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ANNUAL REPORT OF THE COMMISSIONERS OF THE DISTRICT OF COLUMBIA

YEAR ENDED JUNE 30, 1919

Vol. IV

REPORT OF THE BOARD OF EDUCATION

1918-1919

WASHINGTON
1919


UNITED STATES OF AMERICA
GOVERNMENT PRINTING OFFICE

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REPORT OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

To the Commissioners of the District of Columbia:

The annual report of the board of education for the school year, ending June 30, 1919, is herewith respectfully submitted.

On that date the terms of Dr. John Van Schaick, jr., Mrs. Margarita S. Gerry, and Dr. J. Hayden Johnson ended, but their membership upon the board was continued by reappointment.

The unusual conditions created by the war brought to the school system many conditions and problems perplexing in the extreme and difficult of solution. The loss of teachers, driven from the schools because of low salaries and the opportunity of easily obtaining more pay in Government departments and private employment, threatened for a time a condition of disorganization; excellent teachers were reluctantly compelled to abandon the work for which they had labored and sacrificed to fit themselves in order to meet the high cost of living which could not be met by salaries paid in the schools.

The same condition that brought about this loss prevented or made difficult the employment of new teachers, and the efforts of the superintendent and principals were, throughout the year, constantly exerted to keep the schools going on lines of efficient instruction.

These conditions were increased by the outbreak of the Spanish influenza, which for a time seriously interrupted the school work.

Notwithstanding these disturbing causes and incidents, and largely through the devotion of the superintendent, his staff of officials, and the teaching body, the work was maintained to a standard of efficiency even remarkable when the adverse circumstances are considered.

Improvements in the courses of study throughout the system, particularly in the high schools, were on recommendations submitted by the superintendent, decided upon, and put into effect; a larger use of the school buildings by the public, through community-center organizations and otherwise, was entered upon and every effort made to overcome, measurably at least, the losses and difficulties created by the causes above referred to.

While, as stated, many of the teachers felt compelled, because of inadequate pay, to leave the service, a larger number remained, notwithstanding the meagerness of their salaries, and labored incessantly

and with devotion and good direction to carry the schools through this trying year, and these did not confine themselves only to school work, but, so long as the needs of the war required, liberally gave of their time and effort to the service of the Government. The devotion and patriotism of these men and women, teachers in the public schools of Washington, certainly deserve recognition in a liberal increase of salaries.

It is a pleasing duty to express full appreciation and commendation of the superintendent, the staff of officers, teachers, engineers, and janitors for their loyalty, devotion, and sacrifice under the difficult conditions of an unusual period.

Respectfully submitted.

GEORGE E. HAMILTON,
President Board of Education.

SEPTEMBER 26, 1919.

SCHOOL CALENDAR.

1919. School opens (beginning of the first half year): Monday, September 22.
Thanksgiving holiday: Thursday and Friday, November 27 and 28.
Christmas holiday: Tuesday, December 24, 1919, to Friday, January 2, 1920, both inclusive.
1920. End of first half year: Friday, January 30.
Beginning of second half year: Monday, February 2.
Washington's Birthday: Sunday, February 22.
Easter holiday: Friday, April 2, to Friday, April 9, both inclusive.
Memorial Day: Sunday, May 30.
School closes (end of second semester): Wednesday, June 23.
School opens: Monday, September 20.

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

1919–1920.

MEMBERS.

Rev. Dr. JOHN VAN SCHAICK, Jr.----------1417 Massachusetts Ave. NW.
Mr. HENRY B. LEARNED----------2123 Bancroft Place NW.
Mrs. MARGARITA S. GERRY----------2944 Macomb Street NW.
Mr. GEO. E. HAMILTON----------Union Trust Building.
Dr. J. HAYDEN JOHNSON----------1842 Vermont Avenue NW.
Mrs. CORALIE F. COOK----------Howard University.
Mr. JOHN B. LARNER----------Washington Loan and Trust Building.
Mrs. SUSIE ROOT RHODES----------1004 Park Road NW.
Mr. FOUNTAIN PEYTON----------505 D Street NW.

