listed in Table XIX. When the total number of pages in all these reports devoted to each of the subjects was determined, it was found that 75 per cent of the content could be classified under the following

¹ For a list of these reports, see bibliography, pages 132-137.

twenty classifications to which 1 per cent or more of the total space was devoted:

Subject	Per Cent of total pages in 103 reports devoted to subject.
Budget, Finance, Indebtedness and Insurance	10
Directories	9
Superintendent's General Statement	9
Census, Enrollment, Attendance and Nativity	7
Pupil Classification and Progress	7
Supervisors' Reports (general in nature)	5
Commencement Programs and Class Rolls	3
School Costs	3
Building and Building Programs	2
Course of Study	2
Health of Pupils	2
Measurement of Class Room Achievement	2
Pictures of School Activities	2
High School Principals' Reports	2
School Program	2
Teachers' Salaries, Annuities and Insurance	2
Textbooks	2
War Work	2
Reports of Grade Principals	1
Evening Schools	1
Per Cent of total pages in 103 reports devoted to twenty subjects listed	75

Table XIX distributes the content of the 103 school reports according to the number containing given ranges of pages on each subject.

Chart 8 shows the subjects which found a place in 50 per cent or more of the 103 reports and indicates the comparative frequency with which the twelve leading divisions of subject-matter tend to appear.

Table XX shows the distribution of reports according to the per cent of the total number of pages in each report devoted to 70 subjects.

TABLE XIX.

SHOWING THE DISTRIBUTION OF SUBJECT MATTER IN 103 ANNUAL, BIENNIAL AND TRIENNIAL SCHOOL REPORTS BY NUMBER OF PAGES DEVOTED TO EACH SUBJECT.

Subject	Column Number:	Number of Pages Devoted to Each of the Subjects Listed																						
		1	2	3	4	5	6	7	8	9	10	11	12	13										
		Per cent of Re-	ports Containing		material on sub-		jects listed,.....																	
		0	.1—2.9		3.—5.9		6.—8.9		9.—11.9		12.—14.9		15.—17.9		18.—20.9		21.—23.9		24.—26.9		27.—49.9		50. & over	
1—Americanization	12.6	90	7	3	1	1																		
2—Buildings & Building Programs	47.6	54	29	8	3	1	1	1																
3—Budgets, Finance, Indebtedness, Insurance	90.3	10	30	20	7	12	6	3	3	12														
4—Census, Enrollment, Attendance, Nativity	92.2	8	23	25	18	13	3	3	3	1	1	1												
5—Classes & Schools for Atypical	28.2	74	18	8	2																			
6—Commencement Programs, Class Rolls	53.4	48	18	22	3	8	2	1	1															
7—Continuation Schools	12.6	90	10	1																				
8—Courses of Study ¹	24.3	78	14	6	1	1																		
9—Directory School Officers, Teachers	94.2	6	26	20	16	12	9	3	1	4	4													
10—Equipment	10.7	92	9	1	1																			
11—Evening Schools	50.5	51	36	13	2																			
12—Extra Curricular Activities	13.6	89	11	3																				
13—Floor Plans, Front Elevations	4.9	98	1																					
14—Health of Pupils	62.1	39	36	16	9	2																		
15—Index	33.0	69	22	5	4	1	1																	
16—In Memoriam	31.1	71	27	5																				
17—Instruction, Methods of Teaching	4.9	98	1	2																				
18—Intelligence Tests	5.8	97	2	2	1	1																		
19—Janitors, Custodians, Engineers	29.1	73	26	4																				
20—Junior High School	16.5	86	10	4	3																			
21—Laws & Administrative Rules	18.4	84	7	6	1																			
22—Library	19.4	83	16	4																				
23—Measurement of Class Room Achievement	19.4	83	4	6	3	2	1	1	1	1	1	1												
24—Normal School, Practice Teaching	9.7	93	6	1	2	1																		
25—Parochial & Private Schools	4.9	98	3	1	1																			
26—Pictures of School Buildings	37.9	64	19	7	7	4	1																	
27—Pictures of School Work	34.0	68	11	12	4	2	3																	
28—Population and Growth of City	15.5	87	14	1																				
29—Pupil Classification and Progress	81.6	19	30	20	9	6	5	2	3	2														
30—Pupil's Marks	1.9	101	1	1																				
31—Supt's Summary & Statement of Aim	96.1	4	18	23	15	13	10	4	3	6	4	3												
32—Report of District Prin. (General)	11.7	91	3	2																				
33—Report of High School Prin. (General)	45.6	56	20	13	6	3	4	1																
34—School Calendar	36.9	65	37	1																				
35—School Cests	59.2	42	29	22	2	2	1	1	1	2	2													
36—School Grounds	7.8	95	7	1																				
37—School Program	17.5	85	10	3	1	1																		
38—School Savings Banks, Thrift, Aid Funds	14.6	88	12	2	1	1																		
39—Supervisors' Reports (General)	55.3	46	5	12	12	11	3	5	3	2	1	3												
40—Statement from School Board (Pres, Secy.)	52.4	49	34	13	3	1	2	1																
41—Table of Contents	28.2	74	25	3	1																			
Teachers																								
42—Distribution & Number of	37.9	64	33	3	2	1																		
43—Improvement in Service	16.5	86	15	1	1																			
44—Preparation	12.6	90	11	2																				
45—Resignations, Appointments, Leaves	29.1	73	26	4																				
46—Salaries, Annuities, Insurance	50.5	51	29	16	5	1	1																	
47—Tenure and Promotion of	7.8	95	8																					
48—Textbooks	27.2	75	14	7	1	2	1	2																
49—Valuation of School Property	32.0	70	24	3	2	3	1																	
50—Vocational Guidance	15.5	87	9	4	1	1	1																	
51—Vocational and Trade Schools	16.5	86	12	3	1	1																		
52—War Work	33.0	69	20	5	2	3	2	1	1															
53—Alumni Directories	5.8	97	2	1	1																			
54—General Statistical Summary	2.9	100	2	1	1																			
55—Honors, Awards, Perfect Attendance	15.5	87	8	7	1																			
56—List and Description of Real Estate	2.9	100	1	1	1	1																		
57—Minutes of Bd. Meetings	2.9	100	1	1																				
58—Miscellaneous Statistics	40.8	61	29	8	2	2	1																	
59—Parent Teacher Ass'n.	9.7	93	9	1																				
60—Physical Training	3.9	99	1	1	1	1	1																	
61—Pictures, Miscellaneous Subjects	10.7	92	9	2																				
62—Playgrounds	2.9	100	1	1	1																			
63—Publicity	1.0	102	1	1																				
64—Report Cards	1.0	102	1	1																				
65—Report of Business Mgr.	1.9	101	1	1	1																			
66—Report of Industrial and Com'l. Principals	1.9	101	1	1																				
67—Schol Gardens	7.8	95	4	2	2																			
68—Summer School	19.4	83	14	4	1	1																		
69—Student Directories	1.9	101	1																					
70—Wider Use of School Bldgs.	4.9	98	2	1	1	1																		
71—All Other Subjects	45.6	56	27	10	6	3	1																	

¹Includes curricula.

Column 1 shows the per cent of the 103 reports which contain subject matter dealing with each subject. Reading down this column—12.6 per cent of the reports contain material on Americanization; 47.6 per cent on buildings and building programs, etc. The other columns distribute the reports according to the number of pages devoted to the subject, e. g.: the figure at the top of column 2 shows that 90 of the 103 reports contain 0 pages on Americanization, the figure at the top of the column, that 7 reports contained from .1 to 2.9 pages on Americanization etc.

TABLE XX.
SHOWING THE DISTRIBUTION OF 103 ANNUAL, BIENNIAL AND TRIENNIAL SCHOOL REPORTS
ACCORDING TO THE PER CENT OF THE TOTAL NUMBER OF PAGES IN EACH DEVOTED TO THE
SUBJECT LISTED.

