

DEPARTMENT OF THE INTERIOR  
BUREAU OF EDUCATION

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SCHOOL ADMINISTRATION IN THE  
SMALLER CITIES

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CHIEF OF DIVISION OF SCHOOL ADMINISTRATION  
BUREAU OF EDUCATION



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## LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,  
BUREAU OF EDUCATION,

*Washington, June 14, 1916.*

SIR: In this country the number of small cities and other urban communities, those of not more than twenty-five or thirty thousand inhabitants, is constantly increasing. The building of new railroads, the opening of permanent highways, the development of mines, and the building of factories, turn country villages of yesterday into urban communities of to-day. This calls for a better, or at least a different, organization of the public schools of these places. In other small urban communities of older growth, the public schools are not yet so well established as they should be. Principals and teachers change frequently. In many places their selection is biased by personal, political, or sectarian relations. In some instances school boards are not constituted or elected in such way as to insure wise administration of school affairs. Incomes are inadequate and uncertain. Budgets are not wisely made. There is lack of efficiency in management and of adequate results.

One of the first requests made of me as Commissioner of Education was the request made by the chairman of the school board of a city of 20,000 inhabitants that the Bureau of Education would have prepared a bulletin setting forth as clearly as possible the duties and responsibilities of school boards of small cities and towns, their methods of work, and such other matters as would be helpful to such boards in the successful performance of their important duties. The manuscript transmitted herewith has been prepared for the purpose of complying, at least to some extent, with this request. In gathering material for this study, scores of small cities and towns were visited, and more than 1,300 were studied through correspondence and responses to questionnaires. I recommend that the manuscript be published as a bulletin of the Bureau of Education for distribution among school officers in urban communities of the kind for which it has been prepared.

Respectfully submitted,

P. P. CLAXTON,  
*Commissioner.*

The SECRETARY OF THE INTERIOR.

## INTRODUCTION.

The following study, made to discover conditions existing in the schools of the smaller cities, is based upon about 1,300 replies received to a questionnaire submitted to superintendents in cities having a population of from 2,500 to 30,000 and upon material collected through visits to a number of schools in these cities. The aim has been to present the facts and interpret them in the light of modern thought on the problems of school administration, with special reference to the needs of school-board members. No claim is made that the study is an exhaustive one. It is rather the beginning in a general way of studies this bureau hopes to make of schools in the smaller cities. That these cities need to be considered by students of school administration is evident from the following:

There are only 229 cities of more than 25,000 population, while there are 2,173 of between 2,500 and 25,000 population; of the 42,623,383 people who live in cities, 14,079,567, or one-third of the total urban population, live in the smaller cities. This group of cities shows as rapid increase in population as the other groups. From 1900 to 1910 the per cent of increase in cities of over 100,000 was 32.8; in cities from 25,000 to 100,000 it was 37.9, and in cities from 2,500 to 25,000 it was 36.1.

In school enrollment and school expenditure the smaller cities present rather significant conditions. The total enrollment in city schools for the year 1913 was 6,370,023; of this number 1,878,713 were in cities of between 5,000 and 25,000 population; 1,361,843 in cities of between 25,000 and 100,000; and 3,129,467 in cities above 100,000. All the cities of more than 25,000 reported enrollment statistics to this bureau, while 86 of those between 5,000 and 25,000 did not. If these 86 cities and all under 5,000 had reported, the approximate enrollment in cities between 2,500 and 25,000 would be 2,500,000, or one-third of the total enrollment in all city schools. The total expense for instruction and maintenance in all cities was \$199,264,299, of which \$40,240,059 was for the cities between 5,000 and 25,000, \$40,643,345 for those between 25,000 and 100,000, and \$118,380,895 for those over 100,000. All but two of the larger cities reported regarding these expenditures; 200 of those between 5,000 and 25,000 did not report, and none of those from 2,500 to 5,000. If statistics were available from all these, the total expenses for the smaller cities would be at least \$60,000,000, or from one-fourth to one-third of the

total amount expended for instruction and maintenance of city schools. The amount expended in 1912-13 for new buildings, equipment, and other indebtedness was \$48,641,380; of the total amount, \$10,447,588 was expended in the group of cities between 25,000 and 100,000, \$29,318,344 for those of more than 100,000, and approximately \$12,000,000 for the smaller cities, or about one-fourth of the total expenditure for new buildings and equipment.

The number of teachers reported employed in city schools was 164,877; of this number 51,802 were in cities between 5,000 and 25,000 and, approximately, at least 60,000 were employed in those between 2,500 and 25,000. The number of supervising officers in all cities over 5,000, not including building principals, was 3,649, of whom 1,950 were in cities between 5,000 and 25,000. If one supervisor is added for each of the cities between 2,500 and 5,000, the total number of supervisors will be 3,200. There is thus approximately one supervising officer, not including building principals, for each 1,200 pupils in the smaller cities and one for each 2,600 pupils in the larger cities.

It is evident, therefore, that the schools in the smaller cities are of enough importance to receive a treatment apart from those in the larger cities.

## SCHOOL ADMINISTRATION IN THE SMALLER CITIES:

### THE SCHOOL BOARD.

#### SIZE OF BOARD.

The tendency in recent years has been to reduce the size of city school boards. By referring to Table 12 it will be seen that the size of boards varies from 3 to 24 members, the usual size being 5, 6, or 7. Of 1,271 cities reporting, 179 have boards of 3 members, 4 of 4 members, 365 of 5 members, 236 of 6 members, 306 of 7 members, 27 of 8 members, 97 of 9 members, 20 of 10 members, 8 of 11 members, 19 of 12 members, 3 of 13 members, 2 of 14 members, 2 of 15 members, 1 of 16 members, 1 of 19 members, 1 of 24 members. Only 181 boards have more than 7 members, and only 84 more than 9. The small cities having the largest boards are those working under special charter. For general laws governing the size of city boards see page 16.

Experience has shown that in a small city a large board becomes unwieldy. There is not enough business to hold the attention of more than 5 or 7 men. As a result some of the members become indifferent or begin to concern themselves with matters that do not belong to individual board members. In a small board affairs are carefully discussed, each member having an opportunity to express his views, while in a large board of 15 or 20 members only a few can talk on a question. Members oratorically inclined delay important business in a large board. The parliamentary tactician may also cripple the work of the board. There is also a tendency in large boards to delegate all business to committees.

The superintendent of schools should keep each member of his board thoroughly informed on all local school matters and on school administration in general. If the board is large, it is impossible to do so. A city of 12,000 population several years ago had a board composed of 21 members. The superintendent reports that it was almost impossible to get any good school legislation through the board, since he did not have the time to explain to each member his plans. He was compelled to explain them in open board meeting before talking to each member, thus often meeting defeat because his plans were not understood. Another superintendent, with a board of 15 members, reports that even with a large board two or

three men have become powerful enough to run it; but this last state of affairs usually does not last long—a new “boss” or set of bosses arises to overthrow much that has already been done.

With a large board it has been found that the placing of responsibility is most difficult. Usually no one seems responsible. With a large board membership there may be “logrolling” when teachers are elected, thus hampering the superintendent. There may be “logrolling” in a small board also, but the probabilities are that there will be much less. Another argument for the small board is that most of the business can be attended to in board meeting without being parceled out to committees, thus making it easy to place responsibility. No one can say with scientific precision whether a board of 8 members is better than one of 5 or 7. The opinion of students of school administration is that in a small city the number should not exceed 5 or 7 members. An odd number is preferred, as the probability of a deadlock is lessened.

Dr. Chas. W. Eliot, speaking of the size of boards of education, with larger cities in mind, says:

To my thinking the perfect number is 7. Let me use an actual illustration, for I want to deal with facts—with things achieved. I have belonged for 35 years to the oldest educational board in this country, the prime governing board of Harvard University. It consists of 7 men, and I believe I am justified in saying that its achievements commend it as a safe example to follow. It has had 250 years of successful experience, and the results of its labors are in plain sight. It is better to have an odd number of members because, as a rule, the deciding number is larger by one when the number of members is odd. A satisfactory board can undoubtedly be made up of 7, 9, or 11 men, because we already see good boards organized with these numbers. Seven is ideal, because seven men can sit around a small table and talk business in a conversational manner. They can talk together in a quick, simple, direct way, with absolutely no oratory, and no talking to the gallery or to reporters—just plain business talk, with specific proposals in view, and under the guidance of a chairman who knows the business and urges it on.

In general, a city of less than 10,000 population could be well served by a board of 3 members and a city between 10,000 and 30,000 by a board of 5 members.

The following are typical replies received from superintendents in cities where the number of board members has been considerably reduced within the past 5 years: “Less politics and more business.” “Harmonious and businesslike action.” “Better men.” “Expeditious and satisfactory.” “Business can be conducted without many committees and with greater dispatch.”

School-board members, in reply to an inquiry relative to the size of school boards, unanimously agree that a school board in a small city should not consist of more than 9 members. Most of them are

<sup>1</sup> Independent, 56, p. 416, Feb. 25, 1904.

in favor of a board of from 5 to 7 members. The following are some of the reasons given in favor of a small board:

In a board of 5 members the consent of 3 is necessary to do business and is reasonably safe. With no more than 7 on the board, business can be transacted with dispatch.

About 8 years' experience as a school-board member has shown me that 5 members can do all the work and have the interest of the schools at heart. Responsibility is centralized and men respond to it more readily.

A board with fewer than 5 members is likely to be controlled by one man. A larger one is cumbersome.

A small board increases personal responsibility of members.

In one city we had until recently a board of 22 members. Now we have a board of 9 members. I favor a board of this size from the fact that every member comes in closer contact with the actual work of the district, learns the work better, and gets to know the needs of the district, while under the old board of 22 members the work was done by a few committees, and unless a member happened to be on a committee he did not know much about what was going on, and then there was a tendency to become a drone.

Here in this State (Pennsylvania) we have had a practical demonstration of the difference in efficiency between the large and the small board. Previous to the adoption of the new school code in this State the board in this town consisted of 12 members, but now consists of only 7 members. Formerly it was very difficult to transact business at times, there being so many different opinions to thrash out, resulting in much useless argument and prolonging meetings into the late hours of the night, thereby causing the members to feel that it was a hardship, rather than a pleasure, to attend the meetings. We now transact our business in less than half the time, very seldom being in session after 9 p. m. There seems to be a better working spirit, and as a whole I believe the small board to be a vast improvement over the large one.

#### HOW MEMBERS ARE CHOSEN.

The usual method of choosing boards of education in cities is by election at large. In 1,094 cities of 1,288 reporting, the board is elected by popular vote, and in 194 the board is appointed by the mayor or city council. Most of the States having general laws regulating the manner of electing board members in cities provide for an elective board.

Whether board members should be elected or appointed is a question upon which there is some difference of opinion. Replies received to letters addressed to a number of city superintendents, deans of schools of education, and school board members strongly indicate that present-day thought upon school administrative problems favors an elective board. The opinion of those favoring the election of board members is that appointment by mayor or city council places the schools in the hands of the city politicians, who control all matters within the city hall, and removes the schools too far from the people; that the schools should be managed by a board responsible directly to the people; that in a small city the people are usually acquainted with

the candidates and can themselves judge of their qualifications; that the people take more interest in the schools where the boards are elected; and that this method is in accord with the spirit of American democracy. It is pointed out that in some instances where boards are appointed, the mayor controls the school board, so that all anyone who is trying to secure an appointment or the adoption of a textbook needs to do is to secure the approval of the mayor. In brief, the argument against an appointive board is that the schools are placed in the hands of one man, who often does not work for the interests of the schools but, rather, for the interests of a party or faction. Those opposed to the appointment of school boards by the city council claim that often individual councilmen dictate policies to school board members and influence the board to elect such teachers and janitors as they may suggest.

On the other hand, it is claimed that with the concentration of power in one man, as the mayor, comes the only possibility of having some one directly responsible to the people for the conduct of the schools; that in a board of five or six members elected by the people the individual members may escape responsibility and work great evil; that if power and responsibility are definitely fixed in a single head, there can be no question as to who is responsible for success or failure, and that many excellent men will not be candidates for election, but will serve if appointed.

A point often overlooked by those who favor an elective board, it is claimed, is that civic life as a whole may be weakened, since many people interested in school affairs take no part in city politics. The question has been raised whether city government would not be improved in many cities where the school boards are elected by having the people who are interested in the schools participate in municipal affairs as well; whether much of the political corruption in some cities is not owing to the fact that the class of people interested in schools permit the city to be run by politicians; whether this could not be changed if the schools were made dependent upon the city government; and whether it would not be just as easy to have a mayor interested in the schools as an elective school board, provided the people themselves are interested to such an extent that they elect a mayor of this kind.

Notwithstanding whatever arguments may be offered for an appointive board, the opinions of school-board members, school superintendents, and professors of education generally favor an elective board, especially at the present stage in the development of municipal government. Whatever method is adopted in selecting board members, objectionable political methods can be and will be used until the people really demand efficient management of municipal

affairs. They can, if they will, demand this by either the elective or the appointive method, but present-day opinion says that better schools can be maintained through an elective board.

#### WHEN ELECTED.

School boards are elected at a special election for school-board members or at the regular city, county, or State election. Of 1,350 cities reporting, 524 elect board members at a special election. In some of the 524 cities holding special school elections, other school matters are voted upon at the same time, such as the school budget or the issuance of school bonds.

The advantages claimed for this plan are that school-board members are more likely to be elected without regard to political parties; that the electors exercise more care in voting for a candidate at a special election than at the regular election, where city, county, and State officials are given more consideration than school officials, and that a special election fixes the attention of the people upon their schools. On the other hand, it is claimed that since only one or two school-board members are elected at a time, it is poor economy to hold a special election; that only a few of the people vote at a special election; and that equally as good men may be secured if voted for at a general election, especially if they have been nominated by petition and voted for on a separate ballot without designation as to party.

#### TERRITORY FROM WHICH ELECTED.

Of 1,073 cities that elect boards of education by popular vote, 975 elect them at large and 98 by wards. In some few instances a member represents a certain ward, but is voted for by all the electors of the city. Of the cities appointing boards of education, 170 appoint members to represent the whole city and 11 to represent wards. The tendency is toward election at large. In fact, the ward system of election has almost disappeared, as this method has been found to be the least desirable.

In cities electing by wards it has been found that in most instances each member considers himself responsible only to his constituents. In the election of teachers ward members are often permitted to nominate teachers for their own wards. This has been one of the most serious evils of the ward system. Another evil has been that thousands of dollars have been wasted and the schools made inefficient because each ward must have its own school building. In one city that elects by wards there are five grade buildings of eight rooms each. Three buildings would be sufficient, as no child would have more than one-third of a mile to walk to school. In another city there are seven ward buildings, two of which contain but four rooms

and the others eight. Three or four buildings would be much more economical and would be almost as convenient to the children's homes. But in each of these cities ward politics demanded a building for each ward. On the other hand, elections at large may in some instances make it more difficult to secure the best men. In a few cities it has happened that intelligent and progressive wards, which under the ward system elected a high type of board member, are now outvoted by less intelligent sections of the city, thus lowering the general tone of the board.

The general opinion of those superintendents who have worked under boards elected by wards and under boards elected at large is that a better class of men can be secured by the latter plan. Some of the superintendents say:

Only the better class of business and professional men are now elected.

Local prejudices do not dominate.

Members pull together better in interests of the whole district.

Representative citizens are elected, discarding the election of ward favorites.

Men with broader conception of the function of the school are elected.

Eliminates bargaining and "logrolling."

School-board members also, with a few exceptions, favor a board elected at large. The following are typical replies received from school-board members, many of whom have had experience both with boards elected at large and with boards elected by wards:

The disadvantage of ward representation is that it frequently causes unwise expenditures in one section in order to bring about a just and needed expenditure in another.

Election at large tends to eliminate politics from administration of the school department.

We find that we get better men by election at large, and that there is not the clamor from the particular wards for special favors.

I favor election by wards. The populous and aristocratic wards would and might neglect the industrial wards where the foreigners live.

The ward system fosters the spirit of getting as much as possible for particular ward schools. The school system should be managed as a whole and not in ward units.

I am convinced that electing the school board at large in one city has allowed politics to decide who shall be the school controllers. The result has been that the very best citizens will not run, because they are not politicians enough to be elected and refuse to be defeated. To our city we have annexed new territory, making three new wards. These new wards are very thickly populated and consist of a most decidedly mixed population as to nationality, and thus far these new wards are subject to politicians. The result is that any man who seeks a position on the school board honorably or otherwise must see to it that he has enough votes to carry these three wards.

By election at large the community can keep out of the office men of inferior quality who have political pull in certain localities. Election at large also

oblivates undue influence brought to bear by neighbors and friends upon a member to secure special favors.

Members of school boards should be elected at large and not by wards, although efforts should be made in nominating to get men from different sections of the city. My objection to the ward system is that where two or more men are running for election in any particular ward the competition becomes quite keen in that limited territory, and the candidates are liable to make a number of promises which they may find it difficult to carry out, or in endeavoring to carry them out benefit that particular section of their town and lose sight of the interests of other sections which may be in greater need.

Good men are frequently more popular in the town than they are in their own ward.

I favor election by wards because the candidates are usually better known to their people.

I favor election by wards. If elected by wards, the director in his own ward will be more vigilant and work for the advancement of his school. There is an incentive for more activity.

#### LENGTH OF TERM.

Of 1,244 cities reporting, 4 elect school-board members for a term of one year, 115 for a term of two years, 714 for a term of three years, 157 for a term of four years; 60 for a term of five years, 192 for a term of six years, and 2 for a term of seven years. For general laws governing this subject see page 16. The tendency seems to be to increase the length of tenure of school-board members. Within the past five years, for example, New Mexico increased the term from two to four years and Pennsylvania from three to six years.

A long term, with partial renewal, usually insures a settled administrative policy. A short term often fails to afford board members an opportunity to work out some necessary reform. The argument most often advanced against a long term is that board members elected for a long period are not as responsive to the will of the people as they should be—that they become autocratic. It is also pointed out that an inefficient member will thus be able to serve a longer term, while, on the other hand, a board member who has made a good record need not fear for reelection, no matter how short the term.

It has happened, however, that excellent board members have not been reelected. In every community a school board must necessarily bring about changes which many people will not indorse until tried. In a certain city a new high-school building was badly needed. The board, authorized by law to issue bonds within 2 per cent of the assessed valuation, erected a building at a cost of \$60,000. Several of the members of the board, who had been elected for a short time, failed to be reelected because they had voted for the bond issue. Within a year after this the people saw that the school building had been needed. On the whole, a term of five years is undoubtedly better

than a term of two years. No board member should be elected for less than a three-year term, the term depending somewhat upon the number of board members.

#### BOROUGH AND CITY BOARDS OF EDUCATION AS PROVIDED BY STATE LAW.

*Alabama.*—In towns having 2,000 and less than 6,000 inhabitants, 5 members; term, 5 years; appointed by the council. In cities having 6,000 or more inhabitants, 5 members; term, 5 years; appointed by council or board of commissioners.

*Arizona.*—Members, 3; term, 3 years; elected at large.

*Arkansas.*—Members, 6; term, 3 years; elected at large.

*Colorado.*—In districts containing a school population of 1,000 or more, 5 members; term, 6 years; elected at large. In districts of less than 1,000 population, 3 members; term, 3 years; elected at large.

*California.*—Members, 3; term, 3 years; elected at large.

*Idaho.*—Members, 6; term, 3 years; elected at large.

*Illinois.*—In districts having a population of 1,000 or more and fewer than 11,000 inhabitants, 6 members and a president;<sup>1</sup> term, 3 years; elected at large. In districts having a population of 11,000 or more and fewer than 21,000 inhabitants, 9 members and a president; term, 3 years; elected at large. In districts having a population of 21,000 or more and fewer than 31,000 inhabitants, 12 members and a president;<sup>2</sup> term, 3 years; elected at large. In districts having a population of 31,000 or more and fewer than 100,000 inhabitants, 15 members and a president;<sup>3</sup> term, 3 years; elected at large. In cities having a population exceeding 100,000 inhabitants, 21 members; term, 3 years; appointed by the mayor. The president is elected from the membership of the board.

*Indiana.*—Cities of 100,000 population and over, 5 members; term, 4 years; elected at large; cities, 55,000 to 63,000 population, 5 members; term, 4 years; elected at large. Cities under 50,000 population, 3 members; term, 3 years; appointed by the council.

*Iowa.*—Cities of 15,000 population or over, 7 members; term, 3 years; elected at large. All other cities, 5 members; term, 3 years; elected at large.

*Kansas.*—Cities of first and second classes,<sup>4</sup> except those having a population of not more than 50,000 and less than 75,000, 6 members; term, 4 years; elected at large.

*Kentucky.*—Cities of over 100,000 population, 5 members; term, 4 years; elected at large. Cities having a population of 20,000 to 100,000, 5 members; term, 4 years; elected at large. Cities having a population of 3,000 to 20,000, 2 members from each ward; term, 4 years; elected by voters of entire city.

*Massachusetts.*—Any number of persons divisible by 3 which the town has decided to elect; term, 3 years; elected at large.

*Michigan.*—Cities having 200,000 population or over, 7 members; term, 6 years; elected at large. Cities of the fourth class, 6 members; term, 3 years; elected at large.

*Mississippi.*—Members, 5; term, 3 years; appointed by mayor and board of aldermen.

*Missouri.*—Members, 6; term, 3 years; elected at large.

<sup>1</sup> In some States these laws apply only to certain classes of cities.

<sup>2</sup> President elected by people.

<sup>3</sup> First class, population of more than 15,000; second class, 2,000 to 15,000.

*Montana.*—Districts having a population of 8,000 or more, 7 members; term, 3 years; elected at large. Districts having a population of 1,000 or more and less than 8,000, 5 members; term, 3 years; elected at large.

*Nebraska.*—Members, 6; term, 3 years; elected at large. In cities having less than 40,000 inhabitants and more than 5,000 the board of education shall at option of school district consist of 9 members for a term of 3 years. In cities having more than 40,000 and less than 100,000 population, 6 members for a term of 6 years.

*New Jersey.*—In each city other than those where boards of education now consist of less than 9 members, the mayor appoints 9 members for a term of 3 years. In boroughs there may be 5 or 3 members elected at large for a term of 3 years.

*New Mexico.*—Members, 5 at large; term, 4 years.

*North Dakota.*—In cities not organized under general law, 7 members; term, 3 years; elected at large. Cities as independent districts, 1 member from each ward; if an even number of wards, 1 member at large; if an odd number, 2 members at large; term, 3 years.

*Ohio.*—Cities of less than 50,000 population, not less than 3 nor more than 5 members; elected at large. Cities of 50,000 to 150,000 population, not less than 2 nor more than 7 members; elected at large; and not less than 2 nor more than 12 from the subdistricts. Cities of 150,000 population or more, not less than 5 nor more than 7 members; elected at large; term, 4 years in each case.

*Oklahoma.*—One member from each ward and one from outlying territory; term, 4 years; elected. In independent districts not cities of the first class, 3 members; term, 4 years; elected at large. Cities having more than 50,000 population, 2 members from each ward, provided the number of wards does not exceed 5; term, 4 years; elected.

*Oregon.*—Districts having 1,000 or more school-census children, 5 members; term, 5 years; elected at large.

*Pennsylvania.*—Districts of first class, 500,000 population and over, 15 members; term, 6 years. Appointed by the court of districts of second class, 30,000 to 50,000 population, 9 members; term, 6 years; elected at large. Districts of third class, 5,000 to 30,000 population, 7 members; term, 6 years; elected at large. Districts of fourth class, under 5,000 population, 5 members; term, 6 years; elected at large.

*Rhode Island.*—Members, 3; term, 3 years; elected at large.

*South Dakota.*—Members, 5; term, 3 years; elected at large.

*Tennessee.*—Not to exceed 6 members; term, 3 years; appointed by mayor and alderman.

*Texas.*—Members, 7; term, 2 years; elected at large in all independent districts established after 1905. Towns and cities which choose their school boards by appointment of city council or aldermen may by vote have a school board of 7 members elected at large for a term of 2 years.

*Utah.*—First class, 10 members; 2 for each ward; term, 4 years; elected. Second class, 5 members; term, 5 years; elected from and by each ward.

*Virginia.*—Members, 3 from each ward; term, 3 years; appointed by the council.

*Washington.*—Cities of first or second class, 5 members; term, 3 years; elected at large. Cities of third and fourth class districts, 3 members; term, 3 years; elected at large.

*Wisconsin.*—In cities of first class, 15 members; term, 3 years; elected at large. In any city other than first class that has adopted general charter law, one commissioner from each ward and three from the city at large; term, 3

years; appointed by mayor and city council, or by city council if so determined by ordinance. City schools may also work under district system; 3 members; term, 3 years; elected at large. City may have by vote 7 members; term, 3 years; elected at large.

*Wyoming.*—Members, 3; term, 3 years; elected at large. In districts having over 1,000 population electors may increase board to 6 members for a term of 3 years.

#### QUALIFICATIONS.

The qualifications required for school-board membership vary so in the different States that no general statement can be made. Among the many qualifications may be mentioned: "Taxpayer," "freeholder," "citizen," "not a holder of another public office," "good moral character," "patron of the school," "a resident of the city for a specified time," "able to read and write."

The thought has often been expressed that there should be an educational test for board members, the standard being that a board member should have graduated from the grade of school for which he legislates. Men who have completed a high school or a college course should make the best school committeemen, from the fact that they are conversant with school conditions, but many men who have not had the advantages of the schools are most ardent supporters of a progressive school system. To bar from a board of education a man who is not educated in the school sense of the term would often be detrimental to the schools. The chief qualification should be business sense.

The question is sometimes raised, "What vocations should have the largest representation on school boards?" The universal reply is that no safe and fast rule can be made. No one can say with any degree of certainty that a board should be composed of so many lawyers, ministers, physicians, bankers, grocers, or laboring men. Theoretically the claim is made that the different vocations should be represented, so as to make the board as cosmopolitan as possible. The opinion is that a board composed of men representing the different vocations will insure a better balanced administration than a board composed almost entirely of physicians, lawyers, or bankers. No matter from what vocation a school committeeman may come, he should possess business sense to an eminent degree, be alive to the needs of the schools, and stand for conservative educational progress.

#### RENEWAL OF MEMBERSHIP.

Partial renewal of membership is the general practice, though there are several instances of complete renewal. In most cities one or two new members are elected each year; in some cases the election is biennial. The manner of renewal depends upon several factors—the number of members, the length of term, and whether annual

or biennial renewal is provided. Boards composed of three members elected for a term of three years usually have one new member each year. Boards composed of five members elected for a term of three years usually renew in a 2-2-1 series, and if elected for a term of five years, one each year. Boards composed of six members elected for a term of three years renew two members a year. In Pennsylvania, boards composed of seven members elected for a term of six years renew their membership 2-2-3 every two years, and those composed of five members renew 2-2-1 every two years. The practice of partial renewal is considered better than entire renewal. At the end of a term an entirely new board might be elected whose members would be wholly ignorant of school conditions and would injure the work of the schools. When a new man is elected to board membership it takes him some months to learn conditions and the best way of meeting them. The only way he learns is by observing and studying the situation under the tuition of the older members. An entirely new board, which is possible with entire renewal at the end of a term, would have no one to instruct them except the superintendent, and they might not take kindly to his instruction. A superintendent may have worked to educate his board so that certain reforms could be brought about. A new board, unfamiliar with his plans, might hesitate to adopt his recommendations. In a board of five members elected for a term of five years one renewal a year would insure a fairly settled policy on the part of the board.

#### MEETINGS.

Most school boards have one regular meeting a month, which is considered often enough for the transaction of all ordinary business. At times, when plans for the erection of buildings or other things of special importance are under consideration, it is necessary for the board to meet oftener than once a month. Occasionally it is necessary to have a call meeting to transact business that needs the immediate attention of the board.

As a rule, school-board meetings are open to the public. It is usual for the press to have a representative present at board meetings. Closed sessions do not meet with much favor. There may be times, however, when business is best disposed of in closed session. If cases of discipline of pupils reach the board, it is unwise to admit the public to the meeting at which these cases are considered. If the board wishes to discuss with the superintendent the advisability of dismissing a teacher, it is only fair to the teacher that the discussion take place in closed session.

In some cities tardiness and irregular attendance of board members often handicap the work of the school board. Tardiness often prevents boards from beginning business until a half hour after the

time set for meeting. Board members who are not regular in attendance miss important items of business and lose interest in the affairs of the board. When the board is criticized for certain legislation, a school-board member can not well excuse himself by saying that he was absent, though this excuse is sometimes offered. School-board members have been known to absent themselves when they did not wish to go on record as voting for or against a measure. The public usually learns to know such officials.

Some business can not well be transacted without a majority vote of the board. It usually requires a majority vote of the board to elect a superintendent or teachers and to let contracts, though in some cases a vote of the majority of a quorum is all that is necessary. (See Table 13.)

#### COMMITTEES.

Though school boards in most of the smaller cities have been reduced in size to 5, 6, or 7 members, some of them still cling to the custom of having many standing committees. Sometimes there are as many committees as there are board members, each member holding a chairmanship. What these committees find to do is a question difficult to answer. Either there is nothing for some of them to do or they take upon themselves duties that do not belong to them, but to paid experts.

Among the many different kinds of committees listed in Table 13, page 130, are the following: Finance, teachers, rules, course of study, buildings, auditing, visiting, prizes, penmanship, purchasing, textbooks, repairs, insurance, complaint, janitor, judiciary, library, civic center, supplies, sanitation, promotion, manual training, domestic science, high school, elementary school, factory supervision, transportation, deficient children, examinations, salary, lyceum, law, discipline, school entertainment, truancy, printing, nonresident pupils, vocational courses, music and dancing, military drill, athletics, ways and means, investigating, legislation, publicity, medical inspection, playgrounds, statistics.

Clearly the functions of many of these committees, such as those on promotion, examinations, penmanship, course of study, and truancy, must duplicate the functions of expert employees of the school board.

A superintendent describing a board composed of many committees with which he once had some business transactions says:

There were 13 members on this board, the thirteenth man acting as president and voting in case of a tie. The board was divided up into so many committees that each man had to serve on two or three different committees. There was a committee on teachers, another on janitors, one on schoolroom lighting, one on sanitary conditions generally, etc.<sup>1</sup>

<sup>1</sup> Report National Education Association, 1911, p. 904.

The whole situation was ridiculous and pathetic. The writer became especially interested in that school-board situation. He made some investigation. So far as he could find out, not one of these men had any special fitness to do the committee work assigned him, yet each committee took itself seriously, went through its assigned motions, and was jealous of any interference or dictation. A shop foreman, a manufacturer, a retired capitalist, a publisher of a religious paper, a commission man, an extremely busy lawyer, and a few other of scattered occupations composed this austere assemblage of scholastic inefficiency. All of these men were upright citizens and successful in their lines of work. The only trouble was that they thought they knew something about their schools when the truth was they knew little or nothing. In place of posing as experts, they should have turned over all their committee activities to salaried experts and then set themselves up as fair-minded judges of results, which was their sole function under the circumstances.

How many and what committees a board should have may depend to a certain extent upon local conditions and upon the size of the board, but in general a board composed of 7 or fewer members needs no standing committees. If the superintendent is given the power due in the preparation of the school budget, in the selection of teachers, and in the general professional and business administration of the schools, he seldom needs the assistance of a committee. A board of 5, 6, or 7 members can discuss and pass upon the recommendations of the superintendent as well as a committee of three. When the work is done by committees, there is usually but little discussion by the entire board; one part of the board may be almost entirely ignorant of what another part is doing. Every member of the board should give his serious attention to every recommendation presented for consideration. This is not the case in many instances where the work is parceled out to committees. Committees are often the mouth-piece of the president of the board, who appoints them. One argument advanced in favor of committees is that the committees can meet quietly and go over the work assigned them without having the matter discussed openly in board meeting. A school-board member in favor of many committees says that in his city the teachers' committee and the superintendent meet and decide upon what teachers shall be reelected and who the new teachers shall be, and that it is understood that the recommendations of the committee will be accepted. This may be the best plan in a town where politics plays a part and where the superintendent is a figurehead, but not in a town where the school board employs a superintendent to manage the schools in a professional and businesslike way.

The argument that much of the work of the board can be done through committees without attracting the attention of the public is not valid in a democracy. The school board represents the people, and the people should not have the workings of the board obscured by quiet committee meetings at some member's home and

with the understanding that there will be but little discussion in open board meeting of the committee's recommendations.

If a board thinks that it must have committees, no member should serve upon more than one committee. If a board of six members has six committees of three members each, each member of the board must be upon three committees; two or three of these committees may appoint the same date for meeting, or each member having so many committee meetings can not attend all of them.

If there are any committees, their attention should be directed chiefly to the business affairs of the board. In a board of from five to nine members two committees could easily look after the business of the board—a committee on finance and accounts and one on buildings and grounds. It should be understood, however, that the action of neither of these committees is final, but that it is their chief duty to present the facts to the board.

#### SOME POWERS AND DUTIES OF COMMITTEES.

The rules and regulations of the school board at Freeport, N. Y., define the powers and duties of its committees so fully that they are given herewith:

##### BOARD OF EDUCATION, FREEPORT, N. Y.

The *Committee on Finance and Accounts* shall have charge of the financial affairs and supervise the accounts of receipts and disbursements by the board of education. It shall prepare and report from time to time such estimates of the amounts required to meet the wants of the schools as may be necessary for the information of the board of education or the school district. It shall submit statements of amounts on contracts and fixed charges and other items required to be paid during the ensuing month (which otherwise would not be presented) in due form for payment, with its approval and the fund from which it shall be paid indorsed thereon. It shall examine into the circumstances connected with all disputed claims and report thereon to the board of education. It shall keep all school property insured against loss or damage by fire in such companies and through such agents as shall be approved by the board of education. It shall have the care and supervision of all deeds, insurance policies, papers, documents, reports, and records belonging to said board of education and school district, and shall see that the same are kept in the superintendent's office, in good condition. It shall keep lists or inventories of all items, cost and present value of the "Real property, buildings and permanent improvements thereon," "Furniture," "Books," and "Miscellaneous items of value," to which shall be added all accessions and from which shall be deducted all withdrawals occasioned by depreciation or otherwise, which causes shall be noted thereon, and such lists or inventories are to be revised at the commencement of each school year.

The *Committee on Buildings and Grounds* shall exercise a general supervision over the janitors, school buildings, furniture, and grounds, and the repairs that may be needed, and perform such other duties as the board of education may direct. All proposed repairs must first be submitted to the board of education for approval. It shall visit and examine from time to time all the school buildings in reference to cleanliness, ventilation, fire protection, lighting, heating,

seating capacities, sanitary and other facilities, general condition as to repairs and the necessity of alterations or improvements, and report the result of such examination to the board of education at its next regular meeting. It shall also, whenever requested by the superintendent, promptly visit and examine any school or schools designated and report thereon to the board of education. It shall at suitable seasons, by contract or otherwise, provide for the cleaning of all school buildings and the repairing and fitting up of heating apparatus.

Each member of every standing or special committee shall be notified of the time and place of holding every proposed meeting of such committee at least 24 hours previous to the time appointed for such meeting, unless all the members thereof are present and waive such notice, except in case of an adjourned meeting, of which no notice need be given the members; and it shall be the duty of the district clerk to send notice by mail to each member when instructed so to do by the chairman.

No committee shall proceed to the consideration of any matters referred to them, or which is within their general power, unless a majority of the members of such committee shall be present, nor unless notice of the meeting of said committee shall have been given as directed by the preceding rules.

School boards are usually given broad powers, and their duties are practically the same in every city. Their duties as defined by law include the making of courses of study; appointment of teachers, janitors, truant officers, principals, and superintendent; selecting and purchasing textbooks and all kinds of supplies; keeping school buildings in repair and in sanitary condition; classifying and promoting pupils; making reports; levying taxes or submitting estimates; fixing salaries; prescribing duties; etc.

In a city system of schools, or even in any system of schools, a school board can not perform all these duties, because of a lack of time and because it is not fitted to perform those duties requiring the services of some one of special training. It is evident that the services of an expert are required in the selection of teachers, in the rating of teachers, in the selection of textbooks, and in the promotion of pupils. To do these things the school board should employ a superintendent of schools and hold him responsible for results.

In this chapter it will not be possible to treat of all the duties of the school board. Among those that may be considered at some length are electing a superintendent of schools, considering the annual budget, and providing buildings and grounds. Other duties discussed relate to some of the newer movements in school administration, such as providing for evening schools, vacation schools, schools for special children, and the wider use of the school plant. In general, the duties of a school board may be classed as legislative, executive, and judicial, but in progressive schools most of the executive and judicial functions have been transferred to the city superintendent. In some of the smaller cities the board still retains executive functions in business matters, and is occasionally called upon to act in a judicial capacity, but as a rule the school board

should act in a legislative capacity, employing some one to act as its executive in business and professional matters. No school system can be considered progressive where the board itself attempts to execute in matters with which its members are not familiar and for which they have had no training. Progressive school boards legislate. This is their prerogative. The matter of execution should be placed in the hands of an expert—the superintendent of schools.

#### ELECTING A SUPERINTENDENT.

One of the biggest problems confronting a school board is the selection of a superintendent. If a good superintendent is elected, and if the board delegates to him the professional management of the schools, there is usually but little cause for complaint from those who believe that the schools should be managed in the interests of the children.

The questions board members of the most progressive school systems are asking when in search of a superintendent are: What is his character? What experience has he had (*a*) as teacher, (*b*) as superintendent? Has he been successful? What is his personality? Does he take an interest in the life of the community? Has he in his present position succeeded in interesting the people in their schools? Is he a college graduate? Has he made a study of the problems of school administration? Is he sanely progressive?

Though a college degree is not absolutely essential to the success of a school superintendent, it is becoming more and more difficult for a man without a college degree to secure the superintendency of a city school system. In cities of more than 5,000 population there are very few superintendents who have not had a college or normal-school education. No statistics are available for cities under 5,000, but it is very doubtful whether there are many superintendents in cities of this class who are not college or normal-school graduates.

Of 1,300 cities between 2,500 and 30,000 population reporting, 44 per cent require the superintendent to have had experience as a supervisor. In cities of more than 5,000 population it is a rare occurrence for anyone to be elected superintendent who has not had experience in some supervisory position, either as superintendent in a smaller place or as ward or high-school principal.

In towns between 2,500 and 5,000 population school boards sometimes elect a man as superintendent who has had no experience as a supervisor. It has been discovered that a young man who has had several years' teaching experience after graduating from college often makes a better superintendent than one who has had many years' experience as superintendent. A man with many years' experience, if he has been successful, does not need to look for a position paying \$1,200 or \$1,400, the salary usually paid in cities under 5,000,

nor does a man who has had some years' successful experience seek a position with a less salary than he is receiving. A small city paying its superintendent \$1,400 a year was receiving applications to fill a vacancy in the superintendency. Among the applicants was a man who had had some years' experience in a larger city paying \$2,000 a year. The board, without making any inquiries, elected him on the theory that his experience in the larger place outweighed the few years' experience of the other applicants from smaller places. Within a year the board discovered that it had elected the wrong man, and that it should have elected one of the applicants who had had only a few years' experience in a smaller city.

Having determined what educational qualifications and experience an applicant for the superintendency should possess, how may a board determine whether he has been successful and whether his character is such as to warrant his election?

Too often school boards give undue weight to letters of recommendation. All the recommendations an applicant carries with him are good. Instead of relying on recommendations written "to whom it may concern," the better plan is to have the applicants submit a list of references to whom the secretary may write or with whom members of the board may converse.

Some boards have adopted the plan of going over all the applications carefully and eliminating all but five or six of the most promising. An investigating committee, or the entire board, if a small one, visits the cities where the applicants are supervising. Inquiries made of business and professional men usually reveal the status of the superintendent in that city. A school board employing this method visited a city and on inquiry of some of the prominent business and professional men discovered that only one or two knew anything about the schools. Several did not know the name of the superintendent who had been in the city for seven years. This committee, being in search of a man who possessed, among other qualifications, the power to make himself felt in the community, wisely made no further inquiries.

Committees looking up the record of applicants interview the applicants' enemies as well as their friends. This is only fair to the board and usually to the applicant. A committee that was looking for a superintendent discovered that a promising applicant had some enemies. These were interviewed. One said, "The sooner you take our superintendent the better it will be for this town." The committee questioned him for a few minutes and discovered that the superintendent had refused to nominate this man's daughter for a position in the schools. Another said that the tax rate had been increased because the superintendent had introduced some new things such as manual training, drawing, and evening schools. One of the

committee, speaking of this incident, said that the superintendent's enemies gave him a better recommendation than his friends.

Dr. N. C. Schaeffer, speaking of the necessity of looking into the past and the present of an applicant for a superintendency, says:

Where a man has made no enemies it is proof that he has never taken a stand or waged a fight on any of the great moral questions of the day. And then, after consulting the man's friends and enemies, it behooves the inquirer to learn what he can from those who occupy a position of indifference. In that way you have the best criterion you can get to test the qualities of a candidate for the position of superintendent. Some mistakes have been made in the selection of superintendents. If the directors had asked not merely the friends but also the enemies and then submitted the inquiry to those taking no side for or against the candidate, they would have avoided some of the blunders we find to-day.

Many of the boards in the smaller cities are still flooded with applications when a vacancy occurs in the superintendency. Often they give out the impression that the position should be sought. On the contrary, the board should seek the man.

A school board was advertising for a superintendent, and when applicants went to see the president of the board he asked them a few questions and read over their testimonials. He then told them to see the other members of the board and to file a written application with the secretary. One day an applicant introduced himself, and when told to visit the other members of the board he said:

Is this all you want to know about me? If you are not pushing your inquiries any further with the applicants, I do not wish to be considered. If you are really looking for a superintendent, I wish that you would look up my record. I shall not see any of the other members of the board until you have done this.

The president of the board, who was a keen business man, at once saw the force of what the young man had said and at once looked up his record and the records of the other applicants. The president and other members of that board say that if they had not examined into the records of the 50 or 60 applicants they would in all probability have made a serious blunder.

Another board, in a city of 10,000 population, acting on the plan of letting the applicant seek the position, had on the day of election 60 applicants from which to choose. The board was bewildered, but they soon made up their minds. A wily and unscrupulous politician in the city, knowing the difficulty the board would have in selecting a man from the 60 who had visited the board, advised a friend of his who wanted the position not to appear until the day of the election. A few hours before time for the board meeting the new applicant appeared. He made a favorable impression and was unanimously elected. A few days later two of the board learned from a reliable source that the newly elected superintendent was a man of immoral character. But as he had been duly elected, these two board members

decided that they would not divulge this bit of information. Within two years, the man was dismissed on charges of immorality. A little investigation would have saved the school board and the city from humiliation. The selection of a superintendent is a matter to which school boards can not give too serious thought.

#### CONSIDERATION OF THE BUDGET.

One of the problems that should receive the serious attention of the school board is the annual budget. The superintendent of city schools should make an estimate of the amount necessary for each item of expenditure and submit his estimate to the board for its serious consideration.

Though no hard and fast rule can be made as to what per cent each item should be of the total running expenses, it is evident that there should be a proper balance among the different items. For instance, what ratio should exist between expenditure for elementary and for high schools? In a study<sup>1</sup> made by this bureau of city school expenses in cities of more than 30,000 population, it was found that the ratio of the cost per pupil of the elementary schools to high schools is 2.16. No statistics are available for cities of less than 30,000, but in all probability the ratio is lower. In cities between 30,000 and 50,000 population the ratio is 1.90.

In this connection it must be remembered that if the ratio of expenditure between the elementary school and the high school is greater than 2.16, the conclusion that too much is being spent for the high school does not follow, but rather that not enough is spent on the elementary school. Cities expending four times as much per high-school pupil evidently need to change the ratio by expending more for the grades. What part should be devoted to teachers' salaries? In cities having between 30,000 and 50,000 population the median per cent of expenses of all schools devoted to teachers' salaries is 65.795<sup>2</sup>

Tables 9 and 10, pages 115 and 116, based upon statistics reported to this bureau by cities of less than 25,000 population, indicate what per cent of the total expense is devoted to each item of expense in 44 cities in the group of cities from 5,000 to 10,000 population and in the group from 10,000 to 25,000 population. These tables represent, as accurately as any statistics available for these groups can be made to represent, the per cent devoted to each item, though a few boards have failed to report some items that should have been reported. The median per cent devoted to teachers' salaries in the group of

<sup>1</sup> U. S. Bureau of Education, Bulletin, 1912, No. 5, may be had of Superintendent of Documents, Government Printing Office, Washington, D. C., at 10 cents a copy.

<sup>2</sup> U. S. Bureau of Education, Bulletin, 1912, No. 5.

cities having between 5,000 and 10,000 population is 63.75 and in the group between 10,000 and 25,000 population 66.76.

These tables can not be taken as an infallible guide in estimating the percentage of total expenditure to be devoted to each item, but they do show fairly accurately how 44 representative cities in each class apportioned their expense account for the year 1913.

#### PROVIDING BUILDINGS.

One of the duties imposed upon school boards and one that should not be neglected is that of providing safe, sanitary school buildings. It is still too true that in many of the smaller cities not enough attention has been given to this matter. Most of the school buildings erected within the past few years are modern in respect to safety and sanitation. Many old buildings without adequate means of lighting and ventilating are still in use. In some buildings, even in regions free from smoke, the rooms are so poorly lighted that children on the side of the room opposite the windows do not have sufficient light. Artificial light is also necessary in many classrooms much of the time.

Ventilation is so poor in some rooms that a visitor upon entering the room can detect the foul air. The problem of ventilation has not been entirely solved even with modern appliances.

All buildings that are poorly lighted or ventilated should be remodeled or torn down and new ones erected. It is the recognized duty of school boards to see that children are not compelled to sit in poorly lighted and poorly ventilated classrooms. If school buildings are properly ventilated and lighted, a child can attend school the entire year and grow strong, provided, of course, that the school work is suited to his strength and that ample provision is made for physical exercise.

One reason there are so many school buildings ill adapted to school use is because no architect was employed, or one was employed who knew nothing of school architecture. Many boards before employing an architect ascertain whether he has made a special study of school buildings. Architects who may be experts in planning business houses often have no knowledge of the best plans for school buildings. In a certain city an architect who had designed many business buildings was employed by the school board to design an addition to the high-school building. The superintendent and high-school principal, after looking over the plans, protested on some points, but the architect's plans were adopted on the theory that he was an expert. When the building was completed it was discovered that the building was not such as an architect who understood the needs of a school would have planned. In most instances the superintendent of schools

and teachers can make suggestions that should be carefully considered.

Many boards of education when contemplating the erection of a building visit other cities where new buildings have been erected to see whether they answer the purpose for which erected and to gain such information as will help them. In States where there are no definite regulations regarding the erection of school buildings it is well for school-board members to have at hand building codes of other States. The building code of New Jersey, which is one of the best in the country, is given in full in this bulletin. (Appendix, p. 99.) The reader desiring further information regarding school buildings is referred to United States Bureau of Education, Bulletins No. 5, 1910; No. 52, 1913; No. 12, 1914; *Modern School Buildings*, published by Charles Scribner; and *Grade and High School Buildings*, published by the American School Board Journal.

As yet not many school buildings have been equipped with vacuum cleaners. School boards are, however, coming to realize the value and necessity of a vacuum-cleaning system. In school buildings cleaned by this system nearly every particle of dust is removed from the floors. In the mornings all the dust can be removed from the desks without putting it into circulation throughout the room, as with ordinary methods of dusting. The cost of installing a vacuum-cleaning system is small. One city recently installed the system for a high-school building containing 26 rooms, besides a large auditorium and a large gymnasium, at a cost of \$1,041, while the total cost of the building was about \$130,000.

There are still some school buildings heated with stoves. In most cases these are jacketed. Practically all the newer buildings are equipped with patented ventilating systems.

Of 1,334 reporting, 649 provide adjustable seats for the elementary schools and 469 for the high school. Adjustable seats are much more necessary in the elementary school than in the high school, where pupils usually change rooms every 45 minutes. In a room in the elementary school each child has a certain seat, which can be adjusted to his needs. In the high school many different pupils must at different periods of the day make use of the same seat.

On the whole, great advancement has been made within the last few years in school architecture in the smaller cities. As previously stated, many old buildings need to be remodeled or new ones erected so as to secure proper lighting and ventilation.

Many boards have made serious mistakes in erecting buildings to which it is impossible to add new rooms as needed. The most approved plan is to erect buildings in units so that additions may be made as necessity demands. Much can be saved by adopting this plan.

## PROVIDING PLAYGROUNDS.

As yet few cities, large or small, have given enough attention to the matter of play and school playgrounds. It is agreed that there should be public playgrounds in every city, but often these are at some distance from the school buildings. In a certain city fairly well equipped with playgrounds the boys and girls at the noon hour stand huddled in a small school yard, because the city playgrounds are too far distant to be of use to the schools. There has been a waste of money and but little foresight in that city. The playgrounds should be near the school buildings, so that a teacher may supervise the play periods.

Of 1,350 cities reporting, 37 per cent have grounds surrounding the school buildings averaging less than one-half acre in extent; 26 per cent averaging from one-half to 1 acre; 24 per cent averaging from 1 to 2 acres; and 13 per cent averaging 2 or more acres; 63 per cent have school grounds averaging less than 1 acre, and 87 per cent have grounds averaging less than 2 acres. As the school buildings take up much of the space, the amount left for play purposes is, in at least 90 per cent of the cities under 30,000 population, entirely too small. Henry S. Curtis says:<sup>1</sup>

It may be said, in general, that a block of 2 acres or less puts all play at a disadvantage. The lots are so short that the back yards are very small, and there is no space for the small children to play. Such blocks are scarcely large enough for baseball when they are vacant, and they are not large enough for school playgrounds even when the school has an entire block. \* \* \* A city high school requires 10 acres of ground in order to carry on games that its students should play, because nearly all the games require a considerable area, and the growing conception is that every student, not a few athletic specialists, should take part. Girls need a separate field from boys, and they should have every encouragement to play. \* \* \* Various standards have been proposed for the city elementary school. The board of education of England requires 30 square feet of playground for each child. This would place a child every 5 feet over the school yard. A year ago the State of Washington passed a bill requiring 100 square feet, but this was vetoed by the governor. Even this would have been inadequate. \* \* \* For most of the new schools, in the smaller cities at least, there is at present a workable standard, namely, one block for each school. This is quite generally adopted in the Middle West and the South at present.

The problem of securing enough ground for school purposes is becoming more and more difficult, especially in manufacturing cities where the price of real estate is high. By referring to page 114 it will be seen that as a rule cities in the Southern and Western States have the largest school playgrounds. In Georgia, for instance, out of 21 cities reporting there is but 1 with grounds of less than one-half acre, 8 with less than 1 acre, and 5 with less than 2 acres, while there are 12 that have grounds of 2 acres or more.

<sup>1</sup> U. S. Bureau of Education, Bulletin, 1918, No. 40.

To enlarge the grounds surrounding the present buildings is almost impossible. Owners of vacant properties next to the school usually ask fabulous prices, or there are costly buildings on the properties adjoining. Boards usually have the right to condemn land for school purposes, and the modern interpretation "for school purposes" should, no doubt, include playgrounds surrounding the school buildings, as play is now considered a part of nearly every curriculum. Some State laws definitely provide for the purchase of grounds sufficient for play purposes. The school law of Pennsylvania provides that no new school building shall be erected without a proper playground, and that wherever the board of school directors of any district can not agree on the terms of the purchase with the owner of any real estate that the board has selected for school purposes, the board, after having decided upon the amount and location thereof, may "enter upon, take possession of, and occupy such land as it may have selected for school purposes and designate and mark the boundaries thereof."

Only by having such authority will school boards ever be enabled to secure grounds of sufficient size. Even with such authority the value of real estate in many of the smaller cities prevents the enlargement of the grounds around the present buildings.

The school grounds should also be large enough to have plenty of grass plats, trees, and shrubbery; they should also have room for school gardens. As yet few cities have grounds of sufficient size for these needs, and many of those that do have large school grounds have failed to beautify them and equip them for play purposes. Comparatively few school grounds are equipped with proper play apparatus. Of 1,350 cities reporting, 451 have some equipment. One of the problems yet to be solved is how to have play on the school grounds supervised, since few cities can afford a special teacher. Some boards require the regular classroom teachers to be on the playground with the children during recess periods. Teachers can not object seriously to this. They, too, need the fresh air and recreation during these periods.

The problem is how to make use of the school playgrounds after school hours and during vacation, so that all the children in the neighborhood may have an opportunity to play under proper supervision. The addition of a few dollars a year to the salary of one of the teachers would in many cities secure expert playground supervision on Saturdays and during the vacation months.

#### MAKING WIDER USE OF THE SCHOOL PLANT.

Many school boards still refuse to open the public school buildings for other than school purposes. Of 1,334 cities of less than 30,000 population reporting, only 503 use the school buildings for anything but regular school work. It is a generally accepted principle that

school buildings are primarily for children of school age. Since school is in session only 5 or 6 hours a day for 5 days a week and for only 36 or 40 weeks a year, it is evident that the school buildings in the remaining cities are idle more than half the time.

One of the uses that could be made of school buildings would be for social-center purposes. In many of the small cities there is no common meeting place, or at least no place that may be had free of charge. There should be in every community a place where people can meet and discuss civic problems and hear lectures on questions of local and national interest.

The opinion of those who have made a special study of social-center activities is that the work can be carried on most effectively only where there is a paid employee or some one who gives especial attention to the work. Of 71 cities of all sizes reporting to the Russell Sage Foundation that they employ some paid worker to carry on evening activities other than those of the regular night school, 24 are cities of less than 25,000 population. The plan of employing the principal or one of the teachers in small cities has been advocated, and adopted in one or two instances.

That many more cities under 25,000 population could open their school buildings for social center purposes is evident. Statistics at hand show that, of 1,334 of those reporting, 314 have auditoriums in at least one grade building, 888 have auditoriums in the high-school building, and 450 of the high-school buildings have gymnasiums.

South Orange, N. J., may be given as an example of what it is possible for a city of six or eight thousand population to do to make the school plant of greatest use to the community. The superintendent of schools in that city reports that the larger use of the school plant has come in a very rational way from such needs of the community as have grown strong enough for expression; that the enterprises which meet these needs are first financed and carried to success by those who are particularly interested in them; and that some of them may in turn be recognized by the people as properly belonging to the public work, while others will naturally always be maintained by those who directly get the benefit.

The following activities are carried on in the public school buildings of South Orange: Musical entertainments and lectures; political meetings by each political party; entertainments by churches and lodges; moving-picture entertainments; dances in high-school gymnasium by various organizations; Boy-Scout meetings; classes for mothers; choral societies; home and school associations; basket ball; circulating library.

Any organization requesting the use of any of the school buildings makes application to the building committee, using the following form:

APPLICATION FOR USE OF SCHOOL HALLS

Note Regulations on back hereof

South Orange, N. J. \_\_\_\_\_ 191\_\_

APPLICATION is hereby made to the Board of Education of the School District, of the Township of South Orange, for the use of the \_\_\_\_\_ in the \_\_\_\_\_ School Building, between the hours of \_\_\_\_\_ and \_\_\_\_\_ on the \_\_\_\_\_ day of \_\_\_\_\_ the same to be used for the purpose of \_\_\_\_\_

for which admission charge \_\_\_\_\_ per person will be made.

It is hereby agreed and understood that, if this application is granted, the undersigned will assume responsibility for the preservation of order in said building and liability for any damage to, or loss of property that may accrue, and for the due observance of all regulations of the Board of Education with reference to the buildings.

The Building Committee or its representative shall at all times have free access to all parts of the School buildings, whether leased or not.

The above date is clear. } (Sign here) \_\_\_\_\_ Received \$ \_\_\_\_\_

District Clerk.

Approved:

For Committee on Buildings.

The school board of South Orange has adopted the following rules relating to the use of school buildings for other than school purposes:

The assembly halls of the schools are for school uses and may be rented for other purposes only when no interference with school work or student activities arises therefrom.

For the use of auditorium per evening, for educational purposes, with admission free, there will be no charge in Maplewood, Hilton, or South Orange; for all purposes where admission is not free, or which otherwise yield a revenue, not less than \$5 will be charged in Maplewood or Hilton, and not less than \$10 in South Orange.

These rates are based on the assembly-room arrangements being undisturbed; if any changes are desired, an additional charge will be made, but no admission to the buildings will be granted for such purposes during school hours, except under special permit.

Applications for the use of the halls must be presented to the district clerk on the printed forms provided by the board, and must in all cases be accompanied with the amount of rental fixed by the board, which amount will be returned in case the application is not granted. In case the date applied for shall be clear, the district clerk will forward the application to the building committee with his notation that the date is clear and that he has received the amount of rental as per schedule. The applications shall be deemed granted when signed by the chairman of the building committee or by a member of the committee designated by him. The granting of applications for the use of assembly halls confers no privileges with reference to any part of the building other than the assembly hall, except under special agreement.

Smoking in any part of the school buildings is absolutely prohibited.

Whether school buildings should be used as polling places has been a question that many boards have been called upon to decide. Opinion is somewhat divided, but the tendency seems to be toward such use. Of 1,334 cities reporting, 174 use the school buildings for this purpose. In many of these cities, however, the school buildings are used only for school elections.<sup>1</sup>

There can be no valid reason for not holding elections in school buildings so long as the work of the school is not interrupted. The principle that school buildings are primarily for school purposes holds when boards are discussing the granting of permission to use the buildings as polling places.

It has been found in most instances that the holding of elections in school buildings during school hours does not interfere with school work. If there is an auditorium, a gymnasium, or a vacant room in the building, school work does not suffer. Sometimes voters step inside classrooms to visit. This is an advantage. The children make inquiries about elections and learn much about governmental machinery at a time when their interest in the subject is aroused.

There is testimony from several of the larger cities that school buildings can be used as polling places without interfering with

<sup>1</sup> See Educ. Bull., 1915, No. 13, "The Schoolhouse as the Polling Place."

school work. A grammar-school principal in Worcester, Mass., whose school buildings are used as polling places, says that she has never had the slightest trouble. Another principal in the same city says that in his 10 years' experience he has never heard any criticism of the use of the buildings and that he has never known any difficulty to arise. Similar testimony has been rendered by principals in other cities.<sup>1</sup>

#### ESTABLISHING VACATION SCHOOLS.

There are two types of vacation schools—one aims to educate through play and to keep the children off the street; the other to help children who have lost time or who are capable of gaining a grade. Of 1,338 cities reporting, 113 have schools of this type conducted by the school board. These schools are usually in session from four to eight weeks. The following are extracts from a few of the many letters received at the Bureau of Education regarding vacation schools;

*Carlisle, Pa.*—The summer school is for high school students who have failed. The term is from June 30 to August 22. Had a total enrollment of 30 students at the end of the term; 16 passed their examinations. The term for 1914 has an enrollment of 26; of this number 23 were promoted.