OFFICERS OF THE BOARD.

President: Rev. Dr. JOHN VAN SCHAICK, Jr------1417 Massachusetts Ave. NW.
Vice president: Mr. HENRY B. LEARNED----------2123 Bancroft Place NW.
Secretary: Mr. HARRY O. HINE--------3204 Highland Avenue, Cleveland Park.

REGULAR MEETINGS.

The regular meetings of the Board of Education are held on the first and third Wednesday of each month at 3.30 p. m. in the Franklin School Building, Thirteenth and K Streets NW.

The terms of the members of the Board of Education expire on the following dates:

Mr. GEO. E. HAMILTON, June 30, 1920.
Mr. HENRY B. LEARNED, June 30, 1920.
Mrs. CORALIE F. COOK, June 30, 1920.
Mr. JOHN B. LARNER, June 30, 1921.
Mrs. SUSIE ROOT RHODES, June 30, 1921.
Mr. FOUNTAIN PEYTON, June 30, 1921.
Rev. Dr. JOHN VAN SCHAICK, Jr., June 30, 1922.
Mrs. MARGARITA S. GERRY, June 30, 1922.
Dr. J. HAYDEN JOHNSON, June 30, 1922.

OFFICE OF SUPERINTENDENT OF SCHOOLS.

ERNEST L. THURSTON, *Superintendent of Public Schools;* office, Franklin School; residence, 1414 Madison Street NW.
Mrs. A. M. FORBES, Secretary.
Office of assistant superintendent of white schools:
STEPHEN E. KRAMER, *Assistant Superintendent of Public Schools;* office, Franklin School; residence, 1725 Kilbourne Street NW.
Miss M. ALVINA CARROLL, stenographer.

Office of assistant superintendent of colored schools:

ROSCOE CONKLING BRUCE, *Assistant Superintendent of Public Schools;* office, Franklin School; residence, 1617 Seventeenth Street NW.

J. P. TAYLOR, clerk.

ALEXANDER T. STUART, *Director of Intermediate Instruction;* office, Franklin School; residence, 3162 Seventeenth Street NW.

JOHN A. CHAMBERLAIN, *Supervisor of Manual Training;* office, Franklin School; residence, 1502 Emerson Street NW.

Miss ROSE L. HARDY, *Director of Primary Instruction;* office, Franklin School; residence, 764 Rock Creek Church Road NW.

Miss E. F. G. MERRITT, *Assistant Director of Primary Instruction;* office, M Street High School; residence, 1630 Tenth Street NW.

Miss CATHERINE R. WATKINS, *Director of Kindergartens;* office, Berret School; residence, 1720 Oregon Avenue.

Miss IMOGENE WORMLEY, *Temporary Assistant Director of Kindergartens;* office, M Street High School; residence, Fifth Street and Florida Avenue NW.

HARRY O. HINE, *Secretary of the Board,* office of the Board of Education; office, Franklin School; residence, 3204 Highland Avenue, Cleveland Park.

JOHN W. F. SMITH, *Statistician,* office of Statistics and Publications; office, Franklin School; residence, 816 Fourth Street NW.

R. O. WILMARTH, *Chief Accountant,* office of Finance and Accounting; office, Franklin School; residence, 227 John Marshall Place NW.

Miss SADIE L. LEWIS, *Chief Attendance Officer;* office, Berret School; residence, 3919 Georgia Avenue NW.

Mrs. IDA G. RICHARDSON, *Attendance Officer;* office, Garnet School; residence, 309 Eleventh Street NE.

Miss ELEANOR J. KEENE, *Clerk in Charge of Child Labor Law Office;* office Franklin School; residence, 3453 Holmead Place NW.

HUGH F. MCQUEENEY, *Superintendent of Janitors;* office, Franklin School; residence, Bladensburg Road NE.

STOREHOUSE.

S. B. SIMMONS, *Custodian;* office, 1600 Eckington Place NE.; residence, 1459 Corcoran Street NW.

BOARDS OF EXAMINERS.

For the white schools: Superintendent THURSTON, chairman; HARRY ENGLISH, secretary; Miss SARAH E. SIMONS. Office, Franklin School.