Subject	Per Cents of Total Number of Pages in Report											
	0	.1—2.9	3—5.9	6—8.9	9—11.9	12—14.9	15—17.9	18—20.9	21—23.9	24—26.9	27—49.9	50 & over
1 Americanization	90	7	4	..	..	..	..	..	..	..	..	..
2 Bldgs. & Bldg. Programs	54	25	12	10	2	..	..	..	..	..	..	..
3 Budget, Finance, Indebtedness, Insurance	10	19	23	16	8	9	3	2	..	..	..	2
4 Census, Enrollment, Att., Nativity	8	13	25	24	19	6	2	1	3	2	..	..
5 Classes and Schools for Atypical	74	20	6	1	1	1	..	..	..	..	..	..
6 Commencement Programs, Class Rolls	48	13	15	12	6	6	3	..	..	..	..	..
7 Continuation Schools	90	11	1	..	1	..	..	..	..	..	..	..
8 Courses of Study	78	14	5	1	1	..	..	..	..	..	2	1
9 Directory Sch. Officers, Teachers	6	23	14	10	16	9	10	4	3	4	4	..
10 Equipment	92	10	1	..	..	..	..	..	..	..	..	..
11 Evening Schools	51	38	12	1	..	1	..	..	..	..	..	..
12 Extra Curricular Activities	89	12	2	..	..	..	..	..	..	..	..	..
13 Floor Plans, Front Elevation	98	2	1	..	2	..	..	..	..	..	..	..
14 Health of Pupils	39	38	16	5	4	..	1	..	..	..	..	..
15 Index	69	26	5	3	..	..	..	..	..	..	..	..
16 In Memoriam	71	28	4	..	..	..	..	..	..	..	..	..
17 Instruction, Methods of Teaching	98	2	1	..	..	..	..	..	..	2	..	..
18 Intelligence Tests	97	3	2	..	1	..	..	..	..	..	..	..
19 Janitors, Custodians, Engineers	73	27	2	1	..	..	..	..	..	..	..	..
20 Junior High School	86	13	3	1	..	..	..	..	..	..	..	..
21 Laws and Administrative Rules	84	9	4	..	1	1	1	..	1	2	..	..
22 Library	83	16	4	..	..	..	..	..	..	..	..	..
23 Measurement of Class R'm Achievement	83	7	3	2	3	3	..	1	..	1	..	..
24 Normal School, Practice Teaching	93	8	1	..	1	..	..	..	..	..	..	..
25 Parochial and Private Schools	98	5	..	..	..	..	..	..	..	..	..	..
26 Pictures of School Buildings	64	21	11	4	1	1	..	1	..	..	..	..
27 Pictures of School Work	68	7	17	8	..	..	1	..	..	2	..	..
28 Population and Growth of City	87	13	..	2	1	..	..	..	..	..	..	..
29 Pupil Classification and Progress	19	25	20	13	9	4	5	2	1	1	3	1
30 Pupil's Marks	101	2	..	..	..	..	..	..	..	..	..	..
31 Supt's Summary and Statement of Aim	4	15	15	20	5	12	6	8	6	4	7	1
32 Report of Dist. Prin. (General)	91	6	..	2	..	..	1	1	2	..	..	..
33 Report of High School Prin. (General)	56	19	13	9	3	1	1	1	..	..	..	..
34 School Calender	63	35	2	..	..	..	..	..	1	..	..	..
35 School Costs	42	22	27	6	..	1	2	..	1	1	..	1
36 School Grounds	95	8	..	..	..	..	..	..	..	..	..	..
37 School Program	85	11	2	1	1	..	..	..	..	..	..	3
38 School Savings Banks, Thrift, Aid Funds	88	13	1	..	1	..	..	..	..	..	..	..
39 Supervisors' Reports (General)	46	4	8	16	8	5	6	5	2	1	2	..
40 Statement from Sch. Board (Pres. Secy.)	49	33	8	7	3	1	..	..	..	..	2	..
41 Table of Contents	74	26	3	..	..	..	..	..	..	..	..	..
Teachers												
42 Distribution and Number of	64	37	2	..	..	..	..	..	..	..	..	..
43 Improvement in Service	86	17	..	..	..	..	..	..	..	..	..	..
44 Preparation	90	11	1	..	1	..	..	..	..	..	..	..
45 Resignations, Appointments, Leaves	73	26	4	..	..	..	..	..	..	..	..	..
46 Salaries, Annuities, Insurance	51	30	13	7	1	..	..	..	1	..	..	..
47 Tenure and Promotion of	95	8	..	..	..	..	..	..	..	..	..	..
48 Textbooks	75	15	5	4	2	..	..	..	..	..	..	..
49 Valuation of School Property	70	24	5	2	2	..	1	..	..	1	..	..
50 Vocational Guidance	87	9	5	1	1	..	..	..	..	..	..	..
51 Vocational Trade Schools	86	9	6	2	..	..	..	..	..	..	..	..
52 War Work	69	19	5	3	2	3	1	..	..	1	..	..
53 Alumni Directories	97	2	2	..	..	..	..	1	1	..	..	..
54 General Statistical Summary	100	3	..	..	..	..	..	..	..	..	..	..
55 Honors, Awards, Perfect Attendance	87	7	7	..	1	1	..	..	..	..	..	..
56 List and Description of Real Estate	100	1	1	..	..	1	..	..	..	..	..	..
57 Minutes of Board Meetings	100	1	1	..	..	..	..	..	..	1	..	..
58 Miscellaneous Statistics	61	32	6	3	1	..	..	..	..	..	..	..
59 Parent Teacher Association	93	9	1	..	..	..	..	..	..	..	..	..
60 Physical Training	99	1	2	..	1	..	..	..	..	..	..	..
61 Pictures, Miscellaneous Subjects	92	11	..	..	..	..	..	..	..	..	..	..
62 Playgrounds	100	1	..	1	..	..	..	1	..	..	..	..
63 Publicity	102	..	1	..	..	..	..	..	..	..	..	..
64 Report Cards	102	..	1	..	..	..	..	..	..	..	..	..
65 Report of Business Manager	101	..	2	..	..	..	..	..	..	..	..	..
66 Report of Industrial and Com'l	101	..	1	..	1	..	..	..	..	..	..	..
67 School Gardens	95	5	2	1	..	..	..	..	..	..	..	..
68 Summer School	83	16	3	..	1	..	..	..	..	..	..	..
69 Student Directories	101	..	1	..	1	..	..	..	..	..	..	..
70 Wider Use of School Buildings	98	4	1	..	..	..	..	..	..	..	..	..
71 All Other Subjects	56	35	8	4	..	..	..	..	..	..	..	..

The table reads from left to right; e. g., in 90 of the 103 reports 0 per cent of the content was devoted to Americanization; in 7, from .1 to 2.9 per cent; in 4, from 3 to 5.9 per cent. From this table it may readily be seen that in 15 out of 103 reports, from 9 to 17.9 per cent of the space was devoted to commencement programs and class rolls, that in 50 reports from 9 to 49.9 per cent of the content was devoted to directories, that in 29 reports from 9 to 49.9 per cent of the number of pages is given over to general reports from supervisors, etc.

CHART NO. 8

Fifty per cent or more of the 103 annual, biennial and triennial reports examined contained material on twelve subjects. This chart shows the per cent of the 103 school reports which contained discussions of the indicated topics.

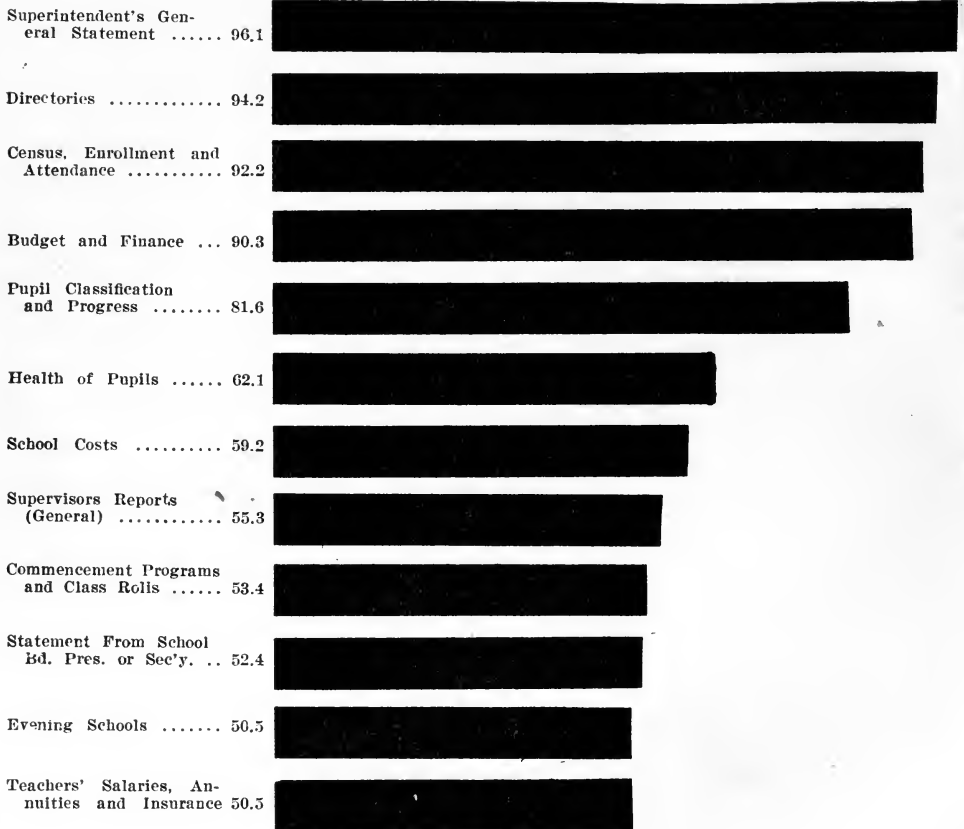
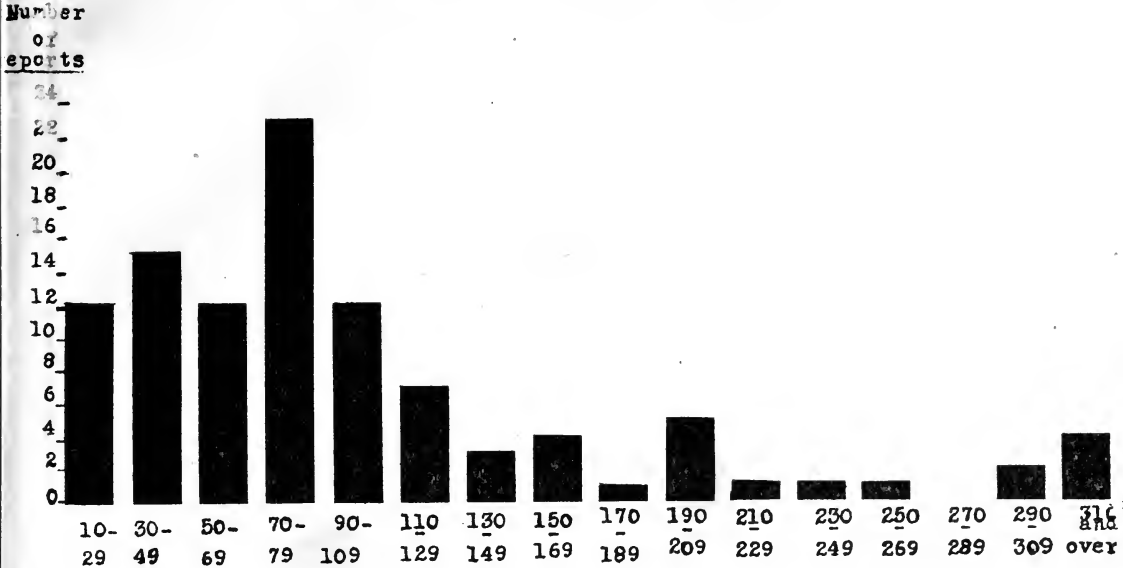


CHART NO. 9

A distribution of 103 annual, biennial and triennial school reports by total number of pages contained. This chart shows that fifty per cent of the reports contain between 47 and 118 pages and that the median length is 80 pages.

The chart reads 12 reports contained between 10 and 29 pages, 15 between 30 and 49, etc.



Two of the four reports represented in this column contained between 400 and 419 pages, 1 between 450 and 469, and one between 590 and 609.

CHART NO. 10

Thirty-five out of 103 school reports studied contained charts, graphs or cartoons. The kinds used, together with the frequency of the use of each variety, is shown below.

Kind of Chart	Times Used
Bar Graph	86
Curve	60
Frequency Distribution	39
Component Part Circle	37
Cartoon	17
Block Diagram	13
Composite Bar Graph	10
Dot Map	6
Monument Chart	3
Up and Down Bar Chart	3
Combination Bar and Curve	2
Cartoon Graph	1
Circle Areas	1
Concentric Circle	1
Photographed Sample	1
Right and Left Bar Chart	1
Square Areas	1
Total	282

¹All but three of these were found in the 1918 report of the Mt. Vernon, N. Y., schools.