*Bloomfield, N. J.*—The vacation school is in the foreign section of the city, with no playgrounds near, and the children have nothing to do but run and play in dirty streets. The school was organized to assist them in passing a profitable vacation. The girls were taught to sew; the boys were given useful work in woodworking; the smaller children were given kindergarten training; and all were given much practice in oral English.

*Medford, Mass.*—According to the 1912 report of the schools of Medford, Mass., the per capita cost for summer-school pupils was \$2.97, the average membership being 165; 119 of the 157 grammar-school pupils enrolled gained the promotion they had lost in June, 12 gained an extra promotion, and 21 worked off handicapping conditions. In the high-school division 27 of the 34 in attendance passed off all or a portion of their failures.

*Saugus, Mass.*—Forty-six boys joined the summer manual training class in July, 1912, and in 18 two-hour lessons accomplished as much work as in a school year of one hour per week lessons. This one year has been added by this summer course to the instruction in manual training.

Each boy paid a nominal sum of \$1 for the entire course. The sum thus realized, together with a part of the receipts from the annual field day, was sufficient to pay for the instruction, which amounted to \$54. The tools and lumber were furnished by the school department at a cost of \$41.40.

*Mount Pleasant, Pa.*—The discipline in the summer school was perfect without effort; retarded children made remarkable progress on short-time instruction hours; attendance was regular without the services of an attendance officer.

*Mohitclair, N. J.*—The number taking examinations at the close of the term was 142; of this number, 90, or 64.8 per cent, were promoted. This reports merely the educational side of the work; the results from the three play centers can not be measured by figures.

<sup>1</sup> National Municipal Review, vol. 2, p. 461, July, 1913.

That the vacation school is here and here to stay is evident. There is undoubtedly a growing sentiment in the small cities for vacation schools, especially for children who have failed of promotion.<sup>1</sup> It must be noted, however, that all the vacation schools are not supported by the school board. In many cities they are under the direction of some organization, while in others tuition is charged. The tendency is for boards of education to look upon vacation schools as an economic and educational necessity. The cost per pupil is usually only a few dollars, the chief cost being that of instruction. There is no expense for fuel; no cost for janitors in those cities where janitors are employed for the entire year; and comparatively little expense for textbooks, since the textbooks made use of during the regular term are used in the vacation schools.

#### PROVIDING EVENING SCHOOLS.

In many of the smaller cities school boards have opened the school buildings for evening classes, and no proof is necessary to demonstrate the value of these schools. Most evening classes are supported by public funds. The following instances are typical of what the opening of the school buildings for evening classes in a few cities can do for young men and women:

Nearly all the evening-school pupils at Spartanburg, S. C., are mill operatives. Many of them are illiterate and are taught to read and write.

The evening school at Morris, Ill., has increased the earning capacity of many of the pupils enrolled. A clerk was advanced to the position of bookkeeper, a young man was given employment as typist in a law office, a young woman was employed as stenographer in a shoe company's office, another was employed as typist for a public library, and three entered business college with advanced standing.

The evening school at Peabody, Mass., is composed almost entirely of non-English-speaking foreigners, who have acquired, after several terms, a fair working knowledge of English.

So the testimony for evening schools runs.

Evening classes could be formed in every city of more than 2,500 population. Many young men and women who left school before the completion of the eighth grade would attend, and many who have not had the advantages of a high-school course would take up some of the high-school subjects, especially the commercial subjects. In a small city it is impossible to offer many different subjects, but whenever 15 or 20 people apply for a subject it should be offered.

When a school board decides to open an evening school the fact should be made known through the local newspapers and by means of posters. In some cities blanks are printed and distributed to the school children to take home to older brothers and sisters or even to

<sup>1</sup> For a discussion of schools and summer vacation, see p. XXIV, vol. 1, 1913, of the Report of the Commissioner of Education.

fathers and mothers, who may wish to join an evening class. A time is also set for all prospective students to meet with the superintendent, since it is important that he should have an opportunity to explain the nature of the work and learn what subjects are most desired.

The cost for evening schools is comparatively low. Teachers may be had in any small city for not more than \$2 an evening. Four teachers could easily instruct 100 pupils, making the cost \$8 an evening. These schools are usually open from 50 to 100 evenings a year. If open 80 evenings, the total cost for instruction would be only \$640. To this amount it would be necessary to add \$100 to \$150 for fuel, light, and janitor service.

At Attleboro, Mass., to use a concrete instance, the itemized cost of evening schools, according to the annual report of the school committee for the year 1912-13, was: Teachers' salaries, \$1,301; janitors, \$75; light, \$131.49; books, \$37.58; supplies, \$60.60; sundries, \$7.55; total, \$1,613.32.

The total enrollment for these schools was 407, with an average attendance of 163 for a term of 16 weeks, making the cost per pupil, based upon average attendance, \$9.90.

The matter of financing an evening school is, therefore, not such a problem as it sometimes seems. Even if the expense were greater than is here indicated, it is doubtful if the money of the community can be spent to better advantage than for evening schools.

#### PROVIDING SPECIAL CLASSES.

Of 1,338 cities reporting to this bureau, only 122 provide special schools or classes for backward children. In most instances these classes are for the purpose of having children make up work. As yet the smaller city schools have not seriously attacked the problem of caring for the feeble-minded and seriously backward child.

Answers to a questionnaire submitted in 1913 by Dr. Wallin, then of the University of Pittsburgh, showed that only 28 of the cities of less than 25,000 population reported such schools. Twenty-four of these cities require a special examination before admitting pupils to classes for backward children, five require a medical, psychological, and educational examination; nine a medical or psychological; three a psychological or educational; and six a psychological examination. The examinations are given by the special teacher or by the superintendent and the special teacher together. Dr. Wallin finds that 21 cities make use of the Binet tests; that only one maintains a child-study laboratory or psychological clinic; and that the preparation of teachers for the class of schools has been gained mostly in special summer courses. Thirty-four of the cities of less than 25,000 population answering Dr. Wallin's inquiry have ungraded classes. The

average number of pupils to each class is 15. In 10 of the cities the classes are wholly ungraded, while the others are for backward and truant children, and for special-help classes. From his study Dr. Wallin concludes that:<sup>1</sup>

The classes for feeble-minded are relatively more numerous in cities above 25,000, while the ungraded classes are relatively more numerous in cities below 25,000. This is probably not due to the fact that there are relatively more feeble-minded and seriously backward pupils in the larger cities, but to the fact that the smaller cities have not yet become thoroughly alive to administrative educational problems affecting these children. The alleged explanation that there are not enough seriously defective children in the smaller cities, say, conservatively, in cities of 10,000 and over, to make up a class is without foundation.\*

In cities of more than 3,000 population there are without doubt enough children retarded two or more years to form one or more special classes. School boards have been slow in realizing the great waste of time occasioned by keeping over-age or mentally defective children in the same room with normal children. Over-age children in a grade two or three years below where they should be are usually a source of trouble to the teacher and to the other members of the class. They make discipline more difficult, and much of the time that should be given to children of normal ability is given to the few slow pupils in the grade, thus depriving the brighter children of the attention due them. The theory that the teacher should put most of her time on the slow and retarded pupils has little sound basis. That these pupils should have much attention is evident, but they should not be educated at the expense of the brighter pupils in the same class. The problem can be solved only by employing teachers specially trained to conduct classes for retarded children.

Special classes for backward children are, however, sometimes unpopular because the children placed in them are pointed out as slow and deficient. The children and their parents feel humiliated and they soon lose interest in school. For this reason school boards can not be too careful as to the name applied to such classes. The term "special" or "exceptional" is much to be preferred to "defective," a term too commonly used in connection with special classes. Parents and children should be made to understand that no stigma attaches to the work of the special class; that frequently by it children are helped to do much better work.

There are many plans in operation to help bring retarded children up to grade. In a few cities the backward children are given about half time in the school shops, or in the sewing or cooking departments, and the other half in the regular classroom or in a classroom under a special teacher. Other cities employ one or more special

<sup>1</sup>The Mental Health of the School Child.

teachers who have rooms of their own to which the pupils are assigned until they are ready to be returned to a regular classroom. In a few schools the task of bringing retarded pupils up to grade is assigned to the principal of the building, who devotes part of the time to supervision and part to teaching pupils below grade.

The following is typical of reports received from superintendents who have introduced such classes:

A great saving of time and strength of the regular teacher has been accomplished, and a large number of pupils have been kept up to grade and will be promoted. Otherwise, many of these pupils would have failed of promotion, which means double cost of instruction for those same pupils.

This point of double cost of instruction is worth considering. Suppose only 80 per cent of 200 pupils in a grade are promoted. The 40 pupils required to repeat mean double cost to the system. It has been discovered that special classes for backward children increase the number of promotions, and hence lower the cost of taking children through a certain grade. Suppose a special class would raise the promotion rate to 85 per hundred pupils in a grade of 200. There would be 10 more promotions, thus saving the cost of having them repeat the grade, or approximately \$300 would be saved. The financial saving is, however, a small item compared to the educational gain. The failure in a grade is not all. If a pupil becomes retarded, he usually drops out of school at the age of 14, so in the end the total cost for repeaters is not so great. The real cost is in waste time and in the fact that pupils who fail drop out of school.

If special attention is not given to retarded pupils, the whole promotion machinery soon becomes clogged, and most of the children become lodged in the lower grades. A few backward over-age pupils in a room tend to lower the percentage of pupils promoted from the room. In a certain city it was discovered that considerably more than one-half of the children were in the first three grades. The process of retardation had been going on for some years, making it difficult for any except the very brightest children to be promoted. The retarded children acted as a dead weight. Since the introduction of several special classes relief has been afforded, though it will take several years to bring the schools in this city up to the point where normal children will not feel the effects of having retarded pupils in the same room.

It is true that the cost per pupil in special classes is somewhat greater than in ordinary classes, because the classes are smaller; but the advancement made by these pupils is also greater than it could possibly be in a regular classroom, and the fact that the regular class is relieved of the burden of carrying these pupils is an important item in school economics. The cost per pupil in special classes varies considerably. Data at hand show that the cost in small cities is

about \$55 a year per pupil. In some cities the cost is as much as \$100; in others only \$25. In those special schools where much of the time is devoted to industrial work the cost is usually greater.

That special classes for retarded children are considered necessary is evidenced by the fact that the State of New Jersey has taken an advance step by requiring that children retarded three or more years shall be given special instruction, provided there are 10 or more in the school district. Of the 132 cities in the United States reporting upon special classes to this bureau, 27 are in New Jersey.

#### ESTABLISHING LENGTH OF THE SCHOOL DAY.

The following statistics show present conditions regarding the length of the school day. Of 1,270 cities reporting, 338 have a school day of from four and a half to five hours; 521, from five to five and a half hours; 411, from five and a half to six hours. Of 1,310 cities reporting, 1,242 have two daily sessions, and 68 but one daily session. The tendency is toward a longer school day, especially in the grammar grade and in the high school. The opinion of most school men is that a high school of two sessions is superior to a high school of one session. With the one-session plan, but little time is available for study periods. It is evident that four recitations, the number generally required, demand more than one or two 45 or 50 minute periods for study. The theory is that with the one-session plan pupils will prepare their lessons at home in the afternoon. The experience of the superintendents who have tried the one session plan has generally been similar to that of the superintendent of schools at Detroit, Minn., who says:

The one-session plan which I found in vogue in this high school was retained for the present year so that its workings might be studied. It is fine in theory, but a failure in practice. Asking the pupils to be ready for work at 8.30 caused much tardiness. It was impossible for those who came by the bus or train to be on time. Then the fact that the high school had one time schedule and the grades another, while occupying the same building, caused endless confusion. During the afternoon, when students came back only for shop and laboratory work or to consult teachers, there was further annoyance from students passing to and fro through the halls. There was too much idling about the buildings for the good of the grades in session or of the high-school students themselves. Of course, the fine theory was that students would spend the afternoon studying in the quiet and freedom of their homes, but they didn't. Too many of them roamed the streets and came to class unprepared the next day. The plan also kept the industrial teachers waiting until afternoon before they could begin their work. They were compelled to do it when pupils were tired and nervous. This work ought to be interspersed through the day to relieve the tension of the other work.

One argument advanced in favor of the one-session plan is that many students work their way through school by using the afternoon. The facts are otherwise. This year only three boys have worked afternoons, and possibly the same number of girls.

Next year we shall return to the "long day" and lengthen the time devoted to each subject, so as to give teachers a better chance to teach it thoroughly. Each student will also have a longer time at school to study under the supervision of the principal.

Tables 6 and 6A, pages 110 and 111, present a list of cities and the length of daily session in each.

#### SUPPLYING TEXTBOOKS.

In 931 of 1,257 cities reporting, it is the duty of the school board to adopt textbooks. Though there are State adoptions in 24 States, many cities are permitted to adopt their own textbooks. As a rule, school boards, according to reports of superintendents, adopt textbooks upon recommendation of the superintendent. In only 593 of these cities are textbooks furnished free, 366 being in those States that require them to be furnished free, and 227 in those States that permit them to be furnished free. In 530 of the 593 cities where textbooks are provided free, the city board furnishes the books, while in 63 cities the State furnishes them. In 744 of 1,257 cities reporting, such supplies as stationery and pencils are furnished free.

Many more of the smaller cities that do not furnish free textbooks could do so if they wished. The matter of expense is a comparatively small one. In 25 representative cities, both large and small, furnishing free textbooks, the average cost a year per pupil is about 90 cents. The average for the country is no doubt much less.

State superintendents who have the free textbook system in their own States were questioned several years ago by the Russell Sage Foundation with respect to the effect on educational efficiency, with the following results:<sup>1</sup>

In no case is there any movement looking to the repeal of the free textbook law.

Each of the superintendents testifies that free books enhance the efficiency of the teaching in the public schools.

A majority of superintendents wrote that the free textbook system makes easier the securing of uniformity in books.

Schoolbooks bought by the community cost the community about 20 per cent less than they do when they are bought by individuals.

One unforeseen feature of the passage of the Massachusetts law was an increase of 10 per cent in high-school attendance.

#### OFFICERS OF THE SCHOOL BOARD.

##### THE PRESIDENT.

The successful working of a school board depends very largely upon the president, who should be a business or professional man of large experience, capable of presiding over a deliberative body. In those cities where the school board conducts its business with

<sup>1</sup> Bulletin No. 124, Russell Sage Foundation, Division of Education.

dispatch the president knows and applies the ordinary rules of parliamentary procedure. Many boards waste time because parliamentary rules are not enforced. Presidents of boards who conduct the board meetings in a businesslike way adopt some order of business from which they do not deviate except for good reason.

One mistake often made by school boards is to elect a new president each year. When a board discovers that it has selected the right man for president, it should continue him in office for several years. Another mistake sometimes made is that of electing a new member president. As a rule it takes a year or two for a new member to become thoroughly acquainted with the problems of the board. Before a man is elected president of the school board he should have shown that he has a fair knowledge of the business side of school administration and that he has decided ability as a presiding officer.

#### SECRETARY OR CLERK.

In 799 of 1,277 cities reporting, the secretary, or clerk, of the school board is a member of the board, while in 119 cities the superintendent of schools serves as secretary, and in 359 some outside person acts in this capacity. The tendency seems to be to employ some one not a member of the board, especially in cities of more than 10,000 population. All of the cities reporting from Iowa, Montana, South Dakota, North Dakota, and Oregon employ some one not a member of the board; all of those reporting from Louisiana and Maine employ the superintendent; and all of those reporting from Arizona, Tennessee, and Nevada employ a member of the board.

Among the different duties generally assigned the secretary are that he shall be custodian of records and all written documents belonging to the board; keep a correct account with the tax collector or city council; give statement of tax accounts and of finances of board at each regular meeting; make an annual report of business transactions to the city council, board of estimate, or town meeting; prepare and deliver notices for meetings of board and of committees; countersign the receipt of the treasurer to the collector; prepare and forward the annual report of the district to the State superintendent; prepare and sign orders on the treasurer for payment of bills approved by the board; have general supervision of all business affairs subject to the board; attest in writing the execution of all deeds, etc., that must be executed by the board; take inventory annually of all school property; act as custodian of supplies; attest signature of president of board upon contracts, notes, etc.; and certify copies of board resolutions; keep records of proceedings; prepare reports; and keep accounts.

Some boards in cities of more than 10,000 or 15,000 population, realizing the vast amount of work that a secretary should do, employ a secretary to give all his time to the clerical work.

It has been demonstrated in several cities of between 15,000 and 30,000 population that a secretary can be profitably employed to devote all of his time to school affairs. His duties consist not merely of recording transactions, but of acting as business agent under the direction of the superintendent. Where this plan is in operation one person is held responsible for carrying out the orders of the board relating to business matters, instead of a half dozen committees.

The president of a school board in a city of 27,000 population says that the board in that city by establishing a business office and electing a secretary as general business manager has effected a great saving. The board must do all business through the secretary's office, no matter how insignificant. Before this plan was adopted, a director would order what he pleased, with the result that the bills exceeded the funds. Under the new system of a paid secretary, who gives all his time to the work, the business of the board is conducted as would be that of a private corporation. No one is permitted to order anything unless it comes through the secretary's office. This school board, it is claimed, is saving \$10,000 a year by its business methods.

In cities of less than 15,000 population the superintendent's clerk could be profitably made the secretary of the board if the superintendent is provided with a clerk. If not, a slight addition to the salary paid the secretary of the board would employ a capable young man or woman to act as secretary for both the superintendent and the board. If the superintendent is provided with a secretary, say at \$500 a year, and the school board is paying \$300 a year for its secretary, a combination of the two offices could be effected without additional expense in many cities, and probably at a saving in some.

One superintendent in a city of about 12,000 population, speaking of the value of having the superintendent's secretary act as secretary of the school board, says:

The superintendent becomes the executive head of the school system in the full sense of the word both in respect to professional and business matters. In fact he really becomes a sort of general manager with a three-fold function: Supervisor of instruction, inspector, and business manager. Under proper conditions this in no wise interferes with the prerogatives of the school board, but it does eliminate the assumed prerogatives of individual members of the board. The superintendent must get his authority from the board as a whole or from committees to whom definite duties are assigned.

Instead of our secretary being a school-board member whose private duties make it necessary for him to consider his secretaryship a side issue, we employ a man who gives all of his attention to our business. As a consequence the business phase of the administration of the schools is "up to the minute," and pro-

essional matters are not sidetracked on account of the slowness of the business department.

Because of better organization and closer correlation between the business and professional departments we are able to keep a cost system, the advantage of which it would be difficult to overestimate.

The present arrangement results in an actual financial gain to the school district. The salary of one school secretary is less than the combined salaries formerly paid to the superintendent's clerk and the school-board secretary. In addition to this, money is saved because of more efficient management of material and financial affairs.

Another superintendent in a city of 10,000 population who has had several years' experience with this arrangement says:

I think that the advantages of making the superintendent's secretary the school board's secretary are many. It places the responsibility for all the work officially. It lessens red tape materially in that anything that demands immediate attention of the secretary of the board may now be had, while under the plan of having a member of the board serve as secretary for the board it was often necessary to go to the secretary's home for much necessary data. One advantage is that all records, minutes, expenditures, cash books, check books, etc., are now in the superintendent's office, where they may be had at a moment's notice. Board members now have a better insight into the books and workings of the board, since they do not hesitate to examine the books when left in the superintendent's office as public property.

One of the most important duties of the secretary of the school board is to keep an accurate and complete record of the financial status of the school district, so that he can supply the school board or the superintendent with all the financial information necessary in the administration of the schools.

In many of the smaller cities school accounts are kept but little in administrative control, since no attempt is made to classify items of expenditure and to reduce these to a unit-cost basis. That accounting may aid in economical administration the accounts should be so kept that the cost per pupil of each school department, as elementary schools, high schools, special schools, etc., may be determined. Where this is done, extravagance in any department may be more easily detected. If, for example, the cost of textbooks and supplies per pupil in one grade building is much above the average for the city, an investigation would reveal the cause.

Where school boards keep accounts to show the cost of fuel per 1,000 cubic feet in each building they can detect variations from the mean unit cost. To illustrate: In a small city that recently adopted a unit-cost accounting system the school board discovered that the cost of fuel per 1,000 cubic feet in school No. 1 was \$1.57; in school No. 2, \$1.52; in school No. 3, \$2.49; in school No. 4, \$1.82; and in school No. 5, \$1.57. The board made an investigation to determine why fuel in school No. 3 cost per 1,000 cubic feet so much more than the average for the city. They discovered that the furnace needed

repairing and that the janitor did not know how to fire properly. Without such an accounting system, which also showed the cost per unit of 1,000 cubic feet each month in the year, the waste in the one building would in all probability never have been discovered.

If the cost of each recitation in each high-school subject were obtained for each pupil there would no doubt be startling surprises in some school systems. When one high-school subject is costing five times the amount of another, some explanations are necessary.

In Newton, Mass., where the cost of each pupil recitation in the high school is ascertained, it was discovered that 5.9 pupil recitations in Greek are of the same cost as 23.8 pupil recitations in French; that 12 pupil recitations in science are equivalent in cost to 19.2 pupil recitations in English; and that it takes 41.7 pupil recitations in vocal music to equal the cost of 13.9 pupil recitations in art.

The superintendent of the Newton schools, commenting on these data, says in his report for 1912:

Thus confronted, do we feel like denying the equivalency of these values? We can not deny our responsibility for fixing them as they are. That is a wholesome feeling, if it leads to a wiser assignment of values in the future. Greater wisdom in these assignments will come, not by reference to any supposedly fixed and inherent values in these subjects themselves, but from a study of local conditions and needs. I know nothing about the absolute value of a recitation in Greek as compared with a recitation in French or English. I am convinced, however, by very concrete and quite local considerations that when the obligations of the present year expire we ought to purchase no more Greek instruction at the rate of 5.9 pupil recitations for a dollar. The price must go down or we shall invest in something else.

In order to keep school accounts so that they will be valuable for comparison with other school systems a general form must be followed. In those cities where accounts are kept in accordance with the forms recommended by the department of superintendence of the National Education Association for collecting fiscal statistics, items of expenditure can be easily compared, especially when reduced to a unit cost basis. The items included in the standard form recommended by the Department of Superintendence are:

I.—EXPENSES (COST OF CONDUCTING SCHOOL SYSTEM).

*Expenses of General Control (Overhead Charges):* Board of education and secretary's office, school elections and school census, finance offices and accounts, legal services, operation and maintenance of office building, offices in charge of buildings and supplies, office of superintendent of schools, enforcement of compulsory education and truancy laws, other expenses of general control.

*Expenses of Instruction:* Salaries of supervisors of grades and subjects, other expenses of supervisors, salaries of principals and their clerks, other expenses of principals, salaries of teachers, textbooks, stationery and supplies used in instruction, other expenses of instruction.

*Expenses of Operation of School Plant:* Wages of janitors and other employees, fuel, water, light and power, janitor's supplies, other expenses of operation of school plant.

*Expenses of Maintenance of School Plant:* Repair of buildings and upkeep of grounds, repair and replacement of equipment, insurance, other expenses of maintenance of school plant.

*Expenses of Auxiliary Agencies:* Libraries (salaries, books, other expenses), promotion of health (salaries, other expenses), transportation of pupils (salaries, other expenses).

*Miscellaneous Expenses:* Payments to private schools, payments to schools of other civil divisions, care of children in institutions, pensions, rent, other miscellaneous expenses.

#### II.—OUTLAYS (CAPITAL ACQUISITION AND CONSTRUCTION).

Land, new buildings, alteration of old buildings, equipment of new buildings and grounds, equipment of old buildings, exclusive of replacements.

In many small cities it would be impracticable to make use of all the items enumerated in this schedule. To obviate this difficulty the department of superintendence recommended the use of a briefer form until such time as the standard form can be adopted as the basis of accounting. The items in the abridged form are as follows:

*Expenses of general control (overhead expenses):* Board of education and business offices; superintendent of schools and educational control, including enforcement of compulsory education laws.

*Expenses of instruction:* Salaries and expenses of supervisors, salaries and expenses of principals, salaries of teachers, textbooks, stationery, supplies, and other expenses of instruction.

*Operation of school plant:* Wages of janitors and other employees, fuel, water, light, power, janitor's supplies, and other expenses of operation of school plant.

*Maintenance of school plant:* Repairs, replacement of equipment, insurance, and other upkeep charges.

*Expenses of auxiliary agencies:* Libraries, promotion of health, transportation of pupils.

*Miscellaneous expenses:* Payments to other schools, pensions, rent, etc.

*Outlays (capital acquisition and construction):* New grounds and buildings, alterations of old buildings (not repairs), new equipment (except replacements).

*Other payments:* Payments of interest, liquidation of debts and payments to sinking funds, miscellaneous nonexpense payments.

*Revenue receipts:* State apportionment and appropriations; county apportionments; apportionments from other civil divisions; appropriations from city treasury; general property taxes; business taxes (licenses, excise taxes, taxes on corporations, taxes on occupations, etc.); poll taxes; fines and penalties; rents and interest; tuition and other fees from patrons; transfers from other districts in payment of tuition; other revenue receipts; total revenue receipts.

*Nonrevenue receipts:* Loans, bond sales, and unpaid warrants; sales of property and proceeds of insurance adjustments; other nonrevenue receipts.

School boards that have been keeping accounts in accordance with either of these forms report that their accounting has been much simplified and has become more accurate and more valuable for administrative purposes, since they are now able to compare their expenses item by item with other cities. Any school system that bases its accounting upon these forms can present practically all the data needed for the purpose of aiding in administrative control. Besides keeping accounts to show unit costs, as previously suggested, a secretary should at the end of each month be able to show the true financial condition of the school district, presenting a statement of all assets and liabilities. He should also present for each item appropriated a statement of the amount on hand at the beginning of the fiscal year, the amount received since the beginning of the year, and the total received to date; the amount expended since the beginning of the fiscal year, the amount expended during the present month, and total expenditures. He should include with the statement the amount contracted for during the balance of the year, the fixed charges, total, and the balance available.<sup>1</sup>

A property statement or invoice should be rendered once or twice a year. This would include the value of grounds, buildings, equipment, books, and supplies.

Before small city schools can become as efficient as they should, it is necessary that some accounting system should be adopted to show the disposal of every cent appropriated from the time it is collected from the taxpayer to the time it is paid out for some service.

#### THE TREASURER.

In only 359 of 1,350 cities reporting is the treasurer a member of the school board. In many instances the town clerk or the city treasurer has charge of the school funds. Oftentimes school boards elect some bank as treasurer, thereby saving the salary that would be paid a member of the board. In a certain city the board several years ago elected a treasurer, at a salary of \$200 a year, who did nothing but receive and deposit the funds in a local bank, which kept the treasurer's accounts and wrote up his reports. This plan has been abandoned and the bank made treasurer, thereby saving the \$200 paid the board member, since the bank acts in this capacity simply for the use of the funds.

The salary paid the school-board treasurer seldom exceeds \$300 a year. For salaries paid treasurers, see Table 13, page 130.

<sup>1</sup> For detailed information regarding school accounting, see *School Costs and School Accounting*, J. H. Hutchinson, Teachers' College, Columbia University. Contributions to Education, No. 62.

## FINANCE.

## LOCAL FUNDS.

The usual methods of obtaining school funds for cities are by local taxation and State appropriation. Any discussion of local school funds involves the question of the relation of the school board to the city government. When considered in this respect school boards are of two classes:<sup>1</sup> (1) Those in which the school board is regarded as a department of the city government; (2) those in which the school board is treated not as a department of the city government, but as a public corporation separate and apart from the corporation of the city. In this class of cities the board, however its members may be appointed, has in its own control the raising of the funds necessary to carry on the schools under their charge as well as the uncontrolled expenditure of these funds.

Whether a school board should be compelled to depend upon the city council for appropriations is a debatable question. The claim of those in favor of having the school board submit estimates to the city council is that there should not be two taxing bodies in the same city, since the two may make the combined taxes of the city unduly high; that everything spent should be spent in the light of all the needs of the city; that there is too much scattering of responsibility; that the affairs of a community should be conducted on business principles as a private enterprise is conducted, thus making it inadvisable to divide the responsibility of the taxing power; and that it would be just as logical to have the board of health or the police department independent of the city council.

Those who advocate the separation of school and city affairs claim that the school issue is sufficiently large and sufficiently different from the issues of general municipal government to make it desirable for it to have separate attention from the people and from their representatives; that education is a State and not a municipal function; and that the State, for the purpose of maintaining and administering a system of public education, has found it expedient to create school districts which may or may not be coterminous with the city district. According to the American and English encyclopedias of law,<sup>2</sup> school districts are political subdivisions within a State, created for the purpose of maintaining and administering the system of public education. They are not bodies politic or corporate with the general powers of corporations, but may be considered as quasi corporations, variable in organization and extent, and having corporate existence by force only of their public functions, and therefore the strict principles of the law respecting corporations

<sup>1</sup> Municipal Government, p. 318. F. J. Goodnow.

<sup>2</sup> Vol. 25, p. 81.

generally can not, in all cases, be applied to these aggregate bodies, created usually by statute.

Although a school district possesses corporate capacity, it does not, as a general rule, fall within the definition of a municipal corporation.

Prof. E. C. Moore, of Harvard University, writing of the relation between school and city government, says:<sup>1</sup>

The city government exists not to do everything that must be done, but to perform those functions only which are peculiar to itself and can not be performed by any other agency so well as by its own corporate officials. Conducting the courts is one function which it can not perform so well as the State can, making general laws is another, and conducting the public schools is a third. To intrust all these responsibilities to one body of city officials would create a disposition which would be as harmful to the citizens themselves as to their neighbors who dwell outside their limits, but whose interests in these things are in common with theirs. Effective government must be a system of checks and balances and the vesting of one body of officials with more responsibility. . . .

If it is said that all the tax levied in one locality should be levied by one local taxing body, in this case by the municipal authorities; this, too, is not sound. Taxes are levied and must be levied as long as governments within governments exist by each government for its own purposes. The complete unification of taxation in the hands of one local body of officials would require the complete withdrawal of the municipality from the State and the Nation. The right to tax belongs not to the city, but to the State, and to the city only as delegated to it by the State. The needed unification of taxation and security against unjust taxation must be had from the legislature. For, as Chief Justice Marshall has said, "The interest, wisdom, and justice of the representative body and its relation to its constituents furnish the only security where there is no express contract against unjust and excessive taxation, as well as against unwise legislation generally."

No principle of either law or sound taxation is violated in those States in which the legislatures delegate to boards of education the duty of determining the amount of money required for public school purposes and then of levying it. Such an arrangement is made in order to give effect to the State law which safeguards public education by making it a State function and so removing it, as the court has said, from the mismanagement and the taint of local municipal politics, and such an arrangement is necessary if it is to be in fact as well as in theory set free from bondage by local maladministration. The school system which must go to the city hall for its appropriations of money to run the schools will inevitably find its schools conducted by the city hall even though the laws expressly state that the control and administration of all school affairs is vested in a board of education, which is a State body created and empowered to conduct the schools and to keep their interests separate from all other municipal interests and business. Such a scheme of school administration defeats the very purpose for which it was created.

<sup>1</sup> American School Board Journal, May, 1913, p. 14.

The reader wishing to consider further the fundamental legal principles governing the relationship between city schools and city councils is referred to an article in the American School Board Journal, September, 1914, p. 17, by Harry R. Trusler, professor of law, University of Florida.

for the separation of conflicting interests is not complete enough to be the real separation which is desired, and city hall officials, like love, may be depended upon to find a way to subvert it.

The right to levy a tax for school purposes is delegated to the local officers by the State. The whole question is, Will the State serve its schools and the people better by delegating this responsibility to the city hall officials or to the board of education? As to the right answer there can be no question.

In support of the contention that the public schools are not primarily a municipal institution, Dr. Arthur Henry Chamberlain, in his growth of the Power of the City School Superintendent, quotes the following judicial decision:<sup>1</sup>

A city is a corporation distinct from that of the school district, even though both are designated by the same name and embrace the same territory. The one derives its authority direct from the legislature through the general law providing for the establishment of schools throughout the State, while the authority of the other is found in the charter under which it is organized, and even though the charter may purport to define the powers and duties of the municipal officers in reference to the public schools in the same language as has the legislature in the political code, yet these duties are referable to the legislative authority and not to the charter.

Only recently Dr. Thomas E. Finnigan, assistant commissioner of education of the State of New York, expressed himself in no uncertain way that there should be a complete divorce of school and city affairs. He said:<sup>2</sup>

The policy of utilizing city officials in the administration of the work of the schools and of conferring upon them the power to determine appropriations and control budgets has given to the common council, the board of estimate and apportionment, or other similar bodies in many of the cities of the country, greater influence over the management and control of the schools than the board of education and the superintendent of schools. In many cases city officials not legally associated with the schools and in no way responsible for their management have usurped the functions of the legally chosen school officers. This plan means a division of responsibility in school administration, which results in a delay in providing necessary school buildings and other improvements, and is to the distinct detriment of the children's interests. The authority exerted through this source has often resulted in influential citizens and political organizations exercising the power of appointing teachers, of increasing the salaries of those in whom they were interested without reference to their fitness or worth, and of exercising other functions in the administration of the schools which the generally accepted policy of school management required school officers to perform. This is one of the weakest points in our public-school system. The leaders of educational thought in this country should strike a decisive blow at this evil, should lead in the fight for the complete freedom of the schools, for the complete independence of those legally charged with their management, and for the universal recognition of the principle that the schools are institutions dedicated to the service of the people, and that no power or influence shall be permitted to impair their usefulness or efficiency.

<sup>1</sup> Kennedy v. Miller, 97 Col., 434.

<sup>2</sup> Nat. Ed. Assoc. Report, 1913, p. 126.

Many city school superintendents who have had experience in cities where the school board depends upon the city council or upon a board of estimate, especially if the school board is not represented on the board of estimate, say that the schools are often hampered for funds. The following extract from a letter received at this bureau is typical:

A school board should be permitted to levy its own taxes independently of the city council or of any other body that might revise its estimates. In this State the levy made by the school board is reviewed by a budget commission. Many cities have either had to dispense with important school activities or are carrying an increased floating debt in order to keep up their activities, for the reason that budget commissions have either been unfair in their distribution of public funds by diverting from school funds to other departments of city government or by cutting the school funds in order to go before the people with the statement that they or their party had reduced the tax rates.

Some school-board members in cities where the board must submit an estimate of expenses to the city council say that the plan is not satisfactory, since members of the city council are rarely familiar with the needs of the schools and are likely to underestimate the amount required and to place a handicap upon the board in its administration of school affairs.

There are, however, superintendents and school-board members who report that the city council or budget commission in their respective cities always appropriates the amount asked for by the school board.

It is evident that when a school board levies its own taxes the schools need not be handicapped for want of funds. The claim that two taxing bodies in the same city may make taxes unduly high has seldom been justified in fact. A school board seldom levies more tax than is needed for the support of the schools. The school board should know definitely what the needs of the school are and should provide for them. To submit an estimate to the city council, often entirely ignorant of school conditions, means in many instances a school system without adequate funds. Many of the smaller cities in which the school board must depend upon the city council for appropriations do not have good schools, not because of poverty, as sometimes claimed, but because the school board can not secure adequate funds from the council.

All those favoring a school board independent of the city council would establish a rate of taxation which a school board may not exceed, but they would make it sufficiently high so that cities in which property is assessed at only one-fourth of its value may have sufficient funds for school purposes. In Iowa, for instance, each school corporation may estimate an amount required for the contingent fund not exceeding \$10 for each person of school age, also such sum as may be required for the teachers' fund, which shall not exceed

\$30 for each person of school age. In Pennsylvania school boards in cities of less than 30,000 population may levy a tax not to exceed 25 mills on the dollar on the assessed valuation of the property. In addition to this, there is an occupation tax of at least \$1 to be paid by every resident or inhabitant over 21 years of age within the city. In Nebraska boards of education are permitted to levy 35 mills on the dollar.

Nearly all school-board members, superintendents of schools, and professors of school administration in some colleges and universities replying to a questionnaire submitted by this bureau favor a school board's levying its own taxes. Some say that theoretically there should be but one taxing body in a city, but that since city councils often know nothing of school conditions they too often consider the school budget after they have made all other appropriations. No doubt school men will continue to advocate the complete separation of school and city government until the city government is freed of petty politics and managed as a business corporation. Two recognized authorities on the subject of school administration say:<sup>1</sup>

As city government improves, the tendency will undoubtedly be to centralize authority and to bring every department under the same power. Whether boards of education will eventually make place for the single commissioner, or whether it will be found expedient and desirable to have the superintendent of schools possess full powers and be directly responsible to the mayor, as in the case of the commissioner of streets or of police, it is too early to predict. Certain it is that the power and responsibility must eventually take the form of a business corporation, conducting all its affairs with the utmost directness, economy, and skill.

What turn city school affairs will take under commission-governed cities can not be predicted. One large city, St. Paul, Minn., is making trial of the plan of having one of the city commissioners responsible for the schools. He appoints the city superintendent, who has charge of all professional matters. A new charter for the city of Asheville, N. C., provides that the city commission consisting of three members shall be charged with the duty of maintaining an adequate system of schools. The board of commissioners is required to construct and maintain proper buildings and other property needed for school purposes. It has the power to condemn property, collect taxes, etc. The board of commissioners elects a superintendent biennially, who has immediate and direct control over all teachers, janitors, and others in charge of the buildings, who is held responsible for their efficiency, and who may discharge any teacher or other employee for any cause satisfactory to himself. An appeal may be made to the board of commissioners. These plans are so new that no opinion based upon facts can be expressed. It has been pointed out, however, that the school board appears to be succumbing to the

<sup>1</sup> Administration of Public Education in the United States, Dutton and Snedden, p. 127.

same influence that destroyed the city council. Dr. Frank Goodnow, president of Johns Hopkins University, writing on this point, says:<sup>1</sup>

While the differentiation of the legislative from the administrative side of the physical administration of the schools has not received very wide application in the United States, its adoption is interesting and significant. When taken together with the other developments in school administration, it can not fail to leave the impression that the school board is succumbing to the same influence that destroyed the city council, and that in time there will be a school department with a single commissioner at its head, having toward the school department about the same powers and duties that the single commissioner or other executive department head has toward his department. Reduced in numbers, in some cases composed of salaried members, its educational functions lost to the superintendent, its executive functions going to a director, the school board will not have enough to do to attract men who are interested in the schools, and will soon come to a position of as little influence as that which has been accorded to the city council by the charters of many American cities.

#### SCHOOL BONDS.

The comparatively large amount of money necessary to provide a new schoolhouse and grounds when they are needed in a school district is not often available from the ordinary tax levies, hence resort must be had to some extraordinary means of supplying the requisite funds. The issue of bonds of the district is the means to which school authorities usually resort. These may in general be divided into two classes, those issued for the purpose of providing the school plant and those floated to refund outstanding indebtedness. Every State provides for the first-mentioned, but some States do not provide for refunding older obligations with new evidences of indebtedness.

The most common method of procedure is issuance of bonds by the board of education, after securing the authority of the qualified voters expressed at an election. Usually the board may of its own accord submit the question to a vote of the people, but the provision is often added in the law that, on petition of an expressed percentage or of a fixed number of the electors, the board must call an election to determine the question of a bond issue or submit the proposal at a regular election, after due notice. The number of qualified petitioners necessary to secure the calling of an election varies. In Arizona it is 15 per cent; in South Carolina an election must be called on petition of one-third of the legal voters; in Texas 20 voters may petition for and obtain an election; in Utah the school board must submit the question when petitioned by a majority of the resident taxpayers. In a few cases more than a mere majority of the school board is required—in Nebraska, for example, a two-thirds vote of the board is necessary to submit a proposal to issue bonds for the purpose of providing a site and building.

<sup>1</sup> Municipal administration.

In some States the matter of issuing bonds must be passed upon by a body having power to review and approve or disapprove the acts of the school authorities who wish to make the issue. This reviewing body is generally either the legislature or some civil municipal authority. In Delaware bonds are generally issued by authorization of the legislature, and the same is true of a few other States. In Rhode Island indebtedness may be voted by the people up to the limit of 3 per cent of the value of the taxable property of the town, but beyond that amount the consent of the legislature is necessary. Indiana has several methods of procedure, varying with the size of the town or class to which the city belongs, but generally the consent of the common council or corresponding civil authority of the town or city is necessary before the school board may issue bonds. The law of New Jersey provides that boards of education in cities shall submit an estimate of the cost of the proposed site and building to the board of school estimate, a body composed of two members of the board of education designated by that board, two members of the common council designated by the council, and the mayor or corresponding executive officer of the city. The board of school estimate is authorized to fix the amount of bonds to be issued and submit the matter to the common council, which may either make an appropriation of the amount needed or issue the bonds of the city. This provision, however, does not apply to many of the smaller cities. In most small cities and towns in New Jersey the school board submits the proposed bond issue directly to the voters of the school district without the intervention of any other body.

In a few States where the county-unit system prevails, bonds for district-school purposes are issued by the county. This is true in Maryland and Louisiana, outside of Baltimore and New Orleans, respectively. It is also true in Tennessee outside of counties having more than 190,000 inhabitants. The number of votes necessary to carry an election on a bond issue varies in the different States, but a mere majority of the votes cast is the general rule. In California, Colorado, and West Virginia a two-thirds majority is necessary. In Nebraska bonds may not be issued in cities of 25,000 population or more except by two-thirds of the votes cast. Washington requires a larger majority for a large percentage of indebtedness. In that State bonds amounting to 1½ per cent of the value of taxable property may be authorized by a mere majority of votes cast, but for a greater amount a three-fifths majority must be in favor of the issue. The qualifications required of voters are usually the same as those required for a general election, but in a few States there are additional requirements. In Arizona, Colorado, and Utah, for example, voters on a proposed bond issue must be taxpayers of the district.

The law of South Carolina provides that an election shall be called on petition of one-third of the voters and a like number of freeholders of the district.

The authority of the school board in the issuance of bonds is generally confined to such functions as the submission of the question to the qualified electors, the determination of the result of the election, and the preparation and sale of the bonds after they are authorized. In a few cases, however, the board is vested with the power to make the issue without authorization of the electorate. This is especially true of refunding outstanding indebtedness. In Idaho, Illinois, and Washington the school board is authorized to refund such indebtedness. But when this power is vested in the board it is usually granted with the proviso that new indebtedness be contracted advantageously to the district, or at least that the new indebtedness and interest shall not exceed the old. In Pennsylvania the board of directors may contract original indebtedness, but the bonds issued therefor, together with other debts, shall not exceed in amount 2 per cent of the value of the taxable property of the district; beyond that amount and up to 7 per cent of the value of the property, bonds may be issued only by authority of the electorate.

The limit of amount of bonded indebtedness which a district may incur is generally fixed by law, though in a few States no limit is prescribed. In these the voters determine the amount in the expression of their approval or disapproval of the proposed bond issue. Where the limit is fixed by statute it is usually expressed either as a percentage of the value of the taxable property of the district or in a stated sum. The limitation of bonded indebtedness is designed to prevent incurring exorbitant obligations and burdensome taxation to discharge them. The most common limit is 5 per cent of the value of taxable property, but several States vary from this, both above and below. Where the limit is expressed in percentage the lowest amount allowed is in Wyoming. In that State an indebtedness of only 2 per cent of the property valuation of the district may be incurred. Three per cent may be incurred in Montana, New Jersey, and Utah. Arizona allows 6 per cent; Michigan, 10 per cent.

Districts of the first and second classes in Colorado may reach the limit of 5 per cent, but districts of the third class may not go beyond  $3\frac{1}{4}$  per cent. Pennsylvania allows the school board to make an issue up to 2 per cent of the property valuation, but beyond that and up to 7 per cent the vote of the people determines the issue. In practically all cases where limitations are expressed in per cents the per cent expressed is made to include outstanding indebtedness at the time of the bond issue. In Indiana a stated sum, as \$50,000, is fixed for certain districts. Texas has the provision that the total amount of

bonds shall not exceed the amount which may be liquidated by a tax of 25 cents on the hundred dollars levied to pay interest and create a sinking fund. Most States provide that bonds shall not be sold below par, but a few fix a lower limit. The Missouri statute fixes 90 per cent of par value as the lowest sum for which sale may be made. The manner of sale is treated with much detail in a number of laws: Advertisement for bids, form of issue, denominations, place of payment, and the like are generally prescribed. In a few States having large permanent school funds statutes are so framed as to promote the investment of these funds in the securities of local civil corporations desiring to float indebtedness. The Texas law requires that district school bonds be offered to the State board of education for purchase with any uninvested residue of the State permanent school fund. North Carolina has a somewhat similar provision in the form of loans of the State "literary fund" to districts desiring to purchase sites and build schoolhouses.

The interest on bonded indebtedness is limited by law in most States. The fixed maximum varies, however, from 4 to 8 per cent. The maximum most commonly found is 5 per cent. In a few States the legal rate is made the highest rate payable.

An item common in legal provisions relating to bond issues is the limit put on the term for which bonds may run. There is great variety in the limitations found in the laws of the several States. These vary usually from 10 years to 50 years. Maximum terms in some of the States are: Michigan, Minnesota, and Wisconsin, 15 years; Idaho, Massachusetts, Montana, and Oregon, 20 years; Wyoming and certain districts in Indiana, 25 years; Missouri and Virginia, 30 years; California, 40 years; and New Jersey, 50 years. In a few States, as Arizona, the time for payment is fixed by the district authorities. The purpose for which bonds are issued is sometimes made the basis of difference between terms for which they may run. In some States original bonds, floated for the purpose of providing the school plant, are allowed to run longer than refunding obligations. In Texas the character of the building to be provided with the proceeds of a bond sale is made the basis of difference; the maximum length of time allowed for payment is 40 years, but if a wooden building is to be constructed only 12 years is allowed.

Where bond issues are provided for, it is generally made mandatory upon the taxing authority of the district or other corporate unit making the issue to levy a tax to keep the interest paid and to create a sinking fund to pay off the principal when it becomes due. In some cases this tax to discharge bonded indebtedness may be levied in addition to any maximum rate fixed by law for general school purposes. Generally, the law is designed to protect the in-

vestor. The faith of the district is pledged and school property is subject to levy and sale. It is specifically provided in a number of States that if the district authorities fail to levy a tax or to make the requisite estimates to cancel their bonds, some other authority, as the county commissioners, shall levy the necessary tax in the district. School bonds are exempt from taxation in some States.

The school board, or in some cases a sinking-fund commission, is usually authorized to invest the sinking fund pending the maturity of the bonds. Precaution is taken to prevent unsafe investment. Bonds of civil corporations, deposit of the fund in approved banks, and redemption of the district's own obligations are the most common channels through which investment may be made. The law of North Dakota goes into some detail on this point; the sinking fund may be invested in bonds of the State or of the United States, deposited in an approved bank which must secure the deposit, used to buy and cancel the outstanding obligations of the district, or loaned on safe farm-land mortgages.

Few States permit school boards to issue bonds without the consent of the city council or of the electors. The practice of securing the consent of the electors is generally commended. In some instances, however, this plan has worked a hardship upon the schools. Cities well able to provide the necessary school buildings have neglected to do so, because the people have never looked far enough ahead to provide for growing needs. A school board that has the situation well in hand knows whether a new building is needed. To convince the people of the needs of the schools is often a difficult matter. In many cities new buildings are not provided until every available corner is occupied, the school board often being compelled to rent storerooms, halls, etc., for a year or two or until the people become convinced that a new building is needed. In a certain city the people steadily voted against a bond issue, though the school board set the facts before them and made an earnest appeal for the bond issue so that it would not be necessary to rent rooms unsuitable for school purposes. For several years the classrooms were crowded with 50 or 60 children in each. Finally, an old church that had been abandoned was rented and partitioned off into classrooms. Most of these rooms had to be artificially lighted. If the school board in that city with an assessed valuation of about \$10,000,000 had been permitted to issue bonds without a vote of the people up to 2 per cent of the assessed valuation, ample funds would have been provided. In another city the schools have for some years been hampered because the city council has refused to issue bonds for a much-needed high-school building. At present the high school occupies part of a grade building. In the primary grades there are

100 children for each teacher, 50 coming in the morning for three hours and 50 in the afternoon for three hours.

In a city in a State that permits the school board to issue bonds up to 2 per cent of the assessed valuation the school board foresaw that a new building would be needed within a year or two, and in order that there might not be overcrowded rooms issued bonds and erected a building. The people and the press were bitter in their criticisms, but by the time the building had been completed the wisdom of the board was apparent, and within two years the people voted an additional bond issue to relieve an overcrowded building in another part of the city.

No doubt some cities amply able to afford bond issues could and would have better school buildings if the school board were permitted to issue bonds within certain limitations without having to refer the matter to the people, but such procedure is considered rather dangerous, since there may be extravagance on the part of the board. The tendency in some places is to borrow on the future, without much thought as to how the obligations will be met. If the people are to be held responsible for debts, they themselves should contract them. The people will usually provide funds for new buildings if they are informed as to the needs of the schools, and it is the duty of the school board to keep the people informed on school conditions and on present and future needs. In brief, students of school administration do not favor permitting a school board to issue bonds even within narrow limitations without first obtaining the consent of the people.

A school board that issues bonds without providing means for their payment when due is derelict in its duty. Instances are on record where school boards did not provide a sinking fund to meet the bonds as they matured. It is claimed that one of the best methods of issuing bonds is to issue them so that they mature serially; that is, a certain portion of the bond, as one-twentieth of a 20-year bond, maturing each year.

#### INTEREST ON DAILY BALANCES IN BANK.

Of 1,351 cities reporting, only 511 receive interest on daily or monthly balances in the hands of the treasurer of school funds. In one instance, at least, the treasurer, besides being paid a salary, keeps the interest he derives from the funds in his keeping. As yet very few State laws provide that the custodian of school funds shall pay interest on unappropriated balances. In Ohio in school districts containing two or more banks such deposit shall be made in the bank or banks situated therein that at competitive bidding offer the high-

est rate of interest, which must be at least 2 per cent, for the full-time funds or any part thereof are on deposit. In all school districts containing less than two banks the board of education may enter into contract with one or more banks that are conveniently located and offer the highest rate of interest, which shall not be less than 2 per cent.

School boards may be considered as administering the schools for the people with the purpose of making every cent contributed by the taxpayers yield a profit. For that reason they should secure interest on daily balances in bank, no matter how small. Most school boards in cities between 10,000 and 25,000 population have on an average at least \$10,000 on deposit. At 3 per cent, this would mean an income of \$300. Small as this amount may seem, every school district is in need of something that this \$300 would buy or help buy. Has the school a library? Three hundred dollars a year would purchase several hundred books. Are there pictures in every classroom? Three hundred dollars a year would purchase at least 30 pictures. Does the school own a stereopticon? Three hundred dollars would purchase a stereopticon, with enough left over to purchase \$150 or \$200 worth of slides.

#### GIFTS.

Very few schools receive any funds from gifts and endowments. Of 1,351 superintendents reporting, only 137 indicate that any funds are available from such sources. The amounts donated range from \$25 to \$400,000. The largest gift made any small city was that by the United States Government for the use and benefit of the free public schools of the school district of Fort Smith, Ark. The army post at that place was donated by an act of Congress May 13, 1884.<sup>1</sup> The city has already derived \$400,000 for the use of schools from the sale of a part of the post. It is estimated that the remainder will sell for \$300,000, making a total of \$700,000.

Gifts from private sources have not been so large, but in several instances the amount has been as much as \$100,000.

Several years ago the Bureau of Municipal Research, New York City, made an inquiry among city superintendents to determine whether gifts would be acceptable, and for what purposes. The general opinion expressed by 142 superintendents replying was that excellent use could be made of gifts, but that these funds should be used for the maintenance of departments not possible from the revenues obtained through the ordinary channels.

<sup>1</sup> Ch. 43, vol. 23, U. S. Stat. L.

## THE SUPERINTENDENT.

### RELATION TO SCHOOL BOARD.

The relation of a school board to its superintendent does not differ materially from the relation that a board of bank directors sustains to the cashier or the president of a bank, or that a board of directors of any private corporation sustains to the superintendent it employs. The stockholders in a private corporation elect a board of directors to look after their interests in the conduct of the enterprise. These directors know but little about the technical details of the business they are empowered to administer. Few, if any, could do the work of one of the clerks or mechanics, much less supervise it; so they employ a superintendent to do this and hold him responsible for results. If he can not conduct the business so as to declare dividends, he must show why he can not.

The people elect school-board members to serve their interests, but the average school-board member, like the average member of a board of directors of a private corporation, knows nothing of the technical aspect of the work; yet it sometimes happens that school boards or individual members of the board attempt to do the things they are paying a superintendent to do.

In the business world many cases of failure are due largely to the fact that the board of managers attempts to dictate in regard to matters of which it is entirely ignorant. Corporations have failed because the board of directors made its superintendent a figurehead. In brief, no board of directors, whether of a public or a private corporation, should attempt to do the work it is paying an expert to do.

### POWERS AND DUTIES.

Just what the duties of a superintendent shall be has been discussed from the time the first city superintendent was elected. At first he was considered a mere teacher and clerk. This idea still prevails in some cities, but his powers and responsibilities have been, and are being, much enlarged, though State laws regarding the powers and duties of city school superintendents are usually meager and define his duties in a general way. The following is a summary of the powers and duties as prescribed by the general laws of some States that define the powers and duties of the city school superintendent:

#### POWERS AND DUTIES OF TOWN AND CITY SUPERINTENDENTS AS PRESCRIBED BY LAW.

*California.*—The superintendent is required to hold teachers' institute if 70 or more teachers are employed; issue work certificates; keep account of expenses of teachers' institute; report to State superintendent of public instruction; he shall be responsible for care of textbooks.

*Idaho.*—The superintendent shall be the executive officer of the school board.

*Indiana.*—The superintendent shall visit each year the teachers under his charge, grade each in accordance with the rules and schedule of the State superintendent of public instruction, and deliver to each teacher his or her success grade not later than July 1 of each year. In cities of the first class he shall have power to appoint and discharge principals, supervisors, assistants, and teachers unless four board members disapprove. He is required to attend all board meetings, and may speak but not vote. He is to report on books and apparatus needed.

*Kansas.*—In cities of the first and second class the superintendent shall have charge and control of the public schools, subject to the orders of the board; he shall be a member of the examining committee.

*Kentucky.*—In cities of the first and second class the superintendent may nominate as many assistant superintendents as seem necessary and remove them with the approval of the board; have general supervision, subject to the control of the board, of the course of instruction, discipline, and conduct of the schools, textbooks, and studies; and all appointments, promotions, and transfers of teachers and truant officers, and introduction and changes of textbooks and apparatus shall be made only upon the recommendation of the superintendent and the approval of the board. He may suspend any teacher or truant officer, the board to take action upon same; shall appoint and promote teachers upon merit, make reports to the board, and be responsible to the board for the condition of the "instruction and discipline of the schools."

*Massachusetts.*—The superintendent shall have the care and supervision of the public schools, and shall be executive officer of the board; he shall assist in keeping records and in making such reports as are required by law, and recommend teachers, textbooks, and courses of study to the committee.

*New Jersey.*—The superintendent shall have a seat in the board and the right to speak on all educational matters, but shall not have the right to vote; shall have general supervision over the schools and report their condition to the board; may appoint and remove clerks in his office; may, with the approval of the president of the board, suspend any assistant superintendent, principal, or teacher and report such suspension to the board for action.

*North Dakota.*—The superintendent may be required to act as principal or teach; shall, subject to the authority of the board, supervise the administration of the course of study, visit schools, examine classes, and have general supervision of the professional work; shall make reports embodying recommendations relative to the employment of teachers and janitors, adoption of textbooks, changes in the course of study, enforcement of discipline, and general school matters, and perform such other duties as the board may direct.

*Ohio.*—Subject to the approval and confirmation of the board the superintendent may appoint all teachers, and for cause suspend any person thus appointed until the board considers such suspension.

Board may, by three-fourths vote, reemploy any teacher when the superintendent refuses to appoint. The superintendent shall visit the schools under his charge, direct and assist teachers, classify and control promotions of pupils, and perform such other duties as the board may require; must report annually or oftener; may be required to attend all board meetings; may take part in its deliberations, but shall not vote.

*Oklahoma.*—The superintendent shall have general supervision of the schools, subject to the rules of the board, and shall be chairman of the examining committee.

*Pennsylvania.*—The superintendent shall have a seat in the board and the right to speak, but no vote; he shall examine teachers for provisional and pro-

professional certificates; see that the branches prescribed by law are taught; notify the board of any request to employ properly qualified teachers; report to State superintendent; and perform such other duties as may be required by the board.

*Rhode Island.*—The superintendent shall have such powers and duties as the board may assign.

*South Dakota.*—In cities of the first and second class the superintendent shall have general supervision, subject to the rules and regulations of the board.

*Vermont.*—The town superintendent shall visit the schools at least once each term; note the method of instruction and government; inform himself of the progress of the pupils; give necessary advice to teachers; observe condition of buildings; make such recommendations as may seem necessary; he may dismiss incompetent teachers; and he shall submit an annual report.

*Virginia.*—The superintendent shall keep a register of applicants for certificates; make monthly report to superintendent of public instruction; inspect the record and account books from time to time during the year; take care that all school laws and regulations are strictly enforced; require reports from clerks of school trustee; visit and inspect schools and inquire into their management; assign teachers and principals and reassign them at his discretion.

*Wisconsin.*—In all cities except first class the superintendent shall examine and license teachers; supervise the administration of the course of study; have general supervision of the professional work of the schools; make a written report to the board embodying such recommendations relative to the employment of teachers, adoption of textbooks, changes in course of study, etc., as the superintendent may deem necessary; and perform such other duties as the board may direct.

The powers and duties of city superintendents are usually delegated to them by the school board either expressly or tacitly. From a study of the rules and regulations of 50 of the smaller cities regarding the duties of the superintendent the following tabulation has been made, showing the different duties assigned and the number of boards requiring each:

Act as executive officer of the board, 36; have general supervision of instruction, 50; recommend teachers, 10; assign and transfer teachers, 12; recommend dismissal of teachers, 5; keep a record of teachers' work, 20; suspend employees, 12; attend board meetings, 21; make suggestions to board for improvement of schools, 25; suspend pupils, 45; supervise promotion of pupils, 35; prepare courses of study, 12; recommend textbooks, 3; hold teachers' meetings, 25; visit schools as often as possible, 45; keep informed of school conditions elsewhere, 35; make monthly or annual report to school board, 35; hear complaints of parents, 6; fill temporary vacancies, 20; supervise janitors, 20.