For the colored schools: Superintendent THURSTON, chairman; N. E. WEATHERLESS, secretary; Miss HARRIET E. RIGGS. Office, Franklin School.

SUPERVISING PRINCIPALS.

BEN W. MURCH, supervising principal, first division; office, Dennison School; residence, 1703 Thirty-fifth Street NW.

ROBERT L. HAYCOCK, supervising principal, third division; office, Powell School; residence, 1606 Longfellow Street NW.

WALTER B. PATTERSON,[1] supervising principal, special division; office, Franklin School; residence, 422 Randolph Street NW.

SELDEN M. ELY, supervising principal, fifth division; office, Gales School; residence, 50 S Street NW.

Miss FLORA L. HENDLEY, supervising principal, sixth division; office, Ludlow School; residence, 1216 L Street NW.

[1] Including special and ungraded classes, vacation schools, playgrounds, fresh-air classes, tuberculosis classes, night schools, special activities, etc.

EPHRAIM G. KIMBALL, supervising principal, seventh division; office, Wallach School; residence, 1527 Park Road NW.

Miss ANNE BEERS, supervising principal, eighth division; office, Jefferson School; residence, 1430 Rhode Island Avenue NW.

HOSMER M. JOHNSON, supervising principal, ninth division; office, Cranch School; residence, 1443 Fairmont Street NW.

JOHN C. NALLE, supervising principal, tenth division; office, Sumner School; residence, 1308 U Street NW.

Miss MARION P. SHADD, supervising principal, eleventh division; office, Garnet School; residence, 2110 Fourteenth Street NW.

WINFIELD S. MONTGOMERY,[1] supervising principal, special division; office, Simmons School; residence, 1912 Eleventh Street NW.

JOHN C. BRUCE, supervising principal, thirteenth division; office, Lincoln School; residence, 1909 Second Street NW.

SUPERVISING MEDICAL INSPECTOR.

J. A. MURPHY.....1736 Columbia Road NW.

[1] Including special and ungraded classes, vacation schools, playgrounds, fresh-air classes, tuberculosis classes, night schools, special activities, etc.

REPORT OF SUPERINTENDENT OF SCHOOLS.

To the Board of Education of the District of Columbia, Washington, D. C.

LADIES AND GENTLEMEN: I have the honor to submit herewith my report as superintendent of schools for the year ending June 30, 1919.

In my report for the year ending June 30, 1918, I discussed at considerable length many of the phases of work of our public schools and quite a number of the problems for which proper solution must be found. Much that was emphasized in that report is still worthy of careful consideration. Since the report is before the board, however, it does not seem especially necessary to repeat facts and statements to any degree in the current report. I shall therefore confine myself to a relatively few matters of exceptional importance.

THE TEACHER QUESTION.

The one great outstanding problem of public-school administration in the District of Columbia during the past school year was that of keeping the public-school system "a going concern." The question of retaining, obtaining, and adjusting the personnel and related questions, including that of retaining proper standards, taxed administrative officers to an exceptional degree during practically every school month in the year. While both the white and colored school systems were affected, it was the white school system which suffered far more seriously and which presented the more difficult problems for solution.

The losses from the teaching force during the year just closed are shown by the following tables:

Loss of teachers July 1, 1918, to June 30, 1919.

WHITE SCHOOLS.

	High and normal.	Grammar grades.	Primary grades.	Kinder-gartens.	Special teachers.	Total.
By death	3	3	4	.....	3	13
By resignation	3	6	71	5	16	101
Leave, ill health	2	8	20	4	2	36
Leave, study	4	1	6	.....	.....	11
Leave, war service	13	2	4	2	5	26
Total	25	20	105	11	26	187

Loss of teachers July 1, 1918, to June 30, 1919—Continued.

COLORED SCHOOLS.