THE KIND OF TYPE USED IN ANNUAL, BIENNIAL AND TRIENNIAL
SCHOOL REPORTS

EIGHT POINT LEADED

Fifteen reports out of one hundred and three were printed in this style of type:

"In scholarship our pupils compare very favorably with those of other schools. Pupils who have graduated from our high school are admitted on certificate wherever pupils of other high and preparatory schools are received. Graduates from our colleges are pursuing courses of study in the following colleges and universities:"

Wilkes-Barre, Pa., Report 1918.

NINE POINT SOLID

Nine reports out of one hundred and three were printed in this style of type:

"The school census, taken in January, enumerated 9070 children between the ages of 5 and 15 years. Four thousand fifty-eight were listed as attending public schools, 3,241 attending parochial schools, 269 private schools. Principals' reports indicate that industrial prosperity has tempted many pupils to leave school for work."

Woonsocket, Rhode Island, Report 1919.

NINE POINT LEADED

Six reports out of one hundred and three were printed in this style of type:

Woonsocket, Rhode Island, Report 1919.

"In conformity with our opinion that the annual report of a school system should be an "open book" to patrons, taxpayers, board of education, members of the corps, and members of the teaching profession wherever engaged in public-school work, we have tried to use in this report only pertinent material and to eliminate what would be of little value because of lack of concreteness or bases for comparisons."

Denver, Colorado, Report 1918-1919.

TEN POINT SOLID

Sixteen reports out of one hundred and three were printed in this style of type:

"At the beginning of the present school year we accepted as the particular work to be emphasized this session, apart from the usual routine, the matter of improving health conditions. Under the direction of the United States Health Service and of the City Health Department two physicians and two nurses have given practically all of their time to the schools."

Charlotte, North Carolina, Report 1918-1919.

TEN POINT LEADED

Thirty reports out of one hundred and three were printed in this style of type:

"The following report attempts nothing more than the briefest mention, for the sake of record, of the principle new policies, plans, and activities instituted during the school year 1917-18. To make adequate presentation of these, and many other lesser but important and interesting new plans and activities."

Cleveland, Ohio, Report 1918.

ELEVEN POINT SOLID

Seventeen reports out of one hundred and three were printed in this style of type:

"Teachers are expected to purchase magazines, school journals, books on their respective subjects, attend summer school occasionally and do some traveling. All this takes money. According to the recommendation in Federal Bulletin No. 28, teachers should be paid such a salary that they can afford to spend some money in these efforts at self improvement."

Fargo, North Dakota, Report 1917-1919.

ELEVEN POINT LEADED

Seven reports out of one hundred and three were printed in this style of type:

"It is the business of the superintendent of schools to carry out the general plans and policies of the school committee, attending to the details, and, like the superintendent of a business enterprise, he should make a report of what has been done during the year, and stop there."

Dover, New Hampshire, Report 1917.

TWELVE POINT SOLID

Three reports out of one hundred and three were printed in this style of type:

“The reconstruction period after the war does not mean less demands upon our schools, but more. Already we feel the need of a larger and better educational program in our elementary schools. A people that has spent billions of dollars in fighting a righteous war will not withhold the revenue necessary to establish a school system adequate to the needs of our reconstruction period.”

Springfield, Illinois, Report 1917-1918.

It was pointed out in Chapter II that the median number of copies of annual reports per issue in American cities is about 500. Table XXI shows the distribution by size of 133 cities according to the number of copies in the last issue of the annual report. In only a relatively small per cent of the cities in Group 1 having a population between 8,000 and 15,000 is a sufficient number of copies printed to furnish one for each family. If the median issues are taken, the per cent of families which might be reached would vary from about 20 to a fraction of 1 per cent.

TABLE XXI.

DISTRIBUTION OF CITIES BY SIZE ACCORDING TO THE NUMBER OF COPIES IN THE LAST ISSUE OF THE ANNUAL REPORT.

No. of copies	In last issue	Group 1	2	3	4	5	6	7	Total
Less than 100	3	1	..	1	..	..	..	5
100—199	7	1	..	..	1	..	..	9
200—299	2	2	2	2	1	..	..	9
300—399	3	2	3	1	..	1	..	10
400—499	3	4	..	..	1	8
500—599	8	2	5	8	2	1	..	28
600—699	1	..	..	1	1	1	..	4
700—799	1	..	..	..	..	1
800—899	1	..	..	1	..	..	..	2
900—999	1	..	..	..	..	..	..	1
1,000—1,099	3	1	2	3	4	2	2	17
1,100—1,199
1,200—1,299	2	..	..	2	2	..	..	6
1,300—1,399
1,400—1,499
1,500—1,599	3	..	3	1	1	..	..	8
1,600—1,999	1	..	..	..	..	1	1	3
2,000—2,499	2	..	5	3	..	..	..	10
2,500—2,999	2	..	..	..	..	1	..	3
3,000—3,999	1	1	1	..	..	..	1	4
4,000—4,999	1	..	1
5,000—5,999	2	..	..	..	..	..	1	3
6,000—6,999	1	..	..	1
7,000—7,999
8,000—8,999
9,000—9,999
10,000 and over
Total	42	10	25	27	13	8	8	133
Median No. of copies	575	350	500	569	1,037	1,050	1,050	591
Group 1..	8,000—15,000					Group 4..	30,000—50,000		
Group 2..	15,000—20,000					Group 5..	50,000—100,000		
Group 3..	20,000—30,000					Group 6..	100,000—300,000		
						Group 7..	300,000 and over		

While it is true that most of the school reports examined were of a general nature and sought to set forth conditions which existed, the progress which had been made and improvements which were yearly brought to the attention of the school board or specifically recommended, there were a few reports which set up definite problems and devoted the major part of the discussion to these definite problems.

The biennial report of the Spokane Public Schools for the two years ending June 30th, 1918, and the annual report of the school committee of Providence, R. I. for the year 1918-1919,

are examples of cases where the superintendent set up as his objective to make a "self survey" of the school system. In these reports comparative material is presented much after the fashion of the reports of survey commissions in order to show to the citizens who read the reports the standing of the local school system as compared with those in other cities. In the annual report of the Public Schools for New Britain, Conn., for 1918-19 two definite problems are stated in the beginning of the report and the entire report is devoted to a solution of these problems. The following is a quotation from the 82d report of the Board of Education of Cleveland, Ohio for the school year 1917-18:¹

"The following report attempts nothing more than the briefest mention, for the sake of record, of the principal new policies, plans, and activities instituted during the school year 1917-18. To make adequate presentation of these, and many other lesser but important and interesting new plans and activities, would require a ponderous, uninviting and expensive volume that few people would read. Instead, it is planned to issue from time to time attractive monographs or pamphlets, each treating some single phase of the work or policy of the schools."

This aim, as stated by Supt. Spalding in the above quotation, is a novel one for the annual report. It frankly assumes that the annual report is not for the general public, that it would not be read by the general public and that an entirely different kind of publication would be necessary in order to put the case of the schools before it.

To reach the public, Supt. Spalding, as suggested in the statement quoted above, planned a series of bulletins on such subjects as Adenoids and Arithmetic, School use of Libraries, The Field of the Commercial School, Salary Schedules, School Gardens, Factory Schools, News-writing as a Part of the Curriculum, Cleveland's One-story School Buildings, The Shift Plan, School Housing, The Price of Education and Teacher Training.²

¹ 82d report of Bd. of Ed., Cleveland, O. p11.

² School Topics (Official publication of the Cleveland Public Schools), April 8th, 1920.

As another means of presenting school facts to the teaching body and public, the Board of Education in Cleveland started on April 8th, 1920 a publication called "School Topics." It is stated in the first issue of "School Topics" that the publication is a continuation of the Cleveland school bulletin which was established in February, 1919. The paper is intended for teachers and citizens. It is in charge of a director of publications, is issued twice a month and is intended to supplement the Cleveland daily newspapers and to publish a certain kind of news which does not appear in the daily papers. This publication is clearly of the "house organ" type and judging from the copies examined, it is written in a very readable and attractive style.

In the 64th annual report of the Board of Education in the city of St. Louis, Supt. Withers announces a change from a method of reporting school facts previously in use in that city.

The following statement shows very clearly the character of the proposed change:

"The discussions of various phases of the progress of the schools during the year covered by this report, 1917-18, were not prepared in the form previously followed in the annual reports of the Superintendent for many years past. Instead, it was planned that the report of the Superintendent for the year 1917-18 should discuss only a few very prominent features of the school work for that year. . . . The plan of the Superintendent's report contemplated the inclusion of only these discussions and because of the length of them it was expected to leave out the usual summary of the progress in the several departments of the school work. . . .

In line with the form of this report which the war situation made advisable, a recommendation to publish the annual report in similar form in the future was made to the Board November 12, 1918, and approved. Instead of printing a large number of complete volumes many months after the year has closed, this plan contemplates the issuance during the school year of discussions of specific phases of school work as advance prints of the Superintendent's annual report. It is planned to give these pamphlets a wide distribution both in the city and outside and to restrict very materially the circulation formerly made of the large and expensive complete reports of the Board. It is expected that the publication of the report in this way will be to the advantage of the schools in a much wider and more immediate publicity of significant progress in the schools."¹

¹ 64th Annual Report of the Bd. of Ed. of the city of St. Louis, Missouri, pp9, 10, 11.

A somewhat similar attitude toward the annual report is indicated in the following extract from the annual report of the public schools of Hackensack, N. J., for the year 1918:

What the Annual Report is for The superintendent's annual report is intended chiefly to inform the public of the work of the schools and to interest them in means of improvement. The problem is to present the report in such a way that people will read it and think about the matters discussed. Few people will read a long report unless it is decidedly interesting, and some of the facts which people ought to know can hardly be made exciting.

Would a Monthly Report be better? In the effort to gain public attention more effectively, a few cities have begun to issue reports in small sections, quarterly, bi-monthly or monthly. In his way, a given report may be devoted to a single subject, and questions can be discussed when they are of current interest instead of six months after settlement.

We might try it I have considered the new type of report for some time but have not recommended it because the work of preparing it would sometimes have to be done under pressure of time and it would probably increase the expense of printing. However, I am in favor of anything which will increase the public interest in the schools, and if the Board approves, I should be glad to try the plan of monthly bulletins during the coming year. Following is a list of topics as they might be divided among the several reports:

September—Statistical and Financial Reports of the preceding year.
 Graduation, Summer School. Changes in teaching staff.