The following rules recently adopted by the school board at Freeport, N. Y., define rather definitely the powers and duties of the superintendent and indicate the general tendency to place more power in the hands of the city superintendent:

1. The superintendent shall exercise a general supervision over the public schools of the district, examine into their condition and progress, and see that all the rules prescribed for their government are faithfully observed. To this end he shall visit each school as often as practicable. He shall make such department or supplemental rules for the management and conduct of the schools as he may deem proper.

2. He shall inform himself regarding the condition of instruction and discipline in schools in other places, the progress of education at large, and, from time to time, suggest appropriate means for the improvement of the public schools in this district.
3. He shall report in writing at the end of every term, or whenever required by the board of education, giving a detailed statement of the condition and prospects of the schools and recommending such measures for their improvement as he may deem advisable. Such reports shall give the list of schools and for each school the number of pupils belonging and the number of pupils per teacher.
4. He shall arrange courses of study for the schools, subject to the approval of the board of education.
5. He shall supervise the monthly pay rolls of the teachers, as returned by the principals of the several schools, certify the same, and furnish the chairman of the finance committee, the president of the board of education, and the clerk of the board of education the full salary account for the month, showing all absences and giving causes of the same.
6. He shall select all textbooks, apparatus, and educational supplies to be used in the public schools, subject to the approval of the board of education. If any report is to be presented to the board of education for the introduction of a new textbook or publication or any revised or amended edition of one already in use, such report, with the reasons for the action proposed, shall be presented to the board of education.
7. No change of textbooks used in the schools shall take place except at the opening of a new school year.
8. Whenever in his opinion it is advisable to build a new school or to make material additions or alterations in an old school, he shall report to the board of education in connection with each recommendation the facts upon which he bases his opinion as to the advisability of building such new school or making such additions or alterations.
9. All recommendations for appointment or reappointment of all regular teachers, special teachers, substitute teachers, supervisors, and principals shall be made by the superintendent to the board of education. No teacher, special teacher, substitute teacher, supervisor, or principal will be appointed or reappointed who is not recommended by the superintendent, excepting by the unanimous vote of the board of education.
10. He shall, as far as practicable, either observe the actual teaching of an applicant or have a personal interview before nominating the applicant for a position.
11. He shall follow out the plan of rating teachers adopted by the board of education, and shall in December of each year orally give each teacher his or her rating, when requested by the teacher to do so.
12. He shall superintend the organization of schools and the classification of pupils, fix the time and prescribe the mode of all examinations, make promotions whenever the interests of the pupils demand it, and may transfer pupils from one school to another, subject to the approval of the board of education.
13. No change shall be made from the methods of promotion and grading which prevail at any given time without first being agreed upon by the board of education.
14. The superintendent may suspend any pupil when in his judgment it seems best to do so. If it becomes necessary to suspend a pupil for the second time in any given school year, the pupil shall appear before the board of education at its next regular meeting following the suspension, when the conditions of his

reinstatement in the school will be determined by the board of education. A third suspension in any given school year shall be equivalent to expulsion from the school for the remainder of the school year.

15. He shall regularly inspect the school buildings, grounds, apparatus, and furniture, and report to the board of education any defects in the same which may be likely to impair the health of the teachers and pupils or to interfere with the efficiency of the schools.

16. The superintendent shall have general supervision of all janitors employed by the board of education and shall report to the board of education any neglect or failure on the part of said janitors to perform their duties.

17. He shall have authority to dismiss the schools on stormy days with one session and make such temporary arrangements relating to the schools as emergencies require. Such arrangements shall be reported to the board of education at its next meeting.

18. He may transfer teachers from one class to another in the same building or between different buildings whenever in his judgment the interests of the schools demand it. All such transfers to be reported to the board of education at its next meeting.

19. All matters requiring the action of the board of education shall be submitted to it in the form of written or printed reports.

Though few of the rules and regulations expressly give the superintendent power to nominate teachers, 72 per cent of 1,327 superintendents reporting say that they nominate teachers either to the board or to a teachers' committee. In several States, as Massachusetts, Rhode Island, and South Carolina, 90 per cent of the superintendents reporting nominate teachers.

Of the superintendents reporting 38 per cent are sometimes permitted to appoint teachers, but this is permitted as a rule only when a teacher is needed immediately. Boards sometimes authorize the superintendent to select a teacher, his selection to be ratified at a subsequent board meeting. Some few boards permit the superintendent to select all the teachers, authorizing him to make the selection and to report at a meeting of the board, so that the teachers selected may be formally elected.

It has been argued that this places too much power in the hands of the superintendent. Those favoring the plan reply that if the superintendent is employed as an educational expert and held responsible for results, he should select all teachers. The tendency is undoubtedly to give the superintendent more power in the selection of teachers.

In most of the cities where the superintendent is empowered to select teachers, he is permitted to visit, at the expense of the board, the schools taught by the applicants or the normal schools or colleges the applicants are attending. In one city that has built up a most efficient corps of instructors the principal of the school, whenever a vacancy occurs, visits the most promising of the applicants and submits to the superintendent the names of the two whom he

considers best qualified. The superintendent then visits these two and makes his selection.

In 64 per cent of the cities reporting, the superintendent recommends salaries paid teachers and others employed. The argument most often advanced for this is that the superintendent, being a student of educational administration, knows what salaries are paid in other cities and what salaries are necessary to secure the best, and that if teachers are promoted on merit the superintendent is the only one who knows who should be promoted.

Only 15 per cent of the superintendents reporting are permitted to dismiss employees temporarily or until the board acts, provided the suspended employee asks for a hearing. The question has been frequently asked if the superintendent is held responsible for results and is given the power to nominate or even to select teachers, why should he not also be empowered to recommend their dismissal?

Thirty-six per cent of the superintendents are permitted to expend money without special authority. In almost every instance such expenditure is for absolutely necessary supplies and for amounts usually not to exceed \$25. In a few cities several hundred dollars are set aside by the board so that the superintendent may purchase such things as he thinks necessary.

Superintendents in 24 per cent of the cities teach; some but one period a day, others the entire time. This is, as a rule, true only in towns and cities under 5,000 population. But even in cities of this size it is plainly a waste of the superintendent's time and a loss of money to the city for the superintendent to teach regular classes. In a town of 3,500 population the board employs a superintendent for \$1,500 a year, and requires him to teach six periods a day in the high school. None of the high-school teachers receive more than \$600 a year. It might be asked why the school board should pay \$900 extra for this one teacher—for he can be classed as nothing more. He can not be called a supervisor, as he seldom has an opportunity of entering a teacher's class room, yet everyone of his teachers needs help. The educational loss in that town can not be measured.

One of the rules usually prescribed regarding the duties of a superintendent is that he shall keep himself informed of school conditions in other cities and be a student of educational problems. Of the 50 sets of rules examined, only 2 expressly state that the expenses of the superintendent for visiting other cities and attending educational meetings will be paid by the school board. Of the 1,300 superintendents reporting, 43 per cent say that the school boards in their respective cities pay their expenses for visiting schools in other cities and for attending State and National education meetings. Some

cities appropriate several hundred dollars a year for traveling expenses, to be used as the superintendent thinks best.

It is generally agreed by superintendents that one of the best means of keeping informed regarding school conditions is to spend several weeks each year visiting schools in other sections of the country. If a promising experiment has been worked out in a certain city, superintendents in other cities can judge of its value only by a visit and a thorough investigation.

The superintendent who is acquainted with superintendents in other sections of the country has a great advantage over the one who has but a narrow circle of acquaintances among the school men of the country. A superintendent in a New England town by conversing with a superintendent from the South or the West will be enabled to look at his school problems in a different light, and superintendents in the South or West will be equally benefited.

It is evident that the only place where superintendents from different sections of the country can meet and discuss school affairs is at national meetings. School boards are beginning to realize that their superintendents should attend these meetings. Many a superintendent does not do so, as the expense is usually great. It is true that he would himself receive much benefit, but the school district receives much more from the new ideas he brings home with him. The editor of the School Board Journal, writing on this point, says:

Every school board should send its superintendent to educational conventions, and should pay his expenses in full. If he does not believe in going, he should be ordered to go, not for the benefit which he personally may derive but for the value which the convention will have for the schools.

We are certain that every school board which sends its superintendent will be more than repaid for the time which he will spend away from his desk and the money outlay which will be necessitated for railroad fares and hotel expenses.<sup>1</sup>

In 90 per cent of the cities reporting, the superintendent has the same control of the high school as of the elementary school. In a few instances in cities having a supervisory principal instead of a legally empowered superintendent the elementary and high schools are under separate management, the supervising principal having control of the elementary grades and the high-school principal of the high school. Experience has proved that the superintendent or supervising principal should have the same control of the high school as of the elementary school.

As a rule, superintendents attend board meetings, but about 5 per cent report that they do not, and a few others that they attend when invited. The rules and regulations of many boards require the attendance of the superintendent upon board meetings and give him a

<sup>1</sup> American School Board Journal, February, 1914, p. 26.

voice, but no vote. Several of the State laws also give the superintendent a seat in the board, but no vote. Comparatively few boards require the superintendent to attend committee meetings. A few rules say that he may attend if invited. There are three committees, at least, in which the superintendent should have a seat and a voice—finance, instruction, and buildings and grounds. A school board can not well make its estimate of yearly expenses without consulting the superintendent. Since matters of instruction come entirely within his province, he should be present at every meeting of the committee on instruction. Though an architect may be employed, the superintendent has certain definite notions of what kind of buildings are best adapted to school use, and should therefore attend meetings of the building committee.

Only 6 of the 50 rules examined state that it is the duty of the superintendent to hear complaints of parents and others. It has been found that if some one is not specifically designated to hear complaints, parents will go to some individual member of the board with their grievances. The best plan seems to be to require all persons with a grievance to submit their grievances to the superintendent or to the board. The school board of Columbia, S. C., has the following definite rule on this subject:

All complaints or other communications from teachers or pupils, or from the parents or guardians of pupils, addressed to the board with reference to the conduct of the schools, must be forwarded through the superintendent, whose duty it shall be to transmit the same, with his comments, to the board at its next regular meeting, and the board will not receive or consider such communications unless so transmitted.

Of the 50 rules examined, only 3 require the superintendent to select textbooks. In practice, however, 955 of 1,327 superintendents reporting say that textbooks are adopted on their recommendation. Most school boards are beginning to realize that few board members have had the training that would make them competent judges of a textbook. A business man could, no doubt, offer valuable suggestions on the selection of an arithmetic. He could tell whether the problems are problems that the merchant, the carpenter, or the banker is called upon to solve, but superintendents and teachers are the ones to determine whether a text is properly arranged and graded.

One of the rules of most school boards is that the superintendent shall visit the schools as often as his other duties will permit. The only other duties that should keep a superintendent from visiting classrooms, are: Preparing for teachers' meetings, visiting schools in other cities, preparing outlines and courses of study, preparing reports for the school board, answering such correspondence as can not be answered by his secretary, interpreting statistics relating to retardation, etc. In brief, a superintendent in a small city

school can, if he has clerical assistance, be out visiting the schools at least two-thirds of his time. One of the complaints teachers often make against a superintendent is that he does not visit their classrooms often enough. Without doubt the best schools in the small cities are those where the superintendent keeps in touch with classroom work and aids his teachers in every possible way. It is true that every superintendent should be more than a teacher of teachers, but it is doubtful whether there are many small city schools that do not require a superintendent to help train the teachers and to keep them progressive even if they have had much professional training.

A superintendent who performs the duties assigned him may be or he may not be efficient. A superintendent who does nothing more than obey the rules laid down by a school board is a failure. There are many things not definitely assigned just as essential to efficient management and progress of a school system as those that are expressed in definite rules and regulations.

The following paragraphs treat briefly of some of the duties usually tacitly assigned by board members and the community and some of the characteristics demanded by a board and community of their superintendent. It is generally agreed that any superintendent who can not meet these demands is unsuited to the position.

One of the duties of a superintendent usually tacitly understood is that of keeping the community interested in its schools. The success of any school system has been found to depend largely upon public opinion. It is the history of schools everywhere that reforms can not be forced upon the people; that they must be educated to the necessity of having better schools. In many communities amply able to support open-air classes, kindergarten classes, etc., there are no such classes because the taxpayers do not know the value of these things. Health supervision would be introduced into more schools if the people were made to see the need for it. Some communities have been slow in introducing drawing and manual training work because they are not informed as to its value. Several years ago a school board introduced the subject of drawing. Many of the taxpayers thought it a useless expenditure to employ a drawing supervisor, but the superintendent kept the matter before the people, and when he showed results all complaint ceased.

In another city some influential people had the board discharge the music teacher on the ground that if parents wanted their children taught music they should employ a private teacher. Only hard work on the part of the superintendent convinced the community of the value of music in the schools. These are extreme cases, but they illustrate the necessity for the superintendent to keep his community informed and interested.

In a certain city once noted for its backward schools, the superintendent never looked outside the four walls of his office except when he visited the class rooms, which was seldom. He could not see beyond the routine of office work. He did not run his school; it ran him around a beaten path, which grew deeper each year. When the clock struck four he went to his room to rest after the dull routine of the day. Whenever asked to address a public meeting he refused. Within a short time he had cut himself off from the life of the city. His work ran along for several years without any advancement in the schools. People grumbled about their school tax, which was low. The cost per capita was much below the average per capita cost for small cities. Finally, several progressive citizens and one or two school board members began to inquire into the school system and to look about the country to see what other cities of the same size were doing for the schools. It is needless to say that the superintendent who had not mingled with the business and professional men of the city, who had not identified himself with the life of the community, who had not tried to keep the people informed, was dismissed at the expiration of his term.

His successor, by becoming acquainted with the people, by taking part in the life of the community, by becoming identified with the chamber of commerce, and by quietly calling the attention of all the people he met to the needs of the schools, soon aroused an interest among the taxpayers to such an extent that the tax rate was almost doubled within three years. There was not as much grumbling as there had been when the rate was low. The superintendent touched the pride of the people by showing them that neighboring towns were spending more per pupil for their schools.

Progressive school boards are now demanding that the superintendent keep the people informed of school conditions, that he inform the public by carefully compiled data whether the schools are turning out a good product, whether they are doing this most economically, and whether they could still turn out a better product with an increased school budget.

One school system, that has been liberally supported, has secured its support because the superintendent reports to the people in a business-like way actual conditions—the shortcomings and the progress of the schools. In one of his reports, he says:

The schools belong to the people; the policy under which they are administered is the people's policy, if the people support their schools and their servants in administering them. Whether the people will support any given policy is a question that the people are called upon constantly to decide; the decision of the question the people can not avoid. That the people may decide intelligently this most important of all local public questions, they have a right to know, it is their duty to demand, all the essential facts concerning the school policy and its administration.

One of the great problems in school administration is that of running the schools economically, not on a less tax rate, but with the purpose of obtaining the greatest possible efficiency from the funds in hand. A business manager or a board may know more than a superintendent about purchasing janitor supplies and repairing buildings economically, but the superintendent should know what *instruction* to buy, how much and in what subjects, how many pupils to be assigned a teacher, how many supervisors to be employed, how many daily recitations a high-school teacher should conduct, and how many hours a high-school pupil should carry. All these involve the expenditure of money. In fact a superintendent must be held responsible for the expenditure of at least 60 or 70 per cent of the operating expenses of a school system.

A superintendent who wishes to make the best use of the funds appropriated for instruction must determine whether the city can afford to have 25 high-school pupils in a division while each of the grade teachers has classes of 50 or 60 pupils. He must decide how much the annual cost will be reduced with 30 instead of 25 in a division. In a high school enrolling 600 students three fewer teachers will be required with 30 pupils in a division than with 25, or there will be a saving of \$3,000 a year. Is a superintendent justified in spending \$3,000 a year additional simply because he thinks better work can be done with 25 than with 30 pupils in a class? No doubt better work can be done, but the question is, how should the \$3,000 be used? If there is only a certain amount of money available and if the lower grades are crowded, there is but one answer.

If the cost per capita is low, the fact should be shown. Statistics regarding cost per pupil in 40 or 50 cities can be easily estimated from the fiscal statistics in Volume II of the Report of the United States Commissioner of Education. Does the cost per pupil fall below the median? If so, why? The public should be required to answer this. If the cost falls above the median, what then? The superintendent must show that the schools under his supervision are turning out an efficient product and that to decrease the cost per capita would handicap the work of the schools. Among the points that have been discussed in one or two reports are: 1. What are the schools trying to do? 2. Are they doing what they are trying to do? 3. Do you approve their policy? 4. Is their policy carried out economically? 5. Are they administered efficiently? 6. Can the city afford to continue the present policy? 7. Can the city afford not to continue it? A school board that requires its superintendents to set forth facts on these and other essential points commands the respect of the public and secures their cooperation more easily than those boards that do not require the superintendent to make a clear-

cut analysis of school conditions for the stockholders of the school corporation—the taxpayers.

In a small city a superintendent can not be totally oblivious to the financial phase. If he is, he will soon bring his board to bankruptcy, or as only so much money is available for the schools in any city, he will not secure the best results from the funds appropriated.

To illustrate further why the superintendent should make a study of relative values: How many recitations a week should a high-school pupil carry? Most schools require 20; a few require more. If 20 recitations a week are better for a pupil than 25, there is not only an educational loss, but a great financial one in those schools requiring the latter number. In a high school of 300 students reciting 25 times a week in divisions of 25 pupils each, it will require two more teachers, or an addition of approximately \$2,000 to the cost of instruction.

Several years ago the number of recitations in the high school of Newton, Mass., was reduced to 17 a week, thus saving \$4,000 a year. In making a study of the educational gains and losses the superintendent of the Newton schools says that, while no definite or even reliable answer can be found in mere opinion, the opinions of the principals and heads of departments were about equally divided for and against, with a slight tendency, on the whole, to favor the plan of 17 hours a week. If 17 recitations a week produce as good results, it is evident that there is a great financial waste in many schools.

What will be the educational loss if a high-school teacher instructs six classes a day instead of five? What will be the financial gain? With six recitations a day instead of five there will be a saving of approximately \$3,000 in a high school enrolling 600 pupils. Could that \$3,000 be used so that there would be better educational results than can be secured by having a teacher instruct but five classes a day? The question for the superintendent to determine is, however, which is best with the funds on hand.

A board endeavoring to determine the efficiency of a superintendent should ascertain whether he makes a study of relative values or whether he makes a "hobby" of certain work, recommending the appropriation of funds for this irrespective of the needs of other work. The high school may be overemphasized in comparison with the grades, or it may be the reverse. Not that too much attention can be given to either, but that relatively too much attention may be given to the one at the expense of the other when only a certain amount of money is available.

Another test of a superintendent's efficiency is whether he is gaining the respect of pupils, parents, and teachers. A new superintendent may for some reason not have due respect shown him at the beginning of his term, especially in a city where it is necessary to

Make reforms, but even then, if he is the man to make the reforms, he will finally secure the cooperation of people in the community. The school board in a certain city, becoming convinced that their schools were the poorest in the county, engaged a new superintendent, after much opposition from some politicians with whom the former superintendent had been closely associated. The board, not wishing the new superintendent to be hampered, elected him for a term of four years, telling him that they were leaving it to him to improve the schools. They told him that there would be much opposition to his trying new policies; that he would no doubt find it necessary to recommend the dismissal of some teachers with influential friends; and that he would have to establish law and order in several of the ward buildings.

At first he made many enemies, but before his term had expired he had convinced the people that he had pursued the right course. This incident is mentioned to show that because a superintendent's policies are not at first appreciated by the people is not a necessary reason for considering him a failure in that community. To be successful he must, however, within a reasonable time, secure their confidence and cooperation.

Whether the superintendent administers his affairs in an orderly way is one of the criteria by which board members often judge him. There are superintendents who possess a thorough knowledge of methods of teaching and who are well grounded in the principles of school administration, yet who do not manage their affairs so as to make every minute count. It must be remarked in this connection, however, that a superintendent may plan a day's work with the utmost care and then have all his plans upset by something that demands his immediate attention. He may even have promised to do a certain thing at a certain time, but other duties of greater and more pressing importance compel him to change plans and cancel engagements. The test should be whether the superintendent attends at once to those things demanding immediate attention and is able to discriminate between the fundamental and the trivial.

For a superintendent to administer his affairs in an orderly way he must have a good memory not only for large affairs but for details. A superintendent who possessed splendid ideals and who remembered only the large outlines of his work failed as a superintendent, because he did not remember details. He would meet a group of teachers and tell them something he wanted done. A week later he would give other orders, forgetting what he had previously said. The school board would instruct him to investigate certain matters. He would proceed with admirable spirit, but would forget some necessary detail. The teachers complained that they never knew what was expected of them, because he issued so many contradictory orders.

Though a truthful man, this superintendent was accused of falsehood, because he did not remember promises made. School boards, as a rule, do not condemn a superintendent if he does not remember all the details connected with the administration of schools, but they do expect him to have in mind sufficient detail to fill in the larger outlines of his work.

In a few instances board members have been known to refuse to help reelect a superintendent who has not agreed with them on certain points. This in itself is no valid reason for not reelecting a superintendent unless the superintendent has made the issue a personal and not a professional matter. In some instances board members themselves make the issue a personal matter. Among progressive school boards all questions relating to school work discussed by board members with the superintendent are considered on a professional and not a personal basis. The personal element is eliminated. Where this is done the schools are undoubtedly better. A school-board member in a city that has good schools, speaking of the superintendent, said that he did not like the man personally, but that he would vote for his reelection, because he considered him a most excellent superintendent. Another board member in a city where the schools are below average said of the superintendent: "I know that he is not securing the best results, but I like him. He is a good fellow, so I am in favor of his reelection." The one board member eliminated the personal element and considered the welfare of the schools; the other could not rise to this higher plane.

One of the great tests of a superintendent's efficiency is his ability to select good teachers. If he will nominate any teacher because she is suggested by influential friends, he thereby demonstrates that he is unfitted for his position. If he makes careful inquiry regarding each applicant from people who really know something of the applicant's ability as a teacher, and then makes his nominations irrespective of religion, politics, or residence, the board usually feels somewhat assured that every effort has been made to secure the best teacher for the position.

Another test is whether the superintendent has the ability to inspire his teachers with high ideals and to help them solve classroom problems. No matter how carefully a superintendent selects teachers, most of them will need help. In a small city some will be just out of normal school, and though they have been well trained will need to be adjusted to real conditions, while others may have had experience in a country school without much supervision. All these must be helped, and if many fail, provided due care has been exercised in their selection, it is evident that the superintendent has not been doing his duty. If many pupils of normal ability and well

prepared for the grade fail under a teacher, suspicion is not wanting that the teaching has been poor; so if many teachers fail, suspicion points toward the superintendent. He should be asked to explain why the teachers are failing.

The superintendents who do not visit classrooms with the thought of helping teachers by means of frank talks and constructive criticism are doing but little to help improve their teachers. A more office superintendent can do little to improve his teachers. His principals may render much assistance, but in a small city the superintendent must himself make a first-hand diagnosis of the case.

In a certain city the school machinery as outlined on paper is perfect. In practice many of the purely administrative problems have been solved, but the superintendent knows little of what the teachers are doing and of their methods of instruction. On the whole, the teaching in that city is poor. The very object of the schools is defeated because the superintendent makes little effort to help his teachers, and many of them need much help.

In another city that pays its teachers considerably less, the teaching is much better. The superintendent in this city realizes that it is his duty to help the teachers by visits, teachers' meetings, and private conferences. He turns all the details of office work, such as accounting for supplies, over to a competent clerk and devotes most of his time to improving classroom instruction.

Although superintendents in the past have not been judged to any great extent by the attitude they take toward a scientific study of education, school board members, if they are practical business men, will soon begin to ask whether the superintendent knows what advancement teachers are making, whether he knows what teachers are succeeding and what are not. In other words, school boards must begin to ask superintendents to show, more definitely than they have been showing, what the results are and what the children have achieved. The old idea of judging the work of teachers by mere opinion is passing away. More definite measurements must be used. The practical school board member should not rest content until he knows that the superintendent is at least attempting to learn how to measure the efficiency of his schools.

Does the superintendent have the power of leadership or does he shape his policies to suit the opinions of some few influential citizens or board members? This is a question school boards are beginning to ask. The superintendent can no longer be considered a mere figurehead. He must formulate policies, present them to the board, and, if necessary, fight for their adoption. No school board member should condemn a superintendent for making a strong appeal for certain policies; rather he should admire him. This does not mean that

a superintendent who is always fighting for some reform is to be regarded as a successful superintendent. School boards are coming to realize that, as a rule, the superintendent who accomplishes the most, who places the schools on a sound foundation, is one who makes reforms slowly, one who tests each step so that there can be no retreat, or, if there is a retreat, utilizes it to secure a better point of attack.

Only occasionally are conditions so bad when a new superintendent takes charge of a school system that radical reforms are necessary. Any radical reform upsets the whole school system and often results disastrously, while a steady hammering attack extending over a longer period of time accomplishes more. After a radical reform there is generally a reaction. Reaction is not likely to follow a sanely conservative reform.

One question many board members ask is whether the superintendent is a man of ideals. Does he see the big things or only the petty affairs? Has he vision? Is he planning big things for the school for next year and the next? Many school boards realize that a superintendent who can not or does not do this can never hope to advance the schools of his city beyond their present condition.

That many school-board members in different sections of the country are alive to the essential qualifications of a superintendent may be seen by the following extracts from letters received by the Bureau of Education from presidents of school boards:

The first and last qualification of a school superintendent is administrative ability. This involves character, scholarship, tact, and sympathy with the work of both teachers and students under him.

As regards our system or method of determining whether or not our superintendent is doing effective work, we take into consideration a great many things. First, his ability to organize; second, his ability to command the respect of his teachers and formulate plans whereby teachers will work together; third, to be able to judge teachers to such an extent that he can tell whether or not they are obtaining results and whether or not they are capable of obtaining results. To be posted on all up-to-date methods of teaching; in fact, to have the ability to manage a school the same as a business man is able to manage a business. We get a full report from him once a month of all details pertaining to the school, such as average marks of pupils on their lessons in each grade and in the high school, average attendance and tardiness, results teachers are obtaining, the good and bad qualities of each teacher; in fact, a complete report of the progress of the schools. From these reports and from suggestions advanced by the superintendent and general results we are able to judge not only the efficiency of the superintendent but of the entire school system. In passing on the efficiency of the superintendent we consider first his ability to organize, then to be able to put enthusiasm into the teachers and school spirit into the pupils. We place all responsibility on our superintendent and make him accountable to us for results.

We have no abstract or formulated standards by which we judge and determine whether our superintendent is performing the most effective work or not, but among the important matters to be considered are: How he looks after the finances of the district—whether wise or prodigal in recommending expenditure; what his methods are in determining the qualifications of his teachers and the quality of their work; whether he keeps abreast of the times and in touch with the most advanced thought in education; his wisdom in making recommendations; whether his plans are carefully formulated after an analysis of the situation and our needs, and the wisdom with which he has worked out such plans and recommendations.

In this connection I may be pardoned for saying that our superintendent by his qualifications for every department of the work has shown himself to be a leader and has relieved the board of much of the work that often falls to them by reason of a lack of leadership. We do not place business qualifications as the first essential, but we deem it a matter of great importance, and we expect our superintendent in a small city of this kind to thoroughly systematize the budget and the expenditures in every department of the school system. We expect him always to be alive to the character of his teachers and their qualifications to do their work. In order that he may do this, we send him to educational conventions and meetings and authorize him to go wherever it may be necessary to examine into the qualifications of applicants or prospective teachers, and expect him also to be on the lookout for the very best teachers that he can find. Another thing that we have found in our superintendent that we deem a mark of superior qualification is that every forward step that has ever been recommended by him to us has been thoroughly and carefully considered before we have been advised to take it. We give him full authority to nominate teachers. No teacher can be hired without his recommendation. We hold him responsible for results and for nominating teachers upon merit, without reference to any other consideration, with an eye solely to the public good and the efficiency of the schools.

Of course, one of the matters of paramount importance is that he should exercise close and intelligent supervision of the work in the various departments and keep in touch with and know what every teacher is doing.

We select a man of former experience and of excellent standing from where he came. We keep in constant touch with him. He advises and counsels with the president and other members of the board in all matters of importance pertaining to the business end of the system, and also in regard to many of the details of the daily routine. Through the president he calls the board together whenever he desires action. He visits the school daily and confers and counsels with the teachers and has teachers' meetings weekly. He makes a full and complete annual report as to the work of the separate schools and as to the standing and competency of each teacher and points out their strong and their weak points. He points out in his annual report such changes and progressive plans as seem to him to be essential and necessary.

#### TENURE.

A longer tenure for superintendents would undoubtedly tend to improve the schools. Comparatively few of the cities having between 4,000 and 25,000 population listed in the educational directory of the United States Bureau of Education elect their superintend-

ents for a term of more than one year. Only 27 superintendents in cities of this size have been given indefinite tenure. It is evident that no superintendent, however keen his insight into school conditions, can do much constructive work the first year of his term. It usually takes a new superintendent a year to get his bearings, and at least three more to work out any reforms that he may wish to institute. To ask a man to show results in a year is asking the impossible. A year's trial proves little either for or against a superintendent. The minimum term should be three years.

Frequent change in superintendents is one of the great evils in small cities. During the two years 1911-1913 there were in cities of between 4,000 and 25,000 population 348 changes of superintendents, an average of 174, or 13 per cent a year. If statistics were available for the large group of towns between 2,500 and 4,000 population, the per cent would be greater—probably more than double. Of 1,202 superintendents in cities having between 4,000 and 25,000 population reporting, 567 have been in their present position less than 5 years, 380 from 5 to 10 years, and only 255 more than 10 years.

Frequent changes can not be attributed entirely to short terms of office, but largely to the fact that low salaries cause many superintendents to leave the profession and others to move on to positions paying larger salaries.

#### SALARIES.

The following tables present the range of salaries paid superintendents in cities of less than 25,000 population and the average salary paid in each State and in each group of States:

RANGE IN SALARIES OF SUPERINTENDENTS, 1913-14.

IN CITIES OF 4,000 TO 10,000 POPULATION		IN CITIES OF 10,000 TO 25,000 POPULATION.	
	Cities.		Cities.
\$400 to \$900.....	3	\$1,200 to \$1,500.....	3
901 to 1,200.....	23	1,501 to 1,800.....	28
1,201 to 1,500.....	130	1,801 to 2,100.....	52
1,501 to 1,800.....	280	2,101 to 2,400.....	89
1,801 to 2,100.....	215	2,401 to 2,700.....	70
2,101 to 2,400.....	120	2,701 to 3,000.....	48
2,401 to 2,700.....	51	3,001 to 3,300.....	6
2,701 to 3,000.....	21	3,301 to 3,600.....	12
3,001 to 3,300.....	6	3,601 to 4,000.....	9
3,301 to 3,600.....	6	4,001 to 6,000.....	6
3,601 to 4,500.....	2		

AVERAGE SALARY OF SUPERINTENDENTS IN TOWNS OF 4,000 TO 10,000 POPULATION—  
NUMBER OF TOWNS REPORTING IN 1913-14.

	Average salary.	Towns reporting.		Average salary.	Towns reporting.
Alabama	\$1,074	13	Nevada	\$3,000	1
Arizona	2,450	5	New Hampshire	1,698	5
Arkansas	1,850	5	New Jersey	2,251	32
California	2,408	21	New Mexico	2,133	3
Colorado	2,202	12	New York	1,004	41
Connecticut	1,852	22	North Carolina	1,631	19
Florida	1,583	3	North Dakota	2,200	5
Georgia	1,835	17	Ohio	1,933	53
Idaho	2,543	5	Oklahoma	1,933	12
Illinois	1,890	57	Oregon	2,007	13
Indiana	1,931	37	Pennsylvania	1,675	101
Iowa	1,829	10	Rhode Island	1,400	8
Kansas	1,836	18	South Carolina	1,694	12
Kentucky	1,786	16	South Dakota	2,250	4
Louisiana	1,660	8	Tennessee	1,660	10
Maine	1,647	18	Texas	1,932	30
Maryland	1,675	4	Utah	1,866	3
Massachusetts	1,903	64	Vermont	1,785	7
Michigan	1,991	35	Virginia	1,492	8
Minnesota	2,484	19	Washington	2,141	10
Mississippi	2,033	9	West Virginia	1,985	7
Missouri	1,735	27	Wisconsin	2,024	25
Montana	2,540	5	Wyoming	2,066	3
Nebraska	2,063	11			

AVERAGE SALARY PAID TO SUPERINTENDENTS IN TOWNS OF 10,000 TO 25,000 POPULATION—NUMBER OF TOWNS REPORTING IN 1913-14.

	Average salary.	Towns reporting.		Average salary.	Towns reporting.
Alabama	\$2,233	3	Minnesota	\$2,640	5
Arizona	3,250	2	Mississippi	2,515	5
Arkansas	2,437	4	Missouri	2,120	5
California	2,990	13	Montana	3,180	5
Colorado	2,566	1	Nebraska	2,100	1
Connecticut	2,509	11	Nevada	3,000	1
Florida	2,109	1	New Hampshire	1,930	5
Georgia	2,470	5	New Jersey	3,097	19
Idaho	4,000	1	New Mexico	2,250	1
Illinois	2,577	20	New York	2,487	27
Indiana	2,677	18	North Carolina	2,250	4
Iowa	2,344	9	North Dakota	3,500	2
Kansas	2,337	8	Ohio	2,478	28
Kentucky	2,250	4	Oklahoma	2,125	6
Louisiana	1,900	2	Oregon	2,400	1
Maine	2,060	5	Pennsylvania	2,199	40
Maryland	2,200	8	Rhode Island	1,950	2
Massachusetts	2,350	29	South Carolina	2,200	1
Michigan	2,553	14	South Dakota	3,000	2

## AVERAGE SALARY PAID TO SUPERINTENDENTS IN TOWNS OF 10,000 TO 25,000 POPULATION—NUMBER OF TOWNS REPORTING IN 1913-14—Continued.

	Average salary.	Towns reporting.		Average salary.	Towns reporting.
Tennessee .....	\$2,100	1	Washington.....	\$2,900	5
Texas.....	2,422	11	West Virginia.....	2,287	4
Vermont.....	2,200	3	Wisconsin.....	2,407	10
Virginia.....	1,895	5	Wyoming.....	2,400	1

## PRINCIPALS.

A problem especially difficult of solution in a small city is that of securing supervision so as not to make the cost of supervision too high in proportion to that of instruction. As a rule most of the smaller cities have grade buildings of from 4 to 12 rooms each. If there are six buildings of 10 rooms each, and if there is a supervisory principal in charge of each, the cost of such supervision to be effective would be about \$6,000 a year, while the cost of instruction would be approximately \$30,000. If to the \$6,000 is added \$4,000 for salaries paid the superintendent and special teachers, the total cost of supervision would be \$10,000, or one-third of the amount expended for instruction. It would seem in this hypothetical case that too much is spent on the supervisory force in comparison to the amount spent for teaching.

The usual plans of securing supervision in small cities are:

1. A supervising principal for each building.
2. Departmental teaching in the sixth, seventh, and eighth grades, the principal being free at certain periods of the day for routine work and supervision.
3. A substitute teacher to relieve the principals of teaching for a day or a half day each week.
4. A principal to supervise three or four buildings, with a head teacher in each.
5. A primary and a grammar grade supervisor for the entire city and a head teacher in each building.

The plan of dividing a city into districts and of placing a supervisor over each effects a saving and at the same time secures efficient supervision. Six grade buildings of 10 rooms each could be placed under the supervision of two principals at a salary of \$1,500 a year each. The board would then save \$3,000 with which to pay \$600 extra to the six head teachers in each of the six buildings and still have \$2,400 with which to increase salaries and retain the best teachers. If a primary and a grammar grade supervisor were employed at \$1,500 a year each, the same amount could be saved and without doubt more effective supervision could be secured than under the plan of having a supervisor for each building. As a rule principals in a small city have made but little study of methods of super-

vision. Often the position of supervising principal is given to a teacher of some years' experience who has no ability whatever as a supervisor. In many schools the supervising principal's time is taken up with minor affairs that could be just as well attended to before and after school hours by a competent teaching principal or by a principal who is relieved of teaching duties an hour or two a day, or a day a week.

An excessive number of supervisors tends to kill initiative on the part of teachers and to help make school machinery heavy running. In a city having 7 supervisory principals for 70 elementary teachers there are, including the superintendent, a supervisor of music and one of drawing, 9 supervisors for these 70 teachers—a supervisor for every 8 teachers.

It is a question whether a superintendent who has fewer than 40 or 50 teachers needs much assistance in supervision except in the so-called special subjects, provided he has sufficient clerical help to relieve him of the details of office work.

The matter of the number of supervising principals must, however, be determined largely by conditions in each city. If discipline is difficult, or if the teachers are inexperienced, more supervision will be required. In a city where few changes in the teaching force occur, fewer supervising principals are needed.

In the city of A——, near a large city that pays larger salaries, about 25 per cent of the teachers each year are new, many of them with but little experience. In such cases much supervision is needed. This point can, however, be raised: If part of the funds paid supervisors were directed to teachers' salaries, would there be as many resignations and as many new teachers each year who need supervision?

Building principals, even if not required to supervise, need not teach a regular class. In every eight-room building there are enough retarded pupils to keep one teacher busy. This work could be assigned to the principal.

Often a pupil is retarded in but one subject. He could be coached by the principal in this and recite with his class in the other subjects.

In the small city where there is no playground supervision, the principal could give part of his or her time to supervising playgrounds. Since home and school gardening demands a supervisor, the principal could supervise this work.

Nearly all high-school principals are required to teach a few hours each day. Some are required to teach all the time. In a city where the high-school enrollment is not more than 100 it is doubtful whether a high-school principal as such is necessary, since the superintendent of schools can very well look after all high-school matters. In several

cities where the high-school enrollment is less than 100 or 150, and where only 20 or 25 grade and high-school teachers are employed, a teacher is selected to have charge of the high school, in addition to regular teaching duties.

In cities employing more than 30 or 40 grade and high-school teachers, and where the high-school enrollment exceeds 150, a high-school principal should not be required to teach every period in the day. He should have the first period in the morning session and the first period in the afternoon session free. It is doubtful whether there are many cities of less than 25,000 population where the high-school enrollment is sufficiently large to justify a board in relieving the high-school principal of all teaching.

#### DUTIES.

An examination of the rules and regulations of a number of school boards reveals the following duties required of building principals:

1. Be subject to the supervision of the city superintendent.
2. Maintain order on the school grounds and adjoining streets and in the halls.
3. Give all necessary assistance in matters of discipline to subordinate teachers.
4. Supervise work of teachers under direction of the superintendent.
5. Visit each room in the respective buildings as often as other duties will allow.
6. Advise and direct teachers in relation to the course of study, suggest improvements in methods of classroom management, and see that the course of study is intelligently pursued.
7. Make such reports to the superintendent as he may require.
8. Examine all cases of discipline reported to them by the teachers, or brought to their notice by other means, and take such action as may be deemed expedient.
9. Assist in conducting examinations given pupils by the superintendent in all grades examined in the respective buildings. Inspect papers after they have been marked by teachers.
10. Hold teachers' meetings to discuss problems relating especially to the schools in their respective buildings.
11. Remain a specified time in their office after school hours.
12. Assign all new pupils to the grade to which they properly belong.
13. Examine all excuses for tardiness and absence.
14. Supervise janitorial work.

#### SPECIAL SUPERVISORS.

In most cities between 5,000 and 30,000 population it is customary to employ a supervisor of music; in many cities, a supervisor of drawing; and in some few, a supervisor of penmanship. These supervisors are, however, in many instances nothing more than itinerant or special teachers. By teaching a class once a week or once every two weeks they can accomplish but little without the assistance of the regular teacher. The work in the so-called special subjects

would no doubt be much improved in many of the smaller cities if the supervisors did more supervising and required more teaching on the part of the regular classroom teacher, who in the end is the one who should be held responsible for results. If the grammar grades are organized on a departmental plan, the need of supervision is lessened, since music, drawing, etc., can be assigned to teachers specially skilled in these subjects. In several of the smaller cities a plan has been devised whereby pupils from the first grade up recite all regular subjects, as arithmetic, history, and geography to one teacher, and report to special teachers in other rooms for music, drawing, physical training, etc.

The following duties are usually required of supervisors in the special subjects:

1. Be subject to the direction and supervision of the superintendent.
2. Prepare plans or outlines of the work to be done in their respective departments, and see that the plans are followed.
3. Give instruction upon special work to such teachers as for the time being need help.
4. Have a regular program which shall designate the day and hour of the periodic visit to each classroom. This order not to be varied or set aside without consent of the superintendent.

## TEACHERS.

### QUALIFICATION.

As a rule high-school teachers should be college graduates, and they should have had some professional training. In practice, 69 per cent of the school boards in 1,311 cities require high-school teachers to be college graduates. In some of the smallest of these cities salaries are so low that it is practically impossible to secure teachers who have spent four years in college. There are few boards, however, that do not require their high-school teachers to be normal-school graduates. Occasionally a teacher, by her own efforts in private study, has acquired an academic and a professional education equal to that of a college or a normal graduate, but such teachers are few. Fifty-five per cent of the school boards will employ college graduates without experience. This is true especially of schools in cities under 10,000 population. The general practice is for young college graduates to secure positions in high schools in cities under 10,000 population, where they teach for a few years and if successful usually secure positions in cities that pay larger salaries. In many of the high schools in the mill towns and cities near larger cities that offer more salary the teaching corps changes entirely within a few years. In one city of 12,000 population, located within

40 miles of a large city and its wealthy suburbs, 12 of the 15 high-school teachers have found better positions in the larger city or in its suburbs within the past three years. It is evident that the only remedy for such wholesale changes is higher salaries. The smaller cities located at some distance from those paying higher salaries are not so much affected.

Only 36 per cent of the cities reporting require the teachers in the elementary schools to be normal graduates, and, where a normal diploma is not required, only 48 per cent require a high-school diploma. Fourteen per cent will employ high-school graduates without experience.

One reason given by superintendents for not employing normal graduates is that the normal schools do not prepare enough teachers. On the other hand, it has been pointed out that those cities which demand normal-trained teachers experience but little difficulty in securing teachers. They are, however, usually compelled to offer more salary. It would seem that if salaries are made high enough the problem of securing normal-trained teachers would be solved.

#### PROMOTION.

Boards of education everywhere are desirous that teachers in their employ shall continue to improve, and they have usually included in their rules and regulations that the superintendent shall hold teachers' meetings for the purpose of instructing the teachers in regard to methods of instruction. Some school boards have discovered that a salary schedule based upon additional preparation and upon merit, rather than upon experience, is an excellent means of improving a corps of teachers.

It is a well-known fact that promotion on experience alone does not always reward the teachers who are making the most improvement, and that this method does not tend to call forth the best effort on the part of teachers. It may, however, help retain teachers in service for a greater number of years, and should, up to a certain point, be a factor in salary schedules. Such authorities as Strayer and Thorndike say that in formal salary schedules the premiums usually given are too low for education and too high relatively for experience in teaching.

Dr. Merriman, in a study of the relation between experience and teaching, concludes:<sup>1</sup>

It must be said, then, in answer to the relation between experience and teaching efficiency, that beyond the first year of experience it is practically "nil." After the first year the amount of experience is not an important criterion for efficient teaching in the elementary schools.

<sup>1</sup> Normal School Education and Efficiency in Teaching, p. 111.

Probably not many supervisors would agree with this conclusion, but every superintendent knows that length of service alone does not increase the efficiency of teachers. Many superintendents and boards of education are, therefore, offering premiums in salary schedules for advanced education, for professional training, and for merit.

Salary schedules based upon experience, education, training, and success usually group the teachers into three or four classes. Before a teacher is eligible for a higher class she must meet certain requirements in experience, education, training, and efficiency. The following is a suggestive schedule for a school board requiring one year's training in addition to a four-year high-school course:

*Class D.*—To be eligible to this class a candidate must have completed a four-year high-school course and have had 36 weeks' professional training. Those eligible to this class will receive the minimum salary.

*Class C.*—To be eligible to this class a teacher must have had 48 weeks of professional preparation and 2 years' experience, unless 72 weeks of professional training had been secured before entering class D, in which case only 1 year's experience is required to enter class C. A success grade of 80 is required.

*Class B.*—To be eligible to this class a teacher must have had 60 weeks of professional training and 4 years' experience, unless 72 weeks' professional training has been secured before entering class D or C, in which case only 3 years' experience is required to enter class B. A success grade of 85 is required.

*Class A.*—To be eligible to this class a teacher must have had 72 weeks of professional training and 6 years' experience, except for those who have had 72 weeks' professional training before entering class B or C, in which case only 5 years' experience is demanded. A success grade of 90 is required. Those eligible to this class will receive the maximum salary.

It will be noted that 12 weeks' additional preparation is demanded by this schedule before a teacher can advance to the next class. In some schools six weeks would no doubt be more practicable. At any rate some additional professional preparation should be demanded of those who have not had 72 weeks in a professional school before they are permitted to enter a higher class.

If a school board requires two years' professional preparation to enter the lowest class, the following program is suggestive:

*Class D.*—To be eligible to this class, a candidate must have had 72 weeks' professional training in addition to a four-year high-school course. Those eligible to this class will receive the minimum salary.

*Class C.*—To be eligible to this class, a teacher must have had one year's experience and a success grade of 80.

*Class B.*—To be eligible to this class a teacher must have had three years' experience and a success grade of 85.

*Class A.*—To be eligible to this class a teacher must have had 78 weeks' professional training, 5 years' experience, and a success grade of 90. Those eligible to this class will receive the maximum salary.

Some such salary schedule as this requires additional preparation, even if the teacher has had two years' normal-school training. Too often the normal-school graduate fails to prepare herself further after completing the normal course. A salary schedule similar to this would not permit an increase in salary after the fifth year without further preparation.

Superintendents everywhere testify to the value of salary schedules based upon experience, additional preparation, and merit. The following testimonial is typical:

One of the far-reaching movements in the schools of our city has been the organization of the system of employment and promotion of teachers and fixing their salaries. The new schedule, which classifies teachers according to experience, preparation, and success, rather than upon experience alone is having the effect of arousing teachers to the necessity of making professional preparation for the responsible work they have to do. Never before in the history of the schools have so many teachers attended summer schools, colleges, and universities. More teachers' periodicals are being read than ever before, and teachers are taking every advantage to improve themselves in the technique of their profession.

The following are examples of salary schedules in operation, based upon experience, education, and merit:

#### REQUIREMENTS FOR THE GRADES.

##### OWENSBORO, KY.

*Class C.*—To be eligible to class C a teacher must have the following qualifications:

1. Graduation from an accredited high school or recognized equivalent.
2. A minimum of 20 weeks' study in some standard normal school or college. The course must include some observation work or practice teaching.
3. A State or city certificate.

The salary of teachers of this class shall be \$40 per month.

*Class B.*—To be eligible to class B the teacher must have the following qualifications:

1. Graduation from an accredited high school or recognized equivalent.
2. A minimum of 36 weeks' study in a standard normal school or college. At least one-fourth of this work must be along professional lines and must include both observation work and practice teaching.
3. Experience of 27 months or more in Owensboro city schools or schools of equal standing.

4. A success grade of 85 or above.

5. A State or city certificate.

The salary of teachers of class B shall be: For grades 1, 5, 6, 7, 8, \$55 per month; for grades 2, 3, 4, \$52.50 per month.

*Class A.*—To be eligible to class A the teacher must have the following qualifications:

1. Graduation from an accredited high school or recognized equivalent.
2. Graduation from an accredited normal school or college requiring at least a 2-years course above the accredited high school. One-fourth of this work

must be along professional lines and must include at least 20 weeks of observation work and practice teaching.

3. Experience of 45 months or more in Owensboro schools, or schools of equal standing.

4. A success grade of 95 or above.

5. A life State diploma or certificate.

The salary of teachers of this group shall be: For grades 1, 5, 6, 7, 8, \$65 per month; for grades 2, 3, 4, \$62.50.

BEAVER FALLS, PA.

*Class 1.*—Teachers holding a permanent State certificate, State normal-school diploma, or a permanent college certificate and showing evidence of at least three years' successful experience in schools approved by the board.

*Class 2.*—Teachers holding a professional certificate, State normal-school certificate, or professional college certificate and showing evidence of at least two years' successful experience in schools approved by the board.

*Class 3.*—Teachers holding a provisional certificate, State normal-school certificate, a provisional college certificate, without three years' successful experience in schools approved by the board.

Minimum and maximum salaries are fixed for classes 2 and 3, and a minimum and maximum automatic increase is fixed for class 1. Teachers belonging to class 1 who possess special qualifications may receive a salary beyond the maximum for automatic increase. Provision is made for an automatic increase in salary according to a definite increment for a teacher having a satisfactory efficiency record until she reaches the maximum salary for the class to which she belongs or acquires the qualifications which place her in another class. Each teacher is given her rating twice a year before it is reported to the school board.

The State law of Indiana regarding the promotion of teachers on advance in scholarship and on successful experience is worthy of note:

The daily wages of teachers for teaching in the public schools of the State shall not be less, in the case of beginning teachers, than an amount determined by multiplying 2½ cents by the general average given such teacher on his highest grade of license at the time of contracting. For teachers having had a successful experience for one school year of not less than six months the daily wages shall be not less than an amount determined by multiplying 3 cents by the general average given such teacher on his highest grade of license at the time of contracting. For teachers having had a successful experience for three or more school years of not less than six months each the daily wages shall be not less than an amount determined by multiplying 3½ cents by the general average given such teacher on his highest grade of license at the time of contracting. For teachers having had a successful experience of five or more school years of not less than six months each the daily wages shall be not less than an amount determined by multiplying 4 cents by the general average given such teacher on his highest grade of license at the time of contracting. All teachers now exempt from examination shall be paid as daily wages for teaching in the public schools not less than an amount determined by multiplying 3½ cents by the general average of scholarship and success given such teacher; *Provided*, That the grade of scholarship accounted in each case be that given at the teacher's last examination, and that the grade of success accounted be that of

the teacher's term last preceding the date of contracting: *And provided further*, That 2 per cent shall be added to the teacher's general average of scholarship and success for attending the county institute the full number of days, and that said 2 per cent shall be added to the average scholarship of beginning teachers.

The qualifications required for teaching for the different classes shall be as follows:

(a) A teacher without experience: Shall be a graduate of a high school or its equivalent. Shall have had not less than one term of 12 weeks' work in a school maintaining a professional course for the training of teachers: *Provided*, That completion of one year or more in a recognized college shall be accepted in lieu of 12 weeks' work in a school maintaining a professional course for the training of teachers. Shall have not less than a 12 months' license.

(b) A teacher with one school year's experience: Shall be a graduate of a high school or its equivalent. Shall have not less than two terms or 24 weeks' work in a school maintaining a professional course for the training of teachers or the equivalent of such work: *Provided*, That the one year of college work optional for a teacher without experience shall be accepted as one of the required two terms of work in this class. Shall have a two years' license. Shall have a success grade.

(c) A teacher with three or more years' successful experience: Shall be a graduate of a high school or its equivalent. Shall be a graduate from a school maintaining a professional course for the training of teachers, or its equivalent. Shall have a three years', five years', eight years', or a life license. Shall have a success grade.

(d) A teacher with five or more years' successful experience: Shall be a graduate of a high school or its equivalent. Shall be a graduate from a school maintaining a professional course for the training of teachers, or its equivalent. Shall have taught as a class (c) teacher two or more years previous to entering this class. Shall have a three years', five years', eight years', or life license. Shall have a success grade: *Provided*, That for teachers already in the service prior to August, 1908, successful experience in teaching shall be accepted as an equivalent for high-school and professional training, as required by all the above classifications.

#### REGULATIONS.

Just what rules a school board should make regarding teachers undoubtedly depends largely upon local conditions. There are some excellent schools where there are few rules relating to teachers. It has become a pedagogic axiom that the best teachers make few rules for the government of their classes. The same principle presumably applies to the making of rules for the government of teachers and other employees. A few rules are necessary, so that employees may know their relation to each other. The general opinion is that a school board should not make rules regarding the use of a teacher's time outside of school hours, the important question being whether the teacher secured results. It is always understood that any conduct unbecoming a teacher can not be tolerated, but rules forbidding teachers to attend social affairs and to teach private or evening classes are seldom considered necessary.

<sup>1</sup> Indiana School Laws, 1913, pp. 100-102.

The following table, based upon the rules and regulations of 50 of the small cities, shows the different duties assigned teachers and the number of boards specifically assigning these duties:

To be at school building a certain number of minutes before the opening of school.....	50
To maintain good order.....	43
Keep daily program posted, and adhere to it.....	31
Keep daily record regarding attendance, etc., of pupils.....	50
Make such reports as are required by the superintendent or the board.....	44
See that the classroom is well ventilated.....	38
Report neglect of janitors.....	6
Not enter upon social duties that will detract from classroom work.....	5
Adhere strictly to course of study.....	15
Attend teachers' meetings.....	36
Inspect walls, books, etc., from time to time and report condition to superintendent.....	12
Not go out or have callers during the week.....	1
Not leave room when special teachers are giving a lesson.....	12
Be granted leave of absence for a day or two to visit other schools.....	11
Not receive presents from pupils.....	6
Detain pupils for a specified time only.....	29
Not to use corporal punishment.....	5
Report each case of corporal punishment to principal or superintendent.....	35
Not engage in evening school work or give private lessons unless given special permission.....	2
Not visit other teachers after pupils begin to arrive.....	25
Not criticize other teachers.....	1
Take immediate steps to ascertain cause of pupil's absence.....	22
Report misconduct on school premises.....	8
Be present on playgrounds at recess periods.....	8
Not distribute advertising material or make announcements regarding affairs not connected with the schools.....	22
When expecting to be absent notify superintendent in due time.....	36
Not send pupils on errands without consent of principal or superintendent.....	19
Refer all complaints of parents to principal or superintendent.....	22
To be held responsible for neatness of room and care of furniture, books, etc.....	24
Not resign without giving due and timely notice.....	28
Not to marry.....	3
Become acquainted with rules and regulations of board.....	46

Whether school boards requiring written contracts with teachers should accept resignations during the term is a question that nearly all boards are called upon to decide. Of 1,311 superintendents reporting, 866 say that their school boards always accept teachers' resignations. Of 1,311 reporting, 1,047 say that their school boards enter into a written contract with teachers. There has been little legislation on the subject of accepting resignations. In Pennsylvania, for instance, if a teacher's resignation is not accepted, and if

she then leaves her position she can not secure another teaching position in the State that year. Since the enactment of this law some boards in that State have refused to accept resignations on the theory that a contract between the board and the teacher is just as binding upon the one as upon the other. Most boards, however, release teachers when it is evident that the teacher is securing a better position. It often happens that boards would increase the salary of the teacher asking permission to resign, but can not do so for financial reasons. The general opinion of school men on this question is that, if an excellent teacher is resigning and it is impossible to secure one equally as good for the same salary, it is the part of wisdom to increase this teacher's salary in order to retain her.

One rule that meets with the approval of practically all superintendents is that teachers be granted one or two days' leave of absence on pay in order to visit other teachers either in their own or in other cities. Most boards are now granting teachers this privilege.

Boards of education are not so unanimous in their agreement that teachers should be granted sick leave for a definite period on full pay or part pay. Sick leave is granted by 619 cities, however, on the following bases: Full salary; half salary; full salary less salary of substitute; a specific amount, as \$1 a day. Leave not to exceed 5 days is granted by 134 cities; 10 days in 115 cities; 1 month in 55; and 3 days in 39 cities. In 98 no period is specified, while in other cities the period ranges from 1 day to 40 days. Leave on pay is usually granted only for sickness of teacher or for death in immediate family.<sup>1</sup>

#### TENURE.

The problem of teachers' tenure has confronted many school boards. It is very doubtful whether many teachers in the smaller cities have within the last few years failed to be reelected when they were rendering efficient service. Good teachers, however, should be made to feel secure in their position and not be placed under the necessity of canvassing the school board or interviewing the superintendent each year in regard to her reelection. In other words, the burden of annually getting reelected should be shifted from the teachers' shoulders; the burden of showing why a teacher should not be continued in the service should be put upon the school board and

<sup>1</sup> School boards seeking for a precedent in granting sick leave may find one in the United States Government, which grants, as a rule, 30 days sick leave to civil-service employees. This leave is granted to the employee only when he himself is sick. It would seem only just that teachers similarly be granted a certain amount of sick leave, 2 weeks, possibly.

the superintendent. Four States have enacted laws on the subject of tenure.<sup>1</sup>

The following is a brief statement of the provisions:

The law of California provides that teachers may be elected on or after June 1 for the next ensuing school year, and each teacher so elected shall be deemed reelected from year to year thereafter unless the governing body of the school district shall, on or before the 10th day of June, give notice in writing to such teacher that his services will not be required for the ensuing year.

In New Orleans, La., teachers are, under the law, elected annually for three years, and thereafter their tenure becomes permanent upon a favorable recommendation by the superintendent.

The Massachusetts law, enacted in 1914, provides that after three consecutive years of service a teacher or superintendent (except in Boston) shall be employed "at the discretion of the school committee," but in order to dismiss such employee said committee shall give 90 days' notice, exclusive of vacations, of meeting at which dismissal will be voted on, and shall give to such employee a statement of charges against him; in the case of a teacher, the superintendent shall have given his recommendation regarding the proposed dismissal. Pending action on dismissal, a teacher or superintendent may be suspended for conduct unbecoming a teacher.

The New Jersey law likewise provides for permanent tenure after a probationary period of three years. But it is added that no principal or teacher shall be dismissed or reduced in salary except for cause and after written notice stating the charge and after a hearing is had before the school board.

The new law of Oregon, enacted in 1913, is different in two or three particulars. After a two-year probationary period teachers shall be considered permanent employees and shall not be dismissed except after due notice and an opportunity for a hearing before the school board; during the probationary period teachers whose names are to be dropped from the list at the expiration of a term must be given 2½ months' notice. This law applies to districts having a population of 20,000 or more (city of Portland).

#### SALARIES.

Salaries paid teachers in the elementary grades, particularly in the smaller cities, are so low that capable teachers are not attracted. A girl to prepare herself for teaching must complete a high-school course, and in a number of instances a normal-school course, all of which means the expenditure of time and money. The average salary paid elementary teachers in cities between 10,000 and 25,000 population is \$602, and in cities between 5,000 and 10,000 population, \$533. The average for high-school teachers is somewhat higher, but more time and money are required for preparation. The average salary of high-school teachers in cities between 10,000 and 25,000 population is \$897, and in cities between 5,000 and 10,000 population, \$795. The following table presents a summary of salaries paid officers and teachers in cities of less than 25,000 population:

<sup>1</sup> In the city of New Orleans, La., etc.