	High and normal.	Grammar grades.	Primary grades.	Kindergartens.	Special teachers.	Total.
By death	1	1	4	1	.....	7
By resignation	[1] 3	.....	1	1	1	6
Leave	10	4	12	1	[2] 2	29
Suspended	.....	.....	.....	1	.....	1
Total	14	5	17	4	3	43

[1] Includes Principal C. G. Woodson, Armstrong Manual Training School. [2] Includes one director.

Leaves of absence are distributed as follows: 7 illness, 10 war work, 1 educational, 11 other causes.

These tables show a total lossage from the teaching force of 230, of which number 127 are a permanent loss. Past experience leads us to believe that many of the others, also, will not return. These figures cover the absolute loss for the year for which replacements had to be obtained. They by no means show the full extent of the loss to the efficiency of the school system. In many cases replacements could not be assigned to the direct points at which vacancies occurred. Promotions and transfers within the force were necessitated, and these necessarily affected the work of other classes. In addition, experience is an important factor in "teaching efficiency." Many teachers of considerable experience in our schools resigned, or went on leave, and their places were filled by people who were less experienced, and by people who were, of course, unfamiliar with the work of our system, and who needed a certain period of adjustment.

The figures given by no means represent the losses in the teaching force as a whole; they cover simply the major field, that of the regular day-school work. In addition, great difficulty was experienced in securing and retaining a proper working force for the summer vacation schools and for the night schools. In the night schools especially efficiency depends to a considerable degree on the permanency of the teaching force.

No small part of the problem was that of securing properly qualified teachers to fill the vacancies occurring by resignation and leave. The colored board of examiners held 19 regular and special examinations. The report of the white board of examiners reads like a school calendar. Examinations of some type were held almost continuously in the effort to keep up with the demands coming in from the field for teachers to replace losses. During a considerable portion of the year there were few days when the board of examiners were not holding either regular or special examinations. The two members, other than the superintendent, worked almost continuously on examination matters, in spite of the demands of their departmental positions. It was not uncommon for them to give six or eight hours a day to the special work of the board. In addition, the superintendent of schools, as chairman of both boards of examiners, was taxed

to an unusual degree by the examiner's work and was forced to give time to it to the sacrifice of other school work. The great importance of securing a teaching force capable of meeting the situation justified, it would seem, any sacrifice that was made. To reach any conception of the tremendous demands on the boards of examiners during the past year, the special reports of the boards should be read in full. They show not only the condition in the year just closed, but the probable situation which must be met in the year to come-for there is little likelihood that the teacher situation will be much improved.

There was no lack of applicants, except in a certain few specialized subjects. At one time the inquiries came in at the rate of 100 a day. Over 4,000 people were sent circulars, and a large number of these had correspondence, or interviews with the examiners, yet only 549 applicants appeared for examination and 419 passed. There were times when applicants of proper standards could not be obtained when vacancies actually existed. Very many of the people who applied for information were entirely qualified as far as training was concerned, but were unwilling to consider positions here at the available salaries. While proper standards of professional training were maintained, so far as the examined candidates were concerned, it is very evident that the situation is not improving and that exceeding difficulty will be experienced in obtaining people properly qualified professionally if the present rate of loss continues. We have been exceedingly fortunate in maintaining standards thus far. We are not likely long to continue it because of the teacher situation throughout the Nation. Only communities with a really satisfactory salary scale can hope to maintain a fully efficient force, and they can do so only by drawing in teachers from other communities less favorably situated. Such a process benefits one community at the expense of another.

It is exceedingly significant that the teacher lossage for the year just closed very nearly approaches the loss in the preceding year under war conditions, when most exceptional opportunities for other work at good salaries were open on every hand. While at the beginning of the year 1918–19 the basic salary of our lowest paid teachers was raised from $500, $600, and $650 to $750, it is evident that this raise had no material effect on the teacher situation. It is evident, also, from a study of the situation the country over, that minor salary increases will not stop the outflow of teachers, and that agitation of the salary matter and consequent disturbance of the teaching force will continue until the proper scale is assured. Continued agitation without real result will not only mean steady loss of teachers, but the fixing of the fact of low pay so definitely in the public mind as to discourage many who would otherwise go into training for the profession. To too great an extent under normal conditions the teach-