October—Opening of School. Enrollment. Plans of development for the year.

November—Evening schools. Wider use of school houses.

December—Physical Training, Assembly Exercises. Medical Inspection.

January—Recommendations affecting next year's budget.

February—Statistical Reports for the first term. January Graduates.

March—Budget for next year. Business for the annual school meeting. Report of year for evening schools.

April—Reorganization of the Board—officers and committees. Plans for exhibits of school work.

May—Features of the year's work in Manual Training, Drawing, Music or other subjects.

June—Calendar for the new year. Plans for summer school. Notable accomplishments of the year

The following facts lead one to doubt if the annual school report as it is now published in American cities is really an effective means for reaching the public in order to secure greater support for education:

1. The reports are, in general, issued in such small numbers as to make it impossible for them to reach more than from two to thirty per cent. of the families in American cities.
2. In typical school reports no special attempt is made to render them readable and attractive. Only about one-third of city school reports contain graphs, cartoons, maps or charts and only thirty-four per cent contain pictures illustrative of school work or school activities.
3. Annual reports are too long to be read by the great majority of citizens. There is no question in the minds of advertising men but that the vast majority of men and women simply will not take the time to read a 75 or 80 or 100 page document on all phases of school work and probably none of the superintendents who write annual reports actually believe that any appreciable number of the people of his community pay any special attention to the statistical tables which he inserts, unless some definite problem comes up on which the tables give information.
4. In over 90 per cent. of the school reports examined, no definite problems were set up for solution. The reports were written in accordance with the law of the state, in compliance with the rules and regulations of the board of Education, in accordance with custom, to review the past year's work, show conditions in the schools, to cause teachers to become more interested in school work, etc. It is the exceptional school report which sets up definite clear-cut issues or problems and then proceeds to present material which bears on the solution of the problem stated.
5. There is a mass of material in most annual reports which seems to be put in either as a filler, as a permanent record or because of its interest to a very limited group of persons. In this class of material would fall commencement programs and class rolls, lists of janitors, custodians and engineers, school laws and administrative rules of the Board of Education, floor plans and front elevations of school buildings, reports of supervisors addressed to the superintendent of schools, school calendars, long lists of textbooks, alumni directories, lists of honors, awards and perfect attendance, minutes of board meetings, student directories and itemized expenditures.
6. The mechanical nature of the make-up of many of the reports is not such as to attract readers. Twenty-six of the one hundred and

three reports examined, contained an index but no table of contents. Twenty-one contained the table of contents but no index, eight had both the index and a table of contents, while forty-eight contained neither table of contents nor index. Slightly less than 15 per cent of the reports were written in eight point type which is extremely difficult to read and certainly not calculated to invite attention to the content, no matter how simple the language or interesting the subject.

In conclusion, it is submitted that the annual, biennial and triennial school reports as they are published today in American cities do not furnish the means for an adequate program of giving to the great body of citizens the information which they should have as a basis for supporting the public schools.

In the following chapter will be suggested the principles upon which an adequate program of reporting school facts should be based and a system of school reporting will be recommended which satisfies the principles enumerated.

CHAPTER IV

THE PRINCIPLES AND PRACTICE OF UTILIZING SCHOOL REPORTS AS A MEANS OF SECURING SUPPORT FOR EDUCATION.

• It has been shown in previous chapters that in so far as official school publications go, city school superintendents in the United States rely chiefly on annual, biennial and triennial reports for presenting the case of the schools to the public. It has been shown also that while this is the general situation, a small percentage of cities have either substituted smaller monographs for the larger and more formal periodic reports, or have used them as supplemental. Evidence has also been presented to show that certain other means of putting school information before the public, such as campaign bulletins, posters, reprints or advance prints of certain portions of the annual reports, newspaper advertisements, folders, and official school newspapers of the "house organ" type are in use in a few cities.

It is the purpose of this chapter to outline the principles on which an adequate system of reporting school facts to the public should be based and to present a definite plan based on the principles set forth.

In the first place, the manner of presenting school facts must be based on a clear conception of the audience to be reached. The audience may be analyzed from two points of view. First, people may be grouped on the basis of the extent to which they are acquainted with the methods of investigation, the technical terms and special vocabulary of the educational profession.

The school board, through its discussions with the superintendent and other school officials may be presumed to have a basis for being interested in and being able to understand certain discussions which would be of little interest to and perhaps quite beyond the understanding of the layman. Teachers, principals and supervisors have, in general, a control over the methods used in educational experimentation and research, and an interest in

certain professional phases of the work of the schools which will enable them to understand and appreciate kinds of subject matter which would not appeal to or be understood by people in general.

There is also in every city a group of citizen leaders who have either an active or potential interest in the work of the schools as a means of civic and general progress. These leaders may be found among the members of various civic, social, commercial, literary and other organizations of the city. In many cases they are actively seeking opportunities to further worthy causes. For this reason, it seems entirely justifiable to consider them as a class decidedly worth reaching. The school monographs mentioned in Chapter III which the school authorities in Cleveland plan to issue are mainly intended for this class according to the following statement from School Topics, an official publication of the Cleveland school board.

"Copies of these monographs, as they are printed, will be sent to all public schools in the city. This will make it possible for all teachers to read every monograph. It will not be possible, however, to provide a copy for every teacher.

These popular pamphlets will be sent to the public libraries and to many clubs and organizations of Cleveland. Also they will go to the larger school systems and the more responsible school officials throughout America."

"By means of the series of monographs the work and interests of the schools will be brought home, it is hoped, to all public officials of the city and country, to the Ohio legislators and to Cleveland's representatives in Congress. All will receive copies."

Another class of people who have either active or potential interest in a special sort of school information is composed of possible school students. Some cities have given special attention to the manner of reaching this class of students and have issued folders, display cards in street cars and have furnished pictures and copy to the newspapers for feature articles relative to the opportunities offered in evening classes. In some cities an attempt has been made to reach possible day high school students through special pamphlets describing the opportunities offered in the various courses of instruction.

There is, finally, that somewhat undefined group, the "general public," the audience for which annual, biennial, triennial and monograph school reports are now mainly intended, but could not in the vast majority of cases reach for the simple reason that as a matter of general practice not enough copies are issued to supply more than from one to twenty per cent of the families in the city, even though no copies were used for the purpose of exchanging reports with other cities.

It is perhaps well to think of the "general public" in connection with another classification which should be clearly kept in mind in the publication of reports for the purpose of securing support for education—the classification of people according to the distribution of intelligence. The statement that the audience which school reports are designed to reach may be classified according to varying degrees of intelligence which people possess is, of course, not intended to mean that it is possible to establish clear cut lines between classes of people with different degrees of intelligence. However, the scientifically established fact of the continuity of variations in intelligence does not prevent the application of the facts of individual differences in intelligence to an analysis of the audience to be reached by any type of publication in any city. The fact that fathers and mothers are generally interested in their children, that people in general have for the most part the same desire for a square deal, that they are fond of their homes and have the same human sympathies by no means implies that all people are able to read the same kind of school publications.

The fact that "people of the same age differ enormously, more in intelligence than they do in height, strength, etc."¹ needs to be kept clearly in mind by every city superintendent who wishes to reach the "general public" by means of published school reports. Professor A. I. Gates is authority for the table XXII as an approximation of variation of intelligence among adults in the United States. This table was derived from a study of many mental tests given by psychologists to school students and adults and the tests given to some two million soldiers.

¹ From an unpublished manuscript by A. I. Gates, Assistant Professor of Psychology, Teachers College, Columbia University.

TABLE XXII.

Intelligence Quotient	Per cent of adults having indicated I Q
Below 65	0.33
66-75	2.3
76-85	9.0
86-95	21.67
96-105	33.3
106-115	21.6
116-125	9.
126-135	2.3
136 and over	0.33

The facts in Table XXII are shown graphically in Chart No. 11.

Professor Gates sums up the characteristics of the various grades of I. Q's as follows:

"The lowest 'I Q's'—0-25 are idiots; 25-50 I Q's are imbeciles, reaching as adults the general intelligence of average children 3-7 years of age. I Q's from 50-65 or 70 are 'Feeble-minded' in various degrees. About 2 per cent of the population have I Q's below 70 per cent."

I Q's from 70-80 rarely go further than the fifth grade in school which is beyond the intellectual limit of most of them. The majority of adults in the servant girl and unskilled labor class are in this range. Many semi-skilled laborers have I Q's of around 80.

The range from 80-90 I Q's are "very dull" and require from 9-12 years to finish eight grades, most of them never completing school. Note that one-third of the population have I Q's of 95 or less.

The range from 95-105 I Q's includes one-third of the population. These are the genuinely "average" people. They are intelligent enough to finish grammar school, but only about one-third of the whole group do. Only a few of the upper part of this range (100-105) go through high school. As a matter of fact only 6 or 7 per cent of our population ever finish high school and most of these are in the upper third of intelligence (105 and above.)"

From the above data and from tests which have been given, Professor Gates concludes that the language ability of the "average adult" is about that of pupils in the sixth or seventh grades.¹ If this is typical of the language ability of the middle 33 per cent, the printed material which would reach any great portion of the lower 33 per cent of the adult population would of necessity be much simpler than that of any of the school publications which have yet been issued.