## Salaries of officers and teachers in cities of less than 25,000 population.

	Number	Minimum salary.	Maximum salary.	Average salary.
<i>Cities having 10,000 and fewer than 25,000 inhabitants.</i>				
Superintendent.....	232	\$1,200	\$4,250	\$2,474
Assistant superintendent.....	9	900	3,000	1,380
Supervisors of special subjects:				
Drawing.....	143	325	1,000	880
Music.....	146	350	1,800	932
Manual training.....	94	300	2,000	1,189
Physical training.....	29	300	1,500	946
Domestic science.....	98	300	1,440	777
Miscellaneous.....	83	350	1,700	924
Special teachers:				
Drawing.....	63	175	1,250	804
Music.....	64	90	1,800	709
Manual training.....	166	500	1,800	1,022
Physical training.....	87	250	1,400	847
Domestic science.....	133	300	1,440	751
Miscellaneous.....	40	100	1,500	779
High schools:				
Principals.....	242	675	3,000	1,673
*Vice principals.....	57	810	2,400	1,287
Heads of departments.....	285	495	1,980	1,104
Teachers.....	2,581	100	2,250	897
Elementary schools:				
Supervising principals.....	72	625	3,900	1,242
Principals.....	1,457	270	2,250	906
Teachers.....	12,372	38	1,500	603
Kindergartens:				
Directors.....	281	175	1,140	608
Assistants.....	162	120	900	424
<i>Cities having 5,000 and fewer than 10,000 inhabitants.</i>				
Superintendent.....	396	400	3,400	1,915
Special teachers:				
Drawing.....	200	200	1,400	724
Music.....	240	205	1,400	673
Manual training.....	163	90	2,300	964
Physical training.....	31	100	1,800	624
Domestic science.....	175	160	1,320	700
Penmanship.....	25	80	1,400	680
Miscellaneous.....	22	250	1,350	807
High schools:				
Principals.....	343	300	2,800	1,314
Heads of departments.....	73	618	1,800	947
Teachers.....	2,342	100	1,800	795
Elementary schools:				
Supervising principals.....	19	680	1,750	1,064
Principals.....	1,202	293	2,900	726
Teachers.....	9,948	104	1,350	633
Kindergartens:				
Directors.....	161	380	1,000	577
Assistants.....	59	100	700	321

For detailed statistics regarding teachers' salaries the reader is referred to U. S. Bureau of Education Bulletin No. 16, 1914, *The Tangible Rewards of Teaching*, and to Bulletin No. 31, 1915, *A Comparative Study of Teachers' Salaries*.

One of the complaints superintendents often make is that the school board in their cities will employ only home talent. In a small city this is undoubtedly bad policy. Dr. Frank A. Manny, principal of the Baltimore City Training School, who has made a study of the subject of teacher training, says:<sup>1</sup>

No greater misfortune can come to any school system than to have a steady inbreeding of home talent. The board of education should insist upon the selection of at least one-third of the new teachers each year from outside the city

<sup>1</sup> See U. S. Bureau of Education, Bulletin, 1914, No. 47.

limits. The preference in appointment for local graduates is not always in the interest of the school system. To say that a teacher must suffer the penalty of being accounted less worthy because she has graduated from some other training school than the one in the city where application is made for a position is to strangle healthy competition among teachers. Inbreeding is to-day the blight of a great many school systems in this country.

This study included only those cities that maintain a teacher training school. If inbreeding is injurious in these cities, where attention is given to the correct training of teachers, the evil results of inbreeding in the schools of the smaller cities is undoubtedly much worse. This evil can not and will not be overcome until school boards come to realize that teaching positions are not necessarily for home talent, but for the very best talent wherever found.

#### HEALTH INSPECTOR AND SCHOOL NURSE.

One of the problems that have not been entirely solved in the smaller cities is health supervision. Of 1,300 cities reporting (see table, p. 109), only 516 have medical inspection, and more than half of these are in those States making medical inspection compulsory. Of these 516 cities, only 86 employ a school nurse, and only 12 a physician for the entire time. In many of the smaller cities medical inspection is perfunctory, even in those cities where it is compulsory. Many school boards in cities in States not requiring medical inspection refuse to employ a medical inspector on the ground that an examination by a physician paid only a few hundred dollars a year is usually superficial. The salaries paid school physicians in most of the cities range from \$100 to \$500 a year. In a few the salary is as much as \$1,500. The average for 175 cities reporting salaries paid the school physician is \$370 a year. Of the 175 reporting, 33 receive less than \$200 a year; 80, from \$200 to \$399; 32, from \$400 to \$599; 20, from \$600 to \$800; and 10, more than \$800 a year. The average salary paid the school nurse in 35 cities reporting on salaries of school nurses is \$752 a year.

It has been discovered that, even if the examinations are carefully made, parents often do not heed the advice of the school physician. Boards of education and others now realize that before medical inspection can produce results school nurses must be provided. Dr. Ernest B. Hoag says:<sup>1</sup>

Without an effective follow-up service conducted by visiting nurses, medical inspection is ineffective. Until 1908 New York City relied upon postal cards sent to parents of defective children, and was able to secure action in only 6 per cent of the cases where treatment was recommended. Immediately upon

<sup>1</sup> U. S. Bureau of Education, Bulletin, 1913, No. 44, p. 11.

placing the follow-up service in the hands of school nurses, the percentage increased to 84.

The nurse effects what no other agency could accomplish. She not only secures action in the case at hand, but she becomes a permanent advisory influence in the homes where she visits.

By virtue of her room-to-room visitation and her opportunities for observation, the school nurse also becomes the ideal sanitary inspector. She notes temperatures, ventilation, seating, cleanliness of room, toilet, blackboards, and the clothes of children. Her hospital standards of sanitation tend to follow her into the schools.

The school nurse is first and last a social worker. She instructs ignorant but fond mothers in the best methods of feeding, clothing, and caring for their children. She is received in their homes as no other official visitor could possibly be. Dr. Oster does not overstate the case when he says that the visiting nurse is "a ministering angel everywhere."

If it is not possible to employ both a school physician and a school nurse, the nurse is undoubtedly to be preferred. This has been demonstrated in several small cities. Dr. Hoag says:<sup>1</sup>

Physicians for less than an hour a day cost about half what nurses cost for full time five and a half days a week. A well-trained nurse who has the study habit can also make physical examinations and record findings on a historical card for each pupil, especially for ailments and defects of ears, eyes, nose, mouth, throat, skin, scalp, malnutrition, and nervousness, including about 97 per cent of the ailments. Nurses usually lessen professional jealousy among the doctors, get satisfactory response from children and from parents; obtain cures, the great object of medical supervision; open the eyes of teachers to the symptoms of ailments and defects; follow up children they themselves examine; cooperate with woman's clubs, dentists, dispensaries, and oculists, get back the truants and absentees; keep down impetigo, lice, and infant mortality in the summer, distribute literature on care and prevention in the homes; and, in general, are on duty all the time as a life work, not as a perfunctory side issue. With three hours in the morning for inspection and examinations, and the afternoons for inspection and home visiting, a nurse can care for about 1,000 to 1,800 children.

The plan of having teachers supervise the health of school children in towns and small cities which have no means at hand for the employment of a school physician or a school nurse has been proposed and is in operation to a certain extent in some cities. This plan is considered far from ideal, but better than nothing.<sup>2</sup> In a few instances physicians cooperate and provide free inspection. This plan has been in successful operation at Jeanette, Pa., for five or six years. The difficulty experienced in another city attempting the plan was that petty jealousies arose. The plan succeeded the first year, but the second year it was given up because of misunderstandings and the lack of cooperation on the part of some of the physicians.

<sup>1</sup> U. S. Bureau of Education, Bulletin, 1918, No. 44, p. 16.

<sup>2</sup> For a plan of health supervision by teachers, see p. 16, U. S. Bureau of Education, Bulletin, 1918, No. 44.

## OTHER EMPLOYEES AND OFFICERS.

## JANITORS.

One of the most important positions in a school system is that of janitor, yet in some communities it is thought that anyone who can shovel coal, push a broom, or shake a duster is qualified for the position. Janitors should be familiar with the most approved methods of sanitation and ventilation, yet very few school boards make much inquiry of a man's knowledge of these subjects when employing him as janitor. Of 1,248 cities reporting, only 66, or 5.3 per cent, examine janitors on methods of sanitation. It has been learned that many of these 66 cities conduct only a perfunctory examination. Most cities have formulated rules and regulations to define the duties of janitors. The following rules regarding janitors are found in the rules and regulations of 50 school boards:

## RULES RELATING TO JANITORS IN FIFTY CITIES.

	Times rule occurs.
Shall not leave building during sessions without consent of principal or superintendent.....	30
Shall remain in building during noon hour.....	15
Shall clean buildings before opening of fall term.....	10
Shall sweep and dust schoolrooms daily.....	60
Shall sweep after hour of dismissal.....	15
Shall have dusting completed at specified time before opening of school each morning.....	10
Shall sweep floors before scrubbing.....	8
Shall mop and scrub floors a certain number of times each year.....	24
Shall mop and scrub floors at request of superintendent.....	15
Shall mop and scrub floors when necessary.....	11
Shall use a sweeping compound.....	10
Shall keep walks free from snow.....	20
Shall make all minor repairs about grounds and buildings.....	25
Shall dust with moist cloth.....	15
Shall have charge of heating and ventilating.....	40
Shall act as truant officer.....	3
Shall assist in care of children in toilet rooms.....	15
Shall attend to moving and resetting of desks.....	10
Shall keep walls and ceilings clean.....	28
Shall wash and fill inkwells.....	10
Shall clean windows when necessary.....	15
Shall aid principal in keeping order in halls and on grounds.....	45
Shall keep toilet rooms clean.....	20
Shall go on school errands for superintendent and principals.....	15
Shall keep premises clean and attractive looking.....	80
Shall abstain from smoking.....	5
Shall read water, gas, and electric-light meters, and report readings to clerk of board.....	1
Shall not permit idleness around grounds or buildings.....	8

	Times rule occurs.
Shall wash blackboards at certain times.....	10
Shall clean erasers and chalk trays.....	15
Shall ring bell for assembly of school children.....	47
Shall attend to any reasonable duties asked by principal or superintendent.	27

Some school boards have improved the janitor service by placing in the hands of each janitor a manual of instruction and by holding meetings for janitors to discuss their problems. At Connersville, Ind., the plan of placing a manual of instruction in the hands of janitors has proved most effective, according to a report from the city superintendent of schools, who says:

For good janitor service it is required that the janitors have the necessary help, that they know what to do, and that they have the spirit to do it. The second and, to some extent, the third of these can be met by the use of janitors' manuals. The manuals here in use are typewritten in loose-leaf form on firm paper with substantial covers. Each contains an introduction that explains the purpose of the manual, defines the janitor's relations to principals and teachers, and calls attention to the importance of his work on both the physical and the moral sides of the school. Then follow pages on "Some things that can be done in school time," "Other things to do," with schedules, "Points as to cleaning," "Some things to remember," and "Directions for fumigation." While many items are common to all of the manuals, each one is made with a particular building in mind. In such a plan items can be noted that could hardly be placed in a book of "Rules and Regulations" made for several schools. It is pointed out, too, that the janitor himself must constantly use judgment and that "a good janitor sees dust and dirt where other folks would not even think of looking for it," and that he "does many needful things that teachers and principals never even find out about." Prepared in such a spirit the manual becomes a welcome guide to janitors who actually go at their work with an added pride, which is indispensable to good service anywhere. As to a record of scheduled tasks, it has been found practicable to have the janitor make his own record on a simple form provided for this purpose. Both manual and record are placed where they are accessible to superintendent and principal as well as to the janitor.

In 78 per cent of the cities reporting janitors are responsible to the superintendent and to the principals; in the other cities they are responsible to the board or to one of its committees. In not a few instances misunderstandings have arisen where the janitors are responsible directly to the board and not to the board through the superintendent. So that there may not be divided authority, it is undoubtedly the better plan to have janitors responsible to the board through the superintendent and his principals.

In 885 cities, of 1,388 reporting, janitors do police duty in and around the school buildings. This consists chiefly in helping maintain order in the halls and basements, on the playgrounds, and on the street in front of the buildings. Some school boards require the janitors to be deputized as city policemen, so that they may have official authority.

It is customary to employ janitors for the entire year, or for at least a month in addition to the regular term. The buildings need cleaning after the close of the term, and a thorough overhauling before the opening of the fall term. Much of the repair work can be done by janitors. If they are at all skillful they practically pay for their service during the summer months. The school grounds must be kept in order and not allowed to grow up in weeds. If there are flowers on the school lawns, they must be attended to. It is reported that a better class of men can be secured if they are employed for the entire year and paid a salary commensurate to that received by skilled workmen in the community. No statistics have been collected regarding janitors' salaries, but in many instances they are so low that only old men, who can do nothing else, are employed.

Who should employ an assistant for a janitor? Shall the assistant be employed and his salary paid by the board, or shall the janitor's salary be such as to permit him to employ his own assistant? In 751 of the cities reporting, school boards engage the assistant janitor, and in 467 the janitor engages his assistant. In 755 cities the assistant is paid by the board, and in 455 by the janitor himself. The great objection to having a janitor employ his own assistant out of a salary paid with the understanding that an assistant must be employed is that often a very inferior man or woman is employed as cheaply as possible. In a certain city a janitor was paid a salary of \$125 a month, out of which he was to employ help. He naturally employed one of his own boys, who knew nothing whatever about sweeping or dusting. The board in that city now engages and pays all assistant janitors.

In another city a janitor was engaged at a salary of \$100 a month, out of which he was to engage help. He employed a woman at a few dollars a week, and required her to do most of the work, which she did rather carelessly. It is true that the board could have demanded results on each case from the janitor, but when the attempt was made complications arose that could not have arisen if the board had in the first place employed assistant janitors.

#### ATTENDANCE OFFICERS.

State laws outline the general duties of attendance officers, but many school boards have found it necessary to formulate rules more in detail. The following are the duties usually expected, of attendance officers:

1. Be under the direction of the city superintendent.
2. Use all proper means to secure regular attendance.
3. Report at the superintendent's office at least once each day to receive names of those pupils whose absence can not be accounted for.

4. Check enrollment list with school census to determine what children are not in school.
5. Make a careful inspection of stores and factories and other places to see that children without permits are not employed.
6. Bring legal action against parents or guardians who fail to comply with the requirements of the compulsory-attendance law.
7. Keep a record of visits made, number of parents fined, etc.
8. Make monthly report to superintendent or school board.

In some of the small towns it has been found unnecessary to employ an attendance officer for the entire day. Several plans are in operation. In some cities the janitor acts as attendance officer; in others the chief of police. In one city, at least, a man who is employed to keep the buildings in repair and to supervise janitor service has the added duties of attendance officer. In a few cities the school nurse investigates cases of absence. Cities having a population of more than 15,000 usually have enough attendance work to keep one officer busy, especially if he is required to look up all cases of absence that are not satisfactorily explained. If the attendance officer's only duty is to bring truant children to school, his duties are comparatively easy, and he can no doubt be assigned to other work or employed on part time. The chief duty of an attendance officer is to go into the homes and explain to parents the necessity of keeping their children in regular attendance and to compel those parents who neglect to comply with the attendance laws to do so.

In some cities women are employed as attendance officers. Reports indicate that they can fill the office most acceptably, especially if they have had training in social settlement work. School boards and superintendents are beginning to realize that an attendance officer should be more than officer to arrest truants and negligent parents. The salaries paid attendance officers vary considerably, even in cities of the same size. Few of these officers receive more than \$65 a month for 9 or 10 months a year. In such cases the officer gives but part of his time to the schools. The usual salary, where full time or practically full time service is demanded, is from \$35 to \$60 a month. Some of the cities pay attendance officers by the day and others by the hour.

In those cities where salaries are low it is not unusual for school boards to employ as attendance officer some one who can not secure employment in any other capacity. In one city a decrepit man, 65 or 70 years of age, is employed at a meager salary. The enforcement of the attendance law is a farce in that city. Parents keep their children out of school at pleasure and children play on the streets at any hour of the day. Other instances of like nature could be cited. If the attendance laws are to be enforced, wide-awake, intelligent, sympathetic but firm men and women must be employed.

There is much room for improvement in many of the small cities in the enforcement of the attendance laws. Some superintendents report that but little attempt is made by the board to have the laws enforced. One superintendent says that he would lose his position if he made a serious attempt to enforce attendance laws. In one city of about 3,000 population the schools were crowded, and when the superintendent suggested the enforcement of the attendance laws the board passed by his recommendation. He was told later, in private, that the board did not want to erect another school building, which would be necessary if all the children in the town were forced into school.

#### SUPERINTENDENT'S CLERK.

Clerical assistance is provided to 46 per cent of the superintendents. It is the opinion of superintendents and other students of school administration that in all cities of over 5,000 population the employment of a clerk would be economy, as the superintendent receiving a salary of probably \$2,000 would be relieved of routine office duties that could be done by a clerk for \$400. School boards have been slow to realize that they are wasting school funds by requiring a high-salaried man to do the work of an office girl. In those cities not employing clerical help for the superintendent it is no uncommon thing to find him checking supplies, adding columns of figures, and doing ordinary clerical duties. Among the many duties usually required of the superintendent's clerk are to typewrite letters from stenographic notes; file letters, etc.; multigraph examination lists and circulars of information; check supplies and textbooks; keep account of supplies and textbooks as delivered to the different buildings; and tabulate educational data for the superintendent's monthly and annual reports.

## APPENDIX.

### I. SCHOOL BUILDING CODE OF NEW JERSEY.

In order that the lives, health, sight, and comfort of pupils may be properly protected, all schoolhouses hereafter erected shall comply with the following conditions:

When existing schoolhouses are enlarged these provisions shall apply only to the added portion. It is recommended, however, that the old portion of such buildings shall conform to the provisions of the code as far as practicable. Correspondence is invited from districts considering the enlarging or remodeling of existing schoolhouses.

#### DEFINITION OF CLASSROOM.

Whenever the word "classroom" is used it is construed to mean "all rooms in a school building used by the pupils for classroom or study purposes" (exclusive of gymnasium, assembly rooms, and manual-training rooms).

#### LIGHT.

*Unilateral lighting.*—The windows in all classrooms shall be so arranged that the light shall come from the pupils' left. If desirable to have more window space the supplemental light shall come from the rear. The windows shall be grouped together as nearly as possible on the pupils' left. The windows shall extend as near to the ceiling as the principles of construction will admit, and must be without transoms or unnecessary framework. Any considerable area on the side to the left of the pupils that is without window surface should be opposite the space in front of or in the rear of the pupils' desks. The total glass area on the pupils' left side, exclusive of mullions, sills, rails, and check rails, must equal at least 20 per cent of the floor surface.

*Prismatic glass.*—A 10 per cent deficiency in the required glass area of a classroom may be corrected by the use of prism glass in the upper sash of windows.

*Bay windows.*—Bay windows will not be permitted in classrooms, except those used for kindergarten purposes exclusively.

*Laboratories and libraries.*—Laboratories and libraries shall have glass area equal to at least 20 per cent of the floor space. This light may come from any direction.

#### VENTILATION.

Each classroom shall have at least 18 square feet of floor space and 200 cubic feet of air space for each pupil to be accommodated in such classroom. All school buildings shall have a system of ventilation by means of which each classroom shall be supplied with fresh air at the rate of not less than 30 cubic feet per minute per pupil. Approved ventilating stoves will be allowed in all one-story school buildings and in all school buildings in which the number of rooms does not exceed two.

The State board of education strongly recommends the installation of a mechanical system of ventilation, operating by electricity, gas, steam, or other

motive power, in all buildings of four or more rooms and of two or more stories in height, as experience shows that gravity ventilation is unreliable.

*Heat and vent flues.*—All fresh and foul air ventilating flues and ducts must be of fireproof material, and the flues and ducts shall not come in contact with wood construction.

## HEAT.

The heating plant must be capable of heating all parts of the building to a uniform temperature of 70° in zero weather, with the ventilating system furnishing the required amount of fresh air in each classroom.

*Heater rooms.*—All boiler and furnace rooms shall be inclosed by fireproof walls, floors, and ceilings, and all doors shall be of underwriters' approved type fire doors, tinclad, hung with proper equipment to keep them closed. The ceiling or floor construction over said rooms shall be of reinforced concrete or standard fireproof hollow arched tile and steel-beam construction, designed to be absolutely fireproof and capable of sustaining a live load of 100 pounds per square foot.

## SUGGESTIONS FOR PLACING BLACKBOARDS.

The importance of blackboards in the daily work of the school is often very much underrated by school boards and architects. This matter is now generally well planned in new buildings in cities, but in country districts it is not unusual to find blackboards of very poor quality and unnecessarily limited in amount.

All available space in the front of the schoolroom and on the right-hand side of pupils should be given to blackboards.

• These boards should be of slate and of good quality.

They should be 4 feet wide (from top to bottom).

A chalk trough 3 inches wide should be placed along the lower edge of all boards.

The following directions for placing blackboards have been issued by the United States Bureau of Education:

## ONE-ROOM BUILDINGS.

*Grades I-VII:*

Board on front wall—32 inches above floor.

Board on side wall—26 inches above floor.

## TWO-ROOM BUILDINGS.

*Grades I-IV:*

Board on front wall—26 inches above floor.

Board on side wall—26 inches above floor.

*Grades V-VIII:*

Board on front wall—30 inches above floor.

Board on side wall—30 inches above floor.

## TWO-STORY BUILDINGS.

All school buildings two stories in height and of more than four classrooms above the first floor shall have inclosing walls of hard-burned brick, stone, or concrete.

## THREE-STORY BUILDINGS.

All school buildings of three or more stories in height shall be of fireproof construction. The doors, windows, window frames, roof rafters and trusses, trim, finished floors, and other interior finish may be of wood.

## BASEMENTS.

When a school building has a basement the ceiling of which is  $7\frac{1}{2}$  feet or more above the finished grade line at any point such basement shall constitute a story, and will be so considered in determining the number of stories in such school building.

## AUDITORIUMS.

A building having an auditorium or classroom on the third floor is considered a three-story building.

It is strongly recommended that auditoriums be placed on the first floor. All auditoriums shall have ample means of exit, leading direct to the street. Unless especially approved, auditoriums will not be allowed on the second floor if their seating capacity is 500 or more persons.

## FLOOR BEAMS.

The following is a schedule of the size of unsupported floor beams and the maximum spans of such unsupported floor beams that will be permitted:

Hemlock: Spans over 18 feet and up to 20 feet, inclusive, 2 by 12, spaced 16 inches on center.

Spruce: Spans over 20 feet and up to 22 feet, inclusive, 3 by 12, spaced 12 inches on center.

Spruce: Spans over 22 feet and up to 24 feet, inclusive, 3 by 14, spaced 12 inches on center.

Yellow pine: Spans over 24 feet and up to 26 feet, inclusive, 3 by 14, spaced 16 inches on center.

Yellow pine: Spans over 26 feet and up to 30 feet, inclusive, 3 by 14, spaced 12 inches on center.

All spans shall be bridged with 2 by 3 herringbone bridging not less than 8 feet apart.

## TERRA-COTTA TILE WALLS.

Hollow tile may be used for exterior and interior bearing walls which receive directly the loads from floors or roofs, in addition to their acting as partition walls, in buildings not more than two stories in height, provided the load does not exceed 200 pounds per square inch of effective bearing parts. The thickness of such walls shall not be less than would be required for brick walls. The thickness of walls shall be calculated as the outside dimension of the tile (exclusive of plaster and stucco) and each tile shall be the full thickness of the wall.

All tile used in bearing walls shall be laid with the voids running vertically (except an approved interlocking tile) and shall be laid in mortar composed of one part Portland cement, two and one-half parts sand, and not more than one-tenth (bulk measurement) of hydrated lime.

No blocks will be approved that do not develop a compressive strength of at least 3,500 pounds per square inch of net section, and in no case shall the voids exceed 50 per cent of the gross sectional area.

All blocks used in outside walls must be dense and well burned and shall not absorb more than one-tenth (10 per cent) of their weight in water after immersion two hours and must have a clear ringing sound when struck.

No tile shall be used in any bearing walls below the first floor of beams.

Hollow tile may be faced with brick or stuccoed after being made damp proof by approved methods. If faced with brick, such brick facing shall not be considered as performing any constructive function unless such brickwork is properly bonded to the tile walls by a continuous course of brick headers at least every two courses in height of tile, or every seventh course of brickwork, if the tiles are of such size as will permit.

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Header course of Flemish bond will be approved. The header courses may be backed with hollow brick.

Where floor beams rest on tile walls two courses of hard-burned brick shall be laid directly under such beams.

Where girders rest upon walls so that there is a concentrated load on the block of more than 1 ton, the blocks supporting the girder must be made solid by filling with Portland-cement concrete. Where such concentrated loads shall exceed 3 tons the blocks for two courses below and for a distance extending at least 18 inches each side of such girder shall be made solid. Where the load on the wall exceeds 5 tons the blocks for three courses beneath and at least 3 feet each side of such girder shall be made solid in a similar manner.

All piers or jambs that support loads in excess of 4 tons shall be built with brick masonry, concrete or blocks filled solid with Portland-cement concrete.

Each tier of beams shall be anchored to the side and end walls at intervals of not more than 6 feet.

No walls constructed of hollow tile shall be broken to receive pipes, but must be provided with chase or especially molded blocks.

Hollow blocks spanning more than 4 feet must be properly reinforced. The skewbacks must also be filled solid with concrete.

Where walls are decreased in thickness the top course of the thicker wall must be made solid with concrete or have two courses of hard-burned brick.

**CHIMNEYS.**

No chimney shall be started or built upon any floor or wood beams. The bricks used in chimneys shall be good, hard, and well burned.

**CORRIDOR WALLS AND FLOORS.**

Interior corridor walls and hallway floor construction must be of fireproof material. (See heater rooms, ceiling construction, for floor in corridors.)

**HEIGHT OF CEILINGS.**

All ceilings shall be at least 12 feet in height. Every school building more than one story in height shall have sheet-metal ceilings or plastered ceilings on metal lath.

**MANUAL-TRAINING ROOMS.**

In any school building having rooms in the basement which are used for such activities as manual training, domestic science, or chemical laboratory, said rooms shall have inclosing walls of fireproof construction. The ceilings over said rooms shall also be of fireproof materials. (See heater rooms, ceiling construction.) The interior doors leading to the rooms shall be of kalamain or other approved fireproof doors; said doors to be equipped with proper springs to keep them normally closed. No stops, hooks, or other devices to hold the doors open will be approved. When such doors are glazed it must be with wire glass.

**STAIRS.**

*Width, treads, risers.*—All stairways (except cellar stairs) must be not less than 4 feet in width and shall have intermediate landings. The stair risers shall not exceed 7 inches in height and the treads shall not be less than 12 inches in width (including the projecting nosings).

A uniform width must be maintained in all stairways and platforms, and there must be a uniform rise and tread for each run.

**Handrails.**—Handrails shall be properly placed on both sides on all stairways used by pupils, and the inside rail must be continuous.

**Winders.**—No winders will be allowed.

**Safety treads.**—Stairways constructed of reinforced concrete shall have an approved nonslipable tread embedded in the concrete.

**Construction, inclosure.**—All stairs must be constructed of fireproof material (except stairs in one-story buildings leading to the cellar or basement, which may be of slow-burning construction); with no open riser, and must be inclosed by fireproof walls and without open wellholes.

**Partitions.**—All stairways in buildings of more than one story in height must be separated from corridors by thick wood, iron, or kalamelin partitions. Doors shall swing toward the exits only and be glazed with polished wire glass. All such doors shall have door springs and checks, but no floor stops or other devices to hold the doors open will be allowed.

**Number of stairways.**—There should be two flights of stairs in buildings having more than two rooms and less than nine rooms on the second floor, one stairway at each end of the building, and each leading direct to an exit from the first floor to the ground.

Every school building having nine or more classrooms on the second floor shall have at least three flights of stairs, each leading to an exit from the first floor to the ground. There should be one stairway near end of the building; other stairways must be subject to approval as to number and location in each case.

#### DOORS.

"In any schoolhouse of two or more stories in height the doors leading from the classrooms to the corridors and from the said corridors to the street or to the ground surrounding such schoolhouse shall open outward. All swing doors shall have plate-glass windows of suitable dimensions." (Swing doors are construed to mean single and double acting doors.)

**Antipanic bolts.**—All outside entrance or exit doors shall have key locks that can be locked on the outside only, but that can always be easily opened on the inside by simply turning the knob or pressing the release bar. No night-latch attachment, bolts, hooks, thumb knobs, or other locking device is to be used.

**Fire door at basement stairway.**—Every school building shall have an exit to the ground for every flight of stairs leading to the first floor. All doors leading to the cellar or basement shall be fireproof and fitted with springs to keep them closed, except in one-story buildings.

#### CLOAKROOMS.

Ample cloakrooms shall be provided. They should be well lighted, ventilated, and heated. They should be provided with a sufficient number of hooks so that each pupil may have one for his individual use. These hooks should be placed low enough so that the young children can readily reach them.

#### INSIDE TOILETS.

Individual porcelain-bowl water-closets and slate, corrugated glass, or porcelain urinals, properly ventilated, must be provided where running water can be secured. No latrine, range, or incinerating closets will be permitted. All floor surrounding and within 3 feet of inside water-closets or urinals must be constructed of nonabsorbent waterproof materials. Suitable washbowls must be installed in each toilet room.

**Vent flues.**—The ventilating flues and ducts leading from toilet rooms must not connect with those leading to or from any other room. All toilet rooms must be located so as to receive ample outside light.

#### OUTSIDE DRY TOILETS.

"Each board of education shall provide at least two suitable and convenient outhouses or water-closets for each of the schoolhouses under its control. Said outhouses or water-closets shall be entirely separated each from the other and shall have separate means of access. Said outhouses and said water-closets, if detached from the schoolhouse, shall be separated by a substantial close fence not less than 7 feet in height."

The vaults under these outhouses or water-closets shall be built of brick and laid in cement mortar or concrete and shall not extend under the floor of said buildings, but may project beyond the rear of the buildings to facilitate the proper cleaning.

The vaults shall be properly ventilated by running a wooden or metal flue from the underside of the floor line up through the roof. This flue should not be less than 8 inches square (inside measurement). Each toilet should be provided with a sash not less than 2 feet square, arranged to slide or hang on hinges. This opening must be covered with a close-mesh copper wire fly screen. Outside of each boys' outhouse or water-closet, properly protected from the rain or snow, shall be provided a metal urinal trough drained into the vault of said closet. This trough and the buildings are to be properly screened by a tight board screen not less than 7 feet high. All outside toilet doors shall be equipped with proper locks and spring hinges or springs to keep said doors shut.

#### FIRE ESCAPES.

Where fire escapes are found necessary, they shall be constructed of iron strings, treads, and closed risers, said risers being not more than 7 inches high and the treads not less than 10½ inches in width. The top platform must be level with the classroom floor, and entrance to the platform shall be made by means of a door, which must be cut down to the level of the floor. The stairs shall not be less than 36 inches wide and shall be supported on strong iron brackets bolted entirely through the wall, or on iron columns. Long runs must have intermediate landings. The lowest flight must not be movable. The outside strings shall be protected by a heavy galvanized wire mesh screen or other approved protective railing not less than 5 feet high. Whenever a fire escape crosses a window said window must be glazed with wire glass. Handrails must be provided for each side of the stairs.

#### WASTE-PAPER CHUTES.

Waste-paper chutes must be constructed of fireproof material throughout, including self-closing doors.

#### SEATING.

All plans and blue prints must show the location of each pupil's and teacher's desk, together with the number of pupils' desks.

#### LIVING APARTMENTS.

Living apartments will not be approved in any part of a school building.

## II. STATISTICAL TABLES.

TABLE 1.—Powers and duties of superintendents of city schools.

States.	Cities reporting.	Number of cities permitting superintendent to—						Number of superintendents who—								
		Nominate teachers.	Sometimes appoint teachers.	Recommend salaries paid teachers or other employees.	Punish employees.	Expend money without special authority.	Have same control of high school as of elementary school.	Attend board meetings.	Teach.	Are given clerical assistance.	Have expenses paid for visiting other schools or for attending educational meetings.	Are required to be at least college graduates.	Are required to be at least normal graduates.	Are required to have no other qualifications than those required by State law.	Must have had executive or teaching experience.	Recommend adoption of textbooks.
Total	1,327	955	501	854	205	477	1,175	1,272	319	610	586	578	56	670	585	655
Alabama	10	8	4	8	4	8	9	10	5	3	4	5	5	3	1	
Arizona	9	3	1	1	1	3	8	8	3	3	4	1	5	2	4	
Arkansas	12	10	6	8	1	9	6	7	5	18	3	5	8	4	4	
California	40	28	3	26	22	29	26	38	4	18	12	3	28	13	15	
Colorado	19	14	10	11	2	10	16	17	4	9	13	1	5	8	8	
Connecticut	25	20	12	18	10	10	15	21	1	10	6	10	15	6	24	
Delaware	3	1	1	1	1	1	3	3	3	1	1	1	2	1	1	
Florida	18	14	10	13	1	10	18	18	7	3	8	8	10	10	20	
Georgia	11	8	6	8	8	8	8	9	9	3	3	3	3	7	10	
Idaho	92	61	19	60	4	45	63	85	16	38	33	3	54	21	7	
Indiana	64	53	17	47	3	38	62	62	10	35	21	8	28	21	4	
Iowa	48	36	23	31	31	21	44	46	14	22	14	2	16	16	16	
Kansas	37	24	6	23	15	37	37	7	7	15	15	12	22	12	15	
Kentucky	21	14	9	10	1	10	21	20	2	6	8	12	9	9	9	
Louisiana	8	8	5	1	4	7	7	7	2	3	3	1	7	4	4	
Maine	13	10	9	10	7	12	12	12	5	7	5	7	6	5	3	
Maryland	6	3	2	3	2	2	2	3	3	4	2	2	5	2	4	
Massachusetts	13	48	28	44	1	13	50	53	13	18	23	3	27	14	27	
Michigan	52	45	25	36	36	16	45	52	9	35	36	31	4	17	23	
Minnesota	38	35	25	32	32	21	38	38	10	21	22	29	9	27	37	
Mississippi	12	8	9	8	8	12	12	7	3	5	5	6	6	5	6	
Missouri	41	22	10	22	22	12	41	41	15	13	16	17	3	21	25	
Montana	11	11	7	7	7	7	3	10	2	8	6	6	8	1	1	
Nebraska	16	13	9	11	3	15	16	16	5	6	6	6	6	10	16	
Nevada	2	1	1	1	1	2	2	2	1	1	1	1	2	2	2	
New Hampshire	10	8	6	6	1	3	7	8	5	3	4	4	3	3	10	
New Jersey	54	41	19	40	2	12	45	54	11	32	39	20	5	31	22	
New Mexico	5	5	3	5	4	4	5	5	1	3	2	3	2	2	2	
New York	92	72	24	61	21	90	92	18	60	76	45	7	40	32	26	
North Carolina	13	11	10	11	5	13	13	13	1	4	7	7	4	7	16	
North Dakota	9	9	5	6	4	4	9	8	1	4	7	7	2	2	8	
Ohio	78	62	34	47	5	16	78	78	34	34	10	45	33	31	78	
Oklahoma	29	22	20	14	2	10	28	29	6	8	8	15	3	11	10	
Oregon	14	13	9	11	6	12	14	2	5	5	6	6	8	5	5	
Pennsylvania	161	55	20	70	20	142	146	40	62	55	34	7	120	101	100	
Rhode Island	8	8	7	6	4	5	6	8	5	5	3	3	5	7	9	
South Carolina	9	9	7	6	4	6	9	9	1	1	2	5	4	7	10	
South Dakota	9	6	3	5	3	8	9	9	3	6	7	5	4	3	7	
Tennessee	8	4	1	5	1	3	5	7	3	1	2	4	4	1	4	
Texas	62	40	22	38	5	15	51	52	17	11	16	24	23	22	27	
Utah	8	7	5	7	1	4	5	8	5	6	3	3	1	4	4	
Vermont	7	5	3	7	3	2	4	6	6	8	2	2	5	3	7	
Virginia	10	5	6	6	3	10	9	9	5	2	4	3	4	7	7	
Washington	21	15	16	10	3	11	18	20	5	12	4	11	10	16	13	
West Virginia	14	11	6	12	5	5	14	14	5	8	8	8	6	6	9	
Wisconsin	43	39	19	35	12	42	43	22	20	18	23	20	20	19	42	
Wyoming	7	6	4	4	3	7	7	7	2	4	5	4	4	3	6	

TABLE 2.—Teachers.

States.	Cities reporting.	Number of school boards—						
		Requir- ing high- school teachers to be college gradu- ates.	Employ- ing college graduates without experi- ence.	Requir- ing ele- mentary school teachers to be normal- school gradu- ates.	Requir- ing ele- mentary school teachers to be high- school graduates if not normal- school gradu- ates.	Employ- ing high- school graduates without experi- ence.	Making written contracts with teachers.	Always accepting resignation of teachers.
Total.....	1,311	907	716	474	630	188	1,047	886
Alabama.....	11	6	6	2	5	3	3	5
Arizona.....	6	5	3	3	2	1	3	6
Arkansas.....	13	8	5	4	8	1	6	6
California.....	41	30	18	23	13	3	29	32
Colorado.....	18	18	7	10	8	.....	15	18
Connecticut.....	28	20	17	15	10	3	17	18
Delaware.....	3	1	1	1	1	.....	2	1
Florida.....	6	4	4	.....	2	2	5	3
Georgia.....	21	16	13	12	10	1	7	14
Idaho.....	11	10	4	7	4	.....	8	8
Illinois.....	80	56	43	19	48	14	58	56
Indiana.....	65	53	36	7	57	17	61	51
Iowa.....	47	43	29	7	31	5	46	27
Kansas.....	37	24	24	2	25	9	34	28
Kentucky.....	22	12	15	2	14	11	9	12
Louisiana.....	6	3	5	1	2	1	4	4
Maine.....	11	11	8	6	8	4	10	10
Maryland.....	5	1	3	1	1	2	3	6
Massachusetts.....	54	35	25	30	21	4	34	47
Michigan.....	50	44	33	42	11	3	47	34
Minnesota.....	37	37	21	29	2	3	32	26
Mississippi.....	13	10	4	1	11	.....	5	6
Missouri.....	43	26	28	4	24	11	37	26
Montana.....	11	9	3	6	3	.....	6	5
Nebraska.....	16	15	6	11	7	.....	13	12
Nevada.....	2	1	1	1	.....	.....	2	2
New Hampshire.....	11	10	6	7	6	3	10	10
New Jersey.....	53	29	19	29	21	2	45	39
New York.....	96	55	66	52	34	3	94	53
New Mexico.....	5	5	2	4	1	.....	3	5
North Carolina.....	14	8	10	1	10	3	5	8
North Dakota.....	9	8	.....	.....	.....	.....	.....	.....
Ohio.....	81	71	40	8	52	17	52	65
Oklahoma.....	28	22	14	5	19	6	24	22
Oregon.....	14	12	6	3	7	4	15	11
Pennsylvania.....	157	68	84	29	71	28	143	81
Rhode Island.....	8	4	4	5	1	1	4	7
South Carolina.....	10	7	2	2	6	.....	4	4
South Dakota.....	9	9	4	5	1	.....	6	7
Tennessee.....	7	4	2	.....	4	6	6	7
Texas.....	53	20	30	15	13	8	32	34
Utah.....	7	6	6	4	5	2	8	5
Virginia.....	10	4	5	1	5	3	10	7
Vermont.....	6	.....	3	1	2	.....	5	5
Washington.....	20	18	11	9	7	1	18	11
West Virginia.....	15	12	12	5	6	2	9	11
Wisconsin.....	40	32	29	32	9	.....	39	30
Wyoming.....	6	6	.....	6	.....	.....	3	5

TABLE 3.—Janitors.

States.	Cities reporting.	Examined in methods of sanitation.	Responsible to superintendant and principal.	Responsible to board.	Do police duty.	Employed for entire year.	Employed for term.	Assistants employed by school boards.	Assistants employed by janitors.	Assistants paid by board.	Assistants paid by janitors.
Total.....	1,340	65	1,041	309	885	958	390	751	467	759	457
Alabama.....	12	1	12		2	4	8	7	2	6	3
Arizona.....	7	2	7		4	3	5	5	1	4	1
Arkansas.....	13	1	13		9	3	10	3	4	4	4
California.....	40	1	35	5	27	32	8	26	12	28	10
Colorado.....	19		15	4	17	12	7	11	7	11	7
Connecticut.....	24	1	17	7	13	20	4	13	9	13	9
Delaware.....	3		3		3	2	1	1			
Florida.....	6		5	1	3	3	4	3	1	2	1
Georgia.....	20		19	1	10	7	10	6	6	8	4
Idaho.....	10		9	1	7	7	3	7	2	5	1
Illinois.....	92	1	78	14	75	71	21	56	25	58	23
Indiana.....	63		56	7	47	48	20	24	23	26	21
Iowa.....	47		36	11	23	32	15	27	19	27	19
Kansas.....	40		33	7	22	28	17	21	16	20	17
Kentucky.....	21		20	1	12	12	9	12	5	13	5
Louisiana.....	6		6		4	3	3	1	3	3	2
Maine.....	13		12	1	9	12	1	6	2	6	2
Maryland.....	5		4	1	3	4	1	5	1	4	1
Massachusetts.....	63		35	18	37	50	8	30	20	30	20
Michigan.....	62		36	16	39	44	8	35	14	25	14
Minnesota.....	37	4	29	8	23	27	10	25	10	22	13
Mississippi.....	13	1	12	1	5	6	7	7	4	8	3
Missouri.....	44	3	40	4	25	20	24	15	29	19	24
Montana.....	11		10	1	8	7	4	4	3	7	3
Nebraska.....	16	3	12	4	12	15	1	5	10	5	10
Nevada.....	2	1	1	1	2	2		1	1	1	1
New Hampshire.....	6	1	5	1	6	6		4	4	4	4
New Jersey.....	57	5	46	11	43	51	6	32	27	35	24
New Mexico.....	5	3	5		4	5		3	2	3	3
New York.....	98	9	72	26	69	98	5	50	43	46	46
North Carolina.....	13	1	12		6	6	1	12	1	12	1
North Dakota.....	8	1	8		4	7	1	5	2	5	2
Ohio.....	80	8	61	19	64	65	15	47	28	46	26
Oklahoma.....	29	2	25	4	24	10	19	13	14	13	14
Oregon.....	14		14		9	9	5	8	5	9	4
Pennsylvania.....	161	4	78	83	105	121	40	81	56	85	69
Rhode Island.....	9	2	5	4	7	6	3	6	1	6	1
South Carolina.....	10	1	10		4	4	6	8	1	8	3
South Dakota.....	9	1	8	1	6	7		6	2	6	2
Tennessee.....	8		8	2	4	4	4	3	4	3	4
Texas.....	53	4	50	3	12	18	35	36	9	24	11
Utah.....	8	1	7	1	3	5	3	4	4	3	5
Vermont.....	7		3	4	5	6	1	4	2	4	2
Virginia.....	10		9	1	3	2	7	7	3	7	3
Washington.....	21	4	16	5	12	17	4	13	5	14	4
West Virginia.....	15		12	3	5	8	10	10	4	11	5
Wisconsin.....	44		37	17	27	37	7	20	10	30	19
Wyoming.....	6		6		5	6		3	2	3	2

TABLE 4.—Buildings.

States.	Cities reporting.	Auditoriums in grade buildings.	Auditoriums in high school.	Gymnasiums in grade buildings.	Gymnasiums in high school.	Grade pupils admitted to high school gymnasiums.	Buildings used as polling places.	Buildings used for other than school purposes.	Adjustable seats in the elementary schools.	Adjustable seats in high school.	Piano or other musical instrument.	Musical instrument provided by school board.	Musical instruments provided by funds raised by entertainments.
Total.....	1,324	314	895	99	468	248	174	510	649	489	1,223	938	285
Alabama.....	10	3	4	.....	1	1	1	3	3	3	6	2	4
Arizona.....	6	3	4	.....	5	1	4	4	1	1	11	5	1
Arkansas.....	13	4	5	3	5	4	.....	4	2	1	11	5	6
California.....	42	21	28	3	17	4	.....	14	2	14	42	20	.....
Colorado.....	19	3	17	.....	6	3	.....	25	5	7	16	16	.....
Connecticut.....	25	4	13	.....	5	3	.....	6	6	11	22	10	.....
Delaware.....	3	.....	1	.....	1	.....	1	.....	.....	.....	3	2	.....
Florida.....	6	3	4	.....	4	.....	.....	2	.....	.....	5	5	.....
Georgia.....	19	10	11	3	3	2	.....	12	6	6	18	13	5
Ichho.....	11	1	6	1	8	6	3	6	8	5	10	8	3
Illinois.....	62	28	56	12	40	17	16	25	29	23	90	69	21
Indiana.....	66	14	40	5	28	18	5	25	26	21	65	52	11
Iowa.....	48	5	41	3	23	14	2	12	14	9	45	37	8
Kansas.....	37	1	29	3	16	11	4	14	6	4	37	31	6
Kentucky.....	29	5	16	2	7	3	2	5	6	7	21	15	6
Louisiana.....	8	4	5	.....	3	1	1	3	4	3	6	2	4
Maine.....	13	3	9	.....	1	.....	5	3	8	5	12	7	5
Maryland.....	5	.....	3	.....	3	.....	.....	1	1	1	5	1	4
Massachusetts.....	53	16	36	2	16	7	7	17	147	60	49	33	16
Michigan.....	52	10	22	3	21	14	12	17	21	16	50	47	3
Minnesota.....	39	4	18	7	28	15	11	11	9	8	36	31	5
Mississippi.....	12	1	10	3	4	1	.....	3	2	2	12	9	3
Missouri.....	41	5	30	.....	14	5	6	10	8	7	41	24	17
Montana.....	11	2	5	.....	4	.....	6	6	7	4	20	10	.....
Nebraska.....	16	1	13	1	11	8	.....	7	4	3	13	9	7
Nevada.....	2	1	1	.....	1	.....	2	1	2	1	2	.....	2
New Hampshire.....	10	1	8	1	1	1	.....	5	8	7	10	8	3
New Jersey.....	55	25	23	7	8	6	4	22	43	34	54	44	10
New Mexico.....	5	2	4	.....	1	.....	.....	3	3	3	5	5	.....
New York.....	92	30	64	5	22	19	5	23	51	41	95	57	8
North Carolina.....	14	10	10	.....	3	.....	.....	5	3	1	13	9	4
North Dakota.....	9	1	6	3	4	4	3	5	4	1	8	7	1
Ohio.....	79	14	44	8	23	16	7	25	26	26	65	48	17
Oklahoma.....	29	2	23	2	13	7	3	7	2	2	27	17	10
Oregon.....	14	3	13	2	8	5	3	7	0	5	14	10	4
Pennsylvania.....	161	10	87	6	42	18	12	48	60	79	117	95	22
Rhode Island.....	8	4	4	.....	4	.....	.....	7	7	6	7	8	4
South Carolina.....	8	7	7	.....	1	.....	.....	5	2	2	9	5	3
South Dakota.....	9	1	7	3	6	4	1	4	3	4	9	6	3
Tennessee.....	8	4	4	2	1	1	.....	2	2	2	7	3	4
Texas.....	52	7	38	3	10	5	.....	13	7	9	39	18	21
Utah.....	8	3	7	2	3	2	.....	1	5	2	8	7	1
Vermont.....	7	1	7	.....	1	.....	1	4	4	4	9	7	.....
Virginia.....	10	2	7	.....	2	.....	.....	6	5	6	7	5	4
Washington.....	21	6	20	.....	13	6	11	13	10	7	22	14	8
West Virginia.....	14	3	7	.....	4	1	3	9	4	3	12	8	6
Wisconsin.....	44	3	33	5	26	17	5	25	17	19	44	37	7
Wyoming.....	7	.....	4	1	4	.....	.....	1	1	3	5	5	.....

TABLE 5.—Number of cities having industrial, special, evening, and summer schools, and medical inspection.

States.	Cities reporting.	Having industrial training.	No industrial training because of lack of funds.	Special schools or classes for defectives.	Summer schools for pupils who have failed.	Medical inspection.	Employing a physician for entire time.	Employing a school nurse.
Total.....	1,338	753	382	122	113	504	12	29
Alabama.....	13	3	10		1	3		
Arizona.....	9	5			3	3		
Arkansas.....	12	2	6		4	2		1
California.....	40	35	4	3	3	7	1	2
Colorado.....	19	15		2		2		1
Connecticut.....	25	4	9	2		7		3
Delaware.....	4	1						
Florida.....	6	2	4					
Georgia.....	18	6	10		3			
Idaho.....	11	9		1	4	4	1	2
Illinois.....	92	51	23	6	1	17	2	10
Indiana.....	64	54	6	2	6	21		
Iowa.....	48	42	2	1	3	7		2
Kansas.....	37	23	4	1	4	4		2
Kentucky.....	21	5	14		1	4		
Louisiana.....	8		5		1			
Maine.....	13	10	2	2	1	5		
Maryland.....	5	4				1		6
Massachusetts.....	53	32	13	4	3	30		6
Michigan.....	52	33	10	3	6	13		5
Minnesota.....	38	35		3	7	8	1	4
Mississippi.....	12	5	6			2		
Missouri.....	41	19	20		5	5		
Montana.....	11	10		1	2	3	1	1
Nebraska.....	16	11	4	1	3	8		
Nevada.....	2	1	1			1		
New Hampshire.....	10	7	2	2	7	5		2
New Jersey.....	54	25	12	27	7	54		12
New York.....	95	23	6	2	2	25		13
North Carolina.....	15	5	10	2	1	4	1	
North Dakota.....	9	7	1	1	2	2		1
New Mexico.....	5	4	1	1	2	1		
Ohio.....	78	37	30	9	9	8	1	3
Oklahoma.....	20	14	14	1	4	3		
Oregon.....	14	9			4	4		
Pennsylvania.....	161	50	75	11	6	95		
Rhode Island.....	8	2	2	2	2	3		2
South Carolina.....	10	4	6		2	3		1
South Dakota.....	9	8		1	2	2	1	1
Tennessee.....	6	2	7		1	1		
Texas.....	52	23	22	2	6	9		
Utah.....	8	6	2	3	1	5		
Vermont.....	7	4	1	1	2	3		
Virginia.....	10	3	5			4		
Washington.....	21	21		5	1	8	1	4
West Virginia.....	14	10	3	2	2	8		1
Wisconsin.....	43	33	5	3	3	12	2	5
Wyoming.....	7	3	1	1				

TABLE 6.—Daily school session.

States.	Cities reporting.	Number of hours schools are in session.			Daily sessions.		Recess periods, not including noon.			Length of noon recess.				Children expected to go home for lunch.	If not, does school provide lunch at cost?
		4½ to 5 hours.	5 to 5½ hours.	5½ to 6 hours.	One daily session.	Two daily sessions.	One period.	Two periods.	Three periods.	½ to 1 hour.	1 to 1 hour.	1 to 1½ hours.	1½ to 2 hours.		
Total.....	1,363	838	521	411	66	1,242	150	1,070	40	125	222	854	76	1,115	3
Alabama.....	12	6	2	9	6	6	7	4	.....	6	5	.....	.....	1	1
Arizona.....	6	1	3	3	.....	6	.....	6	.....	.....	.....	.....	.....	.....	.....
Arkansas.....	13	.....	3	11	.....	12	.....	10	.....	12	3	.....	.....	.....	.....
California.....	44	16	18	5	4	35	6	25	11	3	29	15	.....	30	.....
Colorado.....	19	5	7	4	.....	19	.....	18	1	1	17	.....	.....	18	.....
Connecticut.....	26	10	15	1	1	25	4	22	1	3	20	4	.....	23	.....
Delaware.....	2	2	2	.....	.....	2	.....	2	.....	.....	.....	.....	.....	1	.....
Florida.....	6	3	3	.....	.....	3	.....	3	.....	.....	.....	.....	.....	.....	.....
Georgia.....	21	6	6	5	12	9	16	5	10	6	3	.....	.....	9	.....
Idaho.....	9	2	4	3	.....	9	1	.....	.....	.....	.....	.....	.....	9	.....
Illinois.....	98	15	32	37	.....	83	.....	89	.....	8	6	78	3	83	.....
Iowa.....	65	6	22	30	1	62	.....	62	3	8	55	49	7	55	.....
Indiana.....	43	5	10	18	1	42	.....	41	1	3	40	3	.....	45	.....
Kansas.....	39	4	16	22	.....	39	.....	39	.....	3	33	1	.....	36	.....
Kentucky.....	22	6	7	9	4	17	.....	13	.....	2	10	.....	.....	13	.....
Louisiana.....	6	.....	4	.....	.....	5	.....	5	.....	.....	.....	.....	.....	.....	.....
Maine.....	13	3	6	3	.....	11	.....	10	.....	.....	.....	.....	.....	13	.....
Maryland.....	5	.....	1	3	.....	5	.....	5	.....	.....	.....	.....	.....	5	.....
Massachusetts.....	55	45	7	.....	.....	52	10	40	1	.....	33	10	.....	31	.....
Michigan.....	51	7	24	7	.....	50	8	48	.....	6	36	9	.....	41	.....
Minnesota.....	37	8	21	6	.....	33	.....	33	.....	2	30	1	.....	32	.....
Mississippi.....	13	1	5	6	.....	8	.....	8	.....	3	1	.....	.....	9	.....
Missouri.....	43	.....	11	31	2	40	.....	40	.....	14	27	.....	.....	38	.....
Montana.....	11	.....	7	.....	.....	11	.....	10	.....	1	9	.....	.....	11	.....
Nebraska.....	17	2	6	7	.....	17	.....	15	.....	1	17	.....	.....	17	.....
Nevada.....	2	.....	2	.....	.....	2	.....	2	.....	.....	.....	.....	.....	.....	.....
New Hampshire.....	10	6	4	.....	.....	10	.....	6	.....	2	4	3	.....	8	.....
New Jersey.....	57	43	6	.....	.....	57	23	30	1	4	10	40	3	51	.....
New Mexico.....	5	2	3	.....	.....	5	.....	4	.....	.....	.....	.....	.....	5	.....
New York.....	98	45	38	9	.....	96	9	89	.....	6	4	86	5	94	.....
North Carolina.....	16	7	6	3	10	8	9	5	1	7	5	.....	.....	3	.....
North Dakota.....	8	.....	4	.....	.....	8	.....	8	.....	2	6	.....	.....	6	.....
Ohio.....	79	15	40	16	.....	78	.....	66	.....	.....	60	.....	.....	71	.....
Oklahoma.....	23	.....	2	20	.....	27	.....	27	.....	3	10	.....	.....	24	.....
Oregon.....	14	4	4	6	.....	14	.....	15	.....	2	9	.....	.....	11	.....
Pennsylvania.....	160	20	95	40	1	150	5	133	5	11	10	117	15	146	.....
Rhode Island.....	9	5	4	.....	.....	9	.....	8	.....	.....	.....	.....	.....	1	.....
South Carolina.....	10	7	3	.....	.....	10	.....	10	.....	.....	.....	.....	.....	10	.....
South Dakota.....	10	1	4	.....	.....	9	.....	8	.....	.....	10	.....	.....	8	.....
Tennessee.....	8	1	2	5	.....	8	.....	8	.....	4	2	.....	.....	1	.....
Texas.....	53	2	4	45	7	42	.....	45	.....	8	40	3	.....	42	.....
Utah.....	8	.....	2	6	.....	8	.....	7	.....	6	.....	.....	.....	8	.....
Vermont.....	7	5	2	.....	.....	7	.....	4	.....	.....	.....	.....	.....	6	.....
Virginia.....	10	5	3	2	1	8	.....	8	.....	7	.....	.....	.....	6	.....
Washington.....	21	3	15	3	.....	18	.....	16	.....	8	12	.....	.....	21	.....
West Virginia.....	15	3	6	4	.....	15	.....	13	.....	1	13	.....	.....	13	.....
Wisconsin.....	45	3	24	16	.....	43	.....	40	.....	1	45	.....	.....	45	.....
Wyoming.....	6	.....	3	.....	.....	6	.....	5	.....	2	.....	.....	.....	5	.....

TABLE 6A.—Daily school sessions—Elementary schools.