ing profession has been a transient calling. It was estimated two years ago that one-third of the teaching force of the country had been in service less than two years. A certain large element has always served only a short period, and then passed out of the profession. At the present time many who have trained especially for the work, and who are professionally qualified and experienced, through years of service, are passing to other fields of activity. Herein lies a very serious danger, for it is the trained force which has given stamina, standard, and morale to the entire teaching army. The reduction in the proportion of professionally trained teachers is a very serious factor, and means undoubtedly a reduction in teaching efficiency. At the present time it is estimated that the national demand for trained teachers for replacement and new positions is four and one-half times the available newly trained supply. The number of people under professional training has markedly decreased in every locality, and this decrease can not be checked until the general conditions affecting the teaching force are materially bettered.

Low salaries not only drive teachers from the work, but also weaken efficiency by unrest and uncertainty. Low salaries mean temporary service and the use of positions as a stepping stone to something else. They mean for those who remain a financial stress which is destructive of peace of mind. They mean too often inability to protect the teacher's health, or to give her the recreation and relaxation which such a stressful occupation requires. They mean the forcing of teachers to overtime and vacation work, often in other distinctive fields in order to secure the funds to make ends meet. They mean the loss of opportunity for travel and study which worth-while teachers desire in order to retain their efficiency at a high level. Especially is there danger of lowering professional standards and ideals.

We are facing a future of greatly enlarged demands upon the public schools of the country. The war on the one hand has emphasized the value of a high standard of general intelligence and of sound fundamental education for all the people, and on the other hand has emphasized the weakness and needs in the present system of education which must be met, and met effectively. We can not hope to do the work that is now to be expected of public school systems unless immediate and positive steps are taken to protect and save to the profession the well-trained members now in active service, and to make conditions such as to attract others to the extent of making them willing to undertake the necessary professional training. This means general, public recognition of the great profession, not only in salaries, but in generous support and attitude.

In my judgment the board took a very necessary step when it sought to establish a minimum salary of $1,200 for any teacher in the service. The minimum probably should be higher. I believe that it

is necessary for the protection of the school system and its efficiency, as well as for the sake of the individual teacher, that the school authorities should stand firmly and positively for the substantial increases all along the line which shall assure to the members of the force an income commensurate with the vital importance of the work they are doing, and which shall tend to make possible not only the continued securing of properly trained recruits, but the holding of efficient teachers now in the service so that the community may benefit from their continued efficient service.

Another exceedingly important factor in the teacher question, having a serious effect on classroom efficiency, is that of a proper supply of substitutes to take the place of teachers absent on account of illness or emergency. In my last annual report I went into this matter in considerable detail and urged the necessity for the securing of a paid force of regular substitutes, and for the allowance of a certain amount of absence to regular teachers without loss of pay. As I study the effect of teacher absence, I am more than ever of the opinion that the substitute situation is one which can not be ignored. In spite of the fact that the public schools were closed from the 2d of October until the 4th of November, thus eliminating the equivalent of one month from the summary, the total absence of teachers for the current year was 12,994 days, an increase of over 20 per cent above that of last year. The greatest absence in any one month was in January. In this month the total days of absence were 2,759, as compared with 1,685 in the month of March, the maximum of the preceding year. The stress of affairs generally, and the serious influenza epidemic tended to increase the absence of teachers. Undoubtedly in one sense the absence should have been far greater. Many teachers remained on duty when unfit to do so, either because they could not afford a partial loss of pay, or because they were unwilling to inflict upon their classes unsatisfactory substitute service. The following is a summary of absence of teachers and other employees for the year:

Month.	Total.		Teachers.		Other employees.	
	Number of days absent.	Amount paid substitutes.	Number of days absent.	Amount paid substitutes.	Number of days absent.	Amount paid substitutes.
September	286	$459.35	281	$451.35	5	$8.00
October	262	421.92	228	368.60	34	53.32
November	1,161	1,768.75	1,076	1,690.95	85	77.80
December	2,348	3,733.17	2,198	3,464.46	150	268.71
January	3,040	4,988.00	2,759	4,425.80	281	562.20
February	1,877	3,447.25	1,725	3,199.12	152	248.13
March	1,809	3,352.03	1,646	3,122.50	163	229.53
April	1,238	2,081.24	1,155	1,925.51	83	155.73
May	1,115	2,214.19	998	1,976.28	117	237.91
June	952	1,746.08	928	1,703.58	24	42.50
Total, 1919	14,088	24,211.98	12,994	22,328.15	1,094	1,883.83
Total, 1918	11,268	17,871.29	10,573	17,304.32	695	566.97
Increases, 1919	2,820	6,340.69	2,421	5,023.83	399	1,316.86

The danger to school efficiency lies not alone in the increase of absence of teachers, but in the steadily lowering quality of substitute service. It is increasingly difficult to secure substitutes of any training, even for the long-time absences. I again express my belief that we should work to place ourselves in such a position that we can grant to teachers an annual sick leave during the school year of not exceeding 10 days, and that a reduction from the teacher's pay larger than the present scale shall be made for any absence over 10 days. We should then establish a force of substitutes, fully qualified as regular teachers, and on the regular pay roll, who should serve during the absence of classroom teachers, and who could act as coaching teachers when their services are not required for substitute work.

THE INFLUENZA.

The prevalence of influenza during a large portion of the last school year was an added factor which tended to make difficult the maintaining of the efficiency of the school work. Schools were suddenly closed on October 2 and remained closed until November 4. The actual time so lost was partially made up by adjustments of the school sessions at the time of the Christmas holidays, and by extension of the school year in June. The actual closing of the schools, however, by no means measured the educational loss caused by this disease. For many weeks after the reopening in November, both teachers and pupils in large numbers were in poor health and ill fitted for their best work. In late December and early January there were days when the absence of pupils who were either sick or kept out for fear of contagion reached a total of over 18,000, and when the absence of teachers reached approximately 200.

As soon as it was known that the influenza would cause a serious loss of time, the superintendent took up with his officers and through them with selected committees representing the various lines of work, the matter of readjusting the school courses so as to cause as little loss in educational efficiency as possible. Each basic course was studied and the most essential principles of the work outlined, the least essential being listed as supplemental work. In other words, a list of the minimum essentials to be covered by the various classes was established. By the omission of the least necessary material and by some reduction of drill and review time, and by more intensive methods, it was felt that the essentials could be largely met. Reports from the field from time to time showed that this adjustment of the course of study worked effectively in keeping classes to what was really worth while, and that fairly satisfactory progress was made. Mr. Stuart, director of intermediate instruction, states, " as an index of the successful accomplishment of the grade work under unex-

pected difficulty, it is worthy of note that the number of eighth-grade pupils advanced to the high schools was larger than ever before—1,613 were so promoted as against 1,536 for the previous year."

Although a special report was made to the board covering the service of the teaching force in connection with the influenza epidemic, and especially during the period when the schools were closed, I think it only right that this permanent record should also contain mention of the subject. Teachers placed themselves, generally, at the service of the community whenever their own sickness or sickness in their own homes did not prevent. They engaged in many types of health work, including diet work, nursing, nurses' aid, transportation, Red Cross work, and general office work. The number of employees engaged in this work under more or less public auspices totaled 448. Outside of the public service there was a very large amount of home and neighborhood service of which no proper record can be made. Everywhere teachers turned to the help of their neighbors, going into the homes and doing every sort of work that was needed, regardless of its character. The teachers and directors of the domestic science department were especially helpful through their work in the preparation of broths and other things for the sick. Very unusual records were made in this line. We had an illustration given, as we have had many times previously, of the public spirit of the educational force when called upon to meet some special community need. To a most unusual degree these people wherever possible gave the service they were qualified to render without any other thought than that of helping in a real time of need.

SCHOOL WAR AND RELIEF WORK.

No report of school activities in these recent years would be complete without special reference from time to time to the participation of the schools in war and relief work. In my last annual report I discussed the activities of the schools in this line in considerable detail. In the reports from various officials included in the present volume will be found more detailed reference to our activities. Perhaps it is advisable, however, to give a brief summary at this point of several of the more important fields of activity.