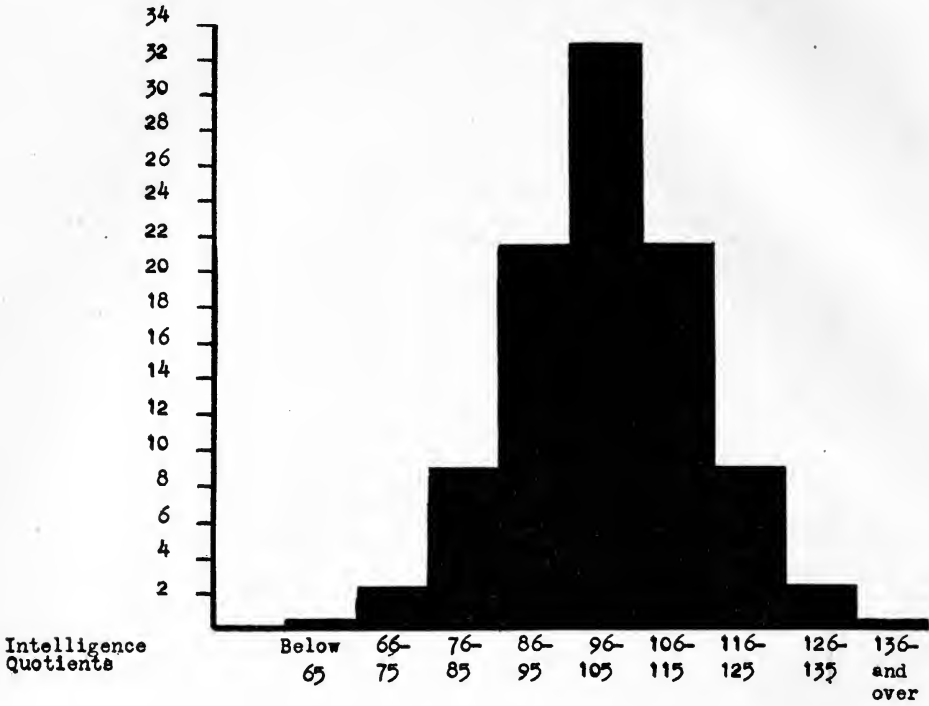
In connection with the division of the audience on the basis of intelligence, it must be remembered that there are some five and a half million illiterates in the United States and that almost three million foreign-born persons living in this country

¹ See note 1, page 94.

CHART NO. 11

Showing the distribution of intelligence among adults in The United States.

Per cent
of adults



are unable to read English. For this class visual appeal through motion pictures, slides and cartoons, and reproductions of photographs must take the place of printed reports.

In addition to the principle that the different types of school reports should be adapted to the audience for which they are intended, due regard should be given to the matter of economy. This principle by no means assumes that the portion of the school budget spent for publication of school reports is at present time too large. On the contrary, it is so extremely small as to be almost negligible for most American cities. The principle, however, should have this significance. There is no particular reason for including in a school report published for wide distribution a mass of material which the greater part of the population either cannot understand or does not appreciate. This would mean that the portion of annual school reports intended directly for administrative purposes or for acquainting the teachers with results of educational experiments, research and educational tests, might well be mimeographed or multigraphed and distributed among those for whom the information is designed. School reports of this type are becoming frequent. The quarterly mimeographed reports of the superintendent of schools in Leavenworth, Kansas, and Bucyrus, Ohio, the report of a building survey of the public schools of Elizabeth, New Jersey, the mimeographed survey of the status of the public schools in St. Louis, Missouri, made for the benefit of those participating in the campaign to secure additional money for teachers' salaries in the fall of 1919, and the mimeographed report of the Board of Education in Eugene, Oregon, which is shown in the illustration on page 41, may be mentioned as examples of reports of this sort.

In the third place, the principles of psychology which apply to advertising in general should guide in the formation of a policy of reporting school facts to the public. Superintendents of schools are well acquainted with the modern theories with respect to the use of subject-matter. They know that, psychologically speaking, subject-matter originates in order to solve certain problems. In spite of this knowledge, however, the typical annual report is not written to solve a definite problem or problems.

In some cases where this intention was evidently present in the mind of the superintendent of schools, it is not made apparent in the text. In all of the one hundred and three periodical reports examined, there were only two or three where the superintendent stated his problem in the beginning and definitely showed the relation of the material included in the report to the solution of the problem stated.

A second phase of the problem of utilizing the psychological principles which apply to advertising is that the style used in reports must be such as to make the contents readily understood by the readers for whom they are intended. This means that the sentences should be relatively short and simple and that there should be no long complicated paragraphs. It means also that attention should be paid to the mechanical devices which advertising men have found of use in attracting the attention of the reader.

Pictures and charts are not only more dynamic than verbal description but they serve to attract attention to and create interest in the words of the text. In a survey of the school building situation in Delaware, by Strayer, Engelhardt and Hart,¹ most effective use was made of pictures to tell the story of school building conditions in the entire state. In a survey of the schools of Greensboro, North Carolina,² the conditions which made many of the school buildings of the city dangerous to pupils in case of fire were strikingly shown by means of a series of pictures. In a survey of the schools of St. John's Newfoundland,³ more than fifty pictures were used to show the condition of school buildings, fire hazards, over crowding, etc., as well as good conditions from other cities for purposes of comparison.

The following samples taken from campaign bulletins recently issued in the cities of Des Moines, Iowa and Buffalo, New York, represent attempts to adopt a style which will appeal to the average reader:

¹ General Report on School Buildings and Grounds of Delaware, published by the Service Citizens of Delaware, Wilmington, 1919.

² An unpublished Survey Report on the Schools of Greensboro, N. C., made by Strayer and Engelhardt in March, 1920.

³ Made by Engelhardt and Hart in May 1920. Unpublished.

SHACKS FOR SCHOOLS IN WAR EMERGENCY

The shortage of building materials during the war made it necessary to erect several temporary shacks for schools.

(IN THE BULLETIN, A PICTURE
OF A TEMPORARY SCHOOL
SHACK WAS SHOWN AT THIS
POINT.)

Seventeen classes, 500 children, are now attending school in shacks like this.

*Shall We Waste Money and Injure Children
by Building More Shacks to be Replaced Later with Per-
manent Buildings, or
Shall We Save Money and Benefit Children by
Erecting Permanent Buildings Now*

?

High Schools Far Beyond Capacity

The normal capacity of the three high schools is 3,700 pupils. The present enrollment in the high schools is as follows:

East High School	1,636
West High School.....	1,549
North High School	1,079
	4,264

The high schools are today housing about 600 more pupils than they can properly accommodate.

Pupils are entering the high schools from the grades in constantly increasing numbers. There is today a larger proportion of the total city school enrollment in high school than ten years ago. The percentages are:

1909-10	13.8 per cent
1918-19	20.2 per cent

During the past five years the high school enrollment has increased at the rate of 305 pupils each year.

As shown above the present high school enrollment is approximately 4,300. At the present rate of increase the enrollment for the next seven years will be as follows:

1919-20	4,300	} Increase in 7 years of 2,135 pupils
1920-21	4,605	
1921-22	4,910	
1922-23	5,215	
1923-24	5,520	
1924-25	5,825	
1925-26	6,130	
1926-27	6,435	

WHERE WILL THESE 2,135 PUPILS GO UNLESS RELIEF IS PROVIDED WITHOUT DELAY?

A SQUARE DEAL TO THE LITTLE CHILDREN OF BUFFALO¹

The population of Buffalo has increased 100,000 people in the past five years!

During this time, the city has built for children below the high school only 56 permanent school rooms. This is less than the equivalent of two of our large elementary schools. Try to imagine a city of 100,000 people with only two grade schools, and the situation becomes very clear.

9,000 LITTLE CHILDREN IN TEMPORARY QUARTERS

9,000 little children go to school daily in temporary quarters—church basements, private houses, stores and annexes. Naturally, the light, heat, ventilation and working conditions in these places are not what they should be. None of these makeshifts is desirable. They are expensive and unsatisfactory in operation. Many of the children in attendance would have better accommodations in a country school.

2,500 CHILDREN ON HALF TIME

The city has 2,500 children on half time. Clearly, these children are not being given a "square deal." Nothing can be said in defense of half time, and the children who are compelled to attend school on this basis are being deprived of the rights to which they are morally and legally entitled.

¹ For a photographic reproduction of the cover page of this bulletin, see page 47.

A third phase of the application of the principles of psychology to school reporting is the principle that to influence the conduct or attitudes of people, school reports should be timely. Newspapers refuse news stories that are out of date. They know that few people are seriously interested in past events unless these events apply very definitely to real problems of the present. Much of the content of annual, biennial and triennial reports is printed long after the material has lost its timeliness and news value.

A fourth psychological fact which should be influential in determining the nature of the system of reporting school facts best calculated to win support, is that people strive to further those movements and causes for which they have a feeling of value. The good will which goes along with this feeling of value is perhaps not to be developed entirely by the presentation of facts. In commercial enterprises the cultivation of favorable "attitudes" has been attempted through the publication of "house organs" in which human interest features intimately related to the readers' problems and desires are included.

The following is submitted as a type of a program of school reporting which would satisfy the principles set forth in this chapter:

I. *AN ANNUAL REPORT*

A report should be published annually to present complete statistical and other informational data for the use of the official educational staff and certain especially interested citizen leaders of the community. This report might consist, as in some of the larger cities at the present time, of the collection of pamphlets and monographs issued from time to time during the school year, supplemented by certain technical statistical material published mainly for the sake of record and convenient reference.

II. *A TIMELY FINANCIAL REPORT*

An annual publication of the budget estimate for the coming school year to be presented to the public before the annual school

election or at the time when the community is actively interested in the determination of the extent of the financial support necessary for the coming year. The publication of the budget estimates in annual reports issued by cities at the present time could be of no great significance because of the fact that figures have lost their news value owing to the great length of time which has elapsed between the date when the budget was a live issue and the date of the publication of the report.

III. *MONOGRAPHS ON LIVE ISSUES*

The same principle which applies to the publication of the budget estimate and financial accounts of the school district applies equally to publications along many other lines. If the school system, for instance, is carrying on a health campaign, the publication of a description of the work being done and the aims to be accomplished would have infinitely greater news value if it were published while the actual work was going forward, than if, after a period of four or five months, it appeared in a lengthy annual report.

The system adopted in St. Louis in 1918 is in line with the principle on which this recommendation is based. As was stated in Chapter III, the parts of the St. Louis Annual Report which deal with subjects in which the public is presumed to be interested are published as advance prints and given a wide circulation. At the end of the year the material which has been published from time to time in these advance prints is brought together and bound with certain formal reports and issued in limited numbers as a single volume.

The practice in Cleveland which was mentioned in Chapter III, is also in line with the principles stated. There the annual report is issued in limited quantities for the sake of record and the citizen leaders are reached through the publication of pamphlets dealing with specific subjects.

IV. *A HOUSE ORGAN PUBLICATION.*

In order to reach the general public effectively the "house organ" type of school bulletin or newspaper should be published.

This paper should go into the homes of all parents and citizens generally for the purpose of creating good-will and appreciation of the work of the school and to bring about a better understanding of what the schools are seeking to accomplish.

V. *WHERE THE ANNUAL REPORT TO THE PUBLIC IS REQUIRED BY LAW.*

In the states in which an annual report to the public is required by law, and where the statute requires that it shall deal with the condition and needs of the schools, an application of the principles stated would mean the omission of directories of school officials, buildings, teachers, students and alumni; courses of study; rules and regulations of the school board; copied proceedings of the school board; itemized statements of expenditures (except where specifically required by law); graduation programs and lists of graduates; records of prizes and awards.