Cities.	Daily sessions begin.	Sessions close.	Pupils admitted to building.	Number of sessions each day.	Length of noon recess.	Recess periods, not including noon recess.	Children expected to go home for lunch.	School provides lunch.
New Decatur, Ala.	A. M. 8.45	P. M. 2.10	A. M. 8.25	1	20 minutes	1	No.	No.
Selma, Ala.	8.30	1.30 to 2.45	8.30	1	30 minutes	1-4	Some.	Yes, in part.
Douglas, Ariz.	9.00	4.00	8.50	2	1 hour 15 minutes.	2	Yes.	No.
Premott, Ariz.	9.00	4.00	8.45	2	1 hour 30 minutes.	2	Most of them	No.
Fayetteville, Ark.	8.45	3.45	8.00	2	1 hour.	2	Optional.	No.
Fort Smith, Ark.	9.00	4.00	8.30	2	do.	2	Most of them	No.
Palo Alto, Cal.	9.00	3.00	8.00	2	1 hour 15 minutes.	2	Yes.	No.
Redlands, Cal.	9.00	3.00	8.30	2	1 hour.	2	Yes.	
Boulder, Colo.	9.00	3.45	8.30	2	1 hour 15 minutes in grades.	2	Yes; in grades.	For high school.
Trinidad, Colo.	9.00	3.30	8.30	2	1 1/2 hours.	2	Yes.	
Essex, Conn.	9.00	3.15	8.40	2	1 1/2 hours.	2	Yes.	No.
New London, Conn.	9.00	3.30	8.40	2	1 1/2 hours.	1	Yes.	No.
Milford, Del.	9.00	3.30	8.40	2	1 hour 40 minutes.	2	Yes.	No.
Orlando, Fla.	8.15	1.30	8.00	1	15 minutes.	1	No.	No.
St. Petersburg, Fla.	8.20	2.30	8.00	1	Varies, 15 to 45 minutes.	1	No.	Yes.
Athens, Ga.	9.00	2.00	8.45	1	None.	2	No.	No.
Thomasville, Ga.	8.30	3.30	8.15	2	1 hour.	2	Yes.	No.
Boise, Idaho	9.00	3.30	8.30	2	1 hour 20 minutes.	2	Yes; if possible.	Yes.
Twin Falls, Idaho.	9.00	3.30	8.30	2	1 hour.	2	No.	Yes.
Danville, Ill.	9.00	4.00	8.30	2	1 1/2 hours.	2	Yes.	
Moline, Ill.	9.00	3.30	8.30	2	do.	2	Yes.	No.
Crawfordsville, Ind.	8.30	3.00 to 3.15	8.00	2	1 1/2 to 2 hours.	2	Yes.	
Richmond, Ind.	8.30	3.30	8.00	2	1 1/2 hours.	2	Mostly.	In part.
Ames, Iowa.	9.00	3.45	8.30	2	do.	2	Yes.	No.
Clinton, Iowa.	9.00	3.45	8.40	2	do.	2	Yes.	
Leavenworth, Kans.	9.00	3.30	8.30	2	1 hour.	2	Yes.	
Newton, Kans.	9.00	4.00	8.30	2	1 1/2 hours.	2-4	Yes.	
Paducah, Ky.	8.45	3.45	8.25	2	do.	2	Yes.	No.
Owensboro, Ky.	9.00	2.30	8.30	2	30 minutes.	2	Those living near.	No.
Morgan City, La.	9.00	3.10	8.30	2	1 hour.	1	Yes.	
Lafayette, La.	8.50	3.30	8.50	2	do.	2	Optional.	No.
Calais, Me.	8.30	3.30	8.15	2	2 hours.	1	Yes.	
Waterville, Me.	9.00	4.00	8.45	2	1 1/2 hours.	2	Yes.	
Annapolis, Md.	9.00	4.00	8.30	2	1 hour.	2	Some.	
Beverly, Mass.	8.45	3.30	8.30	2	1 1/2 hours.	1	Yes.	No.
Northampton, Mass.	8.45	3.30	8.30	2	1 1/2 hours.	2	Usually.	No.
Ann Arbor, Mich.	8.30	3.15	8.10	2	1 1/2 hours.	2	Generally.	No.
Ypsilanti, Mich.	8.30	3.15	8.00	2	1 1/2 hours.	1-2	Yes.	No.
Cloquet, Minn.	9.00	3.20	8.30	2	do.	2	Yes.	No.
Moorehead, Minn.	9.00	3.45	8.30	2	do.	2	Yes.	No.
Greenville, Miss.	9.00	3.30	8.45	2	45 minutes.	2-3	May.	No.
Meridian, Miss.	8.30	2.30	8.10	1	30 minutes.	2	No.	No.
Columbia, Mo.	8.45	3.45	8.15	2	1 1/2 hours.	2	do.	No.
Sedalia, Mo.	8.45	4.00	8.30	2	1 1/2 hours.	2	Yes.	No.
Bozeman, Mont.	9.00	4.00	8.40	2	do.	2-4	Most.	
Livingston, Mont.	9.00	3.30	8.45	2	1 1/2 hours.	2	Most.	No.
Columbus, Nebr.	9.00	3.45	8.30	2	1 1/2 hours.	2	Yes.	
University Place, Nebr.	9.00	4.00	8.00	2	1 hour 20 minutes.	2	Yes.	
Reno, Nev.	9.00	3.30	8.30	2	1 to 1 1/2 hours.	2	Yes.	No.
Sparks, Nev.	9.00	3.30	8.40	2	1 hour.	2	Yes.	No.
Concord, N. H.	8.30	3.00	8.15	(1)	1 1/2 hours.	1	Yes.	No.
Portsmouth, N. H.	9.00	4.00	8.45	2	2 hours.	2	Yes.	No.
Asbury Park, N. J.	8.45	3.15	8.25	2	1 1/2 hours.	1	Yes.	No.
Bridgeton, N. J.	9.00	3.30	8.45	2	do.	2	Yes.	
Roswall, N. Mex.	9.00	4.00	8.45	2	1 hour.	2	Not all.	No.
Santa Fe, N. Mex.	9.00 and 4.00	3.30	8.45	2	1 1/2 hours.	3	Yes.	Yes.

<sup>1</sup> One hour in 10 schools; two hours in others.

TABLE 6A.—Daily school sessions—Elementary schools—Continued.

Cities.	Daily sessions begin.		Sessions close.	Pupils admitted to building.	Number of sessions each day.	Length of noon recess.	Recess periods, not including noon recess.	Children expected to go home for lunch.	School provides lunch.
	A. m.	P. m.							
Kingston, N. Y.	9.00	3.30	8.40		2	1 hour 15 minutes.	2	Yes.	No.
Rome, N. Y.	9.00	3.30	8.45		2	1½ hours.	1-2	Yes.	
Raleigh, N. C.	9.00	2.20	8.30		1	25 minutes.	1	Some.	High school.
Winston-Salem, N. C.	9.00	2.30	8.40		1	30 minutes.	1	No.	No.
Bismarck, N. Dak.	9.00	4.00	8.30		2	1½ hours.	2	Yes.	No.
Fargo, N. Dak.	9.00	4.00	8.30		2	do.	2	Yes.	No.
Alliance, Ohio.	8.30	3.15	8.05		2	1 hour 40 minutes.	2	Yes.	No.
Sandusky, Ohio.	8.30	3.15	8.00		2	1½ hours.	2	Yes.	
Enid, Okla.	9.00	4.15	8.40		2	do.	2	Not all.	No.
Hobart, Okla.	9.00	4.00	8.30		2	1 hour.	2	Yes.	
Ashland, Oreg.	8.45	3.40	8.15		2	1 hour 20 minutes.	2	Some.	No.
Salem, Oreg.	9.00	3.30	A ny time.		2	1 hour 15 minutes.	2	Yes.	No.
Lebanon, Pa.	9.00	4.00	8.45		2	1 hour 45 minutes.	2	Yes.	
Wilkesburg, Pa.	9.00	3.30	8.40		2	1½ hours.	2	Yes.	No.
Bristol, R. I.	9.00	4.00	8.45		2	2 hours.	2	Yes.	No.
Westerly, R. I.	9.00	3.45	8.45		2	1½ hours.	2	When possible.	No.
Columbia, S. C.	8.50	1.50	8.30		1	15 minutes.	1	No.	No.
Rock Hill, S. C.	9.00	2.20	8.40		1	do.	1	No.	No.
Deadwood, S. Dak.	9.00	3.00	8.30		2	1 hour 20 minutes.	2-4	Most.	No.
Sioux Falls, S. Dak.	9.00	4.00	8.40		2	1½ hours.	2	Yes.	
Bristol, Tenn.	9.00	3.45	8.40		2	1½ hours.	2	Yes.	
Paris, Tenn.	9.00	3.00	8.30		2	30 minutes.	2	Optional.	Yes.
Bonham, Tex.	9.00	4.00	8.30		2	1 hour.	2	Yes.	
Caburne, Tex.	9.00	3.30	7.00		1	45 minutes.	2	No.	Yes.
Ogden City, Utah.	9.00	3.30	8.40		1-2	do.	1-2	Yes.	No.
Provo, Utah.	9.00	3.30	8.30		2	do.	2	Most of them.	
Montpelier, Vt.	9.00	3.00 and 4.00	8.45		2	1½ hours.	2	1.	No.
St. Albans, Vt.	9.00	3.30	8.45		2	do.	2	Yes.	
Fredericksburg, Va.	9.00	3.00	8.30		2	1 hour.	1	Yes.	
Staunton, Va.	8.45	2.00	8.30		1	15 minutes.	1	No.	No.
Olympia, Wash.	9.00	3.30	8.30		2	1 hour 15 minutes.	2	Yes.	No.
Vancouver, Wash.	8.45	3.30	7.30		2	1 hour.	1-2	Most.	No.
Davis, W. Va.	9.00	4.00	8.40		2	1 hour 15 minutes.	2	Yes.	
Fairmont, W. Va.	9.00	3.40	8.40		2	do.	2	Yes.	
Beloit, Wis.	9.00	4.00	8.30		2	1½ hours.	2	Yes.	No.
Madison, Wis.	8.45	3.45	8.30		2	do.	2-3	Yes.	In high school.
Evanson, Wyo.	9.00	4.00	8.30		2	do.	2	Yes.	No.
Sheridan, Wyo.	9.00	3.30	8.30		2	1 hour.	2	Yes.	No.

<sup>1</sup> All, except pupils transported.

TABLE 7.—Miscellaneous activities.

States.	Cities reporting.	School boards having charge of the public libraries.	City councils having charge of public libraries.	Libraries in charge of a board of trustees.	School boards controlling public play-grounds.	School boards appropriating money for play-grounds conducted by associations in the city.	School boards conducting other educational agencies.
Total.....	1,355	195	186	667	237	59	93
Alabama.....	12	1		5	2	1	1
Arizona.....	6			2	2		
Arkansas.....	13	1		2	3	1	
California.....	44	2	4	37	9	1	1
Colorado.....	19		5	7	3	1	1
Connecticut.....	26	1		19	1		
Delaware.....	6						
Florida.....	21	3	2	2			
Georgia.....	9		2	8	2	1	
Idaho.....	93	4	3	5	5	2	2
Illinois.....	66	13	18	47	10	2	6
Indiana.....	46	1	8	40	11	2	3
Iowa.....	39	4	8	33	7	1	
Kansas.....	22	3	6	24	10	1	3
Kentucky.....	6	1		3	3	1	
Louisiana.....	13	1	1	11	4	1	1
Maine.....	5	1	1	2			
Maryland.....	55	1	6	44	4	1	11
Massachusetts.....	51	18	4	23	13	1	6
Minnesota.....	37	3	8	19	4		4
Mississippi.....	13	2		4	3		2
Missouri.....	43	4	2	16	5	1	2
Montana.....	11	1	3	7	2		
Nebraska.....	17		7	8	5	2	
Nevada.....	2			1			
New Hampshire.....	10		1	9			1
New Jersey.....	57	6	5	31	7	2	13
New Mexico.....	5		2	2	1		1
New York.....	98	35	7	48	17	9	11
North Carolina.....	16	1	1	6	4		
North Dakota.....	8			2	2	2	
Ohio.....	79	17	16	30	18	4	5
Oklahoma.....	28	3		8	5	1	2
Oregon.....	14		2	9	2		
Pennsylvania.....	161	41	3	35	25	14	4
Rhode Island.....	9		2	7	1		2
South Carolina.....	10	1	1	7	2		2
South Dakota.....	10	1	3	5	5	1	1
Tennessee.....	8	2	1	3	1		
Texas.....	53	8	9	9	14	2	2
Utah.....	8	1	4	3	1		1
Vermont.....	7		1	6	1	1	2
Virginia.....	10	2	1	2	2		
Washington.....	21		4	13	2		1
West Virginia.....	15	7		3	2		
Wisconsin.....	45	1	8	35	13	3	2
Wyoming.....	6		1	5	1		

TABLE 8.—School playgrounds\*

States.	Cities reporting.	Area of playgrounds.				Play-grounds equipped with play apparatus.
		Less than $\frac{1}{2}$ acre.	$\frac{1}{2}$ to 1 acre.	1 to 2 acres.	More than 2 acres.	
Total.....	1,350	496	355	318	181	451
Alabama.....	11	4	2	4	1	4
Arizona.....	6	4	1	1	1	5
Arkansas.....	13	7	2	2	2	5
California.....	41	12	7	5	17	29
Colorado.....	19	3	10	3	2	12
Connecticut.....	26	14	6	4	2	7
Delaware.....	2	1	1	1	1	1
Florida.....	6	3	1	1	1	1
Georgia.....	21	1	3	5	12	7
Idaho.....	9	2	3	1	3	7
Illinois.....	93	33	27	23	10	32
Indiana.....	65	30	16	14	6	26
Iowa.....	46	11	17	17	1	18
Iowa.....	39	6	14	17	2	24
Kansas.....	22	8	7	3	4	6
Kentucky.....	6	2	1	3	1	4
Louisiana.....	13	7	1	2	1	4
Maine.....	5	2	1	1	1	1
Maryland.....	5	2	1	1	1	1
Massachusetts.....	55	23	24	4	4	8
Michigan.....	51	12	17	14	8	13
Minnesota.....	37	6	11	17	3	10
Mississippi.....	13	3	2	4	4	4
Missouri.....	43	9	10	17	7	14
Montana.....	11	5	1	5	1	6
Nebraska.....	17	2	6	8	1	10
Nevada.....	2	1	1	1	1	2
New Hampshire.....	10	6	2	2	1	3
New Jersey.....	57	36	3	9	4	18
New Mexico.....	5	1	1	2	1	3
New York.....	98	45	30	11	12	23
North Carolina.....	16	7	3	3	3	4
North Dakota.....	1	1	3	4	1	3
Ohio.....	79	35	16	19	9	23
Ohio.....	28	6	4	15	3	11
Oklahoma.....	14	4	2	5	3	3
Oregon.....	161	89	54	11	7	23
Pennsylvania.....	9	5	3	3	1	1
Rhode Island.....	10	1	1	4	5	4
South Carolina.....	10	5	2	1	2	4
South Dakota.....	8	2	2	1	3	5
Tennessee.....	53	9	3	21	20	21
Texas.....	8	2	2	6	1	1
Utah.....	7	2	4	1	1	1
Vermont.....	10	1	5	1	3	3
Virginia.....	21	6	4	5	6	12
Washington.....	15	9	4	1	1	4
West Virginia.....	45	15	9	17	4	20
Wisconsin.....	6	1	1	5	1	2
Wyoming.....	6	1	1	1	1	2

TABLE 9.—Cities of 10,000 to 25,000 population—Showing for each object of expense of all schools the percentage of total expenses.

Cities.	Salaries of teachers.	Board of education and business offices.	Superintendent's office.	Salaries and expenses of supervisors.	Salaries and expenses of principals.	Textbooks.	Stationery, supplies, and other instruction expenses.	Wages of janitors and other employees.	Fuel.	Water, power, light, janitors' supplies, etc.	Maintenance—repairs, replacement of equipment, etc.	Libraries.	Promotion of health.	Transportation of pupils.	Payment to other schools, pensions, rent, etc.
Belma, Ala.	69.73	1.36	8.11		6.26		0.24	3.52		5.40	4.73				0.68
Phoenix, Ariz.	75.45	2.17	6.77	2.90	2.17			8.87	5.20	1.73	1.30				
Fort Smith, Ark.	85.12									2.30	1.41	10.82			
Fresno, Cal.	72.44	1.04	1.56	8.17	2.07		3.97	4.34		1.93	2.51	2.09			
Trinidad, Colo.*	59.53	1.03	2.74	5.93	8.50		3.25	5.72		1.89	6.08	4.92			
Norwalk, Conn.	62.27	1.68	3.96	6.03	7.4	8.44	3.76	6.54		2.10	2.80				
Columbus, Ga.	73.63	1.43	3.28			8.0	1.13	4.31	5.69	2.11	1.63	5.08			
Boise, Idaho.	60.66	1.76	2.54	1.62	6.39										
Galesburg, Ill.	58.07	1.3	3.39			4.83	(*)	11.16	7.57	(*)					
Muncie, Ind.	58.43	4.5	2.04	6.33	3.32	4.68		3.94	4.15	10.30	8.23	3.35			
Marshalltown, Iowa	58.83	1.54	2.80	1.68	4.28	3.17		8.41	4.83	11.40	4.81	3.4			
Leavenworth, Kans.	83.60					3.4	6.06		3.25	6.11	2.9				
Owensboro, Ky.	70.23	1.03	4.76	2.55	1.32		5.40	8.63	3.43	1.09	2.35	2.6			
Baton Rouge, La.	70.57			14.50			2.5	5.15	1.63	2.16	3.44	2.5			
Banzon, Me.	58.54	2.78	1.97	5.49		4.45	2.87	5.70	6.31	(*)	11.45				
Beverly, Mass.	56.26	2.50	2.33	6.33	5.16	3.52	3.08	6.66	6.58	5.9	4.01		2.4	2.29	
Muskegon, Mich.	57.64	2.25	4.59	7.23	3.70	1.37	3.36	5.85	3.90	2.30	5.58	1.9	1.52	1.05	
St. Cloud, Minn.	59.04	3.62	5.73			3.48	2.31	4.37	7.39	5.27	2.56	5.13	1.10		
Meridian, Miss.	74.52		4.65	6.64	2.03		8.2	6.69	2.16	1.43	8.4	0.1	1.0		
Sedalia, Mo.	70.37	1.02	3.56	1.96		.80	2.95	5.83	4.42	1.34	6.26	0.6		.33	1.65
Great Falls, Mont.	54.13	3.37	2.27	8.85	5.76	.34	2.63	7.33	3.09	4.46	7.43	3.1			
Grand Island, Nebr.	63.16	.62	4.05	2.90	1.87	2.06	5.26	8.03	6.40	2.34	4.00				
Reno, Nev.*	76.01	.50	6.03				5.98	5.41	4.90	4.97		1.01			
Portsmouth, N. H.	64.19	1.59	4.80	6.25	1.38	1.76	3.17	6.78	5.51	.88	4.70				
Bloomfield, N. J.	63.49	.55	2.79	5.96	2.30	3.32	5.87	5.53	4.26	1.79	2.84	1.9	.51	.44	.22
Albuquerque, N. Mex.	67.35	1.20	3.85		5.84		3.27	8.03	2.59	.90	6.43				.54
Cortland, N. Y.	58.90	.75	6.85	13.30		.24	1.62	4.50	0.19	(*)	4.85				
Durham, N. C.	79.15	.38	8.73				4.35	8.87	2.23	1.79	4.48				.10
Fargo, N. Dak.	59.93	1.89	3.33	1.84	8.37	2.97	8.5	7.94	6.68	3.00	2.48			.38	
Alliance, Ohio.	59.57		7.06	1.75	3.56	.11	1.17	10.23	4.09	1.17	5.16	2.92			.15
Tulsa, Okla.	78.78	1.80	4.00	4.45	3.28	.38		1.39	.95	3.21	1.61				.22
Salem, Oreg.	70.74		3.30	4.98			.34	6.84	2.28	3.42	5.70	1.37	.45		
Uniontown, Pa.	76.54	.24	4.17		2.69	2.90	1.24	5.46	1.99	.95	2.65				.16
Central Falls, R. I.	66.18		5.24			2.41	2.27	7.25		8.30	6.04	1.25	1.06		
Spartanburg, S. C.	85.30	.68	5.66			1.28	2.76	1.59	.65	1.58	.36				.13
Sioux Falls, S. Dak.	52.24	1.85	3.76	6.70	7.17	2.04	5.54	7.86	4.70	1.95	4.97	.88	.06	.25	
Jackson, Tenn.*	83.32	.60					1.61	5.24		2.39	5.10				1.78
Beaumont, Tex.	68.60	.34	3.48	12.96	1.16		1.99	5.39	1.60	.62	3.36	.46			
Burlington, Vt.	63.58		3.18			1.35	9.51	4.41	9.06	.66	3.05	.09	1.10		
Staunton, Va.	78.20		8.63			.07		5.28	2.80	5.00					
Everett, Wash.	62.05	1.07	2.02	6.26	4.47	1.73	3.61	4.84	2.72	2.62	9.25		.28	.29	.78
Charleston, W. Va.	7.80	.94	2.96			.61	3.34	6.29	1.64	.80	3.39	1.09	.56		.19
Kenosha, Wis.	60.06	.78	4.61	6.68	3.05	.42	2.90	8.14	4.08	2.15	5.79		.29		.26
Cheyenne, Wyo.	56.32	1.57	3.56	2.36	2.36	4.45	16.74	6.58	4.02	.28	3.08				
Median	66.76	1.06	3.75	5.89	3.28	1.76	3.08	5.84	3.17	1.95	4.59	.35	.41	.44	.38

\* Statistics for the year 1912-13. † Less than one one-hundredth of 1 per cent. ‡ Includes light and power. § Exclusive of light and power. ¶ Includes stationery, etc. †† Includes with textbooks. ‡‡ Includes light and power, etc. ††† Included with fuel.



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TABLE 10.—Cities of 5,000 to 10,000 population—Showing for each object of expense the percentage of total expense of all schools.

Cities.	Salaries of teachers.	Board of education and business offices.	Superintendent's office.	Salaries and expenses of superintendents.	Salaries and expenses of principals.	Textbooks.	Stationery, supplies, and other instruction expenses.	Wages of janitors and other employees.	Fuel.	Water, power, light, janitory supplies, etc.	Maintenance-repairs, replacement of equipment, etc.	Libraries.	Promotion of health.	Transportation of pupils.	Payment to other schools, pensions, rents, etc.
New Decatur, Ala.	73.62	1.08	10.01				1.26	9.61	2.44	3.10	5.89				
Douglas, Ark.	65.68	1.10	4.26	3.74	1.10		4.03	8.32	1.32	1.47	11.00	0.37	0.61		
Jonesboro, Ark.	70.78	2.76	9.20		5.15			8.81	1.47	6.73	2.21				
Santa Rosa, Cal.	65.35	7.74	6.20	3.20	2.47	0.51	3.08	5.98	1.55	2.38	2.45	75	25	0.11	0.20
Canon City Colo.	64.08	1.35	8.88		7.18		1.28	6.30	2.90	2.90	3.01	35	35		1.53
Plainfield, Conn.	67.88	29	6.84			3.91	2.18	4.14	4.81	1.10	6.04	6	6	1.80	1.04
Lake City, Fla.	67.80							2.53	1.24	1.39	2.24				
La Grange, Ga.	79.88		5.51				6.48	3.11	5.28	3.23	2.56	4.77	23	23	3.80
Pocatello, Idaho.	60.08	2.10	4.89	6.65		28	3.11	5.28	3.23	2.56	4.77	23	23	3.80	88
Centralia, Ill.	61.18	1.67	7.31		2.35	29	2.75	7.89	2.39	1.34	10.93	52	34		87
Clinton, Ind.	64.66	2.76	5.71	3.04	4.20		1.97	7.60	2.86	3.58	2.87	46	12		
Centerville, Iowa	63.22		4.25	4.83			2.77	6.23	3.30	4.41	6.06				4.92
Iola, Kans.	68.21	1.04	5.33			26	3.60	7.07	8.73	1.04	9.39	13	18		
Maysville, Ky.	53.90	90	7.42	14.46	2.80	54	7.03	2.53	1.54	6.88	72	90			
Houma, La.	71.43					12.80	4.20	1.26		2.10					8.40
Rumford, Me.	56.78	33	5.54	3.92	1.64	3.17	4.32	7.77	7.89	8.07	3.29				2.36
Milton, Mass.	60.22	1.11	3.70	6.71		93	4.60	8.78	4.55	2.62	2.59	06	10		1.45
Hancock, Mich.	57.44	2.37	5.78	3.14	4.05		4.40	6.49	7.60	73	6.14	49			1.46
Eveleth, Minn.	46.39	1.40	3.19	1.80	7.41	2.43	5.56	11.35	5.97	3.20	6.05	1.14	1.65	2.44	(1)
Greenville, Miss.	54.22		7.94	16.54	2.85	2.22	1.32	4.36	1.66		4.02	2.65	18		
Fulton, Mo.	70.29	74	7.21		3.36			5.45	3.46	1.87	4.72	89			2.57
Bosman, Mont.	68.02	85	6.88			20	3.22	8.37	2.78	1.11	9.48	10			
Hastings, Nebr.	46.32	4.62	6.66	9.69	12.84	36	5.11	8.32	4.70	2.31	4.53		64		19
Claremont, N. H.	50.90		4.65		4.79	2.21	2.85	5.44	6.70		8.92		67	12.96	
Nutley, N. J.	62.03	1.72	4.81			2.91	4.37	2.17	3.29	1.66	10.01	64	1.44		1.08
Roswell, N. Mex.	68.58	1.27	5.98	3.72	3.90		1.66	4.66	3.27	1.68	4.81				48
Onida, N. Y.	53.49		3.40	11.80			1.86	5.54	5.29	4.43	1.78	47		94	
Coldsboro, N. C.	65.29		7.88	7.01			2.82	4.37	3.67	2.1	7.66	29			
Bismark, N. Dak.	62.80	1.08	5.54			87		9.25			20.46				
Niles, Ohio	52.03	1.34	6.32	3.26	5.95	6.28	2.21	7.60	2.67	9.43		2.61			33
Ardmore, Okla.	69.02	1.53	7.07		3.81		25	3.26	3.80	3.81	2.29	25			
Astoria, Ore.	61.71	1.14	3.92		5.37	.01	.21	7.48	2.17	2.57	12.95	09			55
Coaldale, Pa.	63.29	5.13	7.10			11.97	5.41	7.96	3.68	1.10	1.92	51	1.92		
Bristol, R. I.	68.87	1.37	4.40				5.83	6.00	4.80	1.68	6.65				
Newberry, S. C.	57.80		7.81			1.65	.78	3.16	2.17	1.22	25.02	39			
Mitchell, S. Dak.	61.05	1.96	4.02	4.72	1.97		6.00	8.26	6.88	.91	2.98	35			
Park City, Tenn.	77.36		0.24				1.63	3.67	3.21		3.80	1.08			
Greenville, Tex.	71.11		4.23	2.85	2.66		(*)	5.28	3.17	(*)	29.57				12
Provo, Utah	64.28	2.55	8.71	7.98	1.86	7.15	4.23	6.26		1.15		45		39	
Montpelier, Vt.	59.49	.03	9.04			62	4.46	4.90	6.36	2.42	2.90			4.24	2.96
Bristol, Va.	76.04	45	10.18			36	2.36	3.84	1.14	1.18	3.86	41			1.14
Vancouver, Wash.	71.50	1.12	4.66	2.79	4.28			3.16	3.61	1.90	1.50	61			
Menomonie, Wis.	51.79	1.59	5.78	3.56			8.10	6.92	10.82	1.02	6.84	83	37	1.60	88
Laramie, Wyo.	54.58	.69	6.70		4.16	3.94	.68	8.78	3.46	7.15	8.77			2.20	
Median	63.76	1.27	5.83	3.92	5.97	1.93	2.62	6.37	3.28	1.77	5.35	48	67	2.26	76

\* Statistics for the year 1912-13.  
 † Less than one one-hundredth of 1 per cent.

‡ Included in maintenance.  
 § Includes stationery, water and light, etc.

CITIES GRANTING TEACHERS SICK LEAVE

TABLE II.—List of cities granting teachers sick leave with pay, and time allowed.

Cities.	Number of days of sick leave granted.	On full pay?	If not on full pay, what part?
<b>ALABAMA.</b>			
Girard.....	Part of day.....	Yes.....	
Selma.....			Salary for 2 weeks less amount paid substitute teacher.
Sheffield.....	2 weeks.....	Yes.....	Teacher pays substitute 20 per cent.
Tuscumbia.....			
<b>ARIZONA.</b>			
Clifton.....	10 days.....	Yes.....	
Prescott.....	1 day.....		
Phoenix.....	5 days each year.....	Yes.....	
<b>ARKANSAS.</b>			
Fort Smith.....	10 days.....	Yes.....	
Hope.....	2 days per month.....	Yes.....	
Jonesboro.....	2 days.....	Yes.....	
<b>CALIFORNIA.</b>			
Alameda.....	15 days per year.....	No.....	Half pay.
Chico.....	Up to 1 month.....		On one-half salary.
Hayward.....			Each disabled teacher pays substitute same per diem she received herself.
Mill Valley.....	1 week.....	Yes.....	
Napa.....			Pay substitute and receive their regular salary one week.
Ontario.....	9 days per year.....	Yes.....	
Palo Alto.....	10 days.....	No.....	About one-fourth.
Porterville.....	5 days.....	Yes.....	
Redlands.....	1 day per month.....	Yes.....	
Richmond.....	10 days.....	Yes.....	
Salinas.....	2 or 3 days.....	Yes.....	
San Luis Obispo.....	2 days per month.....	Yes.....	
San Mateo.....			Teacher pays substitute.
San Rafael.....			Granted without official sanction.
Santa Ana.....	1 day each month.....	Yes.....	
Santa Cruz.....	5 days a term.....	Yes.....	
Santa Monica.....	2 days.....	Yes.....	
Santa Rosa.....	5 days.....	Yes.....	
Stockton.....	5 days a month.....	Yes.....	
Tulare.....	1 week.....	Yes.....	
Vallejo.....	10 days.....	Yes.....	
Visalia.....	Within reason.....	Yes.....	
Whittier.....			
Woodland.....	No special time.....		If for length, must pay substitute her salary.
<b>COLORADO.</b>			
Alamosa.....	3 days.....	Yes.....	
Boulder.....	4½ days.....	3 days.....	3 half days.
Colorado City.....			Teacher pays substitute \$2.75 per day.
Cripple Creek.....	Usually 1 month.....	Yes.....	
Durango.....	No time limit.....	Yes.....	
Florence.....	Not to exceed 5 days.....	Yes.....	
Fort Morgan.....	2 to 4 days.....	Yes.....	
Grand Junction.....	4 weeks a year.....	Half pay.....	
La Junta.....	5 days.....	Yes.....	
Leadville.....	3 days.....	Yes.....	
Longmont.....			3 days per year, cumulative for 5 years.
Montrose.....	10 days.....	Yes.....	
Rocky Ford.....	No fixed rule.....	Have been.....	
Trinidad.....	For 2 weeks.....	None.....	
<b>FLORIDA.</b>			
Sanford.....	10 days.....	Yes.....	
Orlando.....	2 or 3 days.....	Yes.....	
<b>CONNECTICUT.</b>			
Ansonia.....	1 month.....	No.....	One-half.
Branford.....	5 days.....	Yes.....	

TABLE 11.—List of cities granting teachers sick leave with pay, and time allowed—Contd.

Cities.	Number of days of sick leave granted.	On full pay?	If not on full pay, what part?
<b>CONNECTICUT—con.</b>			
Danbury.....	10 to 30 days.....		10 days' full pay; 20 more half pay
Darby.....			Must pay substituted at least two-thirds of the salary
Enfield.....	5 days.....	Yes.....	
Essex.....	3 days.....	Yes.....	
Naugatuck.....	3 days each term of 3 months.....	Yes.....	
New London.....	7 days.....	Yes.....	
Putnam.....			
Stratford.....	Not stated.....	No.....	One-fourth.
Stonington.....	10 days.....	Yes.....	
<b>GEORGIA.</b>			
Albany.....			
Americus.....	Not defined.....	Yes.....	
Athens.....	Each case acted on separately.....	No.....	Usually about 60 per cent.
Barnesville.....	2 weeks.....	Yes.....	
Cedartown.....	4 weeks.....	No.....	One-fourth
Columbus.....	8 days.....	No.....	Half pay.
Dawson.....	No limit.....	No.....	One-half.
Dublin.....		Never fully determined.	\$1 per day is deducted from salary.
Fitzgerald.....	1 day.....	Yes.....	
Millidgeville.....	30 days.....	Yes.....	
Quitman.....	For 1 or 2 days.....		
Sandersville.....			
Thomasville.....			\$1 per day deducted, about four-elevenths.
Waycross.....	10 days.....	Yes.....	
<b>IDAHO.</b>			
Wallace.....	No limit as yet.....	Yes.....	
Idaho Falls.....	5 days.....	Yes.....	Over 5 days to 1 month, one-third salary.
Boise.....	2 weeks.....	Yes.....	
Twin Falls.....			
Lewiston.....			One-fourth.
<b>ILLINOIS.</b>			
Alton.....	5 days a month.....	Yes.....	
Aurora.....	5 days.....		
Averyville.....	1 day and one-half pay for days during month not to exceed 20 days.....	1 day.....	One-half.
Batavia.....	5 days.....	Yes.....	
Beardstown.....	1 week.....	Yes.....	
Bellville.....	No limit.....	No.....	Half pay.
Cicero.....	10 days per annum.....	Yes.....	
Danville.....	5 days.....	Yes.....	
Efingham.....	2 days.....	Yes.....	
Elgin.....	3 days each year.....	Yes.....	
Evanston.....	2 weeks.....	Yes.....	
Freeport.....	2 weeks.....	Yes.....	One-half pay for 2 weeks. Minus \$1 per day.
Galesburg.....	Indefinite.....	No.....	
Galva.....	No definite period.....	Yes.....	
Granite City.....	2 weeks.....	Yes.....	
Harvard.....	2 months.....	2 weeks.....	One-third salary.
Harvard.....	2 weeks.....	Yes.....	
Harvard.....	2 weeks.....	Yes.....	
Harvey.....	6 days.....	Yes.....	
Highland Park.....	1 week.....	Yes.....	
Hillsboro.....	5 days.....	No.....	Half.
Hoopeston.....	5 days.....	No.....	All above the \$2 for substitute.
Jerseyville.....	No fixed time.....	Yes.....	
Lake Forest.....	5 days.....	Yes.....	
Lincoln.....	5 days.....	Yes.....	
Mattoon.....	Not more than 1 month.....		Full pay, less \$2 per day.
Moline.....	5 days.....	Yes.....	
Monmouth.....	1 week.....	Yes.....	Second and third week half pay; no allowance after that.
Morgan Park.....	10 days, with deduction of \$2 per day.....		
Morris.....		Yes.....	
Mount Vernon.....	1 day.....	Yes.....	
Naperville.....		Yes.....	

CITIES GRANTING TEACHERS SICK LEAVE.

TABLE 11.—List of cities granting teachers sick leave with pay, and time allowed—Contd.

Cities	Number of days of sick leave granted	On full pay?	If not on full pay, what part?
<b>ILLINOIS—contd.</b>			
Ottawa	2 days any month	Yes	
Paris		No	Less pay for substitute.
Peoria	1 week	Yes	
Peru	10 days	No	Per diem less \$1.50.
Rock Island	20 days	No	One-half.
Streator	6 weeks	No	Above pay of substitute.
Urbana	1 day per month		
Vandalia		Yes	
West Hammond	1 week	Yes	
Wheaton	No limit	Yes, but they pay substitute.	
Woodstock	1 month	Yes	
<b>INDIANA</b>			
Belvidere	5 days	Yes	
Bluffton	5 days		50 per cent.
Clinton	5 days		Teacher receives 40 per cent of salary, substitute 10 per cent.
Crawfordsville			All above cost of substitute.
Crown Point	1 month		
East Chicago	1 day	Yes	
Elkhart	1 limit 20 days	No	40 per cent of salary.
Gas City		1 day	
Greencastle	2 days	Yes	
Kokomo	8 days	No	Three-fourths for 2 days, one-fourth for 6 days.
Madison	3 days	Yes	
Michigan City	14 days	Yes	
Mishawaka	3 days	Yes	
Rushville	No rule	Yes	Teacher pays substitute.
Seymour	1 week	Yes	
Wabash	1 month	1 day	One-fourth salary.
Washington	Indefinite	No	1/2 pay
Whiting	No limit	Yes	
<b>IOWA</b>			
Atlantic	Indefinite	Yes	
Boone	5 days	No	One-fourth.
Burlington	Not to exceed 30 school days		Less one-half salary of substitute.
Carroll	No rule	Yes	
Clinton		Yes	
Clarinda	Has not been limited	No	One-third salary.
Council Bluffs	3 days in a year	Yes	
Eagle Grove	No definite limit	Yes	
Estherville	1 day per month	Yes	
Fort Dodge	10 half days in a semester	No	One-half pay.
Glenwood	Not specified	Generally	
Grimmell	No rule	No	One-half pay.
Hempston	Few days only	Yes	
Harlan	5 days	Yes	
Iowa City	3 days	No	Half pay.
Keokuk	15 days	5 days	One-half pay for next 10 days.
Le Mars	2 or 3 weeks	Yes	40 per cent.
Marshalltown	1 month		No pay after 3 days.
Mason City	As necessary	3 days	Half pay.
Muscatine	20 days	No	One-half.
Newton	2 weeks	No	Grade teachers lose \$1 per day for 10 days. Principals, high-school teacher, and supervisors full pay after 2 consecutive days absence.
Ottawa	10 days	No	
Sheldon	No rule	Yes	
Washington		Yes	Full salary, from which they pay substitute.
Winterset	2 weeks		
<b>KANSAS</b>			
Beloit	No exact limit	Yes	If too long teacher pays substitute.
Coffeyville	10 days	No	20 per cent.
Council Grove		Yes	
El Dorado	No maximum	Yes	
Emporia	3 days	No	Half pay.

TABLE 11.—List of cities granting teachers sick leave with pay, and time allowed—Contd

Cities.	Number of days of sick leave granted.	On full pay?	If not on full pay, what part?
<b>KANSAS—continued.</b>			
Helton.....	2 days.....	Yes.....	
Humboldt.....	1 week.....	No.....	One-half pay.
Hutchinson.....	2 days during year.....	Yes.....	
Junction City.....	2 days per month.....	Yes.....	
Lawrence.....	2 days.....	Yes.....	
Leavenworth.....	2 days.....	No.....	One-half salary.
MoPherson.....	.....	Yes.....	
Neodesha.....	No limit.....	Yes.....	
Salina.....	2 days per month.....	Yes.....	
<b>KENTUCKY.</b>			
Central City.....	One-half month.....	No.....	One-half salary.
Danville.....	1 week.....	Yes.....	
Dayton.....	10 days.....	No.....	Less the minimum salary rate paid substitute.
Frankfort.....	No limit.....	No.....	Half-pay.
Hopkinsville.....	30 days.....	No.....	One-half salary.
Mount Sterling.....	4 days.....	Yes.....	
Winchester.....	10 days.....	Yes.....	
<b>LOUISIANA.</b>			
Monroe.....	.....	No.....	Less substitute salary.
Vernon.....	2 days.....	Yes.....	
<b>MAINE.</b>			
Auburn.....	5 days.....	Yes.....	
Bath.....	1 month.....	No.....	One-third salary.
Calais.....	2 days.....	Yes.....	
Gardiner.....	2 days.....	Yes.....	
Lewiston.....	7 weeks.....	No.....	One-fourth pay allowed.
Rockland.....	5 days.....	Yes.....	
Sanford.....	5 days.....	Yes.....	
Showham.....	1 week.....	Yes.....	
Waterville.....	20 days.....	No.....	One-half salary.
<b>MARYLAND.</b>			
Annapolis.....	12 days.....	Yes.....	
Hagerstown.....	20 days.....	No.....	Half pay up to 20 days each term.
Havre de Grace.....	20 days one year.....	No.....	Half pay.
Marblehead.....	2 weeks.....	No.....	Half pay.
<b>MASSACHUSETTS.</b>			
Abington.....	5 days.....	Yes.....	
Adams.....	3 days each year.....	Yes.....	
Athol.....	5 days.....	Yes.....	
Attleboro.....	1 month.....	Yes.....	1 week one-half pay, 3 weeks one-fourth pay.
Belmont.....	10 days.....	Yes.....	
Beverly.....	5 days in one year.....	Yes.....	
Bridgewater.....	5 days.....	Yes.....	
Concord.....	2 days of each month.....	Yes.....	
Dedham.....	10 days.....	Yes.....	
Easton.....	7 days.....	Yes.....	
Gardner.....	5 days a year.....	Yes.....	
Glocester.....	No specified time.....	Part pay.....	Varies.
Great Barrington.....	2 days.....	Yes.....	
Greenfield.....	10 days during the year.....	Yes.....	After 10 days' absence salary deducted.
Hudson.....	10 days.....	Yes.....	
Leominster.....	1 month.....	Yes.....	One-third salary.
Marlborough.....	1 week.....	Yes.....	
Maynard.....	3 weeks.....	No.....	Half-pay.
Melrose.....	3 to 5 days school month or 15 school year.....	No.....	Longer than stated time for- left two-thirds salary.
Methuen.....	5 days.....	Yes.....	
Milford.....	3 week.....	Yes.....	
Natick.....	1 day.....	Yes.....	One-fourth less after 3 days.
Needham.....	At discretion of commissioner.....	Yes.....	
Northampton.....	5 days each year.....	Yes.....	
North Attleborough.....	5 days.....	Yes.....	
Paines.....	1 week.....	Yes.....	
Pembury.....	3 days.....	Yes.....	
Revere.....	20 days.....	3 days.....	One-third salary for 1 month.

TABLE 11.—List of cities granting teachers sick leave with pay, and time allowed—Contd.

Cities.	Number of days of sick leave granted.	On full pay?	If not on full pay, what part?
<b>MASSACHUSETTS—</b>			
continued.			
Rockland	5 days	Yes	
Saugus	20 days	One-fifth	One-fifth salary.
Stoneham		No.	All above substitute's pay.
Southbridge	1 month	No.	Half pay.
Wakefield	5 to 15 days and over	No.	One-half pay for 5 days, one-fourth pay for 15 additional days in any school year. Not to exceed 2 months, minus pay for substitute.
Waltham	3 days in month or 10 days in any year.	Yes	
Ware	2 days at a time.	Yes	
Watertown	10 days	Yes	
Westboro	Undetermined	No.	Half.
Westman	7 days	Yes	
Wichendon	3 days	Yes	
Winchester	3 do	Yes	
Woburn	4 school weeks; by vote of board additional 8 weeks.	No.	3 months, one-half. One-third; substitute receives two-thirds salary.
<b>MICHIGAN.</b>			
Adrian	20 days	No.	One-half pay.
Alma	3 days	Yes	
Ann Arbor	5 days	Yes	One-half salary for second 5 days.
Battle Creek	5 days in any one month	Yes	20 days, thereafter on one-third salary.
Bessemer	10 days a year	Yes	Two-thirds.
Cadillac	3 or 4 days		Two-thirds of salary is paid substitute.
Charlotte	2 days	Yes	
Escanaba	5 days yearly	Yes	
Gladstone	2 weeks	Yes	
Grand Haven	10 days	No.	One-half.
Grand Ledge			Two-thirds salary.
Hastings		Yes	But pays substitute.
Houghton	3 days per year	Yes	
Ironwood	Not specified	Yes	
Marquette	do	No.	One-third to one-fourth salary.
Marshall	A week	Yes; 1 week	
Menominee	5 days	Yes	
Monroe	do	Yes	
Muskegon	10 days	Yes	
Negaunee	Average of 5 days	Yes	
Norway	No definite time limit	Yes	
Otsego	1 week	Yes	
Petoskey	2 days	Yes	But must pay substitute \$3 per day.
Port Huron	2 months	No.	Less \$1 per day.
St. Clair	2 weeks	No.	Substitute's salary deducted.
Sault Ste. Marie	No limit	No.	Less one-third salary.
South Haven	1 week	Yes	
Ypsilanti	1 month	Usually	Half.
<b>MINNESOTA.</b>			
Albert Lea	2 days	Yes	
Anoka	3 days	Yes	After 3 days, one-half pay for 2 days.
Beveridge	2 weeks	No.	One-half.
Detroit	Not specified	Yes	
East Grand Forks	2 days	Yes	She pays substitute.
Eveleth	2 weeks	Yes	
Fairmont	Not specified	Yes; a short time	
Fergus Falls	3 days	Yes	After 3 days one-half salary.
Hastings	1 to 3 weeks	No.	Minus pay for substitute.
Hibbing	No limit	Yes	
Ely	10 days	Yes	
Lake City		Yes	
Mankato	10 days yearly	Yes	
Melrose	No time limit fixed	Yes	
Moorhead	3 days	Yes	
New Ulm	3 days	Yes	
Northfield	No specified time	Yes	
Owatonna	10 days	Yes	
South St. Paul	20 days	Yes	
Winona	1 day per month	Yes	

TABLE 11.—List of cities granting teachers sick leave with pay, and time allowed—Contd.

Cities.	Number of days of sick leave granted.	On full pay?	If not on full pay, what part?
<b>MISSISSIPPI.</b>			
Canton		Yes	Teacher pays substitute.
Clarksdale	1 week	Yes	
Greenville		No	One-third salary.
Laurel	5 days	Yes	
Meridian	1 day or more	No	Half salary after first day, which is lost.
Vicksburg	No limit	Yes	
Winona	2 days per month	Yes	
<b>MISSOURI.</b>			
Carrollton	Not prescribed	Some time	Deduct substitute's salary.
Cartersville	5 days	Yes	
Carthage	5 days a year	Yes	
Fredericktown	5 days	Yes	
Hannibal	Not limited by rule	No	One-half to one-fourth pay.
Jefferson City	10 days	Yes	
Kennett	No ruling	Yes	
Kirkwood	10 days	Yes	Half pay.
Lexington	do	Yes	
Marshall	No limit		Two-fifths salary.
Nosbo	30 days	Yes	
Webster Grove	4 weeks	No	Half pay.
<b>MONTANA.</b>			
Roseman	20 days	No	One-half pay.
Great Falls	10 days	Yes	
Helena	3 days in 1 school month	Yes	
Kalispell	30 days	Yes	
Miles City	No definite rule	Yes, with exceptions	
Missoula	10 days	Yes	
Red Lodge	4 weeks	Yes	
<b>NEBRASKA.</b>			
Alliance	5 days	Yes	
Aurora	3 days	Yes	
Columbus	5 days	Yes	
Grand Island	do	Yes	
Holdrege	2 weeks	Yes	
Kearney	14 days	Yes	
McCook	5 days a year	Yes	
Nebraska City	5 days per year	Yes	
<b>NEW HAMPSHIRE.</b>			
Chermont	3 days a term	Yes	
Concord (Penacook Un. Dist.)	10 days	Yes	
Concord	2 or 3 days per year	Yes	
Lebanon	1 to 2 days	Yes	
Portsmouth	14 days in a year	Yes	
<b>NEW JERSEY.</b>			
Asbury Park	20 days	No	Minus pay for substitute.
Bloomfield	do	Yes	
Boniton	10 days	No	Less \$1.50 paid substitute.
Bridgeton	5 days	Yes	
Dover	10 days	Yes	
East Newark	20 days	Yes	Less \$1 per day.
Edgewater	2 months	For 1 month	Half pay second month.
Glen Ridge	1 month	Yes	
Hawthorne	10 days	Yes	After 10 days \$2 is deducted.
Hickensack	No stated time; sometimes a full year	Yes	
Kearney	About 3 months	Yes	Sometimes one-half pay for third month; superintendent decides.
Lambertville	10 days	Yes	Beyond 10 days, less substitute's salary.
Montclair	3 days per month	Yes	
Newton	1 day a month	Yes	Half pay for longer period.
Nutley	Decided on merits	Yes	
Orange	10 days per year	Yes	
Parsippany	20 days per year	Yes	
Piscataway	15 days per year; not more than 3 days a month	Yes	Half salary.
Ridgewood		Yes	
Rutherford	20 days	Yes	

TABLE 11.—List of cities granting teachers sick leave with pay, and time allowed—Contd.

Cities.	Number of days of sick leave granted.	On full pay?	If not on full pay, what part?
<b>NEW JERSEY—con.</b>			
South Orange.....	At discretion of teachers' committee.	Yes.....	
Tenafly.....	No limit.....	Yes.....	
Vineland.....	No definite time.....	Yes.....	
Washington.....	5 days.....	Yes.....	
Westfield.....	No limit.....	Yes.....	
West New York.....	20 days.....	Yes.....	
Woodbury.....	5 days.....	Yes.....	
<b>NEW YORK.</b>			
Albion.....	1 week.....	Yes.....	
Babylon.....	Conditions govern.....	Yes.....	
Baldwinsville.....	Indefinite.....	Yes.....	
Bath.....	No time specified.....	Yes.....	
Bescon.....	10 days.....	Yes.....	
Catskill.....	do.....	Yes.....	
Cold Spring.....	5 days per year.....	Yes.....	
Corning.....	15 days.....	Yes.....	
Cortland.....	5 days each semester.....	Yes.....	
Clyde.....	5 days.....	Yes.....	
Dunkirk.....	2 weeks.....	No.....	2 days' full salary; balance of time must pay substitute.
Freeport (L. I.).....	10 days.....	Yes.....	
Fulton.....	5 days.....	Yes.....	
Geneva.....	Reasonable amount.....	Yes.....	
Gloversville.....	5 days a year.....	Yes.....	
Goshen.....	2 weeks.....	Yes.....	
Homer.....	3 days.....	Yes.....	
Hornell.....	5 days.....	Yes.....	
Ithaca.....	1 week.....	No.....	Less substitute's pay. Less \$1 per day.
Kingston.....	1 month.....	No.....	
Lancaster.....	5 days.....	Yes.....	
Le Roy.....	2 weeks.....	Yes.....	
Lockport.....	do.....	No.....	Half pay. One-half.
Lyons.....	10 days.....	No.....	
Malone.....	4 days.....	Yes.....	
Mamaroneck.....	30 days.....	Yes.....	
Mansena.....	2 weeks.....	Yes.....	
Mechanicville.....	10 days.....	No.....	Less \$1.50 per day; longer period than 10 days, forfeits all salary during absence.
Medina.....	1 day per month.....	Yes.....	
Middletown.....	1 month.....	No.....	One-third salary.
Mount Kisco.....	5 days.....	Yes.....	
Newark.....	do.....	Yes.....	
Newburgh.....	4 weeks in a year.....	Yes.....	
North Tarrytown.....	20 days per year.....	No.....	10 days' full pay and 10 days' half pay. Less one-half.
North Tonawanda.....	2 weeks.....	No.....	
Norwich.....	1 week.....	Yes.....	
Nyack.....	No time limit.....	Yes.....	
Olean.....	5 days each semester.....	Yes.....	
Oneonta.....	10 days.....	Yes.....	
Oswego.....	Each case considered by itself.....	Yes.....	
Peekskill, District No. 7.....	5 days or more.....	Yes.....	
Perry.....	No specified time.....	Yes.....	
Port Chester.....	10 days.....	Yes.....	
Port Jervis.....	1 month.....	No.....	Less one-fourth.
Port Plain.....	1 or 2 days.....	Yes.....	
Poughkeepsie.....	1 month.....	No.....	Less \$1.50 per day.
Rockville Center.....	No limit.....	Yes.....	
Rye.....	Only 10 days in year.....	Yes.....	
Salamanca.....	10 days.....	No.....	Half pay.
Saranac Lake.....	5 days.....	Yes.....	
Silver Creek.....	Reasonable time granted.....	No.....	Less 20 per cent; other 80 per cent goes to substitute.
Solvay.....	7 days.....	Yes.....	
Towanda.....	2 weeks.....	Not entirely.....	1 week full pay; 1 week half pay.
Tupper Lake.....	5 days.....	Yes.....	
Tuchussee.....	2 weeks.....	Yes.....	
Warsaw.....	do.....	Yes.....	
Waterford.....	No specified time.....	No.....	Less substitute's salary.
<b>NEW MEXICO.</b>			
East Las Vegas.....	5 days.....	Yes.....	
Rowell.....	10 days.....	Yes.....	

TABLE 11.—List of cities granting teachers sick leave with pay, and time allowed—Contd.

Cities.	Number of days of sick leave granted.	On full pay?	If not on full pay, what part?
<b>NORTH CAROLINA.</b>			
Asheville.....	5 days.....	No.....	Half.
Durham.....	Not limited.....	Yes.....	
Greenville.....	10 days.....	Yes.....	
Henderson.....	do.....	No.....	One-half.
Wilson.....	5 days.....	Yes and no.....	More than the 5 days, part salary.
Winston-Salem.....	5 days per month.....	Yes.....	
<b>NORTH DAKOTA.</b>			
Devils Lake.....	5 days.....	Yes.....	
Dickinson.....	10 days.....	No.....	About three-fourths of salary.
Fargo.....	Indefinite.....	1 day's full pay.....	5 days one-half pay, then board action.
Williston.....	5 days in 3 months.....	No.....	One-half.
<b>OHIO.</b>			
Berea.....	1 week.....	No.....	One-half.
Bryan.....	10 days.....	Yes.....	
Canal Dover.....	1 day per month.....	Yes.....	
Circleville.....	Indefinite.....	No.....	Half.
Cleveland Heights (village).....	2 weeks.....	Yes.....	
Coshocton.....	2 weeks.....	Yes.....	
Delphos.....	10 days.....	Yes.....	
East Cleveland.....	do.....	Yes.....	
East Liverpool.....	4 days per year.....	Yes.....	
Franklin.....	2 days.....	Yes.....	
Gallipolis.....	1 day.....	Yes.....	
Garard.....	10 days.....	Yes.....	
Greenville.....	5 days.....	Yes.....	
Hillsboro.....	2 days.....	Yes.....	One-third for time over 2 days.
Lakewood.....	10 days.....	Yes.....	
Lancaster.....	30 days.....	No.....	One-fourth salary.
Martins Ferry.....	2 days a month.....	Yes.....	
Miamisburg.....	3 days.....	Yes.....	
Montpelier.....	5 days.....	No.....	Half pay.
Napoleon.....	do.....	Yes.....	
Newark.....	20 days.....	No.....	Minus \$1 per day.
Norwalk.....	15 weeks.....	Yes.....	
Norwood.....	3 days per month full pay.....	Yes and no.....	5 additional days per month, half pay.
Painesville.....	5 days.....	Yes.....	
Piqua.....	do.....	Yes.....	
Salmon.....	5 days per year.....	Yes.....	
Sandusky.....	20.....	No.....	\$1.50 reduction.
Shelby.....	Indefinite.....	Yes.....	
Sidney.....	10 days.....	Yes.....	One-half.
Struthers.....	4 days' sickness any 3-month term.....	Yes.....	
Van Wert.....	No rule.....	Yes.....	
Wapakoneta.....	5 days.....	Yes.....	
Warren.....	7 days.....	Yes.....	
Washington C. H.....	10 days.....	No.....	One-half salary.
Woodfield.....	2 or 3 days.....	Yes.....	
<b>OKLAHOMA.</b>			
El Reno.....	3 days.....	Yes.....	
Frederick.....	do.....	Yes.....	
Hartshorne.....	5 days per year.....	Yes.....	
Hugo.....	5 days.....	Yes.....	
Kingfisher.....	A week.....	Yes.....	
Shawnee.....	Indefinite.....	No.....	Less \$1.50.
Tulsa.....	5 days.....	No.....	One-half.
Woodward.....	10 days.....	Yes.....	
<b>OREGON.</b>			
Albany.....	1 week.....	Yes.....	
Baker.....	No limit.....	Yes.....	Usually two-thirds.
Marion.....	do.....	Yes.....	
Oregon City.....	do.....	Yes.....	50 per cent.
Salmon.....	At option of superintendent.....	No.....	\$1 per day.
The Dalles.....	3 days.....	Yes.....	On two-fifths salary 5 days.
<b>PENNSYLVANIA.</b>			
Ambridge.....	2 days.....	No.....	Half.
Altoona.....	20.....	No.....	Do.
Beaver.....	7 days.....	Yes.....	

TABLE 11.—List of cities granting teachers sick leave with pay, and time allowed—Contd.

Cities.	Number of days of sick leave granted.	On full pay?	If not on full pay, what part?
<b>PENNSYLVANIA—</b>			
continued.			
Beaver Falls.....	5 days in term.....	Yes.....	
Bradford.....	20.....	No.....	One-half pay.
Bristol Borough.....	Indefinite.....	No.....	Do.
Brookville.....	.....	No.....	\$3 less salary.
Butler.....	.....	No.....	Loss \$3 per day for all absences.
Carnegie.....	5 days.....	Yes.....	
Catasauqua.....	do.....	Yes.....	Half salary for longer period.
Columbus.....	10 days.....	No.....	One-half pay.
Crafton.....	5 days.....	Yes.....	
Darby.....	1 day.....	Yes.....	
Donora.....	5 days.....	Yes.....	
Ford City.....	2 weeks.....	Yes.....	
Gettysburg.....	10 days.....	Yes.....	
Greenville.....	For a week at a time.....	Yes.....	
Hanover.....	5 days.....	Yes.....	
Honesdale.....	No limit.....	Yes.....	
Lansford.....	5 days.....	Yes.....	
Lebanon.....	5 days during term.....	Yes.....	
Mauch Chunk.....	Specifically 10 days.....	Yes.....	
Media.....	3.....	Yes.....	
Monessen.....	1 day each month.....	Yes.....	
Munhall.....	1 month.....	Yes.....	
Oakmont Borough.....	No limit fixed.....	Yes.....	
Phoenixville.....	do.....	Yes.....	
Pottsville.....	20 days.....	.....	About one-half.
St. Marys.....	1 week.....	No.....	
Sewickley.....	2 weeks.....	Yes.....	
Sharon.....	Not fixed.....	Yes.....	
Sharpsville.....	5 days.....	Yes.....	
Shippensburg.....	1 week.....	Yes.....	
Susquehanna.....	10 days.....	Yes.....	Two-thirds pay.
Tarantum.....	do.....	No.....	
Uniontown.....	3 days.....	Yes.....	
Washington.....	15 days.....	Yes.....	
Waynesburg.....	10 days per month.....	Yes.....	Two-fifths pay.
West Berwick.....	1 week.....	No.....	Not strictly enforced.
West Chester.....	10 days.....	Yes.....	
Wilkinsburg.....	10 days.....	Yes.....	One-third to one-half.
Windber.....	Nature of disease.....	No.....	
<b>RHODE ISLAND.</b>			
Bristol.....	1 to 3 weeks.....	No.....	Half pay 1 week, after that one-fourth pay 3 weeks.
Burrillville.....	10 days.....	No.....	One-third pay.
Central Falls.....	do.....	No.....	One-third.
East Providence.....	do.....	No.....	Do.
Newport.....	20 days.....	3 days.....	One-third for 17 days.
North Providence.....	.....	No.....	Difference between teacher's and substitute's salary.
Westerly.....	20 days.....	10 days.....	One-half pay 10 days.
<b>SOUTH CAROLINA.</b>			
Anderson.....	5 days per month if necessary.....	Yes.....	
Chester.....	5 days per year.....	Yes.....	
Columbia.....	40 days.....	15 days.....	One-half salary for the 26 days remaining.
Darlington.....	No limit.....	Yes.....	Three-tenths.
Georgetown.....	10 days.....	Yes.....	
Rockhill.....	.....	Yes.....	
<b>SOUTH DAKOTA.</b>			
Aberdeen.....	No regulation.....	Sometimes.....	One-half salary.
Brookings.....	3 days.....	No.....	Do.
Pierre.....	5 days.....	Yes.....	
Watertown.....	3 days in succession.....	Yes.....	After 3 days, no pay.
<b>TENNESSEE.</b>			
Bristol.....	2 weeks.....	No.....	Less \$1.50 substitute's pay.
Lebanon.....	1 week.....	Yes.....	
<b>TEXAS.</b>			
Ballinger.....	10 days.....	No.....	Two-thirds.
Beaumont.....	Half time.....	No.....	Half pay.
Bowie.....	5 days in succession.....	.....	
Big Spring.....	No limit.....	Yes.....	
Bryan.....	Indefinite.....	No.....	\$1 per day deducted.

TABLE 11.—List of cities granting teachers sick leave with pay, and time allowed—Contd.