The Junior Red Cross brought to the children of the school system as in the previous year an opportunity for service not alone to their own community but to other communities all over the world. The various schools were very largely represented in the movement and their accomplishment makes a very interesting report. A part of the work was done directly as Junior Red Cross work, independent of any other special department of school activity, and a part was carried out in connection with other educational departments. The

domestic art department, for example, continued its policy of working into its course of study the making of many materials for Red Cross use. In the same way the manual training department was able to contribute very heavily to this special service. Many details of this work were included in the report of Miss Goding, chairman, and in the reports of other directors. The following is a special statement covering the financial side of the work and a list of materials made by the children:

FINANCIAL STATEMENT.

On hand July 1, 1918	$3,638.07
Received since July 1, 1918	9,706.77
Total	13,344.84
Expenditures since July 1, 1918:	
Materials and supplies	5,297.80
Forwarded for national children's fund	5,000.00
Total expenditures since July 1, 1918	10,297.80
On hand July 1, 1919	3,047.04

NOTE.—This statement includes 139 public schools, 7 private schools, and 5 parochial schools.

ARTICLES COMPLETED BY PUBLIC SCHOOLS.

Refugee garments.

Blankets, baby	30	Petticoats	489
Caps and hoods	68	Pinafores	32
Chemises	564	Shawls and capes	46
Drawers	600	Shirts, boys'	188
Dresses	275	Stockings, pairs	19
Layettes, infants'	160	Sweaters, children's	20
Mufflers	39	Undervests, brassières	250

Knitted garments.

Afghans	27	Socks, pair	842
Helmets	36	Sweaters	532
Mufflers	212	Wristlets	76

Miscellaneous.

Bags, comfort	2,148	Masks, surgeons	586
Bags, property	193	Napkins	167
Books and magazines	1,455	Nightingales	50
Cases, pillow	88	Pads, crutch	186
Cloths, dust	74	Pillows	87
Cloths, wash	224	Rugs	24
Covers, tray	33	Socks, bed	89
Games	52	Stockings, surgical	35
Handkerchiefs	549	Towels	19
Housewives	3,542	Vests, aviators	2

Manual training supplies.

Chests, tableware	75	Taborets	25
Chairs, refugee	50	Tables, bedside	100
Inkstands	230	Tables, special hospital	10
Screens, hospital	29	Tables, refugee	60

The American school child is naturally a good, clear-headed, American citizen. He is inclined to see opportunities for service and to respond to them. He took naturally to the Junior Red Cross movement, as offering an outlet for his energies and for rendering help which he felt was within his power. There is no question but that this work for others has had its proper reflex on all the other work of the school in which the child engaged, and has brought him steadily closer to real life. There is a growing feeling among educational people that the splendid results of work of this kind within our school system should not be lost, but that the movement developed under war needs should be continued in some form or degree, not only because on its purely educational side it opens a wide field of activity, but because "as a direct outgrowth of their own sympathy, and outgiving for others, there has come back to the children of America a wealth of world knowledge and breadth of vision, and a consciousness of high achievement which neither they nor their elders had ever dreamed of." I hope, therefore, to see the continuation in our schools of general work of this type in cooperation with the Red Cross organization.

The war-savings stamp campaign was also continued through the last school year, but under changing conditions, both as to organization of the work and as to the purpose back of it. During the preceding year the movement was recognized as a patriotic one, giving opportunity to the children of the community to feel that they had a part in the actual financing of the war. This year the purpose of the Government has been to emphasize the movement as a form of savings for the development of the thrift habit. As an aid in this movement, the governmental authorities have sought to develop within the schools of the country a broader recognition of the necessity for developing the habit of thrift, not necessarily limiting the thrift proposition to the one factor of money saving. In this movement we are also seeking to cooperate. A special booklet making suggestions as to the teaching of thrift through regular subjects in the curriculum will be in the hands of our teachers at the beginning of the coming year. In addition a special committee has been appointed to make more definite recommendations for thrift teaching.