It would mean also two other things. In the first place, it would necessitate the adoption of a specific purpose for the annual report. This purpose would be more specific than to give record of the stewardship of the board of education or a description of the condition of the school system. It might be a description of these things but it would be a description of them with a definite purpose in view. This would make it possible for even an annual report to have point; to present subject-matter as related to a definitely recommended line of action.

In the second place, it would mean that the various supervisors' and principals' reports would be omitted in the forms in which they now appear in most school reports. If supervisors and principals are to contribute, and it is certainly believed that they should in the largest possible way, their contribution should take the form of cooperative work on a definite program, and instead of their contribution being addressed to the superintendent, it would be addressed to the general public and written with its influence on the general public clearly in mind.

VI. *A DEFINITE PROGRAM OF COOPERATION WITH NEWSPAPERS*

A definite policy of furnishing the newspapers of the city with the kind of information about the schools which constitutes news to which the public is entitled should be adopted. The proper use of newspapers as a means of reporting school facts to the public is perhaps the most effective means that school authorities are able to use. The ratings of school publications on page 59 and the quotations at the close of Chapter III show that many city superintendents clearly recognize this fact. Since newspapers strive to adapt their style to the capacities and reading habits of the general public, and since in most American cities some newspaper goes in practically every home, they afford a means of reaching a wider range of people than any other publicity medium. Moreover, newspapers, generally recognize the news value of school stories. The real need, then, is for a definite systematic plan for furnishing the newspapers with the facts out of which news stories about the schools may be made.

VII. *A TRAINED PERSONNEL FOR SCHOOL REPORTING*

There should be definite provision for the proper personnel in every city school system to do the work which is necessary in any adequate system of school reporting. In the larger cities there should be a publicity or publications expert whose duty should be to cooperate with the newspapers of the city in the preparation of the kind of news and feature articles which they will publish and to prepare the various school publications designed for the public in such a way that they will be read and understood.

In all too many cases this potential news does not contribute to public interest in and support of education. This is because school superintendents, principals and other school officials are busy with routine matters, do not have the newspaper point of view and have acquired in their various scientific studies a somewhat highly technical, if not ponderous, style of writing which makes it very difficult, if not impossible, for them to put school reports into such form that they will be read by the general public.

APPENDIX A.

EXTRACTS FROM STATE LAWS BEARING ON WRITTEN OR PRINTED CITY SCHOOL REPORTS

ALABAMA

(Applies to City Boards of Education*)

"Section 22. The city board of education shall cause to be prepared and published annually, not later than the month of October, in sufficient quantities for distribution among the interested citizens of the community, an annual report showing the condition, current accomplishments, and needs for the improvement of the schools; also a statement of the business transactions of the board, and the amount expended and for what purpose. Such statement must show the total amount of school funds received by the city and the sources from which derived. The amount expended for teachers' salaries in each school and the amount paid out of the school funds for any other purpose than teachers' salaries must be shown and shall include the name of the person to whom paid, the amount of each of such items and the purposes for which said amounts were expended."

Alabama School Code, Oct. 1, 1919.

COLORADO

"125. It shall be the duty of the boards of directors of all school districts in school districts of the first and second class in the several counties of this state to publish semi-annually, within twenty days after the close of business June 30th and December 31st of each year, a complete report of the financial conditions of said school district, showing all receipts and disbursements from each and every fund, so itemized as to give the general public definite information as to the financial condition of such district; such publication shall be made, once in a newspaper of general circulation printed and published within said district; provided that if there be no newspaper published within said district, then such publication shall be made once in a newspaper having a general circulation within said district. S. L. '11, p. 582."

Colorado School Laws, Jan. 1, 1914, p. 72.

Paragraph 126 requires all districts other than first and second class to publish a similar report at the close of each school year.

Colorado School Laws, Jan. 1, 1914, p. 73.

* Incorporated municipalities having 2,000 or more inhabitants by the last Federal Census.

CONNECTICUT

The superintendent "shall, one week at least before the annual town meeting, submit to the board or to the committee, as the case may be, a full written report of his proceedings, and of the condition of the several schools during the year preceding, with plans and suggestions for their improvement."

Conn. 1916 41 (125.)

DELAWARE

"2326-73. Section 127. The Board of Education, subject to the provisions of this Chapter, the rules and regulations, prescribed courses of study, and the policies of the State Board of Education, shall prescribe, on the written recommendation of the Superintendent of Schools, courses of Study for the schools under its jurisdiction, and a printed copy of these courses of study shall be supplied to every teacher and to every interested citizen of the district."

Del. School Code, 1919, pp. 55-56

"2326-81. Section 135. The Board of Education shall cause to be prepared and published annually in the month of November, in sufficient quantities for distribution among the citizens of the district, an annual report addressed to the people of the district, covering the condition, current accomplishments, and needs for the improvement of the Schools, also a statement of the business and financial transactions of the Board."

Del. School Code, 1919, p. 59

"2326-101. Section 155. The Superintendent of Schools shall prepare, or cause to be prepared, and submit to the Board of Education for adoption, all reports required by the State Board of Education; and he shall prepare, or cause to be prepared, and submit for the approval of the Board of Education the annual report addressed to the people of the respective special school district provided for in section 135 of this chapter."

Del. School Code, 1919, p. 64

IDAHO

Annual financial report to be posted in three conspicuous places.

Provided :—

"The report of any expenditures shall contain the specific items, amounts, the names to whom such expenditures were made."

"That in Independent Districts the aforesaid financial report shall be published in one issue of a newspaper nearest the school house of said district."

Idaho 46 1917 (61)

ILLINOIS

"The board of directors shall make, at the annual election of directors, to the voters there present, a detailed report of receipts and expenditures, and transmit a copy of the same within 5 days to the treasurer."

Illinois '16, 35 (114-1)

Annual Report in Cities of over 100,000 population.

"The board shall prepare and publish an annual report which shall include in detail all receipts and expenditures, specifying the source of such receipts and the objects of such expenditures, and shall transmit the same to the mayor and the city council."

School Laws of Illinois, 1917, Circular 123, p. 10

"The said board shall keep a faithful record of all its proceedings in well bound books. Such records and all by-laws, rules and regulations, or parts thereof, may be proven by a copy thereof certified to be such by the secretary of said board, or when the same are printed in book or pamphlet form which purports to be published by authority of said board of education, the same need not be otherwise published, and said book or pamphlet shall be received as evidence without further proof of said records, by-laws, rules, or regulations . . . in all courts and places where judicial proceedings are had."

School Laws of Illinois, 1917, Circular 123, p. 10

"Par. 139. The specifications of the powers herein granted are not to be construed as exclusive, but the board of education shall exercise all the powers that may be requisite or proper for the maintenance and the fullest development of an efficient school system, not inconsistent with these (those) general provisions of the school law of the state which apply to all school districts."

School Laws of Illinois, 1917, Circular 123, p. 10

IOWA

"The board shall present at each regular meeting of the electors a full statement of the receipts had and expenditures made since the preceding meeting, with such other information as may be considered important."

Iowa 1919 42 (2780)

"It shall publish . . . two weeks before the annual school election, by one insertion in one or more newspapers . . . a detailed and specific statement of the receipts and disbursements . . . And . . . at the same time publish in detail an estimate of the several amounts which, in the judgment of such board, are necessary to maintain the schools in such district for the next succeeding year."

Iowa 1919 42 (2781)

KANSAS

Cities of the First Class

"Par. 144. ANNUAL REPORT. The board of education at the close of each school year, or as soon thereafter as practicable, shall make an annual report of the progress, prosperity, and condition, financial as well as educational, of all the schools under their charge; and said report, or such portion of it as the board of education shall consider of advantage to the public, shall be printed either in a public newspaper or in pamphlet form." Laws 1876, Ch. 122, Art. 10, Sec. 20.)

Paragraph 191 contains the same provisions for second class cities. Kansas School Laws, 1915-17, pp. 58 and 71.

KENTUCKY

"Par. 154 (Par. 4477 Ky. St.) President and Secretary of Board-Report by. The said trustees* shall elect one of their number president, who shall preside at their meetings, and perform such other duties as may be required of him, and they may elect a secretary and prescribe his duties. The president and secretary, or either of them, shall make such reports to the county superintendent as are required of common school trustees, and shall publish annually such information as will show the financial condition of the graded common school district, and such other facts as they may deem beneficial to the cause of education in their respective districts."

1916 Kentucky School Laws, p. 70

MAINE

' At the annual town meeting, the Superintendent shall make a written report of the conditions of the schools for the past year, with a statement of the conditions of school buildings, the proficiency made by the pupils, and the success attending the modes of instruction and government thereof."

Maine 1917. 31. (1918. Sec. 59. II-c)

MASSACHUSETTS

Report of the School Committee to be sent to the Commissioner of Education.

"Section 6. (As amended by section 5 of chapter 368, Acts of 1912) They shall annually make a detailed report of the condition of the several public schools, which shall contain any statements which the committee consider necessary or proper. They shall cause said report to be printed, for the use of the inhabitants, in octavo pamphlet form, of the size of the annual reports of the board of education, and transmit two copies thereof to the commissioner of education, on or before *Cities of the first, second, third or fourth class.

the last day of April, and shall deposit one copy in the office of the city or town clerk."

Massachusetts School Laws, Revised to 1914, p. 38

MICHIGAN

"To print and publish immediately after each meeting in such manner as the board shall decide all proceedings of the board at such meeting."

Michigan 1917. 156 (340-1). Applies to third class cities.

"All proceedings and official actions of the board shall be printed and published immediately after such meeting, in such manner as the board shall decide. It shall cause to be made at the end of each fiscal year and to be published a complete report of its receipts and expenditures and general school statistics."

Michigan General School Laws 1917, p. 80, Sec. 20. Applies to cities having more than 100,000 and less than 250,000 inhabitants.

MINNESOTA

"71. Publication of proceedings of independent school districts . . . The school board of each independent school district in this state shall cause to be published once, in some newspaper published in such school district, or if there be no newspaper published therein, then in some newspaper published in the county in which such school district is located, the official proceedings of such board, and such publication shall be made as soon as may be, and not later than thirty days after the meeting at which such proceedings were had. Such publication shall be let annually by contract to the lowest bidder, at the first regular meeting of the said board after the annual election in such district, provided that not more than fifty cents per folio shall be paid for such publication."