Cities.	Number of days of sick leave granted.	On full pay?	If not on full pay, what part?
<b>TEXAS—continued.</b>			
Cameron	Not fixed	Yes	
Emis	15	No; 5 days only	
Gainesville	5 days	No	Half pay.
Gonales	15 days	Yes	
Houston	15 days yearly	Yes; for 5 days yearly	10 days half pay yearly.
Maxie	1 week	Yes	
Mineral Wells	2 weeks	Yes	
Navasota	10 days	Yes; for 5 days	5 days one-half pay.
New Braunfels	No time limit	Yes	
Paris	5 days	No	One-half.
Stephenville	1 or 2 days	Yes	
Sweetwater	5 days	Yes	
Temple	10 days	No	Do.
Victoria	14 days	Yes	
Waxahatchie	No time settled	Yes	
<b>UTAH.</b>			
Lehi	Conditions govern	Yes	
Ordan City	10 days	Yes	
Park City	2 days	Yes	
Provo	10 days	No	Difference between salary and price of substitute.
Tooele	1 week	Yes	
<b>VERMONT.</b>			
Bennington	1 day a month	Yes	
Burlington	Not stated	No	One-fourth salary.
Montpelier	No rule	For short period	Long period, half pay.
Rutland	10 days	No	Half pay.
St. Albans	5 days	No	One-fourth salary.
<b>VIRGINIA.</b>			
Bristol	Not definite	No	Half pay.
Staunton	30 days	No	Two-thirds.
<b>WASHINGTON.</b>			
Aberdeen	No limit	Yes	
Branterton	30 days	No	One-third.
Chehalis	Reasonable number	Yes	
Cle Elum	Optional	Optional	
Ellensburg	2 days high school, $\frac{1}{2}$ day in grades	Yes	
Everett	5 days	Yes	One-half pay.
Hoquiam	10 days	No	One-half pay.
Olympia	15 days	No	One-half pay.
Port Townsend	5 days	Yes	
Pullman	5 days	Yes	
South Bend	4 days	No	If less than 5 days, pay substitute \$2.50 per day; more, pay substitute all salary.
Vancouver	20 days	No	Half pay for 20 days.
Walla Walla	20 days	No	One-half pay.
<b>WEST VIRGINIA.</b>			
Davis	1 week	Yes	
Elkins	10 days	Yes	
Fairmont	10 days	Yes	
Mannington	Indefinite	Yes	
Parkersburg	10 days	Yes	
Stetersville	Optional with board	Yes	
<b>WISCONSIN.</b>			
Ashland	5 days	Yes	
Beaver Dam	20 days	No	One-half.
Beloit	5 days	Yes	
Chippewa Falls	2 weeks	Yes	
Columbus	About 2 weeks	Yes	
Edgerton	7 $\frac{1}{2}$ days	Yes	
Grand Rapids	3 days, usually	Yes	
Janesville	5 days	Yes	
Kaukauna	5 days	Yes	
Kenosha	10 days	Yes	
Lake Geneva	5 days or more	Yes	
Madison	14 days	Yes	
Marshfield	Up to 3 days	Yes	
Menasha	2 weeks	Yes	
Merrill	10 days	Yes	

TABLE 11.—List of cities granting teachers sick leave with pay, and time allowed—Contd.

Cities.	Number of days of sick leave granted.	On full pay?	If not on full pay, what part?
WISCONSIN—contd.			
Neeah.....	10 days.....	Yes.....	Must pay substitute.
Oconomowoc.....	.....	Yes.....	
Plattsville.....	2 days.....	Yes.....	
Port Washington.....	1 week.....	Yes.....	
Richland Center.....	3 in 1 month.....	.....	
Sheboygan.....	Not limited.....	.....	
Stanley.....	Discretion of superintendent.....	Yes.....	
Stevens Point.....	3 days.....	Yes.....	
Sturgess Bay.....	10 days.....	Yes.....	
Tomah.....	2 weeks.....	Yes.....	
Two Rivers.....	5 days.....	No.....	
Washburn.....	10 days.....	.....	
Wausau.....	5 days.....	Yes.....	
Wausau.....	No limit set.....	.....	
Whitewater.....	No limit.....	No.....	One-half pay. Half pay. Must pay substitute.
WYOMING.			
Cheyenne.....	7 days.....	Yes.....	Extra time at discretion of board.
Laramie.....	5 days.....	Yes.....	

TABLE 12.—School boards—Number of members, how chosen, etc.

States.	Cities reporting.	Number of school boards and members on each.		Elective boards.			Appointive boards.				
		Boards.	Members.	Number.	Elected at large.	Elected by wards.	Number.	Appointed by mayor.	Appointed by city council or commission.	Represent entire city.	Represent some ward.
Total.....	1,209.....	.....	.....	1,094	960	99	1,194	45	142	173	11
Alabama.....	*10.....	9	5				9		9	8	1
Arizona.....	5.....	5	11								
Arkansas.....	12.....	12	3	5	5						
California.....	42.....	23	3	12	12						
Colorado.....	19.....	18	3	41	40	1	1	1		1	
Connecticut.....	26.....	17	3								
Delaware.....	2.....	2	3	23	21	2	2	2		2	
Florida <sup>1</sup> .....	19.....	7	6								
Georgia.....	19.....	1	7								
		1	8								
		10	9								
		4	12								
		1	9	2	1	1					
		1	12								
		3	8	9	8	1	7		7	8	2
		3	7								
		3	9								
		2	10								
		2	11								
		1	12								
		1	13								

<sup>1</sup> do not state manner of appointment.  
<sup>2</sup> self-perpetuating.  
<sup>3</sup> Under direction and control of county board of public instruction and county superintendent. May be a special-tax district with a board of trustees who have power to nominate teachers to county board.  
<sup>4</sup> self-perpetuating.

TABLE 12.—School boards—Number of members, how chosen, etc.—Continued.

States.	Cities reporting.	Number of school boards and members on each.		Elective boards.			Appointive boards.			
		Boards.	Members.	Number.	Elected at large.	Elected by wards.	Number.	Appointed by mayor.	Appointed by city council or commissioners.	Represent entire city.
Idaho	10	1	5	10	10					
Illinois	92	3	5	89	88	1	3	3		3
		76	7							
		1	8							
		8	10							
		1	11							
		2	12							
		1	15							
Indiana	65	65	3				65	65	65	
Iowa	46	38	5	46	46					
		8	7							
Kansas	35	35	6	35						
Kentucky	21	5	5	21	5	16				
		7	6							
		1	7							
		7	8							
		1	10							
Louisiana										
Maine	13	7	3	9	4	5	4	4	4	
		1	6							
		11	7							
		1	11							
Maryland		1	14							
Massachusetts	63	18	2	63	49	4				
		24	6							
		1	7							
		1	8							
		9	9							
Michigan	51	1	3	50	49	1	1	1	1	
		28	5							
		19	6							
		1	7							
		1	8							
		1	9							
Minnesota	36	1	3	35	28	7	1	1	1	
		3	6							
		24	6							
		5	7							
		1	8							
		1	9							
		1	11							
Mississippi	14	14	5				14	14	14	
Missouri	42	42	6	42	42					
Montana	11	8	5	11	11					
		3	7							
Nebraska	16	14	6	16	16					
		2	9							
Nevada	2	1	3	2	2					
		1	5							
New Hampshire	10	2	3	8	6	2	2	1	1	2
		1	6							
		4	9							
		1	12							
		1	13							
		1	15							
New Jersey	54	16	5	36	36		18	18	18	
		4	6							
		34	9							
New York	98	7	3	85	80	5	11	9	2	10
		25	5							
		17	6							
		15	7							
		9	8							
		27	9							
		1	10							
		2	12							

<sup>1</sup> Under control of parish boards.

<sup>2</sup> No city boards. All cities except Baltimore under control of county commissioners, who are appointed by the governor.

TABLE 12.—School boards—Number of members, how chosen, etc.—Continued.

States.	Cities reporting.	Number of school boards and members on each.		Elective boards.			Appointive boards.				
		Boards.	Members.	Number.	Elected at large.	Elected by wards.	Number.	Appointed by mayor.	Appointed by city council or commissioner.	Represent entire city.	Represent some ward.
North Carolina.....	16	1 5 6 2 1	5 6 7 9 24	3	2	1	10		10	10	
North Dakota.....	8	1 6 2	3 5 9	8	6	2					
New Mexico.....	5	5	5	5	5						
Ohio.....	78	78	5	78	78						
Oklahoma.....	26	3 1 9 8 8 5	5 6 8 10 12	26		26					
Oregon.....	14	1 13	3 5	14	14						
Pennsylvania.....	161	65 96	5 7	161	161						
Rhode Island.....	8	1 3 1 2 1	3 5 6 7 8	7	6	1	1		1		
South Carolina.....	10	1 1 5 1 3	6 7 17 18 19	6	5	1					
South Dakota.....	9	9	5	9	9						
Tennessee.....	8	2 1 4 1	3 5 6 8	2	1	1	6		6	6	
Texas.....	50	2 47 1	6 7 9	36	36		14	3	11	11	3
Utah.....	8	4 4 4	3 6 6	8	4	4					
Vermont.....	7	2 2 1 1	3 3 6 7	7	3	4					
Virginia.....	10	1 5 1 4	9 3 9 6				10		10	8	2
Washington.....	21	15 6	3 5	21	21						
West Virginia.....	13	10 3	3 5	13	12	1					
Wisconsin.....	41	3 2 6 3 13 8 2 1 3 1 3	3 4 5 6 7 8 9 11 12 13 16	26	14	12	45	8		8	
Wyoming.....	5	1 5	10 6	5	5						

<sup>1</sup> 3 self-perpetuating.  
<sup>2</sup> In one board composed of 7 members 3 are appointed by city council, 3 by county board, 1 by school board; in another composed of 7 members 4 are elected at large, 2 appointed by the governor, and 1 by the city council.  
<sup>3</sup> 3 members appointed by county board and 5 by Marlboro Educational Society.  
<sup>4</sup> In one board 6 members are appointed by self-perpetuating board and 3 by county board.



TABLE 13.—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants.

Cities.	Population (census of 1910).	Board members.	Standing committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.		
				Member of board?	If not member of board, permit- tent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	Is vote of majority of board required?
ALABAMA.													
Alabama City.	4,312	5	None.	Yes		0	Yes	0	Monthly	3	Yes		Yes
Decatur.	4,228	5	Finance, 3; teachers, 3; study, 3.	No	Yes	0	No	\$200	Quarterly	3	Yes		Yes
Enterprise.	4,259	5	Finance, 3; buildings, 2; study, 3.	No	Yes	0	No		Monthly	3	No		Yes
Florence.	6,690	5	Finance.	No	Yes	0	No		do	3	Yes	(1)	Yes
Gadsden.	10,457	5	Finance, 3; buildings, 2; study, 3.	No	Yes	0	No		do	3	No		No
Grand Rapids.	4,714	5	None.	Yes		0	No		Every 2 weeks.	3	No		Yes
Jeffer.	2,500	5	Finance, 3; buildings, 2; study, 3.	Yes		0	No		Monthly	3	Yes		Yes
New Decatur.	6,118	5	do.	No	No	\$100	Yes	\$300	Annually	5	Yes		Yes
Selma.	13,649	11	Executive, 3; pediman- ship, 3; auditing, 3; visiting, 3; teachers, 4; prizes, 5.	Yes		0	No	0	Monthly	3	Yes		Yes
Shelby.	4,965	5	None.	Yes		0	No	0	do	3	No		Yes
Troy.	4,961	5	Executive, 3; instruc- tion, 3; finance, 3.	Yes		0	No	150	do	3	Yes		Yes
Tusculum.	3,324	5	Finance, 3; course of study, 3.	Yes		0	No	0	Irregularly	3	Yes		Yes
ARIZONA.													
Bisbee.	9,019	3	None.	Yes		100	No	0	Monthly	2	No		Yes
Chifton.	4,874	3	Teachers, school build- ings, supplies.	Yes		100	Yes	0	do	2	No		Yes
Douglas.	6,473	3	None.	Yes		100	No	0	do	2	No		Yes
Globe.	7,063	3	None.	Yes		100	No	0	do	2	No		Yes
Phoenix.	11,134	3	do.	Yes		100	Yes	0	do	2	No		Yes
Prescott.	5,092	3	do.	Yes		100	Yes	0	do	2	No		Yes
ARKANSAS.													

ORGANIZATION OF CITY BOARDS OF EDUCATION.

City	11, 125	0	Teachers 3, buildings, 3; purchasing, 3; territory, 3; auditing, 3.	Yes	300	Monthly	4	Yes	No	4	Yes	No
Arkadelphia	2,745	6	None	Yes	80	do	4	Yes	No	4	Yes	No
Batesville	3,395	6	Finance, building, rules and regulations, textbooks, supplies.	Yes	75	do	4	Yes	No	4	Yes	No
Blytheville	3,848	6	Teachers, books, and repairs and maintenance, furniture and supplies.	Yes	0	do	4	Yes	No	4	Yes	No
Conway	2,794	6	Building and grounds; finance; teachers, 3 each.	Yes	50	do	4	Yes	No	4	Yes	No
Pyretterville	4,471	6	Buildings and grounds; text, supplies, and teachers.	Yes	100	do	4	Yes	No	4	Yes	No
Purdys	2,794	6	Teachers and schools, buildings, 3; text, finance, supplies, on finance, supplies, and textbooks.	Yes	900	do	4	Yes	No	4	Yes	No
Fort Smith	23,785	6	Teachers and schools; finance; buildings and grounds; rules and grievances; 3 on each.	Yes	Yes	0	4	Yes	No	4	Yes	No
Helena	8,772	6	Teachers and schools; finance; buildings and grounds; rules and grievances; 3 on each.	Yes	No	Monthly	4	No	Yes	4	No	Yes
Hope	3,638	6	Teachers and schools; finance; buildings and grounds; rules and grievances; 3 on each.	Yes	0	do	4	Yes	No	4	Yes	No
Jonesboro	7,123	6	Finance; 3; buildings and grounds; 3; supplies; 2.	Yes	25	do	4	No	Yes	4	No	No
Stuttgart	2,740	6	Buildings and finance; 2; teachers; 2; textbooks; 2.	Yes	25	do	4	Yes	No	4	Yes	No
Van Buren	3,879	6	Teachers; 2.	Yes	25	do	4	No	Yes	4	No	Yes
CALIFORNIA												
Alameda		5	Classification and teachers; 3; salaries, finance, buildings, grounds, and janitors; 3; rules and printing; 3; furniture and supplies; 3; judiciary; 3.	No	No	Weekly	3	No	Yes	2	No	Yes
Alhambra	5,021	3	None	No	800	Monthly	2	Yes	No	2	Yes	No
Anaheim	2,688	3	None	Yes	800	do	2	Yes	No	2	Yes	No
Bakersfield	12,727	5	None	Yes	0	do	3	Yes	No	3	Yes	No

1 No rule.  
2 Same person acts as secretary and treasurer.  
3 County treasurer acts.  
4 No treasurer.

5 In part.



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees and members on each.	Secretary.			Treasurer.		Election of superintendent and teacher.			
				Member of board?	If not member of board, does applicant serve?	Does outside person serve?	Yearly salary.	Member of the board?	Yearly salary.	By vote of majority of board?	By vote of majority of board?	Does same rule apply to other business?
CALIFORNIA—CON.												
Chico.	3,750	5	Building and grounds, 3; supplies, 3; finance, 3.	Yes.	Yes.		\$200	( )		2	Yes.	Yes.
Colton.	3,980	3	None.	Yes.			0	( )		2	Yes.	Yes.
Corona.	3,540	3	None.	Yes.			0	No ( )		2	No.	Yes.
Glendale.	2,746	3	None except by appointment.	Yes.			0	( )		2	Yes.	Yes.
Hayward.	2,746	3	None except by appointment.	Yes.			0	( )		2	Yes.	Yes.
Mill Valley.	2,551	3	None.	Yes.			0	( )		3	No.	Yes.
Mariposa.	4,034	3	None.	Yes.			0	( )		2	No.	Yes.
Napa.	5,791	3	Classification, 3; rules and regulations, 3; schoolhouses, repairs, etc., 3; finance, library, 3.	Yes.			0	( )		4	No.	Yes.
Nevada City.	2,659	7	None.	Yes.			60	( )		2	Yes.	No.
Ontario.	4,374	3	None.	Yes.				No.		2	Yes.	Yes.
Orange.	2,920	3	Finance, buildings and grounds, printing and supplies, 3 each.	Yes.			50	Yes.		2	Yes.	Yes.
Orville.	3,559	5	Teachers, 3; supplies, 2; building and repairs, 2; finance, 2; library, 2.	No.				Yes.		3	Yes.	Yes.
Orwood.	2,555	3	None.	Yes.			0	( )		2	No.	Yes.
Palo Alto.	4,488	5	None.	Yes.				( )		3	Yes.	No.
Porterville.	2,600	5	None.	Yes.				( )		3	No.	No.
Redlands.	10,449	3	None.	No.			1,200	( )		2	Yes.	Yes.
Redondo Beach.	2,933	3	None.	Yes.			0	( )		2	Either.	Yes.
Richmond.	6,802	3	None.	Yes.				( )		2	No.	Yes.
Roseville.		3	None.	Yes.				( )		2	Yes.	Yes.

City	2,008	5	Yes	No.	do.	3	Yes	No.	Yes	No.
Salinas	2,008	5	Yes	No.	do.	3	Yes	No.	Yes	No.
San Bernardino	12,770	5	Yes	(1)	do.	3	Yes	No.	Yes	Yes.
San Leandro	3,741	3	Yes	(2)	do.	2	Yes	Yes	Yes	Yes.
San Luis Obispo	5,157	5	Yes	(3)	Irregular	2	Yes	Yes	Yes	Yes.
San Mateo	4,384	3	Yes	(4)	Monthly	2	No.	No.	Yes	No.
San Rafael	5,694	5	Yes	(5)	do.	3	Yes	Yes	Yes	No.
Santa Ana	8,429	5	Yes	No.	Semi-monthly	3	Yes	No.	Yes	Yes.
Santa Barbara	11,659	5	Yes	240	Monthly	3	Yes	Yes	No.	Yes.
Santa Cruz	11,146	5	Yes	(6)	do.	3	Yes	Yes	Yes	Yes.
Santa Monica	7,947	5	Yes	900	do.	3	Yes	Yes	Yes	Yes.
Santa Rosa	7,817	5	Yes	240	do.	3	Yes	No.	No.	Yes.
South Pasadena	4,649	3	Yes	(7)	Bi-monthly	2	Yes	Yes	Yes	Yes.
Stockton	23,253	5	No	No	Monthly	3	No.	Yes	Yes	No.
Tulare	2,736	5	Yes	270	do.	3	Yes	No.	Yes	Yes.
Tulare Valley	11,340	5	No	(8)	Three times a month	2	No.	Yes	Yes	No.
Ventura	2,946	5	Yes	900	Monthly	2	Yes	Yes	Yes	Yes.
Ventura	2,946	5	Yes	(9)	do.	3	Yes	Yes	Yes	Yes.
Visalia	4,650	5	Yes	(10)	Semi-monthly	3	Yes	Yes	Yes	Yes.
Watsonville	4,446	3	Yes	0	Monthly	2	No.	Yes	Yes	Yes.

(1) Amalia  
(2) Money comes through county superintendent and county treasurer.

(3) Supervising principal serves.

(4) Either.

(5) No treasurer.  
(6) County treasurer acts.

TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

City.	Popu- lation (census of 1920).	Board mem- bers.	Standing committees and members on each.	Secretary.			Treasurer.		Election of superintendent and teacher.			
				Member of board?	If not member of board, does ex- pendit- ment serve?	Does office serve?	Yearly salary.	Member of the board?	Yearly salary.	By vote of ma- jority of quorum?	Is vote of majority of board required?	Does same rule apply to other business?
<b>CALIFORNIA—CON.</b>												
Whittier	4,850	3	None.	No.	Yes.							
Woodland	4,157	3	Buildings and repairs, course study, sup- plies, 3 members each.	No.	Yes.	0	No.				Yes.	Yes.
<b>COLORADO.</b>												
Alamosa	3,013	3	None.	Yes.	Yes.	\$100	Yes.	0			Yes.	Yes.
Bozlar	9,539	5	Finance, discipline, rules and regulations, buildings, janitors, and supplies, code corps and athletics.	No.	Yes.	600	No.	0			Yes.	Yes.
Canon City	5,153	5	Finance, 3 each; course of study, 2 each.	Yes.	Yes.	620	No.	860			Yes.	Yes.
Colorado City	4,333	5	Teachers and salaries, buildings and grounds, rules and regulations, text- books and course of study, janitors and supplies, audit and finance, 3 each.	Yes.		360	No.	180			No.	Yes.
<b>CONNECTICUT.</b>												
Croft's Creek	6,323	3	Finance, buildings and grounds, teachers and salaries, 3 each.	No.	Yes.	1,500	No.	300			No.	Yes.
Durango	4,686	5	Buildings and grounds, finance, 3 each.	No.	Yes.	300	No.	25			Yes.	Yes.
Florence	2,712	5	Education, building, finance, 3 members each.	Yes.		300	Yes.	25			Yes.	Yes.



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees, and members on each.	Secretary.			Treasurer.		Election of superintendent and teacher.				
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?	Yearly salary.	By vote of majority of quorum?	Is vote of majority of board required?	Does same rule apply to other business?	
CONNECTICUT—continued.													
Branford.....	6,047	9	Teachers, 5; curriculum, 4; fuel and supplies, 4; transportation, 1; library, 1; promotion and graduation, 4.	Yes									
Bridford.....	13,502	6	Library and apparatus funds, examination of teachers, evening schools, 3 each.	Yes			\$300			Monthly	5	Yes	Yes
Denbury.....	21,502	12	Schools and libraries, schoolhouses, finances and supplies, 4 each.	Yes			300	No		do.	4	Yes	Yes
Derby.....	8,991	7	Schoolhouses, teachers, books and supplies, maps, drawing and manual training, rules, finance, 3 each.	No	No	(1)				do.	4	Yes	Yes
East Hartford.....	8,138	9	Teachers, supplies, building, 3 each.	Yes			(1)	No		do.	4	No	No
East Windsor.....	3,362	9	Building and repairs, finance, supplies, 3 each; library, 1.	Yes			0	No		Three times per year.	5	Yes	Yes
Enfield.....	9,719	9	Finance, 3; schools, 3; books, 3; teachers, 3; high schools, 3; elementary schools, 1 member assigned to each.	Yes			300			Monthly	5		

ORGANIZATION OF CITY BOARDS OF EDUCATION.

	2,745	12	Yes	No	25	(*)	Irregularly	5	Yes	No	Yes
East	2,745	12	Yes	No	25	(*)	Monthly	5	Yes	No	Yes
Jarvis City	2,025	6	Yes	No	50	(*)	do	2	Yes	No	Yes
Manassas	12,772	6	Yes	No	50	(*)	do	4	Yes	No	Yes
New London	19,659	9	Yes	No	300	Yes	do	5	No	Yes	Yes
New Milford	5,010	12	Yes	No	100	(*)	do	7	Yes	No	Yes
Newtown	3,012	8	Yes	No	250	No	Two a year		Yes	Yes	Yes
Painesfield	6,719	9	Yes	No	75	(*)	Monthly	5	Yes	No	Yes
Painville	2,882	6	Yes	No	65	(*)	do	4	Yes	No	Yes
Plymouth	5,021	9	Yes	No	0	(*)	Irregularly	5	Yes	Yes	Yes
Putnam	7,280	9	Yes	No	0	(*)	Monthly	5	Yes	Yes	Yes
Shelton	4,307	5	Yes	No	25	No	do	4	No	Yes	No
Southington	9,154	9	Yes	No	5	Yes	do	5	No	Yes	No
Stafford	5,292	6	Yes	No		Yes	do	6	Yes	No	Yes
Stamington	2,114	6	Yes	No	100	(*)	Semi-monthly	2	Yes	Yes	Yes
Stratford	5,712	6	Yes	No	50	(*)	Monthly	4	Yes	No	Yes
Westport	4,259	12	Yes	No	100	No	do	5	Yes	No	Yes
Winford	7,754	6	Yes	No	150	(*)	do	4	Yes	No	Yes
DELAWARE											
Milford	2,008	12	Yes	No	100	Yes	do	7	Yes	No	Yes
New Castle	3,851	9	Yes	No	Yes	Yes	do	5	Yes	No	No

\* Clerk is treasurer.

\* Town treasurer is elected.

\* Is same as secretary.

\* Town treasurer acts.

\* City clerk may serve.

\* Is a meeting.

\* No treasurer.

TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.		
				Member of board?	If not member of board, does not attend (serve)?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	Is vote of majority of board required?
FLORIDA.													
Daytona.....	3,063	3		Yes	Yes		Yes	0	Monthly	3			
Fernandina.....	3,433	3		No	Yes		No	0	do.	2	(1)		Yes.
Orlando.....	3,894	3		Yes	Yes		Yes	0	do.	2			Yes.
St. Petersburg.....	4,127	3	County board has control of all schools of the county.	Yes	Yes		Yes	0	Irregularly	2	Yes		Yes.
Sanford.....	3,570	3		Yes	Yes		Yes	0	Monthly	2	Yes		Yes.
GEORGIA.													
Albany.....	3,190	11	Finance, rules and regulations, buildings and grounds.	No	Yes		No	\$200	Quarterly	6	Yes		Yes.
Americus.....	3,063	13	School, teachers, course of study, texts, financial supplies, rules, law, building, 3 each.	No	Yes		Yes		Monthly	7	(7)		No.
Athens.....	14,913	11	Finance, salaries, supplies and school property, preferences, rules and laws, examinations, corps of study, sanitation, library, sanitation.	Yes			Yes	250	do.	6			Yes.
Barnbridge.....	4,211	5	None except committees appointed for special reason.	No	No	Yes	No	120	do.	3	No		Yes.
Barnsville.....	3,063	10	Finance, catalogue advertising.	Yes			Yes	0	Three times a year.	6	Yes		Yes.

ORGANIZATION OF CITY BOARDS OF EDUCATION.

City	Amount	12	11	10	9	8	7	6	5	4	3	2	1	0	Monthly	7	Yes
Carrollton	3,267	Finance, supplies, building and property, gravures, printing, sanitation, exhibitions, course of study.	Yes	Yes	0	Yes	0	Monthly	7	Yes	Yes						Yes
Cedarhurst	3,551	Finance, building and grounds, supplies, course of study, gravures, printing, 3 each.	Yes	Yes	25	Yes	100	do	5	Yes	Yes						Yes
Columbus	20,554	Finance, texts, buildings, teachers, laws, 3 each.	No	Yes	0	No	(*)	do	5	No	Yes						No
Dawson	3,827	Finance, rules and by-laws, teachers, curriculum, textbooks, gravures, salaries, supplies and school property, sanitation, building and grounds, 3 each.	Yes	Yes	75	Yes	do	do	4		(†)						No
Dublin	5,799	Finance, rules, textbooks, buildings, teachers, supplies, visiting, 3 each.	No	Yes	Yes	Yes	125	do	4	Yes	Yes						Yes
Flanagan	5,795	Books, laws, buildings and grounds, 3 each.	Yes	Yes	200	Yes	80	do	3	Yes	Yes						Yes
Fort Valley	2,697	None	Yes	No	75	Yes	(*)	Upon call	4	No	Yes						No
Gainesville	5,925	Finance and insurance	Yes	Yes	50	Yes	do	Monthly	9	Yes	No						Yes
Marquette	5,949	Buildings and sanitation, supplies and salaries, executive course of study and textbooks, printing, and catalogues, 3 each.	No	Yes	50	No	50	do	4	No	Yes						No
Millersville	4,385	Finance, advisory	Yes	Yes	150	Yes	150	When necessary	6	Yes	No						Yes
Modena	3,249	Finance, teachers, licenses, 3 each.	Yes	Yes	0	Yes	0	Monthly	5	Yes	Yes						Yes
Ortman	3,915	None	No	Yes	25	No	(*)	do		No	Yes						(†)
Sandersville	2,641	Finance, textbooks, buildings, 3 each.	Yes	Yes	0	Yes	0	do									Yes
Thomasville	6,727	Finance, teachers, buildings and supplies, 3 each.	No	Yes	No	No	do	do	4	Yes	No						Yes
Washington	3,065	Finance, teachers, buildings and supplies, 3 each.	Yes	Yes	Yes	Yes	At call of board	At call of board	4	No	Yes						Yes

† In part.  
 \* Vote of entire board.  
 † Secretary and treasurer same person.  
 † Is same as secretary.  
 † City treasurer acts.  
 † As to teachers.  
 † By two-thirds vote.



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.		
				Member of board?	Does not do it.	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	In vote of majority of board required?
GEORGIA—CON.													
Waycross.....	14,468	8	Teachers, building, textbooks and course of study, library, finance, law, 2 each.	No.....	Yes.....		\$120	No.....	( <sup>c</sup> )	Monthly.....	6	Yes.....	Yes.
MAINE.													
Robt. Caldwell.....	17,328 3,584	6 6	Buildings and grounds, teachers, each, auditing, 3 each.	No.....	Yes.....	Yes.....	1,400 120	Yes.....	800	do.....	4	Yes.....	Yes.
Kebo Falls.....	4,827	6	Teachers and school work, buildings and grounds, finance, 3 each.	Yes.....			180	Yes.....	0	do.....	4	Yes.....	Yes.
Leicester.....	6,043	5	Teachers, building, finance.	Yes.....			300	No.....	( <sup>c</sup> )	do.....	3	No.....	Yes.
Memphr.....	4,205	6	Teachers, building, auditing, and visiting, 3 each.	Yes.....			80	No.....	80	do.....	4	Yes.....	Yes.
Forestville.....	9,110	6	Rules, regulations and course of study; buildings, grounds and repairs, finance, supplies and auditing, teachers, visiting, school routes, 2 each.	Yes.....		Yes.....	900	Yes.....	0	do.....	4	No.....	No.
Sandpoint.....	2,903	6	Buildings and grounds, teachers and salaries.	Yes.....			300	Yes.....	0	do.....	4	Yes.....	Yes.
Twin Falls.....	5,266	6	None.	Yes.....			300	Yes.....	0	do.....	4	Yes.....	Yes.
Valley.....	2,000	6	Building and repairs, teachers.	Yes.....			150	Yes.....	0	do.....	4	Yes.....	Yes.

ORGANIZATION OF CITY BOARDS OF EDUCATION.

City	6	Yes	180	Yes	0	do	4	Yes	Yes
Wider		Yes		Yes		do	4	Yes	Yes
ELANORA									
Alton	15	Yes		No	400	do	4	Yes	Yes
Anna	7	Yes	50	No	100	do	4	Yes	Yes
Aurora	10	Yes	300	No		do	6	Yes	Yes
Averyville	7	Yes	50	No	450	do	4	No	Yes
Beaverville	7	Yes	150	No	(*)	do	4	(*)	Yes
Beardstown	7	Yes	100	No	200	do	4	Yes	Yes
Bellville	10	No	480	No	800	do	5	No	No
Benton	7	Yes	60	No	(2)	do	4	Yes	Yes
Berwyn	7	Yes	200	No		do	4	Yes	Yes

\* City treasurer acts.      † County treasurer acts.      ‡ Township officer.      § Permissible.

TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Popu- lation (cen- sus of 1910).	Board members.	Standing committees, and members on each.	Secretary.			Treasurer.		Election of superintendent and teacher.					
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?	Yearly salary.	By vote of majority of quorum?	Is vote of majority of board required?	Does same rule apply to other business?		
ILLINOIS—contd.														
Bism Island.....	8,043	7	Buildings and grounds, 4; finance, 3.	Yes.....			\$100	No.....		Monthly.....	4	Yes.....	No.....	Yes.
Bushnell.....	2,619	7	Education, school property and supplies, 3 each, and finance, 4 each.							do.....	4		Yes.....	No.
Canton.....	10,453	5	Finance, buildings and grounds, supplies, repairs and printing, teachers, janitors and salaries, rules, regulations and discipline, text-books, apparatus, library, and course of study, 2 each.	Yes.....			200	No.....	\$200	do.....	3	No.....	Yes.....	Yes.
Carroll.....	2,833	7	Finance, repair, supply, building, finance, 3 each.	Yes.....			60	No.....		do.....	4	Yes.....		Yes.
Centerville.....	2,971	7	Education, building, finance, 3 each.	Yes.....			120	No.....		do.....	4		Yes.....	Yes.
Campanian.....	12,421	6	Finance, buildings and grounds, printing and supplies, fuel, textbooks, 3 each.	No.....	No.....	Yes.....	200	No.....		do.....	3	Yes.....	No.....	Yes.
Charleston.....	5,884	6	Finance, buildings and grounds, printing and supplies, fuel, textbooks, 3 each.	Yes.....			100	No.....	0	do.....	4	Yes.....	Yes.....	Yes.
Chester.....	2,747	7	Course of study, texts and school management, sanitation, buildings and grounds, supplies, 3 each.	Yes.....			75	No.....	250	do.....			Yes.....	(1)



TABLE 13.—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants—Continued.

Cities	Popu- lation (census of 1910).	Board mem- bers.	Standing committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Men- bers to form quor- um.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does sub- stitutent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of ma- jority of board? quorum?	Is vote of majority required?	Does same rule apply to other business?
ILLINOIS—contd.														
Prospect.....	17,567	10	Teachers and salaries, buildings and grounds, high school, textbooks and course of study, finance, printing and sup- plies, rules, tuition and discipline, audit- ing, commencement and school enter- tainment, 3 each.	No.....	.....	Yes.....	\$720	No.....	\$225	Monthly.....	5	Yes.....	No.....	Yes.....
Galesburg.....	22,089	8	Teachers, auditing, printing and grounds, textbooks, 3 each.	No.....	.....	Yes.....	0	No.....	0	do.....	4	Yes.....	.....	Yes.....
Galva.....	.....	7	Textbooks and sup- plies, buildings and grounds, 2 each.	Yes.....	.....	.....	50	No.....	.....	do.....	4	Yes.....	No.....	Yes.....
Geneseo.....	3,199	7	Teachers and texts, buildings and grounds, supplies and furniture, fuel and janitors, finance, inspection and rules, 3 each.	Yes.....	.....	.....	50	No.....	.....	do.....	5	Yes.....	.....	Yes.....
Granite City.....	9,903	7	Teachers, buildings and grounds, sup- plies, finance, dis- cipline, rules, and course of study, 3 each.	Yes.....	.....	.....	175	No.....	600	Biweekly.....	4	Yes.....	.....	Yes.....

City	Amount	Members	Term	Finance	Buildings	Supplies	Grounds	Textbooks	Teachers	Other	Yes	No	25	No	200	Monthly	4	Yes	No	Yes
Harvard	3,008	7	7	Finance, building and grounds, books and course of study, supplies, teachers and complaints, 3 on each, except last 2, which constitute the whole board.	Yes	No	Yes	Yes	Yes	Yes	Yes	No	150	No	600	do.	4	Yes	No	Yes
Harvey	7,227	7	7	Finance and supplies, teachers, school management, buildings, grounds, fuel, heating, ventilating, pumping, 3 each.	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	150	No	600	do.	4	Yes	No	Yes
Havana	3,525	7	7	Teachers, finance, supplies, buildings and grounds, 3 each.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	50	No		do.	4	Yes		Yes
Highland	2,675	7	7	Textbooks and teachers, buildings and grounds, finance, 3 each.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	50	Yes		do.	4	No	Yes	Yes
Highland Park	4,279	7	7	Teachers and textbooks, finance, buildings and grounds.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	200	No		do.	4	No	Yes	In part.
Hillsboro	3,425	7	7	Buildings, supplies, teacher, 3 each.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	75	No		do.	4	Yes	No	Yes
Hoopston	4,698	7	7	Teacher and textbook and grounds, janitors and supplies, rules and regulations, health and truancy, 3 each.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	75	No		do.	4	Yes		Yes
Jerseyville	4,113	7	7	Supply, repairs, teachers, textbooks, course of study, grounds, finance, 2 each.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	50	No		do.	4	Yes	No	Yes
Johnson City	3,248	7	7	Building and finance, course of study, 3 each.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	20	No		do.	4	Yes		Yes
Kankakee	13,986	6	6	Finance, educational, building, supply, visiting and rules, 3 each.	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	300	do.	4	Yes		Yes
Lake Forest	3,349	7	7	Supplies, buildings, and grounds, 3 each; teachers committee, whose board.	No	Yes	Yes	Yes	Yes	Yes	Yes	No	300	No		do.	4	Yes		Yes



TABLE 13.—Organization of boards of education in cities having a population of fewer than 80,000 inhabitants—Continued.

Cities.	Popu-lation (cen-sus of 1910).	Board mem-bers.	Standing committees and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Mem-bers to form quorum.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does super-tendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	Is vote of majority of faculty required?	Does same rule apply to other business?
ILINON—contd.														
Laneville.....	10,892	7	High school and teach-ers; finance and sup-plies, grounds and buildings, rules, texts and course of study, visiting and printing, 3 each. Teachers, house and grounds, texts and school management, finance, supplies, 5 each.	Yes	Yes	Yes	\$100	No		Monthly	4	Yes		Yes
Litchfield.....	5,971	11	Teachers, house and grounds, texts and school management, finance, supplies, 5 each.	Yes			100	No		do	4	No	Yes	No
Madison.....	5,046	7	Teachers, house and grounds, texts and school management, finance, supplies, 5 each.	Yes			70	No		do	6	Yes	No	Yes
Martins.....	7,068	7	Building and grounds, supplies, textbooks, 3 each.	Yes			50	No		do	4	Yes		Yes
Marshall.....	2,500	7	Teachers, supplies, building, 3 each.	Yes			10	No		do	4			
Mattson.....	11,466	7	Finance, buildings and grounds, educa-tional, 3 each.	Yes			100	No		do	4	No		No.
Metropolis.....	8,083	6	Property, textbooks and supplies, school work, purchasing and finance, 3 each.			Yes	25	No		do	4	Yes	No	Yes.
Molokai.....	24,199	12												
Moscow.....	9,128	7	Teachers, buildings, supplies, finance, course of study, rules, 3 each.	Yes		Yes	1,000	No		do	7	Yes		Yes
Morgan Park.....	5,664	7	Teachers, buildings, supplies, finance, course of study, rules, 3 each.	No		Yes	125	No		do	4	No	Yes	Yes



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Popu- lation (census of 1930).	Board mem- bers.	Standing committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Mem- bers to form quor- um.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does su- perin- tendant serve?	Does outside person serve?	Yes salary.	Member of the board?			Yes salary.	By vote of ma- jority of quorum?	Is vote of majority of board required?	Does superin- tendant apply to board?
ILLINOIS—cont'd.														
Peekin.....	9,397	9	Education, finance, building, supplies, visiting, 3 each.	Yes.....	Yes.....	Yes.....	\$125	Yes.....	Yes.....	Monthly.....	5	Yes.....	Yes.....	Yes.....
Perru.....	7,864	6	Teachers and salaries	Yes.....	Yes.....	Yes.....	85	No.....	No.....	do.....	4	Yes.....	Yes.....	Yes.....
Pinebloomville.....	2,722	7	Buildings and grounds, supplies, course, of study, supplies, 3 each.	Yes.....	Yes.....	Yes.....	50	No.....	No.....	do.....	4	Yes.....	No.....	Yes.....
Princeton.....	4,131	7	Teachers and salaries and grounds, all supplies, 3 each.	Yes.....	Yes.....	Yes.....	50	No.....	No.....	do.....	4	Yes.....	Yes.....	Yes.....
Robbston.....	3,868	7	Supplies, buildings, financial, 3.	Yes.....	Yes.....	Yes.....	100	No.....	No.....	do.....	4	Yes.....	No.....	Yes.....
Rockdale.....	2,723	7	Teachers, supplies, buildings and grounds, graduation, 3 each.	Yes.....	Yes.....	Yes.....	50	No.....	No.....	do.....	4	Yes.....	Yes.....	Yes.....
Rock Falls.....	2,657	7	Finance, building and grounds, salaries, supplies, 3 each.	Yes.....	Yes.....	Yes.....	50	No.....	No.....	do.....	5	Yes.....	Yes.....	Yes.....
Rock Island.....	24,335	5	Teachers, textbooks and supplies, 3 each, and discipline, fi- nance and auditing, fuel, janitors and insurance, supplies, 2 each; buildings, 2 each; grounds, all	No.....	Yes.....	Yes.....	300	No.....	No.....	do.....	3	Yes.....	Yes.....	Yes.....
Stevans.....	3,691	7	Textbooks, supplies and buildings, grav- ance, 3 each.	Yes.....	Yes.....	Yes.....	50	No.....	No.....	do.....	4	Yes.....	Yes.....	No.....



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

City.	Population (estimated of 1920).	Board members.	Standing committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to whom term runs.	Election of superintendant and teachers.			
				Member of board?	If not member of board, does person serve?	Does outside person serve?	Yearly salary.	Yearly salary.			Member of the board?	Yearly salary.	By vote of majority of board?	Is vote of majority of board required?
<b>ILLINOIS—contd.</b>														
West Hammond.....	4,848	7	Finance, education and teachers, buildings and grounds, 3 each.	Yes.			\$200	No.	\$200	Monthly.	4	Yes.	Yes.	Yes.
Wheaton.....	3,623	7	Finance, supplies of teachers, course of study, complaints, 3 each.	Yes.			100	(1)		do.	4	Yes.	Yes.	Yes.
Wheaton.....	4,168	7	Buildings and grounds, supplies, teachers and textbooks, finance, judiciary, publicity, 3 each.	Yes.	Yes.		200	(1)		do.	4	Yes.	Yes.	Yes.
Woodstock.....	4,321	7	Buildings and grounds, teachers, textbooks.	Yes.				No.		do.	4	No.	Yes.	Yes.
Woodstock.....	4,739	6	Buildings and grounds, teachers, textbooks.	Yes.			25	No.		do.	4	No.	Yes.	Yes.
<b>INDIANA.</b>														
Albion.....	3,096	3	None.	Yes.			75	Yes.	50	do.	2	No.	Yes.	Yes.
Angola.....	2,430	3	None.	Yes.				Yes.		do.	2	No.	Yes.	Yes.
Arden.....	3,338	3	None.	Yes.				Yes.		do.	2	No.	Yes.	Yes.
Attala.....	3,919	3	None.	Yes.				Yes.	70	do.	2	No.	Yes.	Yes.
Bassett.....	4,410	3	None.	Yes.				Yes.	80	do.	2	No.	Yes.	Yes.
Bethesda.....	3,716	7	Teachers, buildings and grounds, purchasing, auditing.	Yes.			200	No.	0	Monthly.	4	Yes.	No.	Yes.
Blount.....	2,794	3	None.	Yes.			40	Yes.	40	do.	2	No.	Yes.	Yes.
Bloomington.....	3,533	3	None.	Yes.			75	Yes.	75	Monthly.	2	Yes.	Yes.	Yes.
Ellettsville.....	4,967	3	None.	Yes.			25	Yes.	25	Semi-monthly.	3	No.	Yes.	Yes.
Greenville.....	3,984	3	None.	Yes.			25	Yes.	25	Semi-monthly.	3	No.	Yes.	Yes.



TABLE 13.—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants—Continued.

Cities.	Popu- lation (1910).	Board mem- bers.	Standing committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Mem- bers to form quor- um.	Election of superintendent and teacher.		
				Member of board?	If not member of board, does sur- rogate serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of mem- bers? quorum required?	Is vote of majority of board required?
INDIANA—Contd.													
Nobleville.	5,073	3	do.	Yes.			Yes.	\$50	Monthly	2	No.	Yes.	Yes.
North Vernon.	2,915	3	do.	Yes.			Yes.	40	do.	2	No.	Yes.	Yes.
Perr.	10,910	3	do.	Yes.			Yes.	100	do.	2	No.	Yes.	Yes.
Plymouth.	3,888	3	do.	Yes.			Yes.	25	do.	2	No.	Yes.	Yes.
Portland.	5,120	3	do.	Yes.			Yes.	125	Semi-monthly	2	Yes.	Yes.	Yes.
Princeton.	5,445	3	None.	Yes.			Yes.	100	Monthly	2	Yes.	Yes.	Yes.
Riessman.	2,724	3	do.	Yes.			Yes.	50	Semi-monthly	2	Yes.	Yes.	Yes.
Rosport.	2,925	3	do.	Yes.			Yes.	100	do.	2	Yes.	Yes.	Yes.
Rumsville.	6,305	3	None.	Yes.			Yes.	100	do.	2	Yes.	Yes.	Yes.
Shelburne.	4,115	3	do.	Yes.			Yes.	25	do.	2	Yes.	Yes.	Yes.
Shelby.	3,350	3	do.	Yes.			Yes.	125	do.	2	Yes.	Yes.	Yes.
Shelby City.	4,057	3	do.	Yes.			Yes.	100	do.	2	Yes.	Yes.	Yes.
Tipton.	6,957	3	do.	Yes.			Yes.	50	do.	2	Yes.	Yes.	Yes.
Veharville.	8,557	3	None.	Yes.			Yes.	200	Bi-weekly	2	Yes.	Yes.	Yes.
Walsh.	7,854	3	do.	Yes.			Yes.	100	do.	2	No.	Yes.	Yes.
Washington.	3,957	3	do.	Yes.			Yes.	60	Monthly	2	Quorum.	Yes.	Yes.
West Lafayette.	6,587	3	do.	Yes.			Yes.	50	Semi-monthly	2	Yes.	Yes.	Yes.
Whiting.	4,265	3	None.	Yes.			Yes.	50	Monthly	2	Yes.	Yes.	Yes.
Winchester.	4,265	3	None.	Yes.			Yes.	150	Monthly	3	Yes.	Yes.	No.
IOWA.													
Albia.	4,990	5	Textbook, teachers, finance, purchasing, grounds and build- ings, 3 each.	No.		Yes.	No.	150	Monthly	3	No.	Yes.	No.
AMES.													
Ames.	4,223	5	Finance, teachers, buildings and grounds, supplies, sanitors, course of study, textbooks, grounds, finance, and teachers, 10 each.	No.		Yes.	No.	60	do.	3	Yes.	No.	Yes.
ANNAPOLIS.													
Annapolis.	2,995	5	Buildings and grounds, finance, teachers, 10 each.	No.		Yes.	No.	50	do.	3	Yes.	No.	Yes.



TABLE 13.—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants—Continued.

Cities	Population (census of 1910)	Board members	Standing committees and members on each.	Secretary.			Treasurer.		Election of superintendent and teacher.					
				Member of board?	If not member of board, does superintendent serve?	Does member outside person serve?	Yearly salary.	Member of the board?	Yearly salary.	By vote of majority of board?	Is vote of majority of board required?	Does superintendent supply to other business?		
IOWA—continued.														
Causton	6,924	5	Teachers and rules, finance, accounts and insurance, buildings, grounds and janitors' printing and supplies, furniture, fuel, heating and construction.	No.	Yes	Yes	\$150	No.	0	Monthly	3	No.	Yes	Yes.
Eagle Grove	3,387	5	Textbooks and teachers, finance, buildings, and supplies, auditing, 3 each.	No.	Yes	Yes	25	No.	0	do.	3	No.	Yes	No.
Katherville	3,404	5	Printing and textbooks, buildings and grounds, commu-	No.	Yes	Yes	20	No.	0	do.	3	Yes	No.	Yes.
Fort Dodge	15,543	7	ment, teachers, 2 each.	No.	Yes	Yes	400	No.	0	do.	4	Yes	No.	Yes.
Greenwood	4,028	7	Textbooks, teachers, buildings and grounds, finance, supplies, 2 each.	No.	Yes	Yes	50	No.	0	do.	3	No.	Yes	No.
Grinnell	5,086	5	Teachers, 3; apparatus buildings, 1 each.	No.	Yes	Yes	75	No.	0	do.	3	No.	Yes	No.
Hampton	2,617	5	Teachers, 2; apparatus buildings, 1 each.	No.	Yes	Yes	100	No.	0	When necessary.	3	No.	Yes	Yes.
Harlan	2,570	5	Teachers, 2; apparatus buildings, 1 each.	No.	Yes	Yes	100	No.	100	Monthly	3	Yes	No.	Yes.
Independence	3,617	5	Teachers, 2; apparatus buildings, 1 each.	No.	Yes	Yes	180	No.	0	do.	3	No.	Yes	Yes.
Indianola	3,283	5	Teachers, 2; apparatus buildings, 1 each.	No.	Yes	Yes	180	No.	0	do.	3	No.	Yes	Yes.

ORGANIZATION OF CITY BOARDS OF EDUCATION.

City	Amount	Members	Qualifications	Term	Salary	Expenses	Other	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Iowa City	10,081	5	House and grounds, 2 each.	5	Yes	No	No	Yes	No	900	No	0	0	3	Yes	No	Yes
Iowa Falls	2,797	5	Rules and regulations, libraries and apparatus, finance, buildings and repairs, purchases and supplies, textbooks and course of study, insurance, 4 each, auditing, 3; teachers and salaries, whole board.	7	Yes	No	0	Yes	No	500	No	0	0	4	Yes	No	Yes
Keokuk	14,008	5	Schoolhouses and grounds, teachers, supply.	5	Yes	No	0	Yes	No	75	No	0	0	3	No	Yes	No
Le Mar	4,157	5	Supplies, 2; teachers, 3; finance, 3; janitors, 2; fuel, 2.	5	Yes	No	0	Yes	No	100	No	0	0	4	Yes	No	Yes
Maquoketa	3,570	5	Finance and accounts, school grounds, buildings and apparatus, furniture, supplies, janitors, heating apparatus and supplies, 2 each; teachers, course of study, and textbooks, 3.	5	Yes	No	190	Yes	No	200	No	0	0	3	Yes	No	Yes
Marion	4,400	5	Finance, insurance, printing and supplies, buildings and light, teachers and textbooks, 3 each.	5	Yes	No	0	Yes	No	1,100	No	0	0	3	Yes	No	Yes
Marshalltown	13,374	5	Finance, buildings and grounds, teachers, textbooks, janitors and supplies, 3 each.	5	Yes	No	0	Yes	No	100	No	0	0	3	No	Yes	No
Massena	16,178	7	Finance, insurance, printing and supplies, buildings and light, teachers and textbooks, 3 each.	7	Yes	No	0	Yes	No	900	No	0	0	4	Yes	No	In part.
Newton	2,663	5	Finance, buildings and grounds, teachers, textbooks and supplies, 3 each.	5	Yes	No	100	Yes	No	120	No	100	0	3	Yes	No	Yes
Oelwein	6,028	5	Purchasing, 3 members.	5	Yes	No	0	Yes	No	150	No	0	0	3	Yes	No	Yes

<sup>1</sup> Quorum.

TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities	Population (census of 1910)	Board members	Standing committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum	Election of superintendent and teacher.			
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	In vote of majority required?	Does same rule apply to other business?
IOWA—continued.														
Oskaloosa.....	9,466	5	Janitors, finance, furniture and apparatus, fuel and printing, supplies, textbooks, and library buildings, 2 each; grounds, rules and teachers, domestic science, and manual training, 3 each.	No.		Yes	\$1,200	No.	0	0	0	Yes	No.	Yes.
Ottumwa.....	22,012	7	Finance and claims, 2; small buildings, 2 each; teachers and textbooks, insurance, manual training, high school, 1 each; high school, 1; and repairs, supplies, furniture, etc., finance, taxes and claims, teachers' salaries, and textbooks, 3 each.	No.		Yes	100	No.	0	0	0	Yes		Yes.
Pella.....	3,021	5	Finance, janitors, teachers, buildings and repairs, rules and regulations, bondsmen, supplies.	No.		Yes	50	No.	0	0	0	Yes	Yes.	Yes.
Perry.....	4,030	5	Finance, janitors, teachers, buildings and repairs, rules and regulations, bondsmen, supplies.	No.		Yes	50	No.	0	0	0	Yes	Yes.	Yes.
Red Oak.....	4,830	5	Finance, janitors, teachers, buildings and repairs, rules and regulations, bondsmen, supplies.	No.		Yes	50	No.	0	0	0	Yes	No.	Yes.

City	2,941	4,976	2,573	3,336	4,330	2,818	2,666	16,429	3,022	3,597
Sheldon	5	5	5	5	5	5	6	6	6	6
Shenandoah	Teachers, buildings and grounds, tax, study, supplies, 3 each.	Supplies, buildings and grounds, teachers, finance, 2 each.	Buildings and grounds, finance, teachers, 3 each.	Supplies and janitors, school management and textbooks, teachers, finance, 2 each.	Finance and supplies, fuel and repairs, printing and textbooks, 2 each; teachers, 3; 1 on each of the 6 buildings.	Buildings and grounds, teachers, textbooks, supplies, 3 each.	Teachers, building and grounds, finance, exams, 3 each.	Finance, visiting and rules, auditing, buildings and grounds, supplies and printing, 3 each.	Buildings and property, teachers and salaries, finance, supplies, examination for teachers, rules and regulations, 3 each.	Rules and regulations, teachers, textbook and course of study, finance, visiting, library, building and grounds, examination, 3 each.
Valley Junction	No.	No.	No.	No.	No.	No.	No.	No.	No.	No.
Vinton	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	(1)	Yes
Washington	0	0	0	0	0	0	0	\$50	0	0
Whitewater	25	100	50	100	100	50	100	540	50	120
Anthony	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Atchison	No	No	No	No	No	No	No	No	No	No
Beldie	3	3	3	3	3	3	4	4	4	4
Caney	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

(1) Now by appointment.

TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Population of 1910.	Board members.	Standing committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular sessions?	Members to form quorum.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	In vote of majority of board required?	Does same rule apply to business?
KANSAS—contd.														
Chanute.....	9,772	7	Finance, building and grounds, 3 each; supply, 1; extra help, 1; complaints, 1; library, 1; study, 1; library, 1; exhibitions, 3 each.	No.....	Yes.....		0	No.....	0	Monthly.....	4	Yes.....		
Cherrydale.....	4,304	6	Ways and means, discipline, buildings and grounds, insurance, 3 each; teachers and salaries, 3; purchasing agent, 1; finance, buildings and grounds, teaching, 3; furniture and supplies, 3 each; regulations, 3 each.	No.....	Yes.....	Yes.....	\$180	No.....	0	do.....	4	No.....	Yes.....	
Clay Center.....	3,438	6	Finance, buildings and grounds, teaching, 3; furniture and supplies, 3 each; regulations, 3 each.	No.....	Yes.....	Yes.....	60	No.....	0	do.....	4	No.....	Yes.....	No.....
Coffeyville.....	12,087	6	Finance, teachers, purchasing, buildings and grounds, 3 each.	No.....		Yes.....	75	No.....	\$240	do.....	4	Yes.....		Yes.....
Columbus.....	3,064	6	Rules and regulations, houses, grounds, and supplies, complaints, visiting, finance and taxation, 1 each.	No.....	Yes.....	Yes.....	60	No.....	25	do.....	4	No.....	Yes.....	No.....
Concordia.....	4,415	6	Teachers, property, library and grounds, library, auditing, 3 each.	No.....	Yes.....	Yes.....	80	No.....	0	do.....	4	No.....	Yes.....	No.....

City	Amount	6	Yes	No	75	No	90	do	4	Yes	4	Yes	Yes
Council Grove.....	2,545	6	Yes	No				do	4	Yes			Yes
El Dorado.....	3,129	6	Yes	No	75	No	90		4	Yes			Yes
Emporia.....	9,058	6	No	No	840	No	0	Monthly	4	Yes			Yes
Frederick.....	3,040	6	No	No	100	No	0	do	4	No		Yes	Yes
Garden City.....	3,171	6	No	No		No	90	do	4	No		Yes	No
Great Bend.....	4,622	6	No	No	100	No		do	4	No		Yes	No
Herington.....	3,273	6	No	No	60	No	90	do	4	No		Yes	No
Horton.....	2,824	6	No	Yes	75	Yes	0	do	4	No		Yes	No
Horton.....	3,600	6	Yes	No	600	No		do	4	Yes			Yes
Humboldt.....	2,524	6	No	No	100	No	0	do	4	No		Yes	Yes

Buildings and grounds, purchasing, teachers, 6  
 Wages and means 6  
 Buildings and grounds, 6  
 Teachers, salaries, 6  
 Textbooks, 6  
 Course of study, rules 6  
 and regulations, library 6  
 and printing, 3 each  
 Teachers, buildings 6  
 and grounds, supplies, 6  
 fuel and furniture, 6  
 finance and insurance, 6  
 rules, regulations, 6  
 and discipline, 3 each  
 Education, buildings 6  
 and grounds, 3 each  
 finance, health, 6  
 attendance, 2 each  
 School property and 6  
 finance, teachers 6  
 and regulations, examinations, 6  
 Finance, supplies, 6  
 printing, teachers 6  
 and salaries, textbooks 6  
 and courses of 6  
 study, building 6  
 grounds, 3 each, 6  
 Buildings and grounds, 6  
 each; finance, 3 2  
 each; examinations, 2  
 Ways and means, auditing, 6  
 buildings, grounds, 6  
 and supplies, examination, 6  
 course of study, 3 each, 6  
 Teachers, supplies, 6  
 buildings, grounds, 6  
 and printing, 3 each, 6  
 finance, examining, 6  
 3 each, 6  
 Examining, finance, 6  
 buildings, grounds, 6  
 and supplies, teachers, 6  
 school rules, 6  
 manual training, 3 each, 6

TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Popu- lation (Census of 1910).	Board mem- bers.	Standing committees, and members on each.	Secretary.			Treasurer.		Election of superintendent and teacher.							
				Member of board?	If not member of board, does su- perin- tendent serve?	Does board serve?	Yearly salary.	Member of the board?	Yearly salary.	How often does the board meet in regular session?	Members to form quorum.	By vote of ma- jority quorum?	In vote of majority quorum, required?	Does same rule apply to other business?		
KANSAS—contd.																
Hutchinson.....	16,364	6	Teachers and salaries, finance, rules, regu- lations, and disci- pline, library, build- ings and grounds, 3 each.	No.....	Yes.....	Yes.....	0	No.....	\$50	Monthly.....	4	Yes.....	No.....	Yes.....		
Independence.....	10,480	6	Buildings and ground- s, teachers, inclu- sion, library, 3 each.	No.....	Yes.....	Yes.....	0	No.....	150	do.....	4	Yes.....	Yes.....	No.....		
Loa.....	9,032	6	Ways and means, and school property, pensions, salaries and supplies, teachers and supplies, library, rules, regulations, discipline, and discipline, au- diting, supplies, 2 each.	No.....	No.....	Yes.....	\$420	No.....	50	do.....	4	No.....	Yes.....	No.....		
Junction City.....	5,598	6	Ways and means, li- brary, rules and regu- lations, buildings and grounds, teach- ers and salaries, au- diting, 3 each.	No.....	Yes.....	Yes.....	100	No.....	0	do.....	4	Yes.....	No.....	Yes.....		
Kingman.....	2,570	6	None.....	No.....	Yes.....	Yes.....	120	No.....	0	do.....	4	Yes.....	Yes.....	Yes.....		
Larned.....	2,011	6	None.....	No.....	Yes.....	Yes.....	120	No.....	0	do.....	4	No.....	Yes.....	No.....		
Lawrence.....	12,374	6	None.....	No.....	Yes.....	Yes.....	150	No.....	150	do.....	4	No.....	Yes.....	Yes.....		

Leavenworth.....	19,383	6	Ways and means, high school and regulations, teachers, salaries and textbooks, buildings, grounds and janitors, furniture and apparatus, printing and auditing.	No.	Yes.....	1,200	No.....	50	do.....	4	Yes.....	4	Yes.....	No.....	Yes.....
McPherson.....	3,544	6	Teachers, finance, buildings and grounds, school work, rules and regulations, supplies, public-school libraries, 3 each.	No.	Yes.....	50	No.....	0	do.....	4	No.....	4	No.....	Yes.....	No.....
Neodesha.....	2,872	6	Finance, teachers, buildings and grounds, textbooks and course of study, examining and auditing.	No.	Yes.....	120	No.....	60	do.....	4	Yes.....	4	Yes.....	No.....	Yes.....
Newton.....	7,883	6	Finance and auditing, buildings and grounds, fixtures, teachers and salaries, textbooks and course of study, disciplinary, 3 each.	No.	Yes.....	240	No.....	180	do.....	4	Yes.....	4	Yes.....	No.....	Yes.....
Olathe.....	3,372	6	Executive, times, room and grounds, purchasing, library, 2 each, teachers, all in one, and superintendent.	No.	Yes.....	50	No.....	10	do.....	4	Yes.....	4	Yes.....	No.....	Yes.....
Owensboro.....	4,046	6	Finance, building and grounds, supplies, sanitation, teachers and salaries, industrial, 2 each.	Yes.....	Yes.....	50	No.....	50	do.....	4	No.....	4	No.....	Yes.....	Yes.....
Ottawa.....	7,860	6	Buildings and grounds, teachers and salaries, finance, rules and regulations, tuition, supplies, examination, high school, 3 each.	No.	Yes.....	200	No.....	0	do.....	4	No.....	4	No.....	Yes.....	Yes.....

TABLE 13.—Organization of boards of education in cities having a population of fewer than 80,000 inhabitants—Continued.

City.	Population (census of 1910).	Board members.	Standing committees and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.		
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote majority of quorum?	Is vote majority of board required?
<b>KANSAS—contd.</b>													
Paoli.....	3,207	6	Finance, building and grounds, supplies, teachers and salaries, rules, regulations, and discipline, 3 each.	Yes.....			No.....	0	Monthly.....	4	No.....	Yes.....	Yes.
Parsons.....	42,463	6	Finance, teachers and grounds, building and grounds, furniture and supplies, textbooks, library, rules and regulations, 3 each.	No.....	Yes.....		No.....	\$60	do.....	4	Yes.....	Yes.....	Yes.
Rowley.....	5,900	6	Finance, building and supply, 3 each.	No.....	Yes.....		No.....	120	do.....	4	Yes.....	No.....	Yes.
Salina.....	9,688	6	Finance, buildings and grounds, supplies, examinations, auditing, 3 each; teachers, superintendent and entire board.	No.....		Yes.....	No.....	0	do.....	4	No.....	Yes.....	No.
Wellington.....	7,024	6	Examining, finance and auditing, purchasing, buildings and grounds, teachers, library, 3 each.	No.....		Yes.....	No.....	120	do.....	4	No.....	Yes.....	No.
<b>KENTUCKY.</b>													
Bellvue.....	6,653	3	Finance, buildings and grounds, salaries and supplies, printing and revision, 1 each.	No.....		Yes.....	No.....	100	do.....	5	No.....	Yes.....	No. (1)
Bowling Green.....	9,172	6		No.....		Yes.....	No.....	300	do.....	4	Yes.....	No.....	No.



TABLE 13.—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants—Continued.

City.	Popu- lation (census of 1910).	Board mem- bers.	Standing committees and members on each.	Secretary.				Treasurer.		Election of superintendent and teacher.			
				Member of board?	If not member of board, does su- perin- tendent serve?	Does outside person serve?	Yearly salary.	Member of the board?	Yearly salary.	By vote of ma- jority of quorum?	In vote of majority of board quorum required?	Does same rule apply to other business?	
KENTUCKY—CON.													
Madisonville.....	4,906	6	Buildings and grounds, grievance, finance, library, health.	Yes.....			\$50	Yes.....	\$100	Monthly.....	4	Yes.....	Yes.
Mayfield.....	5,916	6	Supply, finance.....	No.....		Yes	60	Yes.....	0	do.....	4	Yes.....	Yes.
Mt. Sterling.....	3,932	5	Public exercises, use of school property, 2 each; textbooks, 1 each; buildings, 3; finance, 1.	No.....		Yes	125	Yes.....		do.....	3	Yes.....	Yes.
Owensboro.....	16,011	8	Finance, salaries and supplies, property, library, non-resi- dent pupils, 2 each; buildings and grounds, health, grievances, rules, 3 each.	No.....		Yes	200	No.....	0	do.....	6	No.....	Yes, 1..... (1)
Fairfax.....	21,760	5	Finance, instruction, buildings, supplies, 3 each.	No.....		Yes	300	No.....	0	do.....	3	No.....	Yes.....
Park.....	5,839	6	Buildings and grounds, education, supplies, finance, non-resident pupils, printing, athletics, 3 each.	Yes.....			100	Yes.....	25	do.....	4	Yes.....	Yes.
Georgetown, W. Kentucky.....	4,491 7,156	6 10	None..... Supplies, texts, visits, finance, grievance, organization, build- ing, non-resident pupils.	No..... Yes.....	Yes.....		100	No..... Yes.....	0 50	do..... do.....	7 6	No..... Yes.....	Yes..... Yes.

ORGANIZATION OF CITY BOARDS OF EDUCATION.

City	Population	Number of members	Functions	Yes	No	Amount	Frequency	Number	Yes	No	Frequency	Number	Yes	No
<b>LOUISIANA</b>														
Covington	2,801	10	Auditing, 3 members.	Yes	No		Quarterly	6	Yes	No		6	Yes	Yes
Lafayette	8,382	5		Yes	No		When called	3	Yes	No		3	Yes	Yes
Monroe	10,270	2		Yes	No	0	Quarterly	5	Yes	No		5	Yes	Yes
Morgan City	5,477	8		Yes	No		do.							
Vermilion Parish				Yes	No									
<b>MAINE</b>														
Auburn	15,064	11		Yes	No		Monthly	6	Yes	No		6	Yes	Yes
Bath	9,386	14		Yes	No		do.	8	Yes	No		8	Yes	Yes
Brunswick	6,612	3	None.	Yes	No	0	do.	2	No.	No.		2	No.	Yes
Cuba	6,116	3	None.	Yes	No	0	do.	2	No.	No.		2	No.	Yes
Gardiner	5,311	3	None.	Yes	No	0	do.	2	Yes	No		2	Yes	Yes
Lewiston	26,774	14	Teachers and instruction, textbooks and school appliances, 5 each; buildings and grounds, 5 each; finance, 10; and grammar schools, 3 each.	Yes	No		do.	7	Yes	No		7	Yes	Yes
Presque Isle	5,179	3		Yes	No		do.	2	Yes	No		2	Yes	Yes
Rockland	8,174	6		Yes	No		do.	4	Yes	No		4	Yes	Yes
Saco	6,583	3	0.	Yes	No		Semi-monthly	2	Yes	No		2	Yes	Yes
Sanford	9,049	3	None.	Yes	No	0	Monthly	2	No.	No.		2	No.	No.
Skowhegan	5,341	3	do.	Yes	No		Semi-monthly	4	No.	No.		4	No.	No.
South Portland	7,471	7	Teachers, salaries, supplies, textbooks, repairs, estimates, 3 each; high school, 1; including chairman.	Yes	No		Monthly	4	No.	No.		4	No.	No.
Waterville	11,488	7	Teachers, janitors, building, printing, schools, drawing, writing and music, census, statistics, and finance; text books, courses of study, and methods of instruction, rules and regulations, disciplining pupils and examination, 3 each.	Yes	No		do.	4	No.	No.		4	No.	No.
<b>MARYLAND</b>														
Annapolis	8,609	3	None.	Yes	No		Monthly	2	No.	No.		2	No.	No.
Hagerstown	15,497	6	do.	Yes	No		do.	4	No.	No.		4	No.	Yes
Harrods Creek	4,212	3	do.	Yes	No		do.	2	No.	No.		2	No.	Yes

<sup>1</sup> In part.

<sup>2</sup> No treasurer.

<sup>3</sup> Including mayor.

<sup>4</sup> City treasurer acts.

TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants.—Continued.

City.	Population (census of 1910).	Board members.	Standing committees, and members on each.	Secretary.			Treasurer.		Election of superintendent and teacher.			
				Member of board?	If not member of board, does permanent servant serve?	Does outside person serve?	Yearly salary.	Member of the board?	Yearly salary.	By vote of majority of quorum?	In vote of majority of board required?	Does same rule apply to other board members?
<b>MARYLAND—CON.</b>												
Morehead.....		9	Finance, supplies, teachers, buildings and reports, studies, textbooks.	Yes.		0			5	Yes.		Yes.
Westport.....	2,702	3										
<b>MARSHALLSHERS.</b>												
Abington.....	5,455	3	None.	Yes.		\$100	No.		2	Yes.		Yes.
Adams.....	13,026	3		No.	Yes.				2	No.	Yes.	Yes.
Ambers.....	5,112	3	Transportation, fuel supply, 2 each.	Yes.		0			4	Yes.		Yes.
Athol.....	8,398	6	Teachers and course of study, textbooks, and supplies, incidentals and repairs, visiting schools, 3 each.	Yes.		0	(1)		5	Yes.		Yes.
Attleboro.....	15,215	9										
<b>BEHRENS.</b>												
Belmont.....	5,542	6	Finance, special studies, textbooks and supplies, sub-committee for each of the schools.	No.	Yes.	0	No.		4		Yes.	Yes.
<b>BEVY.</b>												
Bevety.....	13,650	7	Executive, finance, instruction, maintenance, 4 each.	Yes.			(3)		4		Yes.	Yes.
<b>BLAND.</b>												
Bladensburg.....	5,648	3	None.	Yes.		0	No.	\$205	2	Yes.		Yes.
Baltimore.....	7,458	6	do.	No.	Yes.	0	(1)	0	4	Yes.		Yes.
Bethesda.....	7,458	6	Supplies, repairs, teachers and salaries.	No.	Yes.	0	No.	0	4	Yes.		Yes.
Clinton.....	13,075	6		No.	Yes.		No.		4	Yes.		Yes.

ORGANIZATION OF CITY BOARDS OF EDUCATION.

City	Population	Number of members	Term of office	Method of election	Number of meetings	Frequency of meetings	Number of committees	Number of sub-committees	Number of reports	Number of resolutions	Number of orders	Number of recommendations	Number of suggestions	Number of proposals	Number of motions	Number of amendments	Number of resolutions	Number of orders	Number of recommendations	Number of suggestions	Number of proposals	Number of motions	Number of amendments	
Concord	5,421	9	3	Yes	0	(1)	do.	5	Yes	Yes														
Dorham	9,234	6	3	No	Yes		do.	4	Yes	Yes														
Easton	5,139	3	3	Yes	50	(1)	do.	2	Yes	Yes														
Franklin	5,441	3	3	Yes	0	(1)	do.	2	Yes	Yes														
Garner	17,089	6	3	Yes	0	(1)	Monthly	4	No	No														
Gloucester	24,368	9	3	No	Yes	(1)	do.	6	No	No														
Grafton	5,705	6	3	No	Yes	(1)	do.	3	Yes	Yes														
Great Barrington	4,926	6	3	Yes	0	(1)	do.	4	No	No														
Greenfield	10,427	9	3	Yes	0	(1)	do.	5	No	No														
Holderness	5,743	3	3	Yes	0	No	do.	2	Yes	Yes														
Manchester	17,480	3	3	Yes	250	No	do.	(1)	Yes	Yes														
Mansfield	4,183	3	3	Yes	250	No	Bimonthly	2	Yes	Yes														

<sup>1</sup> No rules.

<sup>2</sup> No treasurer.

<sup>3</sup> Town treasurer & c.

TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities	Population censuses of 1910)	Board members	Standing committees and members on each	Secretary			Treasurer		How often does the board meet in regular session?	Members to form quorum	Election of superintendent and teacher		
				Member of board	If not member of board, does applicant serve?	Does outside person serve?	Yearly salary	Member of board?			Yearly salary	By vote of majority of quorum?	Is vote of majority of board required?
MASSACHUSETTS—continued.													
Martborough.....	14,579	8	Finance, supplies, repairs, even in schools, rules and regulations, truancy, manual training, 3 each; textbooks and course of study, 2 and sup't.; representative to city council, 1.	No.....	Yes.....	0	(1)	0	Monthly.....	5	Yes.....	Yes.	Yes.
Maynard Melrose.....	6,300 15,715	3 9	None..... Finance and supplies, schoolhouses and janitors, teachers and salaries, textbooks and courses of study, 4 each; and chairman of the board, 1 ex officio.	Yes Yes	Yes.....	0	No. (1)	0	Monthly .....do.	6	No.....	Yes No.	Yes No.
Medford Middleborough Milford.....	11,468 8,241 13,668	3 6 6	None..... Finance and supplies, teachers and salaries, 2 each. Superintendent is ex officio member of each.	Yes No. No.	Yes Yes	0 0	(3) (1)	0	do do do	2 4 4	Yes No No.	Yes Yes No.	Yes Yes No.
Natick Needham.....	9,896 5,026	6 3	Finance, 2 None.....	No. No.	Yes Yes	0 0	No. No.	0	do do	4 2	Yes Yes	Yes Yes	Yes Yes

ORGANIZATION OF CITY BOARDS OF EDUCATION.

City	Assets	Instruction, teachers and discipline, text-books and supplies, repairs, disburse, attendance, special subjects, 3 each.	Yes	No	(1)	0	do.	4	No.	Yes	No.	(2)
North Adams	21,019	6	Yes	No	(1)	0	do.	4	No.	Yes	No.	
North Attleboro	9,526	6	Yes	No	(1)	0	do.	3	No.	Yes	No.	
Northampton	19,431	9	No	Yes	(1)	0	do.	4	Yes	No	Yes	
Palmer	8,610	6	No	Yes	(1)	0	do.	4	Yes	No	Yes	
Peabody	15,721	6	Yes	No	(1)	0	do.	4	No	Yes	No	
Revere	18,219	6	Yes	No	(1)	0	Semimonthly	4	No	Yes	Yes	
Rockland	6,028	3	Yes	No	(1)	50	Monthly	2	Yes	Yes	Yes	
Roxbury	5,577	4	No	Yes	(1)	0	do.	4	Yes	No	Yes	
Southridge	7,080	3	Yes	No	(1)	125	do.	2	No	Yes	Yes	
Southam	6,316	3	Yes	No	(1)	0	Bimonthly	2	Yes	Yes	No	
Warefield	11,404	6	Yes	No	(1)	0	Semimonthly	3	No	Yes	No	
Waltham	27,843	10	No	Yes	(1)	0	Monthly	6	Yes		Yes	
Ware	8,774	3	Yes	No	(1)	0	Semimonthly	2	Yes	Yes	No	
Wareham	12,875	6	Yes	No	(1)	0	Monthly	4	No	Yes	No	
Westboro	5,446	9	Yes	No	(1)	0	do.	4	Yes	Yes	Yes	
Westfield	16,044	6	Yes	No	(1)	00	do.	4	Yes	Yes	No	
Weymouth	12,885	6	Yes	No	(1)	0	do.	4	No	Yes	Yes	
Whitman	7,282	6	Yes	No	(1)	50	Semimonthly	4	Yes	No	Yes	

(1) Usually.  
(2) No treasurer.

1 City treasurer acts.



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Popu- lation (census of 1910).	Board mem- bers.	Standing committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Mem- bers to form quor- um.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does su- perin- tendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of ma- jority of quorum?	Is vote of majority of board required?	Does same rule apply to other business?
<b>MASSACHUSETTS— continued.</b>														
Woburn	5,687	6	Finance, teachers and textbooks, repairs and buildings, 3 each.	Yes			\$60	(1)		Monthly	4	Yes	Yes	Yes
Winchester	9,309	3	None	No	Yes		0	(1)		do	2	No	Yes	Yes
Winthrop	10,411	3	do	Yes			100	No		do	2	No	Yes	Yes
Woburn	15,338	9	Rules and regulations, finance, buildings and hygiene, text- books and course of study, music and drawing, military drill and physical culture, 3 each; also 15 local committees, 1 for each school, 3 members each.	No	Yes		0	(1)		do	5	Yes	Yes	Yes (1)
<b>MICHIGAN.</b>														
Adrian	10,783	6	Library, building, re- pairs and furniture, supplies, accounts and printing, man- ual training, domes- tic science, 3 each. Building fund teachers, printing, and heating, exhi- bits and supplies.	Yes			200	No		Monthly	4	No	Yes	No
Albion	5,833	6	Building fund teachers, printing, and heating, exhi- bits and supplies.	Yes			100	Yes		do	4	No	Yes	Yes
Alma	2,757	5	None	Yes			100	Yes		do	3	No	Yes	Yes



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	Is vote of majority of board required?	Does same rule apply to other business?
MICHIGAN—contd.														
Cladonia.....	4,211	5	Rules, finances, teachers, buildings, supplies, textbooks, printing, and library.	Yes			\$100	No		Monthly	3	(1)	Yes	Yes
Grand Haven.....	5,865	6	Building, printing, and library; teachers; finance; members, others 4 each.	Yes			150	No	0	do	4	(1)	Yes	Yes
Grand Ledge.....	2,893	5	None	Yes	No	No	300	Yes	50	do	3	Yes	Yes	Yes
Hannuick.....	3,559	5	Rules, regulations and textbooks; teachers; supplies; census and printing; library and apparatus; building funds; furniture and janitor; finance and accounts 2 each.	Yes	No	No	100	Yes	0	do	3	Yes	No	Yes
Hastings.....	4,383	5	Rules, regulations and textbooks; teachers; supplies; census and printing; library and apparatus; building funds; furniture and janitor; finance and accounts 2 each.	Yes	No	No	100	Yes	0	do	3	Yes	Yes	Yes
Highland Park.....	4,120	6	Buildings and grounds; teachers and school; supplies, heating, and janitor; library and textbooks; special exercises; finance and auditing.	Yes			400	Yes	400	Once in 2 weeks.	4	Yes		Yes
Hitchdale.....	5,001	5	Finance, supplies, repairs, teachers, textbooks, library, 3 each.	Yes			200	Yes	0	Monthly	3		Majority	Yes

Elmington.....	5,113	5	Supplies, buildings and grounds, finance teachers, textbooks, 3 each.	Yes	No	500	Yes	500	do	3	No	Yes	Yes
Iren Mountain.....	9,216	6	Administration, finance, buildings, 2 each.	Yes	No	500	No	500	do	4	No	Yes	Yes
Irewood.....	12,521	5	Teachers, janitors, and salaries, building and grounds, supplies, fuel and repairs, 3 each.	Yes	No	1,000	Yes	200	do	3	No	Yes	Yes
Lodington.....	9,523	5	Teachers, janitors, and salaries, building and grounds, supplies, fuel and repairs, 3 each.	Yes	No	1,300	Yes	200	do	3	Yes	Yes	Yes
Marine City.....	3,770	5	Buildings and grounds, teachers and janitors, supplies, fuel and repairs.	Yes	No	75	Yes	25	do	3	No	Yes	Yes
Marquette.....	11,503	5	Teachers, buildings and grounds, janitors, 3 each.	Yes	No	400	Yes	0	do	3	Yes	Yes	Yes
Marshall.....	4,226	5	Teachers, buildings and grounds, janitors, 3 each.	Yes	No	100	Yes	0	do	3	No	Yes	Yes
Menominee.....	10,307	4	Finance, buildings and grounds, 3 each.	Yes	No	200	Yes	300	do	3	No	Yes	No
Middleland.....	2,527	6	Teachers, building and grounds, 3 each.	Yes	No	20	No	20	do	4	Yes	Yes	Yes
Menroe.....	6,126	6	Finance, property, library, supplies, examinations, 3 each.	Yes	No	50	No	50	do	4	Yes	Yes	Yes
Mount Pleasant.....	2,972	5	None.	Yes	No	300	Yes	100	do	3	Yes	No	Yes
Munising.....	2,952	5	Complaint, 1 member.	Yes	No	125	Yes	100	do	3	Yes	Yes	Yes
Muskegon.....	24,062	6	Library and art galleries, ways and means, claims, accounts, and supplies, 2 each; schools, teachers, textbooks, and apparatus; buildings and grounds, 3 each.	Yes	No	Nothing.	Yes	0	do	4	Yes	No	Yes
Negaunee.....	5,460	5	None.	Yes	No	400	Yes	100	do	4	Yes	Yes	Yes
Norway.....	4,974	6	Auditing, teachers, buildings and grounds, finance.	Yes	No	200	No	200	do	4	Yes	Majority of all	Yes
Oshtemo.....	2,702	5	None.	Yes	No	25	Yes	15	do	3	Yes	Yes	Yes

<sup>1</sup> Quorum.

Table 13.—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees and members on each.	Secretary.			Treasurer.		Election of superintendent and teacher.					
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?	Yearly salary.	By vote of majority of quorum?	Is vote of majority of board required?	Does same rule apply to business?		
MICHIGAN—contd.														
Osage.....	2, 612	6	Teachers and supplies; buildings, grounds, and janitor; textbooks, library, regulations; 3 each.	Yes	No	No	\$100	Yes	\$100	Monthly	No	Yes	No	
Peterborough.....	4, 778	5	Buildings and grounds; janitors, fuel, teachers, auditing; 2 each.	Yes	No	No	50	Yes	0	do	3	Yes	Yes	
Pontiac.....	14, 832	5	Teachers and textbooks; grounds; janitor; library; regulations; 3 each.	Yes	No	No	250	Yes	0	do	3	Yes	Yes	
Port Huron.....	18, 963	3	None	No	No	Yes	1, 200	No	100	do	3	Yes	Yes	
River Rouge.....	4, 163	5	Teachers and textbooks; grounds; buildings; and supplies; auditing; 2 each.	Yes	No	No	100	Yes	100	do	4	No	No	
St. Clair.....	2, 633	6	Teachers and textbooks; grounds; buildings; and supplies; auditing; 2 each.	Yes	No	No	75	No	75	do	4	No	No	
St. Joseph.....	5, 986	6	Teachers, textbooks, and library; grounds and buildings; supplies.	Yes	No	No	200	No	200	do	4	Majority	Yes	
Sanit St. Marie.....	12, 615	5	None	Yes	No	No	300	Yes	150	do	3	Yes	Yes	
South Haven.....	3, 577	6	Buildings and grounds; 3 members.	Yes	No	No	75	No	75	do	4	No	No	
Traverse River.....	5, 072	5	Teachers and library; and grounds.	Yes	No	No	175	Yes	0	do	3	Yes	Yes	
Wyandotte.....	8, 337	6	Teachers, heating and fuel, claims and accounts, buildings and grounds, text.	Yes	No	No	150	No	0	do	4	No	Yes	
Wyandand.....	6, 280	6	Teachers, heating and fuel, claims and accounts, buildings and grounds, text.	Yes	No	No	200	Yes	0	Monthly	4	By a quorum.	No	Yes



TABLE 13.—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants—Continued.

City.	Population (census of 1910).	Board members.	Standing committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.		
				Member of board?	If not member of board, does student teacher serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	In vote of majority of board required?
MINNESOTA—CON.													
Fergus Falls.....	6,887	6	Teachers and textbooks, buildings and grounds, 3 each.	Yes			Yes		Monthly	4	Yes	Yes	Yes
Hastings.....	3,983	7	Finance, teachers, purchasing, repairs, 3 each.	No	Yes	\$120	No		do	4	No	Yes	Yes
Tribbing.....	3,822	5	Finance, buildings, teachers, janitors, supplies, transportation, 3 each.	Yes		900	Yes		do	4	Yes		Quorum.
Elphinston.....	3,142	6	None	Yes		100	Yes		do	4	No	Yes	No.
Lake City.....	2,540	6	Buildings and supplies, teachers, and textbooks, 3 each.	Yes		50	Yes		do	4	No	Yes	To spend money.
Laverne.....	10,365	6	Finance, school, teachers and supplies, property and expense, 3 each.	No	No	300	Yes		Semi-monthly	4	Yes	Yes	Yes
Macon.....	2,691	6	None	Yes		75	Yes		Monthly	5	Yes		Yes
Montevideo.....	3,066	6	House and grounds; books and supplies.	Yes		100	Yes		No regular time.	Majority	Yes		Yes
Mound.....	4,840	6	Teachers, textbooks, auditing, textbooks, buildings, 3 each.	Yes		200	Yes		Monthly	4	Yes	For sept	No.
New Ulm.....	5,648	6	Supplies and grounds; textbooks and course of study, 3 each.	Yes		180	Yes		do	4	Yes		Yes
Northfield.....	3,295	7	Textbooks and course of study, finance, school property, 3 each.	Yes		100	Yes		do	5	Yes		Yes



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

City.	Popu- lation (census of 1910).	Board mem- bers.	Standing committees, and members on each.	Secretary.			Treasurer.		Election of superintendent and teacher.					
				Member of board?	If not member of board, does su- perin- tendent serve?	Does outside person serve?	Yearly salary.	Member of the board?	Yearly salary.	By vote of ma- jority of quorum?	Is vote of majority of board required?	Does same rule apply to super- intendent?		
MISSOURI—contd.														
Lamar		5	Finance and accounts.	Yes	No	No	0	Yes	0	Monthly	3	No	Yes	Yes
McComb	6,227	5	Finance and building; visiting 4 members; appointed each month.	No	Yes	No	0	Yes	0	do	3	No	Yes	Yes
Meriden	23,225	5	None.	Yes	No	No		No		do	3	Yes	No	Yes
Missouri	3,054	5	None.	Yes	No	No		Yes		do	3	Majority	Yes	Yes
Neosho	3,370	5	None.	Yes	No	No		No		do	3	Yes	Yes	Yes
Neosho	20,314	5	Building, supply, 2 each.	No	Yes	Yes	\$300	No		do	3	Yes	Yes	Yes
West Point	4,864	5	None.	Yes	Yes		0	No		Not at all	3	No	Yes	Yes
Winona	2,513	5	None.	No	Yes		0	No		Twice per year	3	No	Yes	No
MISSOURI.														
Laura	4,148	6	Buildings, grounds, and insurance, teachers, textbooks and course of study, finance and nonresident pupils, supplies, equipment and library, 3 each.	No	No	Yes	75	No	\$50	Monthly	4	No	Yes	Yes
Boonville	4,225	6	Buildings, grounds, and repairs, finance, au- diting, and supplies, 2 each; teachers, textbooks and course of study, 3	Yes			50	Yes		do	4	No	Yes	Yes
Butler	2,986	6	Buildings and grounds, 3 members; supplies, coal, library, insur- ance, auditing, 2 each.	Yes			75	Yes		do	4	No	Yes	Yes



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

City	Population in 1910	Board members	Standing committees and members on each	Secretary			Treasurer		Election of superintendent and teacher					
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?	Yearly salary.	By vote of majority of board?	Is vote of majority of board required?	Does same rule apply to other business?		
Wisconsin— Jefferson City	11,850	6	Buildings and grounds, 1; teachers, finance, accounts and supplies, rules and complaints, 3 each.	Yes	No	Permissible	\$150	Permissible	0	Monthly	4	No	Yes	Yes
Kansas— Kirksville	3,033 6,347	6 6	Buildings and grounds, 2; textbooks, 1; teachers, ways and means, buildings, 3 each.	No	No	Yes	60 100	No Yes	\$50	do. do.	4 4	Yes No	No Yes	Yes Yes
Kentucky— Lexington	4,171 5,242 4,454	6 6 6	Examinations and teachers, 3; supplies, auditing, 4; rules and grounds, 2; visiting grounds, 3; bank taxes, 2.	Yes	No	Permissible	100	Yes	50	do.	4	No	Yes	No
Massachusetts— Marceline	3,354 3,920	6 6	Supplies and buildings, grounds, 2 each.	No	No	Yes	100 60	Yes Yes	50 30	do. do.	4 4	No No	Yes Yes	Yes No
Marshall Maryville	4,800 4,762	6 6	Finance and auditing, 3; supplies, 2; buildings and grounds, 2; janitors, 2; complaints, 2; printing, 2; textbooks, teachers, course of study, 4.	No	No	Yes	100 100	Yes Yes	50	do. do.	4 4	No No	Yes Yes	No No
Nebraska— Neosho	3,661	6	Supplies, buildings and grounds, finance, teacher.	No	No	Yes	100	No	50	Seminarily	4	No	Yes	Yes, as regards money bills.

ORGANIZATION OF CITY BOARDS OF EDUCATION.

City	Teachers, supplies, course of study, and repairs; janitors and repairs; water and light; textbooks and course of study; finance and auditing; library; 3 each.	Buildings, grounds, library, rules and regulations; 2	Finance, buildings and grounds; 2	Teachers, books, ruled and compasses, supplies and discipline; 3 each.	Finance and auditing; supplies; teachers; buildings, grounds, and repairs; textbooks, course of study, and library; 2	Teachers, buildings and grounds; auditing; 2	Supplies, 2; buildings, 3	Building and repairs; 2	Building and grounds, finance; 2	Teachers, 4	Building and grounds, finance; 2	Insurance, auditing; laws, rules and regulations.
Nevada	6	6	6	6	6	6	6	6	6	6	6	6
7,176	6,916	3,664	17,822	3,327	5,656	3,670	11,817	7,080	2,914	5,107	2,570	13,948
Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
No	No	No	No	No	No	No	No	No	No	No	No	No
Permissible	Permissible	Permissible	Permissible	Permissible	Permissible	Permissible	Permissible	Permissible	Permissible	Permissible	Permissible	Permissible
50	200	120	150	25	150	150	50	150	100	600	200	1,800
Yes	No	No	Yes	No	No	Yes	Yes	Yes	Yes	No	No	No
4	4	4	4	4	4	4	4	4	4	3	3	4
Monthly	do.	do.	do.	6 times a year	Monthly	do.	do.	do.	do.	do.	do.	Semi-monthly
Yes	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
No	No	No	No	No	No	No	No	No	No	No	No	No
On contracts and appropriate.												

Table 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

City.	Population (census of 1910).	Board members.	Standing committees and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.		
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of board?	Is vote of majority of board required?
<b>MONTANA—contd.</b>													
Harro.....	3,624	5	Building and grounds, teachers, course of study, 3 each.	No.....	No.....	Yes.....	\$250	No.....	4 times a year.....	3	Yes.....	Yes.....	Yes.....
Helena.....	12,315	7	Auditing, 2; finance, 3; repairs, grounds, and janitor, 3; apparatus and furniture, 3; insurance, 3; printing, student organization, 3; teachers and government of schools, 7.	No.....	Permissible.	Usually.....		No.....	Monthly.....	4	Yes.....	Yes.....	Yes.....
Kalispell.....	5,549	5	Finance, buildings and grounds, supplies, school work.	No.....	No.....	Yes.....	150	No.....	do.....	3	No.....	Yes.....	No.....
Lawistown.....	2,992	5	Teachers and janitors, buildings and grounds, supplies, finance, 3 each.	No.....	No.....	Yes.....	100	No.....	do.....	3	Unanimous.....	Yes.....	No.....
Livingston.....	5,359	5	Buildings and grounds, purchasing, superintendent ex officio.	No.....	No.....	Yes.....	1,200	No.....	do.....	3	Yes.....	Yes.....	No.....
Missoula City.....	4,687	5	Teachers, superintendent, and 2 members of board; buildings and repairs, visiting and supervision, 3 each.	No.....	No.....	Yes.....	1,300	No.....	do.....	4	Yes.....	No.....	Yes.....
Missoula, Bad Lodge.....	12,989	7		No.....	No.....	Yes.....	300	Yes.....	do.....	3	No.....	Yes.....	Yes.....

City	Assets	Number of members	Usually	No.	Assets	No.	Assets	No.	Assets	No.	Assets	No.	Assets	No.	Assets	No.	Assets	No.
VERMONT.																		
Allaire	3,106	6	Supplies teachers, buildings and grounds	Yes	No.	125	No.	do	4	No.	Yes	No.	do	4	No.	Yes	No.	
Auburn	2,729	6	Buildings and grounds, teachers and claims, books, supplies and printing, 3 each.	Yes	No.		do	4	No.	Yes	Yes	Yes	do	4	No.	Yes	Yes	
Aurora	2,630	6	Buildings and grounds, teachers, supplies, finance and claims.	Yes	Assistant	100	No.	do	4	No.	Whole board	Yes	do	4	No.	Yes	Yes	
Benson	9,356	6	Buildings and grounds, teachers, supplies, finance.	Yes		100	No.	do	4	No.	Yes	Yes	do	4	No.	Yes	Yes	
Chelsea	2,687	6	None	Yes		60	No.	do	4	No.	Yes	Yes	do	4	No.	Yes	No.	
Columbus	4,014	6	Supplies teachers, text books, finance, buildings and grounds, library, 3 each.	Yes		150	No.	do	4	No.	Yes	Yes	do	4	No.	Yes	No.	
Fairbury	5,294	6	Teachers, finance, grounds and buildings.	Yes	No.	100	No.	do	4	No.	Yes	Yes	do	4	No.	Yes	No.	
Falls City	3,255	6	Teachers, finance, grounds and buildings.	Yes		100	No.	do	4	No.	Yes	Yes	do	4	No.	Yes	Yes	
Grand Island	10,326	9	Finance and claims, teachers and salaries, buildings and grounds, furniture and supplies, school and study, 3 each.	Yes		250	No.	do	5	No.	Yes	No.	do	5	No.	Yes	No.	
Hedberg	3,030	6	Building and grounds, finance, and purchasing.	Yes		50	No.	do	4	No.	Yes	No.	do	4	No.	Yes	No.	
Kearney	6,202	6	Teachers, buildings and grounds, finance.	Yes		500	No.	do	4	No.	Yes	No.	do	4	No.	Yes	No.	
McCook	3,795	6	Supplies, teachers, grounds and buildings, finance.	Yes		100	No.	\$25	4	No.	Yes	No.	do	4	No.	Yes	No.	
Nebraska City	5,469	9	Claims and finance, teachers and rules, furniture and buildings, textbooks and course of study, supplies and printing, automobiles, transportation, 3 each.	Yes		240	No.	do	5	Yes		Yes	do	5	Yes		Yes	
Norfolk	6,023	6	Buildings and grounds, course of study and textbooks, finance, claims and salaries, 3 each.	No.	Yes	0	No.	100	do	4	Yes	No.	do	4	Yes	No.	Yes	

TABLE 13.—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants—Continued.

Cities.	Popu- lation mem- bers (census of 1910).	Board mem- bers.	Standing committees and members on each.	Secretary.			Treasurer.			Election of superintendent and teacher.				
				Member of board?	If not member of board, does su- perin- tendent serve?	Does outside person serve?	Yearly salary.	Member of the board?	Yearly salary.	How often does the board meet in regular session?	Mem- bers to form quor- rum.	By vote of ma- jority of quorum required?	Is vote of majority of board required?	Does same rule apply to other business?
<b>NEBRASKA—CON.</b>														
Frankmouth.....	4,267	6	Auditing teachers, repair fuel and sup- ply, 3 each.	Yes			\$100	No	0	Monthly	4	Yes	Yes	Yes
University Place..	3,200	6	Finance, course of study and textbooks, rules, printing and supplies, grounds and buildings, teachers and salaries.	No	No	Yes	75	No	0	do.	4	No	Yes	No
<b>NEVADA.</b>														
Reno.....	10,867	5		Yes			600	No	0	do.	3	No	Yes	Yes
Sparks.....	2,600	3		Yes			60	No	0	do.	2	No	Yes	Yes
<b>NEW HAMPSHIRE.</b>														
Bella.....	11,780	3	None.....	No	No	Yes	0	No	50	do.	2	Yes	Yes	Yes
Charleston.....	7,520	9	Finance, high school, grammar schools, kindergarten, build- ings and repairs, dis- cipline, hygiene, and training, cooking, etc.	No	Yes		50	No	400	do.	5	Yes	Yes	Yes
Concord.....	21,497	9	Finance, high school, grammar schools, kindergarten, build- ings and repairs, dis- cipline, hygiene, and training, cooking, etc.	Yes			125	No	0	do.	8	Yes	Yes	Yes
<b>DOWRY.</b>														
Dover.....	13,247	15	Teachers, finance and claims, textbooks, music and drawing.	Yes			125	No	0	do.	8	Yes	Yes	Yes

Franklin	6,132	3	health, high school, grammar schools, primary schools, secondary schools, private schools, truancy in industrial education, 5 each.	Yes	No	0	do	2	Yes	Yes	Yes
Keene	10,068	9	Finance, rules and regulations, grading and promotion, textbooks, territorial, 3 each.	Yes	No	0	do	5	Yes	Yes	No
Lebanon	10,183	9	Teachers	Yes	No	0	do	5	Yes	Yes	Yes
Nashua	26,035	12	None of 3 each except teacher, which has 5.	Yes	No	100	No regular time	2	Yes	Yes	Yes
Portsmouth	11,269	13	Textbooks, salaries, teachers, purchasing, truancy, drawing, music, training school, finance, schoolhouses, committee, school district, 3 each. 6	No	No		do	7	No	Yes	No
NEW JERSEY											
Asbury Park	10,150	5	Building, instruction, finance and supplies, 2 each.	No	Yes	1,020	do	3	No	Yes	No
Bloomfield	15,070	5	Finance, building and grounds, textbooks, and course of study, supplies, teachers and discipline; sanitation and janitors, publicity, 3 each.	Yes	No	600	do	3	Yes	Yes	Yes
Boonton	4,080	9	Buildings and grounds, 3.	Yes	No	250	Semi-monthly	5	Yes	Yes	No
Bordentown	4,250	6	Teachers and course of study, grievances and truancy supplies, finance and audit, increased facilities, 3 each.	Yes	No	100	Monthly	4	No	Yes	No
Bound Brook	8,970	9	Teachers, buildings, finance, visiting, 3 each.	Yes	No		do	5	Yes	Yes	Yes
Bridgeton	14,209	5	Teachers, buildings, 3 each.	No	Yes	350	do	3	No	Yes	Yes

TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	Is vote of majority of board required?	Does same rule apply to other business?
<b>NEW JERSEY—CON.</b>														
Carlstadt Borough.....	3,807	9	Teachers and supplies, house manual training, 11 boys, 3 each.	Yes.....			\$300	No.....	\$100	Monthly.....	5	Yes.....	Yes.....	Yes.....
Cliffside Park.....	3,304	9	Finance teachers, buildings and supplies, food government, 3 each.	Permissible.....		Permissible.	400	No.....	400	do.....	5	Yes.....	No.....	Yes.....
Dover.....	7,468	9	Teachers and discipline, building and repairs, supplies and finance, 3 each. Medical inspection, 4 and the superintendent.	Yes.....		Yes.....	300	No.....		do.....	5	No.....	Yes.....	No.....
East Newark.....	3,103	9	School government, building, and grounds, high school, textbook, special instruction, finance, 3 each.	Yes.....		Yes.....	300	No.....	150	do.....	5	No.....	Yes.....	Quorum.
East Rutherford.....	4,275	9	Teachers, buildings, finance, supplies, 3 each.	Yes.....		Yes.....	300	No.....		do.....	5		Yes.....	
Edgewater.....	2,655	9	School government, fire and fire drill, repairs, library, supplies, auditing, 3 each.	Yes.....		Yes.....	400	No.....		do.....	5	Yes.....	No.....	Yes.....
Englewood.....	9,624	5	Teachers, 2, buildings and grounds, 3, supplies, 2, instruction, 3.	No.....	No.....	Yes.....	700	No.....		Semi-monthly.....	3	No.....	Yes.....	To some.
Framington.....	2,693	9	Buildings, teachers, grievances, 3 each.	Yes.....			300	No.....	100	Monthly.....	5	No.....	Yes.....	No.....



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

City.	Population according to census of 1910.	Board members.	Standing committees and members on each.	Secretary.			Treasurer.		Election of superintendent and teacher.				
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?	Yearly salary.	By vote of majority of quorum?	Is vote of majority of board required?	Does outside person serve?	
NEW JERSEY—Cont.													
Leola	4,138	9	Teachers, finance, buildings, fuel and janitors, books and supplies, truancy, and visiting. Finance, education, building, supply, printing and furniture, fire, life, accidents, and insurance, 3 each.	Yes	No	No	\$200	No	Monthly	5	No	Yes	No
Long Beach	13,208	5	Finance, education, building, supply, printing and furniture, fire, life, accidents, and insurance, 3 each.	No	No	Yes	600	No	do	3	Yes	No	Yes
Madison	4,608	5	Finance, building and janitors, books and supplies, teachers and course of study, truancy, 3 each.	No	No	Yes	200	No	do	3	No	Yes	No
Milville	12,451	6	Education, 1; finance, 1; repairs, 1; board of estimates, 2; attendance, 1; fuel, 1; printing, 1; teachers, 1; buildings, 1; books and books material, 1; training, 1; evening school, 1; summer school, 3 each.	No	No	Yes	100	No	do	4	No	Yes	No
Montclair	21,560	5	Finance, buildings, supplies, teachers, course of study, attendance, evening school, rules and regulations, 3 each.	No	No	Yes	1,250	No	do	3	Yes	do	Yes
New Brunswick	22,388	5	Finance, buildings, supplies, teachers, course of study, attendance, evening school, rules and regulations, 3 each.	No	No	Yes	500	No	do	3	Yes	do	Yes



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	Is vote of majority of board required?	Does same rule apply to other business?
<b>NEW JERSEY—con.</b>														
Tenafly.....	2,756	9	Teachers, buildings and grounds, text-book and supply, finance, 3 each.	Yes.....			\$240	No.....		Monthly	5	No.....	Yes.....	No.....
Vineland.....	5,282	9	Curriculum and supply, teachers, finance, janitors, repairs, attendance, 4 each.	Yes.....			350	Yes.....	\$100	do.....	5	Yes.....		Yes.....
Wallington.....	3,448	9	Finance, teachers supply, janitors, medical inspection, truancy, 3 each.	Yes.....			200	Yes.....		do.....	5	No.....	Yes.....	No.....
Washington, West New York.....	3,567 13,566	9 5	Finance and audit, school government, buildings, grounds and repairs, books and supplies, library, printing, and law, 3 each.	Yes.....			75 600	No..... No.....	0 600	do..... Semi-monthly	5 3	No..... No.....	Yes..... Yes.....	No..... No.....
Westfield.....	6,430	9	Finance, curriculum, buildings, grounds, supplies, 3 each; teachers and instruction, 5 each.	No.....	No.....	Yes.....	1,200	No.....	0	Monthly	5	No.....	Yes.....	Yes.....
West Orange.....	10,990	5	Teachers and course of study, buildings and grounds, books and supplies, finance, transportation, 3 each.	No.....	No.....	Yes.....	750	No.....	0	do.....	3	No.....	Yes.....	No.....

ORGANIZATION OF CITY BOARDS OF EDUCATION.

City	2,983	4,642	11,220	3,755	6,172	5,072	3,217	5,016	2,600	3,099	11,631	3,884		200	100	5	4	3	3	3	3	5	4	4	4	5	5	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	do.	3	4	3	3	3	5	4	4	4	5	5		
Wharton.....	9	Grounds, repair, supply, medical inspection, attendance, 3 each.	No	No	Yes	No	No	No	No	No	No	No	No	No	do.	100	No											
Woodbury.....	6	Property, supplies, applications, 3 each.	No	Yes	No	No	No	No	do.	200	No																	
NEW MEXICO.																												
Albuquerque.....	5	Finance, teachers, rules, regulations, course of study, and textbooks, buildings, and janitors, supplies and printing, library, 2 each.	No	Yes	No	No	No	No	do.	770	No																	
East Las Vegas...	5	Building, grounds, and supply, 3 each.	No	Yes	No	No	No	No	do.	300	No																	
Roswell.....	5	Buildings and grounds, 3 each.	Yes	No	No	No	No	do.	360	No																		
Santa Fe.....	5	Finance, teachers, buildings, health, auditing, judiciary, 3 each.	No	Yes	No	No	No	No	do.	180	No																	
Silver City.....	5	Finance, 2; visiting, 3; compulsory attendance, 2.	Yes	No	No	No	No	do.	100	No																		
NEW YORK.																												
Albion.....	9	Teachers, finance, apparatus, buildings, and repairs, fuel, and electricity, and water-organization and discipline, supply, 3 each.	No	Yes	No	No	No	No	do.	100	No																	
Babylon.....	3	Supply, buildings and grounds, 3 each.	No	No	No	No	No	No	No	No	No	No	No	No	do.	100	No											
Baldwinsville.....	6	Purchasing, 2; buildings, 3.	No	Yes	No	No	No	No	do.	200	No																	
Batavia.....	6	Buildings and grounds, 4; teachers and visiting, 4; books and printing, 3; grounds, supply, 3; trustees and attendance, 3.	No	Yes	No	No	No	No	do.	900	No																	
Bath.....	8	Teachers, truancy, taxes, buildings, and grounds.	Yes	No	No	No	No	At call of the president.	125	No																		
Beacon.....	9		No	Yes	No	No	No	No	Monthly	No	No	No	No	No	No	No	No	No	No	No	No	No						

TABLE 13.—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants—Continued.

City	Population (census of 1910)	Board members	Standing committees and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.		
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of board?	Is vote of majority of board required?
<b>NEW YORK—CON.</b>													
Brookfort	3,579	3		No	Yes	\$50	No	No	Monthly	2	Yes	Yes	Yes
Canandaigua	7,217	9	Buildings, 2	No	Yes	350	No	No	do.	5	Yes	Yes	Yes
Canastota, N. Y.	5,287	5	Finance, house and grounds, teachers, 3	No	Yes	100	No	No	do.	3	Yes	Yes	Yes
Canton	4,701	9	Teachers, buildings and repairs, supplies	No	Yes	200	No	No	do.	5	Yes	Yes	Yes
Catskill	5,296	5	Books, teachers, visiting, finance	No	Yes	50	No	No	do.	3	Yes	Yes	Yes
Clyde	2,065	3	Supply, repairs, library, finance, each	No	Yes	1,000	No	No	do.	2	Yes	Yes	Yes
Coboes	24,709	5	Books and supplies, teachers, auditing, repairs and buildings	No	Yes	125	No	No	do.	3	Yes	Yes	Yes
Cold Spring	2,549	9	Finance, teachers and occasions, textbooks and apparatus, building and repairs, supplies, fuel, and printing, reports, 3 each.	No	Yes	300	No	No	do.	4	Yes	Yes	Yes
Cornville	13,730	6	Teachers and books, publicity, buildings, 3 each.	No	Yes	75	No	No	Monthly	5	Yes	No	Yes
Cortland	11,504	9	Supplies, complaints, visiting, teachers, supplies, teachers, grounds, commercial	No	Yes	50	No	No	do.	3	Yes	Yes	Yes
Dansville	3,933	9	Finance, buildings, grounds, commercial	Yes	No	180	No	No	do.	5	Yes	Yes	Yes
Deleville	2,685	5		No	No	25	No	No	do.	3	Yes	Yes	Yes
Dumfries	17,221	8		Yes	No	0	No	No	do.	5	Yes	Yes	Yes



TABLE 13.—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants—Continued.

Cities	Population (census of 1910)	Board members	Standing committees and members on each	Secretary			Treasurer		Election of superintendent and teacher					
				Member of board?	If not member of board, does superintendent serve?	Does person outside board serve?	Yearly salary	Member of the board?	Yearly salary	How often does the board meet in regular session?	Members to form quorum	By vote of majority or quorum?	Is vote of majority required?	Does same rule apply to other business?
NEW YORK—con.														
Horwell.....	13,617	5	Buildings, finance, books, teachers, supply, library, 3 each.	No	No	Yes	\$200	No	0	Semimonthly	3	Yes	Yes	Yes
Hosack Falls	5,532	3	None, 3 each.	No	No	Yes	180	No	0	Monthly	2	No	Yes	Yes
Hudson Falls	11,417	9	None, and teachers, supply and repair apparatus and auditing, 3 each.	No	No	Yes	110	No	\$100	do.	5	Yes	No	Yes
Ilion	6,538	3	None	Yes	Yes	Yes	150	Yes	0	do.	2	Yes	Yes	Yes
Ithaca	14,802	12	Finance, teachers, and organization, books and apparatus, buildings and repairs, supplies, fuel, furniture and printing, reports to educational department, play ground, each, tuition, 3 each.	No	No	Yes	300	No	300	do.	7	Yes	Quorum	Yes
Johnstown	31,279	9	Building and supply, auditing, library, apparatus, and books, finance, visiting and teachers, nonresident pupils and compulsory education, 3 each.	No	No	Yes	210	No	210	do.	5	Yes	No	Yes
Kingston	25,908	9	Finance, teachers, supply, rules.	No	Yes	Yes		No		do.	5	Yes	No	Yes
Lackawanna	14,549	9	Audit, teachers, supplies, building, insurance, rules, repairs, each.	No	No	Yes	200	No	200	do.	5	Yes	No	Yes
Lancaster	4,364	5	Auditing, 3 members.	No	No	Yes	125	No	25	do.	5	Yes	No	Yes



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular sessions?	Members do form quorum.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of this board?			Yearly salary.	By vote of majority of quorum?	Is vote of majority of board required?	Does same rule apply to other business?
<b>NEW YORK—con.</b>														
Middletown.....	15,313	9	Teachers, library, finances, and purchasing, 3 each; playgrounds, 2; books, supplies, janitors, building, visiting, 2 each	No	No	Yes	\$500	No	Monthly	5	Yes	Yes	Yes	
Mount Kisco.....	2,802	5	Teachers, library and supplies, 2 each	No	No	Yes	50	No	do.	3	No	Yes	No	
Mount Morris.....	2,783	9	Teachers, library and enter-tainments, grounds and janitor, heating, foreign school, finance, trustees, repair and supply, 3 each.	No	No	Yes	75	No	do.	5	Yes	Yes	Yes	
Newark.....	6,227	5	Teachers, building, supply, 2 each.	No	No	Yes	150	No	do.	3	Yes	Yes	Yes	
Newburgh.....	27,805	8	Repairs, supply, 4.	No	Yes	Yes	300	No	do.	5	Yes	Yes	Yes	
North Tarrytown.....	6,421	6	Finance and education, 3 each	No	No	Yes	250	No	do.	4	Yes	Yes	Yes	
North Tonawanda.....	11,965	6	Teachers, pupils, and books; furniture, apparatus, and supplies; janitors, building, and grounds; fuel, light, and power; rules, finance, and taxes, 3 each.	No	No	Yes	0	No	do.	3	No	Yes	Yes	
Norwich.....	7,442	7	Books, teachers, janitors and supplies, finance, heating,	Yes			0	No	No stated time.	4	Yes	Yes	Yes	

Nyack.....	4,619	health and ventilation; 1 library, grounds, and visiting, 2 each.	Yes	300	No	150	Monthly	3	No	Yes	No
Olean.....	14,743	5 Educational, supply, finance, repairs, 2 each.	Yes	1,200	No	0	do.	5	Yes	No	Yes
Oneonta.....	9,941	9 Finance, printing and law, building, law printing, teachers and visiting, supplies, library and textbooks, sanitation and hygiene, 3 each.	No	0	No	do.	do.	4	Yes		Yes
Oswego.....	11,480 23,368	6 Finance, teachers and supplies, 4 each. 7 Building, 2 members. 8 Teachers, finance and visiting, food, supplies, buildings and repairs, 3 each.	No No Yes	400	No No	250	do. do.	4 4	Yes Yes	No No	Yes Yes
Patchogue.....	3,842	7 Visiting, 2; supply, 1; finance, 3; buildings and grounds, 2; teachers, 2.	No	200	No	200	do.	4	Yes	No	Yes
Peekskill.....	15,245	5 Buildings, entertainment and supplies, teachers, finance, 1 each.	No	0	No	200	do.	3	No	Yes	No
Penn Yan.....	4,597	9 Teachers and books, buildings and repairs, supply, audit, 3 each.	No		No	0	do.	5	Yes		Yes
Perry.....	4,338	7 Repairs, 3; auditing, 2; grounds, 2; grievances, 3; books and library, 3; commencement, 3.	No	100	No	25	do.	4	No	Yes	Yes
Port Chester.....	12,809	5 Teachers, supply, furniture and fuel, printing, building and grounds, finance, 3 each.	No	300	No	do.	do.	3	No	Yes	No
Port Jervis.....	9,564	7 Teachers and janitors, books and school library, audit, supply, maintenance, and visiting, 3 each.	No	300	No	do.	do.	4	Yes		

TABLE 13.—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standards committees and members of each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.		
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of board?	By vote of majority of board? quorum?
<b>NEW YORK—CON.</b>													
Port Plain.....		5	Visiting, repairs, fuel and supply, 2 each.		Yes		\$150	No.	Monthly	3	Yes	Yes	Yes.
Pobdam.....	4,036	5	Instruction, finance, building, textbooks, supply, janitors, rules, regulations	Yes	Yes		0	No.	do	3	Yes	Yes	Yes.
Poughkeepsie.....	27,963	7	Instruction, finance, building, textbooks, supply, janitors, rules, regulations, printing, communication, playgrounds, each.	No.	Yes		0	No.	do	4	Yes	Yes	Yes.
Rensselaer.....	10,711	3	Finance, insurance, books, grounds, supply and repairs, furniture, 3 each; teachers, visiting, 6 each	No.	No.	Yes	300	No.	do	2	Yes	Yes	Yes.
Rockville Center.....	3,667	5	Finance, insurance, apparatus, supplies and buildings, teachers, books, visiting, 3 each; taxes, 5 each	Yes	No.		0	No.	do	3	No.		
Rome.....	20,497	6	Finance, library and apparatus, supplies and buildings, teachers, books, visiting, 3 each; taxes, 5 each	Yes	No.		0	No.	do	4	Yes		Yes.
Rye.....	3,964	5	Finance, taxes, 5 each	No.	No.	Yes	50	Yes	do	3	Yes	No rule.	Yes.
Sag Harbor.....	3,408	6	Grounds, furniture, supplies, taxes, regulations, teachers, printing, library, 2 each.	Yes	No.			No.	do	4	Yes		
St. Johnsville.....	2,536	7	Teachers, buildings and grounds, supplies, visiting, 2 each.	No.	No.	Yes	50	No.	do	4	No.	Yes	No.
Salamanca.....	5,792	7		No.	No.	Yes		No.	do	4	No.		



TABLE 13.—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does applicant serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	Is vote of majority of board required?	Does same rule apply to other business?
NEW YORK—Con.														
Warsaw.....	3,276	6	Auditing, buildings and grounds, library, supplies, and teachers, 3 each.	Yes.....			\$100	No.....	0	Monthly.....	4	Yes.....	Yes.....	Yes.....
Waterford.....	3,245	6	Teachers, finance building, 3 each.	No.....	Yes.....	Yes.....	100	No.....	\$50	do.....	5	Yes.....	No.....	Yes.....
Watertown.....	26,730	9	Executive, visiting, farm school, finance, high school examinations.	No.....	Yes.....	Yes.....		No.....		do.....	5	Yes.....	Yes.....	Yes.....
Whitehall.....	4,917	9	Finance, teachers, buildings, supplies, 2 each.	Yes.....	No.....	Yes.....	100	No.....	75	Fortnightly, bi-monthly.....	5	Yes.....	Yes.....	Yes.....
White Plains.....	15,949	5	Finance, teachers, buildings, supplies, 2 each.	No.....	Yes.....	Yes.....	1,300	No.....			3	Yes.....	Yes.....	Yes.....
NORTH CAROLINA.														
Asheville.....	16,762	6	Auditing, finance, supplies, executive, buildings and grounds, 2 each.	No.....	Yes.....	Yes.....		No.....		Monthly.....	4	Yes.....		Yes.....
Bahaven.....	2,863	5	None.....	No.....	No.....	No.....	25	Yes.....	0	do.....	3	No.....	Yes.....	No.....
Burlington.....	4,808	7	Finance, auditing, buildings and grounds, 3 each; study course of buildings and grounds, 3 each; regular study and regulations, 3 each.	No.....	Yes.....	Yes.....	0	Yes.....	0	do.....	4	No.....	Yes.....	Yes.....
Concord.....	8,715	6	Teachers, buildings and grounds, 3 each.	No.....	Yes.....	Yes.....	25	No.....	25	do.....	4	Yes.....		Yes.....
Durham.....	18,241	6	Executive, 3 members.	Yes.....			0	No.....	300	do.....	4	No.....	Yes.....	Yes.....
Elizabeth City.....	8,412	9	Executive, 3 members.	Yes.....			300	Yes.....		do.....	5	No.....	Yes.....	No.....



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	Is vote of majority of board required?	Does same rule apply to other business?
OHIO.														
Ashabula.	18,266	5	Teachers, buildings and grounds, furniture and supplies, 3 each; visiting, 2.	No.	No.	Yes.	\$200 75	No.	\$25	Semi-monthly.	4	No.	Yes.	No.
Athens.	3,463	5	Teachers, buildings and grounds, furniture and supplies, 3 each; visiting, 2.	Yes.				No.		Monthly.	3	Yes.	Yes.	Yes.
Barberton.	9,410	5	Buildings and supplies, teachers and books, grounds and lanterns, 2 each.	Yes.			360	Yes.		Semi-monthly.	5	No.	Yes.	Yes.
Bellevue.	5,209	5	Finance, buildings and grounds, teachers, supplies, 2-3 each.	No.		Yes.	75	No.	75	Monthly.	3	No.	Yes.	No.
Berea.	2,009	5	Finance, teachers, and apparatus, books and supplies, 2 each; building and printing, 2 each.	Yes.			200	Yes.	65	do.	3	No.	Yes.	No.
Bowling Green.	5,222	5	Teachers, books and supplies, course of study, buildings and grounds, 2 each.	Yes.				No.		Semi-monthly.	3		Yes.	Yes.
Bryan.	3,641	5	Finance, books, course of study, library and apparatus, buildings, rules and regulations, supplies, teachers and discipline.	No.	No.	Yes.	75	No.	50	do.	3	Yes.		Not all.