Minnesota School Laws 1919, p. 22

121 and 122 contain the same provisions for all school districts containing ten or more townships and define "Proceedings" as follows:

"The term proceedings as used in this act shall include a statement of all propositions, submitted by motion or resolutions, or otherwise, to such board, including the number of votes for and against all reports made to such board, and its action thereon, and an abstract of all claims allowed, giving the name of the claimant and the amount and general purpose of the claim."

Minnesota School Laws, 1919, p. 40

NEVADA

"It shall be the duty of the governing board of every . . . school district or high school district in this state between the first Monday

of January and the first Monday of April of each year to prepare a budget of the amount of money estimated to be necessary to pay the expenses of conducting the public business of such . . . school district . . . for the current year. Such budget shall be prepared in such detail as to the aggregate sums and the items thereof as shall be prescribed by the Nevada Tax Commission. The budget . . . shall in any event show the following detail: . . ." It shall be filed with the city clerk or with the auditor or recorder of the county in which the district is situated."

"A copy of said budget shall be forthwith published for two publications, one week apart, in the official newspaper of the city, town or county, if there be one, or, if there be no official newspaper, then in a newspaper to be designated by the governing board of such city, municipality, town, school district or high school district."

"Sec. 10. It shall be unlawful for any governing board or any member thereof or any officer . . . to authorize, allow or contract for any expenditure unless the money for the payment thereof has been specially set aside for such payment by the budget."

Penalty—Removal from office.

Nevada 88-90. Sec. 9-10.

NEW JERSEY

"65. Such board of education shall, as soon as practicable after the close of each school year cause to be printed and published a report of the condition of the public schools under its charge, of all the property under its control, and an itemized account of the expenditures of the board and of the finances of the district."

New Jersey School Laws 1918, p. 32

NEW MEXICO

"The board of education, at the close of each school year, or as soon thereafter as practicable, shall make an annual report of the progress, prosperity and condition, financial as well as educational, of all the schools under their charge; and said report, or such portion of it as the board of education shall consider of advantage to the public, shall be printed, either in a public newspaper or in pamphlet form, and a copy furnished the county and the superintendents."

New Mexico 1915. 28 (4892—Sec. 86)

OHIO

"Such boards may require superintendents and teachers to report matters the boards deem important . . . and to make such suggestions and recommendations as they may deem advisable relative to methods of instruction, school management, or other matters of educational interest. The board of education of each city district shall prepare and publish annually a report of the condition and ad-

ministration of the schools under its charge, and include therein a complete exhibit of the financial affairs of the district."

Ohio School Laws 1915. 291 (7785)

OKLAHOMA

"The board of education, on or before June 30th, each year, shall make an annual report to the County Superintendent of Public Instruction of the progress, prosperity and condition, financial as well as educational, of all the school matters under their charge, and said report shall be printed either in a newspaper or pamphlet form."

Oklahoma 1919. 29 (138)

OREGON

Duties of the board of education in cities of the first class.

"To make an annual printed report to the taxpayers of the district."

Oregon School Laws, 1919, p. 98

"348. Budget shall be submitted to district.* The district school board shall call a meeting during the first week of December to act upon this budget and shall give notice of this meeting by publication in a daily paper having not less than 20,000 circulation and published in the city or town in which such district is located. This notice shall also include a copy of the proposed budget. Any legal elector of said district may attend such meeting and shall be accorded a hearing on any item of such budget . . ."

Oregon School Laws, 1919, p. 106

RHODE ISLAND

"The school committee shall also prepare and submit annually, at the annual town meeting, a report to the town, setting forth their doings, the state and condition of the schools and plans for their improvement, which report, unless printed, shall be read in open town meeting."

Rhode Island 1910. 23 (Sec. 10, Law 1903)

The superintendent "shall make a report to the school committee annually and at such other times as it may direct."

R. I. 1918 p. 6 (Ch. 1667).

SOUTH DAKOTA

"The clerk of the board of education at the close of each school year shall make an annual report of the condition, financial as well as educational, of all the schools of the corporation, a copy of which shall be sent to the county superintendent. Said report, or such portion of it as the board of education shall consider advantageous to the public shall be printed in a public newspaper or in pamphlet form."

South Dakota 1918. 89 (188)

*Districts with 20,000 children.

SOUTH DAKOTA

"The board of education is hereby required to publish in that newspaper nearest to the geographical center of such school district, such paper to be selected by the district board, a statement of the receipts and expenditures of such district within twenty days after the end of each fiscal year, which said statement shall include the amount of money received, amount paid for teachers, repairs and incidentals, the amount on hand and in what bank deposited. Such statement shall be published annually in two consecutive issues of such newspaper.

South Dakota 90 (189)

UTAH

"4678. (1910) Duties and compensation of the clerk. It shall be the duty of the clerk to attend all meetings of the board; to keep an accurate journal of its proceedings, and to have the care and custody of the seal, records and papers not otherwise provided for; to countersign all warrants drawn upon the treasurer by order of said board; to keep an accurate account of all moneys paid to the treasurer on account of said board and from what source received, and all money paid on orders drawn on the treasurer by order of said board; and to prepare and submit to the board an annual statement under oath, of the receipts and disbursements during the year ending June 30, which statement the board shall cause to be published in a newspaper having general circulation in said city showing:

1. The amount on hand at the date of last report;
2. The amount of the sinking fund and how invested;
3. The moneys paid out and for what paid;
4. The balance of school moneys on hand;
5. The number, date and amount of every bond issued and redeemed under the authority herein given, and the amount received and paid therefor."

State of Utah, School Laws, 1919, p. 946

WISCONSIN

"Itemized report of receipts, etc. to be published by town and union high school boards, Section 496c--2. It shall be the duty of the school board of every town high school, and union free high school in the state, to publish or cause to be published, or posted in five prominent places, during the week preceding the annual meeting, a summarized financial report of receipts and disbursements for the preceding year of such district, and the recommendations for the following year, in a newspaper published within the town, city or village where such school is located; said report not to exceed five folios, and in case there is no newspaper published within such town, city or village, then such report shall be published in any newspaper having a general circulation in such town, city or village, and published within the county where such school is located." (1913 c. 109)

Wisconsin School Laws, 1911-13, p. 12

APPENDIX B.

Description of the Questionnaire Used to Secure Information from City Superintendents of Schools Relative to Official School Publications.

The following letter was sent with the inquiry blank:

"You will doubtless be interested in knowing accurately just what the present practice is with respect to reporting school facts to the public in American cities.

In order to get the facts the Department of Educational Administration of Teachers College, Columbia University, is sending the enclosed inquiry form to all superintendents of schools in cities in the United States of 8,000 population and over. As soon as the returns are received they will be tabulated and a summary will be sent to you.

The types of publications listed in the inquiry represent the ones most frequently used at this time. In order to make clear just what is meant by each of the types mentioned, a brief description is given on the other side of this letter.

The problem of securing the right means of reaching all the people is just now a very vital one for city superintendents, and it is on this account that I am asking you to cooperate by furnishing the facts from your city."

The letter was accompanied by the following description of the kinds of school reports named in the blank:

TYPES OF SCHOOL PUBLICATIONS

- A. ANNUAL REPORT. The typical school publication of American cities. As a rule, intended to be a comparative account of the work and progress of the public schools.
- B. BIENNIAL REPORT. Same as A except published every two years.
- C. TRIENNIAL REPORT. Same as A except published every three years.
- D. MONOGRAPHS TO TAKE THE PLACE OF A, B, or C. Such as those published by Superintendent Spaulding at Minneapolis.
- E. SCHOOL MANUAL, such as the "Handbook of the Board of Education of Philadelphia" and the "Manual of the Board of Education of Detroit." Contain complete school, teacher, and school board directories, rules and regulations of the board of

education, salary schedules, school calendar, and certain enrollment and financial statistics.

- F. SCHOOL DIRECTORY, such as those published in many of our cities. Primarily a well arranged and indexed directory of school board officials and teachers.
- G. COURSE OF STUDY, Publication of a number of courses or a single course in pamphlet form.
- H. NEWS BULLETIN, such as "School Topics" in Cleveland, "The School Review" in Denver, "The School Magazine" in Buffalo, "The Official Bulletin of the City of St. Paul," "The Detroit Educational Bulletin," "Our Public Schools" in Oakland, and "Omaha Public Schools."
- I. RULES AND REGULATIONS OF SCHOOL BOARD. Separate booklet containing city charter or general state law provisions relative to schools and rules and regulations of the board.
- J. CAMPAIGN BULLETIN, such as "A Square Deal for the Little Children of Buffalo" and "Our Public Schools" in Des Moines, Iowa.
- K. REPORTS IN NEWSPAPERS, such as certain financial reports which must, according to law, be published in newspapers.
- L. POSTERS. Street car posters, signs, window cards, etc.
- M. NEWSPAPER DISPLAY ADVERTISEMENTS, such as those used in campaigns for school bond issues, and to advertise commencement exercises, new courses, etc.

The questionnaire form was printed on a stamped return folder. A sample of this questionnaire appears below.

OFFICIAL CITY SCHOOL PUBLICATIONS.

	**	***	Number of issues in last 5 yrs.	Date of last issue	Number of copies in last issue	Meant for what classes*	COST	
							of last issue	of all issues last 12 mos.
A. Annual Report								
B. Biennial Report								
C. Triennial Report								
D. Monographs to take the place of A, B or C ..								
E. School Manual								
F. School Directory								
G. Course of Study								
H. News Bulletin								
I. Rules and Regulations of School Board								
J. Campaign Bulletin								
K. Reports in Newspapers. (Paid for Space)								
L. Posters								
M. Newspaper Display Advertisements								
N.								
O.								
Column Number	1	2	3	4	5	6	7	8

**Check in column 1 the reports which are required by law.

***Indicate in column 2 by means of numbers the relative rank of A, B, C, D, H, J and K (putting best as 1, next best as 2, etc.) as effective means for reaching the general public.

*Indicate by code in column 6 the classes of people intended to be reached by each type of report:

- | | |
|---|---|
| 1. School Board. | 4. General Public. |
| 2. Supervisors and Principals. | 5. Possible Continuation School Students. |
| 3. Teachers. | 6. Citizen Leaders. |
| 7. Superintendents of Schools and School Officials in other cities. | |

Do the teachers of your city publish a bulletin, pamphlet or magazine of their own?

When was the publication started?

Remarks:

Reported by

APPENDIX C.

Table No. XXIII. In this table the 242 cities answering the questionnaire relative to official school publications are listed alphabetically by states. After the name of each city appears a code number indicating the section of the United States to which the city belongs and in the second column a code number is given showing the population group in which the city falls. In the other columns, to the right are listed the different kinds of reports published. An X placed in any of these columns indicates that the city at the left published the report indicated at the top of the column. The codes used follow:

SECTIONS OF THE UNITED STATES

Section 1—New England: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.
 Section 2—Middle Atlantic: New Jersey, New York, Pennsylvania.
 Section 3—East North Central: Illinois, Indiana, Michigan, Ohio, Wisconsin.
 Section 4—West North Central: Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota.
 Section 5—South Atlantic: Delaware, District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia.
 Section 6—East South Central: Alabama, Kentucky, Mississippi, Tennessee.
 Section 7—West South Central: Arkansas, Louisiana, Oklahoma, Texas.
 Section 8—Mountain: Arizona, Colorado, Idaho, Montana, Nevada, New Mexico, Utah, Wyoming.
 Section 9—Pacific: California, Oregon, Washington.

POPULATION GROUPS.

Group 1 8,000-14,999.
 Group 2 15,000-19,999.
 Group 3 20,000-29,999.
 Group 4 30,000-49,999.
 Group 5 50,000-99,999.
 Group 6 100,000-299,999.
 Group 7 300,000 and over.

APPENDIX D.

CHARTS AND GRAPHS FOUND IN 103 ANNUAL, BIENNIAL AND TRIENNIAL SCHOOL REPORTS. (68 OF THE 103 REPORTS CONTAINED NO CHARTS OR GRAPHS.)

ORGANIZATION CHARTS

	No. of times appearing
Organization of school system -----	4
Organization, Americanization work -----	1
Organization, department of school hygiene -----	1
Organization, elementary school system -----	1
Organization, secretary's department -----	1

POPULATION STUDIES

Comparison of rate of growth of local city with rate of growth of other cities -----	3
Increase of population of city for 45 year period -----	1
Percentage of aliens in local city compared with percentage in 30 other cities of the same state -----	1
Residence of pre-tubercular children -----	1
Residence of evening school pupils -----	1
Residence of pupils to whom labor certificates were granted -----	1

RELATING TO BUILDING PROGRAMS

Budget, proportionate part used for buildings and repairs and new buildings for 6 year period -----	1
Building accommodations, relation to enrollment for 20 year period -----	1
Classrooms, number now in use which were erected in each five year period from 1875 to 1919 -----	1
Cost, in cents per cubic foot of five school buildings built in 1911-12, 1912-13, 1915-16 and 1917-18 respectively --	1
Distance of each school from its domestic science center ---	1
Distance of each school from its manual training center ----	1
Distribution of pupils in city in relation to proposed junior high school -----	1
Domestic science kitchens, comparative ratings of -----	1
Fire hazard' elimination -----	1
High school enrollment, teaching staff and building provisions, comparison of percentile increase in, for 8 year period -----	1

Light, adequacy of in elementary schools	5
Location of existing schools, proposed new schools or additions and the geographical center of the district ...	1
Manual training shops, comparative rating of	1
New residential developments, natural limitations controlling	1
Playgrounds, comparative area of	2
Playgrounds, comparison of square feet per capita in all schools	1
School enrollment, distribution of in relation to newly purchased sites	1
School lawns, rating of	1
Sizes and shapes of various class rooms	1
Smoke elimination record	1
Window space, relation of to floor space in all schools ...	1

SCHOOL COSTS, BUDGET and FINANCE

Comparison of per capita wealth of local city with that of 19 other cities of the same class	1
Comparison of tax rate per \$1,000 in local city and 19 other cities of the same rate	2
Cost per pupil:	
a. by classes of schools	10
b. by elementary schools	1
c. for different sizes of schools	1
d. over a 10 year period	2
e. in local city compared with cost per pupil in 51 others	1
Cost of different varieties of coal and unit heating costs for 12 year period	1
Decrease in cost of textbooks for 18 year period	1
Direct taxation vs. bond issue, relative cost	1
Expenditures for all city governmental cost purposes compared with expenditures for schools	2
Expenditures for schools in local city compared with expenditures in other cities	2
Expenditures, percentile distribution of, by functions for period of years	4
Expenditures, percentile distribution of, by functions ...	3
Expenditures, relative amounts spent for general operations, acquisition of lands, equipment, pensions and debt charges	1
How the school dollar is spent	4
Income, sources of school	3
Indebtedness for school purposes, amount of, by years 1918 to 1935	1

Per capita bonded indebtedness of local city and ten others, comparison of	1
Proportion of amount raised by local taxation devoted to schools in local and 61 other cities	1
Relation between expenditures for schools and police protection in local and 60 other cities	1
Summary of receipts and disbursements with per pupil per hour costs for the several educational activities	1

SALARIES

Salaries of janitors, ward principals and elementary teachers, comparison of range in	1
Salaries of teachers, principals, janitors and engineers, comparative for 6 year period	1
Salaries of teachers compared with salaries of other workers in local city	1
Salaries paid assistant superintendent of schools in local city and 25 others	1
Salaries paid business manager in local city and 13 others ..	1
Salaries paid to elementary school teachers, comparison of average by years 1910-11 to 1918-19	1
Salaries paid superintendent of schools in local city and 25 others	1
Salaries of teachers, principals and supervisors, comparison of, in local city and 9 others	3
Teachers salaries, relation of per cent of increase to increase in total school expenditures	1

THE SCHOOL STAFF

Comparison of percentage of special and general subject teachers	1
High school teachers, changes in, for five year period	1
New teachers, percentage of in school system	5
Professional training courses, percentage of teachers enrolled in, while teaching	1
Professional training, percentage of teachers who have had, within three year period	1
Teaching staff, changes in	1
Teachers, percentage who are from the local city	1
Training of teachers, increase in, for three year period ...	1
Ward school principals, duties of	1
Where elementary and high school teachers received their education	2

PUPIL ACCOUNTING

Ages by grades	1
Attendance, regularity of	1
Attendance and tardiness, percentage of	1
Attendance and enrollment, increase of, for a period of years	9
Attendance at two elementary schools, numerical and percentile increase 1913-1918	1
Distribution of pupils by grades in public and parochial schools	3
Evening school attendance, growth of	1
Enrollment and census, increase in, for a period of years ..	2
High school enrollment, increase of, compared with increase in number of high school graduates for ten year period	1
High school graduates, per cent of, entering college for ten year period	1
Influence of economic and labor conditions on number of children of school age employed in industries	1
Junior high school, enrollment and increase of attendance ..	1
Junior high school, comparative enrollment of boys and girls in	2
High school, relative number of boys and girls attending for a period of years	1
Nationalities, percentile distribution of evening schools students by	1
Number of pupils of each age, from 4 to 20 attending school	1
Pupils, number per teacher	2
Number of children not in school, comparison of, by years for eight year period	1
Over-age-ness by grades	1
Over-age-ness by schools	1
Over-age-ness by schools and grades	3
Over-age-ness of pupils coming into school district from other cities	1
Over age, normal and under age pupils	1
Under age, normal and over age pupils making normal and slow progress by grades	1
Over age pupils, percentage of, by years of over-age-ness ..	1
Per cent of population attending school in local city and 11 other cities of same state	1
Per cent of total enrollment, in grades VII, VIII and IX enrolled in junior high school	1
Per cent of total high school enrollment in different years of the high school compared with country at large ..	1

Per cent of total grade enrollment in each grade of the local school compared with percentages for the country at large	1
Physical defects, comparison of children who have, with percentage of those who do not	1
Ratio of high school attendance to total school attendance in local city and other cities	3
Relation between school census, total population and per cent of total population attending school	1
Relation between increase in city population, school census and school attendance for 17 year period	1
Repeating grade, per cent of pupils	1
Retardation by grades, comparison of in white and colored schools	1
Retardation, per cent of, in high school for five year period	1
Retardation, percentage of	1
Retardation, percentage of, by elementary schools for 5 year period	1
Per cent of pupils not tardy, by months	1
Vacation high school, enrollment in, for four year period ..	1
Withdrawals, non-promotions and failures	8

MEASUREMENT OF ACHIEVEMENT OF PUPILS BY MEANS OF STANDARD TESTS.

Achievement of pupils in algebra	4
Achievement of pupils in arithmetic (Courtis) Tests ..	6
Achievement of pupils in arithmetic (reasoning) Monroe Scale	2
Achievement of pupils in arithmetic (Stone Reasoning Test)	4
Achievement of pupils in composition (Hillegas Scale and Nassau County Supplement)	10
Achievement of pupils in English (Harvard Newton Scale) ..	1
Achievement of pupils in handwriting (Thorndike Scale) ..	8
Achievement of pupils in handwriting (Starch Standards) ..	1
Achievement of pupils in grammar (Grammatical Scale A by Starch)	1
Achievement of pupils in reasoning in history (Van Wagenen History Scale A)	2
Achievement of local high school pupils in addition, reasoning in arithmetic, composition and grammar with that of pupils entering high school from other schools	1
Silent reading, comparison of achievement of pupils with scores made in other cities (Kansas Silent Reading Test)	6

Vocabulary Test, achievement of first, second and third grade pupils in (Jones Scale)	1
INTELLIGENCE TESTS	
Improvement of children of superior intelligence compared with improvement of normal groups in history and addition	2
Intelligence test, scores made by 900 eighth grade pupils	
Intelligence test, scores made by 690 nine A grade pupils (Otis Group Intelligence Test)	1
Mental age, high first grade (Binet-Stanford)	1
Mental age in years and months of 397 low first grade pupils (Binet-Stanford)	1
Mental age in years and months of receiving classes (Binet-Stanford)	7
Mental and chronological ages of 55 Kindergarten pupils, comparison of (Binet-Stanford)	1
Mental and chronological ages of 102 pupils, below mental age of 6 (Binet-Stanford)	1
SCHOOL GRADES	
Grades, distribution of pupils'	10
High school grades, distribution of, by classes	4
High school grades, distribution of, compared with "Columbia Scale"	2
Grades, Distribution of, in various Harvard College Classes	1
MISCELLANEOUS SUBJECTS	
Comparison of local schools in fifteen items with average for these items in 60 other cities	1
New school activities, added for five year period	1
Normal surface of frequency	1
School savings, increase in, for 12 year period	1
Time, apportionment of, to subjects by grades	2

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