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

City.	Population (census of 1910).	Board members.	Standings committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of board?	Is vote in parity of board required?	Does same rule apply to other business?
Ohio—continued.														
East Liverpool.....	20,378	5	Supplies, teachers, books, finance, buildings, 3 each.	No.	No.	Yes.	\$400	No.	\$250	Monthly.	4	Yes	Yes.	Yes.
East Palestine.....	3,637	5	Teachers, buildings and grounds, books and supplies, 2 each.	Yes			25	No.		do.	3	Yes.	No.	Yes.
East Youngstown.....	4,972	5	Finance, buildings, supplies, teachers and janitors, 2 each.	No.	No.	Yes.	180	No.	180	do.	3	No.	Yes.	No.
Elmwood Place.....	3,423	5	Ways and means, rules, regulations, and claims.	Permissible.		Permissible.	75	No.	100	do.	3	No.	Yes.	Yes.
Elyria.....	14,825	6	Advisory, buildings and lands, finance, schools, sanitation, 3 each.	No.	No.	Yes.	600	No.		do.	4	No.	Yes.	No.
Franklin.....	2,659	5	Finance, fuel and printing, buildings, grounds and repairs, supplies and books, auditing, library and recreation, 1 each.	Yes.			50	No.	150	do.	3	No.	Yes.	Yes.
Gallien.....	7,214	5	Teachers, finance, executive, books, 3 each.	Yes.	No.		200	No.	100	do.	3	No.	Yes.	To some.
Gallipolis.....	5,560	5	Instruction, buildings, finance, supplies, 3 each.	Yes.			60	No.	50	Semi-monthly.	4	No.	Yes.	No.
Geneva.....	5	5		Yes.	No.	Yes.	120	Yes.	0	Monthly.	3	No.	Yes.	Yes.
Girard.....	3,786	5		No.			50	No.		do.	3	No.	Yes.	Yes.



TABLE 13.—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.			
				Member of board?	If not member, does student attend?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	In majority of board required?	Does superintendent supply to other business?
caso—continued.														
Mandsburg	4,271	5	Books, finance, visiting, buildings and grounds, 3 each.	Yes	No	No	\$200	No	Monthly	3	No	Yes	Yes	Yes
Montpelier	2,739	5	Supplies, buildings, finance, books and studies, 2 each.	Yes			100	No	do	3		Yes		
Napoleon	4,007	5	Buildings, and grounds, finance, teachers, textbooks, 2 each.	Yes			120	No	Biweekly	3	No	Yes	Yes	Yes
Nearsville	6,082	5	Teachers and salary, books and course of study, discipline, finance, rules and regulations, insurance, buildings and grounds, 3 each.	Yes				No	Monthly	3	No	Yes	Yes	Yes
Newark	25,404	6	Supply, insurance, teachers, finance, books and course of study, buildings and grounds, 3 each.	Yes			720	No	Semi-monthly	4	No	Yes	Yes	Yes
Newcomasdown	2,943	5	Buildings, books and grounds, 3 each.	Yes			170		Monthly	3	Yes			Yes
New Lexington	2,559	5	Teachers, books, grounds and buildings, 3 each.	Yes	No	No	75	No	do	3	No	Yes	Yes	Yes
New Philadelphia	8,512	6	Buildings, teachers, textbooks, 3 each.	Yes			200	No	do	4	Yes	No		
Niles	8,361	7	Teachers and salaries, buildings, publishing, books and	Yes			200	No	do	4	Yes	Yes	Yes	Yes

ORGANIZATION OF CITY BOARDS OF EDUCATION.

City	Amount	Members	Term	Permissible	Permissible	Amount	Members	Term	Permissible	Permissible	Amount	Members	Term	Permissible	Permissible
Norwalk	7,858	6	course of study, 3 each.	Yes	Permissible	240	No	125	do.	do.	4	No	Yes	No	
Norwood	16,185	5	Finance, school, visiting teachers, books and apparatus, repairs, salaries, 3 each.	Permissible	Permissible			do.	do.	do.	4	No	Yes	Money	
Fairville	5,501	5	Finance, buildings and repairs, supply, rules and discipline, course of study and books, teachers and salaries, teachers, 3 each.	No	Yes	200	No	100	dr.		3	No	Yes	No	
Piqua	13,388	5	Finance, buildings and repairs, supply, rules and discipline, course of study and books, teachers and salary, 3 each.	No	Yes	500	No	0	do.		3	No	Yes	Yes	
Port Clinton	3,007	5	Finance, buildings and repairs, supply, rules and discipline, course of study and books, teachers and salary, 3 each.	Yes	No	100	No	325	do.		3	Yes	Yes	Yes	
Portsmouth	23,481	7	Finance, buildings and repairs, supply, rules and discipline, course of study and books, teachers and salary, 3 each.	No	Yes	480	No		Semimonthly		4	Yes	Yes	Yes	
Ravenna	5,310	5	Finance, teachers, and grounds, buildings, text, buildings, and grounds, 3 each.	Yes	No	200	No	150	Monthly		3	No	Yes	Yes	
St. Bernard	5,002	5	Finance, buildings and grounds, 3 each.	Yes	Yes	300	No		do.		5	No	Yes	Yes	
Salem	8,943	5	Finance, buildings and grounds, 3 each.	Yes	No	200	Yes	100	do.		4	No	Yes	Yes	
Sandusky	19,989	5	Auditing building, 2 each.	Yes	No	300	No	75	Semimonthly		3	No	Yes	Yes	
Shelby	4,903	5	Schools, buildings and grounds, supplies, laws and contracts, rules and regulations, special studies, finance.	Yes	No	100	No		do.		3	No	Yes	Yes	
Sidney	6,607	6	Finance, buildings and grounds, teachers, janitors, supply, books, printing, discipline, course of study, supplies and printing, buildings and grounds, finance, 2 each.	Yes	Yes	175	No	100	Monthly		4	No	Yes	Yes	

1 Secretary and treasurer.

TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.		
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of board or quorum?	Is vote of majority of board required?
Ohio—continued.													
Struthers.....	3,370	5	Teachers and janitors, 3 each. Finance and printing, teachers and janitors, books, repairs and supplies, 3 each.	Yes			\$150	No		3	No	Yes	No
Tiffin.....	11,894	5	Finance and printing, teachers and janitors, books, repairs and supplies, 3 each.	Yes			360	No	\$100	3	No	Yes	No
Upper Sandusky.....	5,779	5	Finance, teachers, study, supplies and buildings, 3 each.	Yes	No	Yes	50	No	100	3	No	Yes	Yes
Urbana.....	7,738	5	Finance, teachers, study, supplies and buildings, 3 each.	No			200	No	do.	3	No	Yes	No
Van Wert.....	7,157	5	Teachers, supplies, grounds, 3 each.	Yes				No		3	Yes		Yes
Wapakoneta.....	5,349	5	None.	Yes			100	No		3	No	Yes	Yes
Warren.....	11,081	6	Teachers, supplies, buildings, finance, insurance, books and course of study, 3 each.	No	No	Yes	480	No	200	4	No	Yes	Yes
Washington C. H.....	7,277	6	Rules and regulations, teachers and study, course of study, salaries and finance, supply and printing, buildings and grounds, hygiene, 3 each.	Yes				No		4		Yes	Yes
Wellston.....	6,875	3	Finance, teachers, buildings and grounds, books and teacher, 3 each.	No	No	Yes	180	No		3	No	Yes	Yes



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	Is vote of majority of board required?	Does same rule apply to other business?
OKLAHOMA—CON.														
El Reno.....	7,872	8	Buildings and grounds, audit, supplies, teachers, 3 each. Finance, teachers, rules and regulations, high school, printing and supplies, buildings and grounds, insurance, course of study, 3 each.	No.....	No.....	Yes.....	\$400	No.....	\$120	Monthly.....	5	Yes.....	Yes.....	Yes.....
Enid.....	13,799	6	Finance, teachers, rules and regulations, high school, printing and supplies, buildings and grounds, insurance, course of study, 3 each.	No.....			300	No.....	300	do.....	4	Yes.....	Yes.....	Yes.....
Frederick.....	3,027	8	Buildings and grounds, furniture, teachers, grievances.	No.....	Yes.....	No.....	100	No.....	0	do.....	5	Yes.....	No.....	Yes.....
Hartsborne.....	2,963	10	Buildings and grounds, 2 members.	No.....		Yes.....	120	No.....	0	do.....	6	Yes.....	Yes.....	Yes.....
Hobart.....		10	Teachers, purchases janitors, buildings, 3 each.	Yes.....			244	No.....	240	do.....	6	Yes.....	Yes.....	Yes.....
Hugo.....	4,562	8	Rules and grievances, finance, buildings and grounds, supplies, furniture and apparatus, teachers, study each, course of study, 3 each.	No.....	Yes.....	No.....	0	No.....	0	do.....	5	Yes.....	No.....	No.....
Kingfisher.....	2,538	12	Judiciary, teacher, ways and means, buildings and grounds, supplies and examining.	Yes.....			120	No.....	100	do.....	7	Yes.....	Yes.....	Yes.....

ORGANIZATION OF CITY BOARDS OF EDUCATION.

Name	2,894	12,984	3,667	2,907 4,176	12,474	3,444	3,684	2,891	18,182	4,062	4,018	2,928	2,608	4,275 5,026										
Krebs	8	Teachers, files and regulations, buildings and grounds, supplies 3 each.	12	Buildings and grounds, finance, teachers, examiners, 3 each.	8	Finance, buildings and grounds, 3 each.	8	Teachers, finance, buildings and grounds, supplies.	6	Buildings and grounds, teachers, auditing, finance, purchasing, 3 each.	5	Teachers, buildings and grounds, supplies, rules and regulations.	4	Purchasing buildings and grounds, teachers, finance, 2 each.	12	Buildings and grounds, teachers, auditing, purchasing, 3 each.	5	Teachers, building and grounds, course of study, 3 each.	10	Teachers, 5; purchasing buildings, 3 grounds, finance, 3 each.	10	None.	5	None.
McAlester	0	0	0	60 90	480	90	0	60	0	240	0	0	360	260 150										
Maugum	0	0	0	60 60	480	90	0	60	0	240	0	0	360	260 150										
Miami Okmulgee	0	0	0	60 60	480	90	0	60	0	240	0	0	360	260 150										
Shawnee	0	0	0	60 60	480	90	0	60	0	240	0	0	360	260 150										
Stillwater	0	0	0	60 60	480	90	0	60	0	240	0	0	360	260 150										
Sulphur	0	0	0	60 60	480	90	0	60	0	240	0	0	360	260 150										
Tablequah	0	0	0	60 60	480	90	0	60	0	240	0	0	360	260 150										
Tulsa	0	0	0	60 60	480	90	0	60	0	240	0	0	360	260 150										
Vinita	0	0	0	60 60	480	90	0	60	0	240	0	0	360	260 150										
Wagoner	0	0	0	60 60	480	90	0	60	0	240	0	0	360	260 150										
Waurika	0	0	0	60 60	480	90	0	60	0	240	0	0	360	260 150										
Woodward	0	0	0	60 60	480	90	0	60	0	240	0	0	360	260 150										
OREGON	0	0	0	60 60	480	90	0	60	0	240	0	0	360	260 150										
Albany	0	0	0	60 60	480	90	0	60	0	240	0	0	360	260 150										
Ashtland	0	0	0	60 60	480	90	0	60	0	240	0	0	360	260 150										

TABLE 13.—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants—Continued.

Cities.	Population ( census of 1910).	Board members.	Standing committees, and members on each.	Secretary.			Treasurer.		Election of superintendent and teacher.					
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?	Yearly salary.	How often does the board meet in regular sessions?	Members to form quorum.	Is vote of majority of board required?	Does same rule apply to other business?	
OREGON—cont'd.														
Astoria.....	9,599	5	Supply, buildings and repairs, finance, 2 each.	No.	No.	Yes.	\$400	No.		Monthly.	3	Yes.	No.	Yes.
Baker.....	6,742	5	None.....	No.	No.	Yes.	350	No.	\$250	do.	3	No.	Yes.	Yes.
Corvallis.....	4,552	5	Finance, supply, grounds and repairs.	No.	No.	Yes.		No.		do.	3	No.	Yes.	No.
Grants Pass.....	3,897	5	Teachers and salaries, buildings and supplies, finance, course of study, 3 each.	No.	No.	Yes.	200	No.		do.	3	Yes.		Yes.
Klamath Falls.....	2,758	5	None.....	No.	No.	Yes.	150	No.		Semi-monthly.	3	Yes.	No.	Yes.
La Grande.....	4,843	5	do.....	No.	No.	Yes.	100	No.		Monthly.	2	Yes.	Yes.	Yes.
Marshfield.....	2,980	3	do.....	No.	No.	Yes.	250	No.		Each school month.	2	No.	Yes.	Yes.
Oregon City.....	4,287	5	None.....	No.	No.	Yes.	300	No.	0	Monthly.	3	Yes.	Yes.	Yes.
Roseburg.....	4,758	5	Buildings and grounds, supplies, 3 each.	No.	No.	Yes.	300	No.		Bi-weekly.	3	No.	Yes.	Ordinarily.
St. Johns.....	4,872	5	Repairs, supplies, judiciary, finance, 2 each.	No.	No.	Yes.	400	No.		Monthly.	3	No.	Yes.	No.
Salem.....	14,094	5	Finance, supplies, house, grounds and repairs, insurance, 3 each.	No.	No.	Yes.	500	No.		Semi-monthly.	3	Yes.	No.	Yes.
The Dalles.....	4,880	5	None.....	No.	No.	Yes.	300	No.		Monthly.	3	No.	Yes.	Yes.
PENNSYLVANIA.														
Ambridge.....	5,205		Books and supplies, 4. finance, fuel, grounds, sanitation, 3 each.				300	Yes.	100	do.				

City	Amount	Object	Yes	No	Permissible	123	No.	100	Frequency	3	Yes	No.	Some
Apollo	3,000	Books and supplies, contingent, building	Yes			123	No.		do	3	Yes	No.	
Arhbold	7,104	Building educational, finance, 3 each	Yes			670	Yes		do	5	No	Yes	No.
Ashtland	6,855	Finance, supplies, repairs, 3 each	Yes			220	Yes	100	do	4	No	Yes	Some
Athens	2,796	None	Yes			75	Yes	0	do	4	No	Yes	Yes
Austin	2,941	Supplies, books, buildings and grounds, 3 each	Permissible			90	Permissible	50	do	3	No	Yes	No.
Avalon	4,317	None	Yes			320	No	0	do	3	No	Yes	Yes
Avooca	4,634	Teachers, repairs, 3 each	No			150	Yes		do	4	No	Yes	Yes
Bangor	5,360	Property, supplies, education, finance, 3 each	Yes			320	Yes	50	do	4	No	Yes	No.
Beaver	3,456	Buildings and grounds, teachers and textbooks, supply	Yes			150	No		do	3			
Beaver Falls	12,191	Instruction, building and grounds, supplies, 3 each	No			75	No		do	4	Yes		Yes
Bellaire	4,145	Finance, building and grounds, supply, library, 2 each	Yes			120	Yes	150	do	3	No	Yes	No.
Berwick	5,375	Building, grievance, education, visiting, 3 each	Yes			200	Yes	75	do	4	Yes		Yes
Bloomburg	7,413	Finance, supply, repairs, discipline, health and sanitation, picnic and amusement, 3 each	Yes			200	Yes	0	do	4	Yes		Yes
Brookdock	19,357	Teachers, building and supply, finance, 3 each	Yes			400	Yes		do	4	Yes		Yes
Bradford	14,544	Teachers, building and supply, finance	Yes			730	Yes		Semi-monthly	4	No	Yes	No.
Britol	9,256	Books, finance, building, library, sanitation, supply, 4 each	No			125	No	100	do	3	No	Yes	Yes
Brookville	3,003	Building and repairs, 2 books and supply, 1	Yes			100	No		Monthly	3	No	Yes	To some
Butler	20,728	None	Permissible			600	Permissible	50	do	4	No	Yes	To some
Carlisle	10,303	Books and supply, teachers, discipline, finance, transfer, property	Yes			225	Yes	25	do	4	No	Yes	Yes

1 Secretary and treasurer.

1 Secretary is treasurer.

TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants.—Continued.

Cities.	Popu-lation (census of 1910).	Board mem-bers.	Standing committees and members on each.	Secretary.		Treasurer.		Fraction of superintendent and teacher.						
				Member of board?	If not member of board, does sub-stituted person serve?	Jobs outside person serve?	Member of the board?	Yearly salary.	Yearly salary.	How often does the board meet in regular session?	Mem-bers to form quor-um.	By vote of ma-jority of board?	As vote of ma-jority of board required?	Does same rule apply to other business?
PENNSYLVANIA—continued.														
Canonburg.....	3,891	7	Each ward school, supplies, 2 each.	Yes					0	Monthly.	4	No	Yes	Yes
Carnegie.....	10,009	7	Finance, textbooks, repair, supplies, 3 each.	Yes				280	No.	do.	4	Yes	Yes	No.
Carrick.....	6,117	7	Building, books, sup-plies, 3 each.	Yes	No			150	No.	do.	4	No.	Yes	Not all.
Catsaquis.....	5,250	7	Finance, grounds and buildings, books and supplies, heating and lighting, fuel and alterations and health, sinking fund, 3 each.	Yes				120	Yes	do.	4	No.	Yes	No.
Chambersburg.....	11,800	7	Books and supply building and grounds, fuel and contingency.	Yes				240	Yes.	do.	4	No	Yes	Yes.
Clairton.....	3,327	5	Supply, house, 2 each.	Yes				300	No	do.	4	No	Yes	No.
Clarton.....	2,612	5	Books, supply repair, finance.	Yes				100	Yes	do.	4	No	Yes	Yes.
Clearfield.....	6,851	7	Finance, property, books and supplies, library, printing, sinking fund, 3 each.	Yes	Yes			400	Yes	do.	5	No	Yes	Yes.
Coaldale.....	5,154	7	Inside and outside, 3 each.	No				100	No.	do.	4	No.	Yes	No.
Columbia.....	11,454	7	Inside and outside, 3 each.	Yes				150	No.	do.	4	Yes	Yes	Yes.

City	7	Teachers and books, building and grounds, finance, 3 each.	Yes	Permits	150	Yes	150	Yes	40	4	Yes	Yes
Conshohocken	7,480		Yes						40	4	Yes	Yes
Cornopolis	5,252	Building, educational, supply, finance, 3 each.	Yes		250	No	0	No	40	4	No	No
Condersport	3,100	Building, books, 2 each.	Yes		150	Yes			Semimonthly	3	No	Yes
Crafton	4,585	Supply, property, finance, legal, 2 each.	Yes		225	Yes	225	Yes	Monthly	3	No	Four votes
Curwensville	2,540	Finance, teachers, janitors and rules, supply, 3 each.	Yes		250	Yes	50	Yes	40	4	No	No
Danville	7,517	Property, supervision, examinations, purchasing, adjustment, sinking fund, 3 each.	Yes	No	250	Yes	150	Yes	40	4	No	To some
Darby	6,305	Supplies, building, 3 each.	Yes		250	Yes	0	Yes	40	3	Yes	Yes
Derry	2,954	Building, teachers, finance, building and grounds, supply, 3 each.	Yes	No	350	Yes		Yes	40	4	Yes	To some
Dickson City	9,331	Finance, building and grounds, supply, 3 each.	Yes		250	No	0	No	Semimonthly	4	Yes	No
Donora	8,174	Property, finance, 3 each.	Yes	No	75	Yes	100	Yes	Monthly	3	No	No
Donningtown	3,328	Building, supply, books, 3 each.	Yes		250	Yes	50	Yes	40	4	Yes	No
Du Bois	12,623	Building and grounds, teachers and janitors, finance, rule, insurance, book and supply, light, water, and fuel, evaporation and abatement, 3 each.	Yes		950	Yes		Yes	Bimonthly	4	No	No
Dunmore	17,615	Finance, insurance, supply, building, 3 each.	Yes		400	Yes		Yes	Monthly	4	Yes	Yes
Duryea	7,457	Books and supplies, building, school, finance, manual training, teachers, hygiene, 3 each.	No	Yes	1,000	No	700	No	40	4	Yes	No
Easton	26,523											

TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does student serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	Is vote of majority of board required?	Does same rule apply to other business?
PENNSYLVANIA—continued.														
East Stroudsburg.....	2,330	5	Books, 8; building, finance, discipline, 2 each.	Yes	No		\$100	Yes	\$50	Monthly	3	Yes	Yes	Yes
Elwood City.....	3,902	5	Finance, buildings and grounds, supplies, teachers, 2 each.	Yes	No	Permissible.	200	Yes	200	do.	3	Yes	Yes	Yes
Emans.....	2,501	5	Repairs, finance, general, 3 each.	Yes			50	Yes	50	do.	3	No	Yes	Yes
Emporium.....	2,916	5	Property and supply, 3 each.	Yes			50	No	50	do.	3	No	Yes	No
Ferrel		7	Property and supply, 3 each.	Yes			450	Yes	450	do.	4	No	Yes	To some.
Ford City.....	4,380	5	Building and grounds, books and supplies, finance, athletics, 3 each.	Yes			200	Yes	150	do.	3	No	Yes	No
Forest City.....	5,794	7	Building, books and supply, 3 each.	Yes	No		200	Yes	150	do.	4	No	Yes	Yes
Frackville.....	3,118	5	Supply, building, visiting, finance, 3 each.	Yes			200	Yes	200	do.	3	No	Yes	To some.
Freedom.....	3,080	5	Finance, teachers, property, repairs, supply, litigation, discipline, 3 each.	Yes			150	No	150	do.	3	Yes	Yes	No
Freehold.....	6,197	7	Books and supplies, buildings, finance, teachers.	Yes			250	Yes	300	do.	4	No	Yes	Yes
Gallatin.....	2,504	5	Repair, supply, 3 each.	Yes			100	Yes	100	do.	3	No	Yes	Yes
Getzville.....	2,000	7	Buildings, grounds, and repairs; teachers and schools, supply, 4 each.	Yes			150	Yes	0	do.	4	No	Yes	Yes
Harver.....	7,057	7	Buildings, grounds, and repairs; teachers and schools, supply, 4 each.	Yes			150	Yes	100	do.	4	No	Yes	To some.



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Popu-lation (cen-sus of 1910).	Board mem-bers.	Standing committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Mem-bers to form quo-rum.	Election of superintendent and teacher.		
				Member of board?	If not member of board, does in-terim ten-ant ser-vice?	Does outside person ser-vice?	Yearly salary.	Member of the board?			Yearly salary.	By vote of ma-jority of quorum?	Is vote of ma-jority of board re-quired?
PENNSYLVANIA—continued.													
Lock Haven.....	7,777	7	Finance, building, supply, teachers, 3 each.	Yes.....			\$300	Yes.....	\$300	Monthly.....	4	Yes.....	No.
Lourens.....	3,426	7	Janitors, books and supply, teachers, 3 each.	Yes.....			150	Yes.....	150	do.....	4	Yes.....	No.
Lytens.....	2,943	5	Name.....	Yes.....			75	Yes.....	65	do.....	3	Yes.....	Yes.
McDonald.....	2,543	3	Finance, supply and re-pairs, 3 each.	No.....	No.....	Yes.....	100	No.....	15	do.....	3	Yes.....	To some.
KoKees Rocks.....	14,702	7	Building, supply, 3 each.	Yes.....			300	Yes.....	300	do.....	4	Yes.....	Yes.
Mahanoy.....	15,938	7	Education and dis-cipline, supplies, re-pairs, sanitation, 3 each.	Yes.....			480	Yes.....	100	do.....	4	Yes.....	Yes.
Marsh Creek.....	3,933	5	Supply, 3; building, 2; instruction, 3.	Yes.....			175	Yes.....	125	do.....	4	Yes.....	Yes.
Mechanicsburg.....	4,400	5	Property, attendance, finance, supply, governing, sinking fund, 3 each.	Yes.....			100	Yes.....	70	do.....	3	Yes.....	Yes.
Meda.....	3,522	5	Teachers, property, supply, 3 each.	Yes.....			200	No.....	0	do.....	3	Yes.....	Yes.
Middletown.....	5,374	7	Supply, building, fi-nance, 3 each.	Yes.....			250	Yes.....	300	do.....	4	Yes.....	Yes.
Milton.....	7,400	7	Finance, buildings, grounds, supply, 3 each.	No.....	No.....	Yes.....	200	No.....	10	do.....	4	Yes.....	No.

City	Population	Number of members	Term of office	Method of election	Qualifications	Salary	Term of office	Method of election	Qualifications	Salary	Term of office	Method of election	Qualifications	Salary
Minersville	3,159	7	7	Sanitation, schools and study, fuel and heating, finance, 3 each.	Yes	100	Yes	100	do	4	No	Yes	Yes	
Monaca	3,378	5	5	Finance, supply, teachers, building, library, 3 each.	Yes	100	Yes	100	do	3	No	Yes	No	
Monessen	11,775	7	7	Teachers, supply, building, finance, library, 3 each.	Yes	300	No	0	do	4	No	Yes	To some	
Monongahela City	7,568	7	7	Finance, supply, building, property, rules, 3 each.	Yes	250	No	700	do	4	No	Yes	Yes	
Mount Carmel	17,532	7	7	Course of study, library and lectures, supplies, building and furniture, finance, discipline, 3 each.	Yes	450	No	150	do	4	No	Yes	No	
Mount Oliver	4,241	5	5	House, 3; supply, 2	Yes	250	Yes	100	do	3	No	Yes	Yes	
Mount Pleasant	5,812	7	7	Books and supplies, finance, 2 each, property, 3 members.	Yes	60	No	60	do	4	No	Yes	No	
Mount Union	2,338	5	5	Supply, building, 3	No	420	No	60	do	3	No	Yes	To some	
Munhall	5,185	7	7	Finance, building, repairs, teachers, books and supplies, sanitation, athletics, 2 each.	Yes	400	Yes	200	do	4	No	Yes	In part	
Nanticoke	18,877	7	7	Teachers and school work, books, buildings and grounds, finance, sinking fund, 3 each.	Yes	75	Yes	75	do	3	No	Yes	Yes	
Nasareth	3,978	5	5	Two buildings, 1 each.	Yes	300	Yes	100	do	4	No	Yes	Yes	
New Brighton	8,329	7	7	Books, supply, buildings, 3 each.	Yes	240	Yes	250	do	4	No	Yes	Yes	
New Kensington	7,707	7	7	Teachers and salaries, books and supplies, printing, and playground, finance, 3 each.	Yes	200	Yes	400	do	3	No	Yes	Yes	
New Philadelphia	2,512	7	7	Finance, teachers, books and course of study, compulsory education and non-resident pupils, building, 7 each.	Yes	300	No	300	do	4	No	Yes	Yes	
Norristown	27,675	7	7		Yes									

TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board men and members on each.	Standing committees, finance, repair, etc.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form quorum.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does parent-teacher serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	Is vote of majority required?	Does same rule apply to other business?
PENNSYLVANIA—continued.														
Northampton.....	8,729	5	Supply, teachers, finance, repair, 3 each.	Yes			\$175	Yes	\$175	Monthly	4	No	Yes	Yes
Oakmont.....	3,438	5	Building, 3 members.	Yes			300	No	300	do.	2	No	Yes	Yes
Parkersburg.....	2,532	5	Property, 2; supply, 3.	Permissible			40	No	40	do.	3	No	Yes	Yes
Parnassus.....	2,575	5	Books and supplies, each.	Yes			120	Yes	120	do.	3	No	Yes	Yes
Parsons.....	4,388	5	School government, supplies, books and finance, building, 3 each.	Yes			250	Yes	250	do.	3	No	Yes	Yes
Pea Argy.....	3,987	5	Finance, property, education, supply, 3 each.	Yes			100	Yes	65	do.	3	No	Yes	Yes
Perris.....	2,779	5	Repair, 2 members.	Yes			150	Yes	150	do.	3	No	Yes	To some.
Phillipsburg.....	3,585	5	Supply, 2; house, 2.	Yes			100	Yes	100	do.	4	No	Yes	In part.
Phoenixville.....	10,743	7	Schools, grounds and buildings, textbooks and supplies, etc., 2 each.	Yes			300	Yes	250	do.	4	No	Yes	In part.
Pitcairn.....	4,975	5	Janitors and sanitation buildings and grounds, textbooks and supplies, teachers and curriculum, 2 each.	Yes			100	No	0	do.	3	No	Yes	No.
Pittston.....	16,287	7	None.	Yes	No	Yes	1,200	Yes	300	do.	4	No	Yes	In part.
Portage.....	2,954	5	Repairs, 2 members.	No	No	Yes	125	Yes	125	do.	3	No	Yes	Yes.



TABLE 43.—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to form a quorum.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	Is vote of majority of board required?	Does same rule apply to other business?
PENNSYLVANIA—continued.														
Spring City.....	2,880	5	Supplies, 2; property, 3.	Yes.....			\$75	Yes	\$60	Monthly.....	3	No.....	Yes	No.
Summit Hill.....	4,209	5	Building, books and supplies, 3 each.	Yes			175	Yes		do.....	2	No.....	Yes	Yes.
Swatsburne.....	3,478	5	Finance teachers, books and supplies.	Yes			75	Yes		do.....	2	No.....	Yes	No.
Swissvale.....	7,381	7	Finance teachers, buildings and grounds, janitors and sanitation, 3 each.	Yes			400	No	0	do.....	4	No.....	Yes	Yes.
Tamaqua.....	9,463	7	Buildings and grounds, finance and salary, sinking fund, athletics, 3 each.	Yes			200	No	125	do.....	4	No.....	Yes	In part.
Tarentum.....	7,414	7	Books, finance, buildings, 3 each.	Yes			360	No	0	do.....	4	No.....	Yes	In part.
Throop.....	5,133	7	Finance teachers and salaries, building books and course of study, supplies, rules and regulations, 3 each.	Yes			400	Yes	0	do.....	4	No.....	Yes	Yes.
Titusville.....	8,533	7	Finance teachers and salaries, building books and course of study, supplies, rules and regulations, 3 each.	No	Yes	Yes	240	No	100	do.....	4	No.....	Yes	In part.
Towanda.....	4,281	5	Supply, teachers, property, 3 each.	Yes			300	Yes	100	do.....	3	No.....	Yes	No.
Turtle Creek.....	4,995	5	Finance, sinking fund, real estate, sanitary, supply, 3 each.	Yes			250	No	0	do.....	3	No.....	Yes	No.
Tyrone.....	7,176	7		Yes			125	No	100	do.....	4	No.....	Yes	No.



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session? In irregular session?	Members to form quorum.	Election of superintendent and teacher.		
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	Is vote of majority required?
RHODE ISLAND—continued.													
East Providence.	15,806	5	Finance, property, books and supplies, teachers, course of study, pupils and hygiene, 2 each.	Yes					Monthly	3	No	Yes	Yes
Newport.	27,149	12		No	Yes		\$50	No	do	7	No		No rule.
North Providence.	5,407	5	Purchasing, text-books, property, 2 each.	Yes				Yes	do	3	Yes		Yes.
Westerly.	8,096	3		Yes					do	2			
SOUTH CAROLINA.													
Abbeville.	4,459	9	Finance, teachers, grievance, 3 each.	Yes			0	Yes	Monthly	5	No	Yes	No.
Anderson.	9,654	9		No	Yes		100	Yes	do	5		Yes	In part.
Bennettsville.	2,646	8	Finance, building, 3 each.	Yes					No regular time.	5		Yes	Yes.
Chester.	4,784	7	House and grounds, 3 each.	Yes	No	No	50	No	Monthly	4	Yes	No	Yes.
Columbia.	26,319	7	Executive, finance and supplies, buildings and property, text-books and course of study, titles and regulations, 3 each.	No	Yes	No	0	No	do	4	Yes	No	Yes.
Darlington.	3,789	9	Finance, building, and grounds, 3 each.	Yes			100		No regular time.	5	Yes	No	Yes.
Gaffney.	4,767	7	None.	Yes					Monthly	4	Yes	Yes	Yes.

ORGANIZATION OF CITY BOARDS OF EDUCATION.

City	Population	Boards	Functions	Yes	No	Amount	Frequency	Yes	No	Boards	Yes	No	Boards	Yes	No	
Georgetown	5,530	7	Buildings(2), grounds, textbooks, 3 each.	Yes			do.			4	Yes			Yes		
Rock Hill	7,216	7	Buildings and buildings.	Yes			do.			4	No			No		
Spartanburg	17,517	6	Buildings and buildings.	Yes			No regular times			4	Yes			Yes		
SOUTH DAKOTA																
Aberdeen	10,733	5	Building, finance, purchasing, teachers, and grounds, buildings	No	Yes		Monthly			3		Yes		Yes		
Brookings	2,971	5	Finance, buildings, grounds, teachers, supplies, textbooks, each	No	Yes	150	do.			3		Yes		Yes		
Deadwood	3,653	5	Buildings and grounds, course of study, teachers, finance, 5 each.	No	Yes	300	do.			3		Yes		Yes		
Lead	8,392	5	Buildings, finance, teachers, purchase, 1 each.	No	Yes	250	Semi-monthly			3		Yes		Yes		
Madison	3,137	5	Teachers and instruction, supplies and property, finance and socs, buildings and grounds, 2 each.	No	Yes	175	Monthly			3	Yes			Yes		
Mitchell	6,515	5	Teachers, finance, supplies, buildings and grounds, textbooks, 2 each.	No	Yes	1,000	do.			3	Yes			Yes		
Pierr	3,656	5	Finance, teachers, buildings and grounds, repairs, sanitation, 3 each.	No	Yes	240	do.			3	Yes	No		Yes		
Bedfield	3,060	5	None	No	Yes	125	do.			3			Yes	Yes		
Snow Falls	14,064	5	Finance, property and teachers, 2 each.	No	Yes	1,800	do.			3	No		Yes	Yes		
Watertown	7,010	5	Finance, property and teachers, 2 each.	No	Yes	300	do.			3	Yes		No	Yes		
TENNESSEE																
Bristol	7,148	6	Finance, building and supply, course of study, textbooks, visiting and grievances.	Yes	No	90	Monthly			4	Yes			Yes		
Brownsville	2,882	6	None	Yes		0	When called				Yes		No		Yes	
Clarksville	8,948	6	Teachers and salaries, nominating, compulsory attendance, supply, house, 3 each.	Yes		400	Monthly			4	Yes		Yes			
Lebanon	3,659	3	None	Yes		0	When called			3	No		Yes			

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TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees and members on each.	Secretary.			Treasurer.		How often does the board meet (irregular sessions)?	Members to form quorum.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does independent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of quorum?	In vote of majority of board required?	Does superintendent apply to either business?
<b>TEXAS—CON.</b>														
Lenoir City	3,392	3	Teachers and text-books, 2 each.	Yes	No	No	0	Yes	0	Monthly	5	Yes	No	Yes
Park City	3,861	8	Finance, course of study, rules.	Yes	No	No	\$75	Yes	\$75	On call.	3	Yes	Yes	Yes
Tulahoma	5,126	5	Building and grounds, teachers, books and course of study.	Yes	No	No	0	No	0	Monthly	4	Yes	Yes	Yes
<b>TEXAS.</b>														
Amarillo	3,049	6	Ordnances, 3 members, teachers and course of study.	No	No	Yes	50	No	0	Monthly	4	No	No	No
Ballinger	9,957	7	Finance, teachers and building, purchasing and repairs, grievances, 3 each.	Yes	No	No	0	No	0	do	4	Yes	Yes	Yes
Beaumont	3,536	7	Sanitation 1, buildings and grounds, books and supplies, 3 each.	Yes	No	No	300	No	0	do	5	Yes	Yes	No
Big Spring	20,640	9	Building and grounds, grievance course, 2 each.	Yes	No	Yes	0	Yes	0	do	4	Yes	No	Yes
Bonham	4,102	7	Textbooks, 3 each.	Yes	No	No	0	No	0	do	4	Yes	Yes	Yes
Bowie	4,844	6	Finance, grievance course of study, building, 2 each.	Yes	No	Yes	300	No	0	do	4	Yes	Yes	Yes
Brady	2,574	7	Teachers, finance, buildings and grounds.	Yes	No	No	0	No	0	do	4	No	Yes	Yes
Brady	2,659	7	Teachers, finance, buildings and grounds.	Yes	No	No	0	No	0	do	4	No	Yes	Yes



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

City.	Popu- lation (census of 1910).	Board mem- bers.	Standing committees and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Men- bers to form quor- um.	Election of superintendent and teacher.			
				Member of board's parin- tendent serve?	If not member of board, does su- perin- tendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of ma- jority of quorum?	Is vote of majority of board required?	Does salary apply to teacher?
TEXAS—continued.														
Franklin	7,642	6	Executive, 3 members.	Yes	No	Yes	0	Yes	0	Monthly	4	No	Yes	No
Gahevilla		7	Teachers and books, property, supplies, and repairs, griev- ances, 3 each.	No	No	Yes	\$150	No		do.	4	No	Yes	Yes
Genesa	3,129	7	Finance, purchase and repairs, rules and regulations, teach- ers, textbooks and course of study, 3 each.	Yes			100	No		do.	5	No	Yes	No
Greenville	8,850	7	Finance, insurance, and salaries, fuel, supplies and jan- itor, books and li- brary, rules and grievances, prop- erty, repairs, 3 each.	Yes				No		do.	4	No	Yes	No
Jacksonville	2,875	7	Buildings and grounds, 3 each; supply, 2.	Yes	Asst. sec.		0	Yes	0	do.	5	No	Yes	No
Lockhart	2,945	7	Teachers, complaints, finance, 1.	Yes				No		do.	4	Yes		Yes
McKinney	4,741	7	Property and supply, rules and grievance, teachers and books,	Yes				No		do.	4	Yes		Yes
Marlin	3,878	7	finance, 2 each.	Yes				No		do.	4	Yes		Yes
Marshall	11,452	7	Teachers and course of study, school prop- erty and repairs, rules and grievance, fi- nance, 3 each.	Yes			150	No	0	do.	4	Yes		Yes



TABLE 13.—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees, and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members to whom form. quorum.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of board?	Is vote of majority of board required?	Does same rule apply to other business?
<b>TEXAS—contd.</b>														
Texarkana.....	9,790	7	Auditing and finances, buildings and grounds, rules and regulations, purchase and repairs, teachers, 3 each.	No.....	No.....	Yes.....	\$300	No.....	0	Monthly.....	4	Yes.....		
Ovalde.....	3,928	7	Buildings and grounds, rules and regulations, course of study, 2 each.	No.....	No.....	Yes.....	240	No.....	0	do.....	4	Yes.....	Yes.....	Yes.....
Vernon.....	3,185	7	Teachers, course of study, 2 each.	Yes.....			0	No.....	\$150	do.....	4	Yes.....	Yes.....	Yes.....
Victoria.....	3,673	7	Buildings and grounds, rules and regulations, finance, 2 each.	Yes.....			0	No.....	0	do.....	4	No.....	Yes.....	Yes.....
Washachle.....	6,235	7	Finance, 3; teachers, buildings and grounds, rules and regulations, course of study, 2 each.	Yes.....			50	No.....	25	do.....	4	Yes.....		Yes.....
Weatherford.....	5,074	7	Study and text books, 4; finance, library and printing, purchasing, 3 each.	Yes.....				No.....	0	do.....	4	No.....	Yes.....	Yes.....
Yoakum.....	4,657	7	Finance and auditing, property and repairs, teachers, course of study and books, grievances, purchasing, visiting and inspection, 2 each.	Yes.....			0	No.....	0	do.....	4	No.....	Yes.....	No.....
			Finance, teachers, course of study and textbooks, property, repairs and purchasing, rules and regulations, 3 each, visiting, 1.											

ORGANIZATION OF CITY BOARDS OF EDUCATION.

City	Yes	No	Yes	No	1,200	No	240	Semi-monthly	3	Yes as to teachers	Yes as to supt.	No
<b>UTAH.</b>												
Brigham	2,881	5	Finance and auditing, desks, maps and charts, books, globes, and repairs, 3 each; supplies and printing, 4	No	Yes	1,200	No	240	Semi-monthly	3	Yes as to teachers	Yes as to supt.
Kays	3,416	3	None	Yes	200	Yes	200	Bimonthly	2	No	Yes	No
Lahti	2,964	3	Rules and regulations pertaining to school grounds, teachers and school work, finance, 2 each	No	175	Yes	175	Once a week	2	Yes	Yes	Yes
Murray	4,057	5	Teachers, finance, janitor, building, 2 each	Yes	0	Yes	0	Monthly	3	Yes	Yes	Yes
Ogden City	25,380	5	Teachers, finance, janitor, building, 2 each	No	840	No	840	Semi-monthly	3	No	Yes	Yes
Park City	3,439	3	School work, supply	Yes	150	Yes	150	do.	3	Yes	No	Yes
Provo	8,925	5	Finance, teachers and buildings, 2 each	No	100	No	100	do.	3	Yes	Yes	Yes
Tonah	2,753	3	Finance, teachers and buildings, 2 each	Yes	100	Yes	100	No regular time	2	Yes	Yes	Yes
<b>VERMONT.</b>												
Bennington	8,058	7	Teachers, books and supplies, buildings, 3 each	Yes	75	No	75	Monthly	4	Yes	Yes	Yes
Brattleboro	7,541	3	Finance and property, insurance, books and supplies, 2 each	No	300	No	300	do.	4	Yes	Yes	Yes
Burlington	20,468	6	Finance and property, insurance, books and supplies, 2 each	Yes	0	Yes	0	do.	5	Yes	Yes	Yes
Montpelier	7,856	9	Audit and finance regulations, 3 each; teachers, instruction, books and supplies, repairs, grounds, transportation, 3 each	Yes	0	Yes	0	do.	5	Yes	Yes	Yes
Rutland	13,546	11	Teachers and books, supplies, buildings, finance, 3 each	No	0	No	0	do.	6	Yes	Yes	Yes
St. Albans	6,881	6	Finance, buildings, finance, 3 each	No	60	No	60	Semi-monthly	4	Yes	No	Yes
St. Johnsbury	8,098	3	None	No	125	No	125	No regular time	2	Yes	Yes	Yes
<b>VIRGINIA.</b>												
Bedford City	2,805	3	None	Yes	0	No	0	At call	2	Yes	No	Yes
Big Stone Gap	2,560	3	do.	Yes	0	No	0	Monthly	2	Yes	Yes	Yes
Bristol	6,247	9	Finance, houses, supplies, teachers, 3 each	No	100	No	100	do.	5	Yes	Yes	Yes

TABLE 13.—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants—Continued.

Cities.	Popu-lation (cen-sus of 1910).	Board mem-bers.	Standing committees and members on each.	Secretary.			Treasurer.		Election of superintendent and teacher.			
				Member of board?	If not member of board, does superintendent serve?	Does member of board, outside person serve?	Yearly salary.	Member of the board?	Yearly salary.	By vote of majority of board?	Is vote of majority of board required?	Does same rule apply to other business?
WISCONSIN—contd.												
Bronze Vista.....	3,245	6	Buildings, supplies, 3 each.	Yes			\$80	No		4	Yes, for teach-ers.	Yes.
Fredericksburg.....	5,847	6	Purchasing, building, 2 each.	Yes			120	No		4	Yes	Yes.
Harrisonburg.....	4,879	3	None.	Yes			100	Yes		2	Yes	Yes.
Martinsville.....	3,368	3	do.	Yes			60	No		2	Yes	Yes.
Radford.....	4,232	6	do.	No	Yes		75	Yes		4	Yes	No.
Staunton.....	16,504	6	Discipline, finance, grounds and build-ings, 2 each.	No	Yes		100	No		4	Yes	No.
Williamsburg.....	2,741	3	None.	No	Yes		100	No		2	Yes	Yes.
WISCONSIN—contd.												
Aberdeen.....	13,000	5	Auditing and finance, buildings and grounds, purchasing and insurance, teachers and salaries, books, library, dis-cipline, health and sanitation, 3 each.	No	No	Yes	1,200	No		3	Yes	Yes.
Albion.....	4,108	3	Classification and teachers, finance and auditing, building and printing, building and grounds, furni-ture and supplies.	Yes	No	Yes	420	No		3	No	Yes.
Bellingham.....	24,268	3	do.	No	No		900	No		3	No	Yes.
Brunswick.....	2,993	3	None.	Yes	Yes		150	No		2		Yes.
Centralia.....	7,311	3	do.	No	No		1,200	No		2		Yes.
Chubbuck.....	4,507	3	do.	No	Yes		120	No	0	2		Yes.

ORGANIZATION OF CITY BOARDS OF EDUCATION.

Os Elva.	2,749	3	None	Yes	300	No	do.	2	No	Yes	Yes
Os Elva.	2,783	3	None	Yes	300	No	do.	2	No	Yes	Yes
Os Elva.	4,309	3	None	No	360	No	do.	2	No	Yes	Yes
Os Elva.	24,841	3	None	Yes	1,500	No	do.	3	Yes	No	Yes
Os Elva.	8,171	5	None	Yes	900	No	do.	3	No	Yes	No
Os Elva.	14,082	5	None	Yes	1,380	No	do.	3	Yes	No	Yes
Os Elva.	6,986	3	None	Yes	600	No	do.	2	Yes	Yes	Yes
Os Elva.	4,181	3	None	Yes	150	No	do.	2	Yes	Yes	Yes
Os Elva.	2,652	3	None	Yes	60	No	do.	2	Yes	Yes	Yes
Os Elva.	2,740	3	None	Yes	600	No	do.	2	Yes	No	Yes
Os Elva.	3,244	3	None	Yes	240	No	do.	2	Yes	Yes	Yes
Os Elva.	3,023	3	None	Yes	300	No	do.	2	No	Yes	Yes
Os Elva.	9,300	3	None	Yes	720	No	do.	3	Yes	No	Yes
Os Elva.	19,864	5	None	Yes		No	do.	3	Yes	No	Yes
Os Elva.	4,059	3	None	Yes		No	do.	2	Yes		Yes
Os Elva.	2,662	3	None	No	250	No	Monthly	2		Yes	Yes
Os Elva.	9,201	3	None	Yes	45	No	Semi-monthly	2		Yes	Yes
Os Elva.	2,615	3	None	Yes	60	No	Monthly	2		Yes	Yes
Os Elva.	5,280	3	None	Yes	100	No	No regular time	2		Yes	Yes
Os Elva.	9,711	3	None	Yes		No	Monthly	3		Yes	Yes
Os Elva.	3,656	3	None	Yes	75	No	do.	2		Yes	Yes
Os Elva.	3,705	3	None	Yes	70	No	do.	3		Yes	Yes
Os Elva.	3,672	3	None	No		No	do.	3		No	Yes

TABLE 13.—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants—Continued.

Cities.	Popu-lation (census of 1910).	Board mem-bers.	Standing committees, and numbers on each.	Secretary.			Treasurer.		Election of superintendent and teacher.			
				Member of board?	If not member of board, does su-perin-tendent serve?	Does outside board serve?	Yearly salary.	Member of the board?	Yearly salary.	By vote of majority of board?	By vote of majority of board?	Does same rule apply to other business?
WISCONSIN— continued.												
Morgan town.....	9,150	5	Finance, supply, text-books, library, insur-ance, kindergar-ten, 2 each.	No.....	Yes.....	\$60	No.....	No.....	No regular time.	2	By vote of majority of board?	Yes.
Parkersburg.....	17,542	5		No.....	Yes.....	540	No.....	do.....	do.....	3	By vote of majority of board?	No.
Princeton.....	3,027	3		No.....	Yes.....	50	No.....	Monthly.	Monthly.	2	By vote of majority of board?	Yes.
Sistersville.....	2,194	3		No.....	Yes.....	100	No.....	Bi-monthly.	Bi-monthly.	2	By vote of majority of board?	Yes.
Walshburg.....	4,198	3		No.....	Yes.....	50	No.....	do.....	do.....	2	By vote of majority of board?	Yes.
Williamson.....	3,541	5	None.....	No.....	He does at pres-ent.	100	No.....	do.....	do.....	3	By vote of majority of board?	Yes.
WISCONSIN.												
Ashland.....	14,594	12	Fuel, administration, teachers, finance, insurance, build-ings and grounds, audit, legal, 3 each.	No.....	Yes.....	350	No.....	Monthly.	Monthly.	7	By vote of majority of board?	Yes.
Baraboo.....	6,324	4		No.....	Yes.....		No.....	do.....	do.....	3	By vote of majority of board?	Yes.
Beaver Dam.....	6,758	16	Teachers, supplies, fi-nance, buildings, claims, 4 each.	No.....	Yes.....		No.....	do.....	do.....	9	By vote of majority of board?	Yes.
Beloit.....	15,125	7	Finance and auditing, teachers and build-ings and grounds, sanitation and health, books, 3 each.	Yes.....	No.....	300	No.....	do.....	do.....	5	By vote of majority of board?	Yes.
Chippewa Falls.....	8,993	13	Buildings, finance of teachers, course of study, sanitary sup-ply, and reports, 4 each.	No.....	Yes.....	200	No.....	do.....	do.....	7	By vote of majority of board?	Yes.



TABLE 33—Organization of boards of education in cities having a population of fewer than 50,000 inhabitants—Continued.

Cities.	Population (census of 1910).	Board members.	Standing committees and members on each.	Secretary.			Treasurer.		How often does the board meet in regular session?	Members on board from city or town.	Election of superintendent and teacher.			
				Member of board?	If not member of board, does superintendent serve?	Does outside person serve?	Yearly salary.	Member of the board?			Yearly salary.	By vote of majority of board or by vote of quorum?	In vote of majority of board required?	Does same rule apply to other positions?
Wisconsin—con.														
Neshanic	5,734	5	Finance, teachers and visiting textbooks and apparatus buildings and grounds, 4 each.	Yes			\$150	No		Monthly	3	No	Yes	No
New London	3,383	6	Teachers and books, high school, buildings and grounds, finance and supplies, 3 each.	No	Yes		0	No		Semi-monthly	4	No	Yes	No
Oconomowoc	3,054	7	Finance, supply teachers, building and grounds, 3 each.	Yes			200	Yes		Monthly	4	Yes		Yes
Platteville	4,422	7	Teachers, 3; supplies, repairs, finance, 2 each.	Yes			75	Yes	\$10	do.	4	Yes		Yes
Plymouth	3,094	3	Finance, teachers and janitors, organizing and grading library and textbooks, inspection, buildings and grounds, purchasing, 3 each.	Yes	No	Yes	0	Yes	0	do.	2	No	Yes	Yes
Shimla	5,637	9	Finance, teachers and janitors, organizing and grading library and textbooks, inspection, buildings and grounds, purchasing, 3 each.	No		Yes	0	Yes	0	do.	4	Yes		Yes
Rice Lake	3,966	5	Auditing, purchasing, buildings and grounds, vacancies, janitors, 3 each.	Yes	No		150	Yes		do.	4	Yes	No	Yes
Richland Center	2,652	7	Teachers, books and supplies, finance, 3 each.	Yes			50	Yes	25	do.		Yes		Yes
Shaboygan	26,398	8	Teachers and salaries, grounds and build-	No	Yes		0	No		do.		No		Yes



TABLE 13.—Organization of boards of education in cities having a population of fewer than 30,000 inhabitants—Continued.

Cities.	Popu- lation (census of 1910).	Board mem- bers.	Standing committees, and members on each.	Secretary.			Treasurer.		Election of superintendent and teacher.				
				Member of board?	If not member of board, does su- perin- tendent serve?	Does outside person serve?	Yearly salary.	Member of the board?	Yearly salary.	By vote of ma- jority of quorum?	Is vote of majority of board other business?	Does superin- tendent serve to other business?	
WYOMING.													
Casper.....	9,639	6	None.....	Yes.....	No.....	No.....	0	Yes.....	0	4	Yes.....	No.....	Yes.....
Cheyenne.....	11,320	6	Library and books building, grounds, finance and sinking, supplies, vis- iting, teachers, 3 each.	Yes.....	No.....	No.....	\$300	Yes.....	0	4	Yes.....	No.....	Yes.....
Evansston.....	2,583	6	Grounds, heating and building, teachers, salaries and books, 3 each.	Yes.....			0	Yes.....	0	4	Yes.....		Yes.....
Laramie.....	8,227	6	Repairs, textbooks and supplies, teachers and salaries, visiting grounds, buildings and grounds, textbooks and teachers, 3 each.	Yes.....			120	Yes.....	0	4	No.....	Yes.....	No.....
Rock Springs.....	5,774	6	Finance, buildings and grounds, textbooks and teachers, 3 each.	Yes.....			240	Yes.....	0	4	Yes.....		Yes.....
Sheridan.....	8,408	6	Building, visiting, 3 each.	Yes.....			100	Yes.....	\$75	4	Yes.....		Yes.....

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## BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (\*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Numbers omitted are out of print.]

### 1906.

- \*No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1906, to Oct. 1, 1905. Edward C. Elliott. 15 cts.

### 1908.

- \*No. 5. Education in Formosa. Julian H. Arnold. 10 cts.
- \*No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.
- No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8.

### 1909.

- \*No. 1. Facilities for study and research in the offices of the United States Government in Washington. Arthur T. Hadley. 10 cts.
- No. 2. Admission of Chinese students to American colleges. John Fryer.
- \*No. 3. Daily meals of school children. Caroline L. Hurft. 10 cts.
- No. 5. Statistics of public, society, and school libraries in 1908.
- \*No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.
- No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.
- \*No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.
- \*No. 9. Bibliography of education for 1908-9. 10 cts.
- No. 10. Education for efficiency in railroad service. J. Shirley Eaton.
- \*No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. -5 cts.

### 1910.

- \*No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Show. 5 cts.
- No. 2. State school systems: III. Legislation and judicial decisions relating to public education, Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.
- \*No. 5. American schoolhouses. Fletcher B. Dresslar. 75 cts.

### 1911.

- \*No. 1. Bibliography of science teaching. 5 cts.
- \*No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan. 5 cts.
- \*No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.
- \*No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
- \*No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.
- \*No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States. 5 cts.
- No. 7. Undergraduate work in mathematics in colleges and universities.
- No. 9. Mathematics in the technological schools of collegiate grade in the United States.
- \*No. 13. Mathematics in the elementary schools of the United States. 15 cts.
- \*No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lightner Witmer, and Leonard P. Ayres. 10 cts.
- \*No. 15. Educational system of China as recently reconstructed. Harry E. King. 10 cts.
- No. 19. Statistics of State universities and other institutions of higher education partially supported by the State, 1910-11.

### 1912.

- \*No. 1. A course of study for the preparation of rural-school teachers. F. Mutchler and W. J. Craig. 5 cts.
- \*No. 3. Report of committee on uniform records and reports. 5 cts.
- \*No. 4. Mathematics in technical secondary schools in the United States. 5 cts.
- \*No. 5. A study of expenses of city school systems. Harlan Updegraff. 10 cts.
- \*No. 6. Agricultural education in secondary schools. 10 cts.
- \*No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.
- \*No. 8. Peace day. Fannie Fern Andrews. 5 cts. [Later publication, 1913, No. 12. 10 cts.]

- No. 9. Country schools for city boys. William S. Myers. 10 cts.
- No. 11. Current educational topics, No. I.
- No. 12. Influences tending to improve the work of the teacher of mathematics. 5 cts.
- No. 14. Report of the American commissioners of the international commission on the teaching of mathematics. 10 cts.
- No. 17. The Montessori system of education. Anna T. Smith. 5 cts.
- No. 18. Teaching language through agriculture and domestic science. M. A. Leiper. 5 cts.
- No. 19. Professional distribution of college and university graduates. Bailey B. Burritt. 10 cts.
- No. 23. Public and private high schools. 25 cts.
- No. 23. Special collections in libraries in the United States. W. D. Johnston and I. G. Mudge. 10 cts.
- No. 26. Bibliography of child study for the years 1910-11.
- No. 27. History of public-school education in Arkansas. Stephen B. Weeks.
- No. 28. Cultivating school grounds in Wake County, N. C. Eubank Judd. 5 cts.
- No. 29. Bibliography of the teaching of mathematics, 1900-1912. D. E. Smith and C. Goldfarb.
- No. 30. Latin-American universities and special schools. Edgar E. Brandon.

## 1913.

- No. 1. Monthly record of current educational publications, January, 1913.
- No. 2. Training courses for rural teachers. A. C. Monahan and R. H. Wright. 5 cts.
- No. 3. The teaching of modern languages in the United States. Charles H. Handchin. 15 cts.
- No. 4. Present standards of higher education in the United States. George E. MacLean. 20 cts.
- No. 5. Monthly record of current educational publications, February, 1913.
- No. 6. Agricultural instruction in high schools. C. H. Robison and F. B. Jenks. 10 cts.
- No. 7. College entrance requirements. Clarence D. Kingsley. 15 cts.
- No. 8. The status of rural education in the United States. A. C. Monahan. 15 cts.
- No. 11. Monthly record of current educational publications, April, 1913.
- No. 12. The promotion of peace. Fannie Fern Andrews. 10 cts.
- No. 13. Standards and tests for measuring the efficiency of schools or systems of schools. 5 cts.
- No. 15. Monthly record of current educational publications, May, 1913.
- No. 16. Bibliography of medical inspection and health supervision. 15 cts.
- No. 18. The fifteenth international congress on hygiene and demography. Fletcher B. Dresslar. 10 cts.
- No. 19. German industrial education and its lessons for the United States. Holmes Beckwith.
- No. 20. Illiteracy in the United States. 10 cts.
- No. 21. Monthly record of current educational publications, June, 1913.
- No. 22. Bibliography of industrial, vocational, and trade education. 10 cts.
- No. 23. The Georgia club at the State Normal School, Athens, Ga., for the study of rural sociology. E. C. Branson. 10 cts.
- No. 24. A comparison of public education in Germany and in the United States. Georg Kerchensteiner. 5 cts.
- No. 25. Industrial education in Columbus, Ga. Roland B. Daniel. 5 cts.
- No. 26. Good roads arbor day. Susan B. Sipe. 10 cts.
- No. 28. Expressions on education by American statesmen and publicists. 5 cts.
- No. 29. Accredited secondary schools in the United States. Kendrick C. Babcock. 10 cts.
- No. 30. Education in the South. 10 cts.
- No. 31. Special features in city school systems. 10 cts.
- No. 32. Educational survey of Montgomery County, Md. 10 cts.
- No. 34. Pension systems in Great Britain. Raymond W. Sles. 10 cts.
- No. 35. A list of books suited to a high-school library. 15 cts.
- No. 36. Report on the work of the Bureau of Education for the natives of Alaska, 1911-12. 10 cts.
- No. 37. Monthly record of current educational publications, October, 1913.
- No. 38. Economy of time in education. 10 cts.
- No. 39. Elementary industrial school of Cleveland, Ohio. W. N. Hailmann. 5 cts.
- No. 40. The reorganized school playground. Henry S. Curtis. 10 cts.
- No. 41. The reorganization of secondary education. 10 cts.
- No. 42. An experimental rural school at Winthrop College. H. B. Brown.
- No. 43. Agriculture and rural-life day; material for its observance. Eugene C. Brooks. 10 cts.
- No. 44. Organized health work in schools. E. B. Hoag. 10 cts.
- No. 45. Monthly record of current educational publications, November, 1913.
- No. 46. Educational directory, 1913. 15 cts.
- No. 47. Teaching material in Government publications. F. K. Noyes. 10 cts.
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