In the actual handling of the sale of war-savings stamps and thrift stamps, and in the organization of thrift societies among school children, we have been greatly helped during the year by the appointment as governmental official of a director for the District of Columbia to work in cooperation with the schools. The director, who was nominated by the superintendent, is Miss M. E. Whitzell, one of our own teachers, who was granted leave of absence by the board in order that she might undertake the work. The movement is now very efficiently organized and is becoming practically a saving system for

the schools, doing away with the need for the present of the development of any formal school saving plan. The following statement shows a summary of the war-savings stamps activities for the year just closed:

War savings stamp campaign in the public schools of the District of Columbia—Sales, societies, and members of societies for the year ending June 30, 1919.

	Thrift stamps.	War savings stamps.	In exchange for war savings stamps.		Societies.	Members.
			Thrift stamps.	Cash.		
Sept. 23–Nov. 30, 1918	$13,834 25	$25,434 09	$11,824 00	$770 56	.....	.....
Nov. 30–Dec. 20, 1918	4,818 50	10,168 10	6,432 00	423 08	.....	.....
Dec. 30 and 31, 1918	1,511 50	4,394 93	2,844 00	188 85	.....	.....
Jan. 1–Mar. 31, 1919	10,738 75	13,688 13	7,778 00	376 50	.....	.....
Apr. 1–June 30, 1919	26,735 25	13,580 08	13,620 00	562 91	1,120	26,731
Total	57,638 25	67,265 33	42,408 00	2,321 90	1,120	26,731

Actual cash sales during school term, from Sept. 23, 1918, to June 30, 1919	$127,225 48
Approximate cash sales during July and August, 1918	97,575 62
Total cash sales for the year ending June 30, 1919	224,801 10

Under authority granted by the board of education, many of the special drives for funds were participated in by the schools. Among these were the fourth Liberty loan, the Victory loan, the united war work campaign, the Salvation Army drive, and the drive for funds for relief in the Near East. Special reports kept on the fifth Liberty loan activities in the schools show that 3,136 pledges for a total of $623,600 were given by or secured by school employees and pupils. Naturally, in addition, many people in the school system obligated themselves through other organizations with which they were in contact. During the Salvation Army drive cash and subscriptions to a total of $4,699.70 were secured. During the united war work campaign cash and subscriptions to a total of $36,308.64 were obtained. These figures represent simply some of the larger responses of the school system. Many minor requests for service of one form or another were promptly met in the same generous spirit.

BUSINESS DEPARTMENT.

In my last annual report I devoted some attention to the needs of the business department of the schools. I believe this matter of sufficient importance to justify very special attention in this report also. The problem has two phases. First, that of the need for an officer in general charge of business matters, and second the need for a complete organization of the business department as such.

In most large school organizations the superintendent of schools is fundamentally an educational officer. While he may have some definite official relation to the business department, it is largely that of

a general officer who has under him an officer of rank specifically charged with the handling of business matters. This is not at all an unsatisfastory arrangement, since after all the business of the system is conducted for the purpose of properly carrying on the educational work. In cases of this kind, the business officer is in the position of a general departmental officer, responsible only as to general policies and in the matter of appeals to the superintendent of schools. In some cases a business manager, or business officer, whatever his title, heads a coordinate branch of the school system, and reports more directly to the board of education. While I believe in the former, either plan represents a workable proposition. The main thing is to have some officer of capacity to handle the many questions and matters of responsibility which make a school system a real business organization, as well as an educational organization.

The organic act providing for the schools of the District of Columbia does not provide specifically for the handling of the business affairs of the schools. It does, however, clearly recognize the duties of the superintendent of schools, and of his special assistants, as primarily educational duties. As a matter of fact, the superintendent of schools has not only one school system but two school systems to administer, since we have separate systems for the white and colored schools, and since in many ways these organizations are properly handled independently. In addition under the law he is called upon to act as a member and chairman of the boards of examiners for the two school systems. For the last few years this special work has brought very heavy educational duties upon the superintendent, and is likely to continue to do so for years to come while the problem of teacher supply is gradually readjusting itself. We are living in an age of educational readjustment. The educational problems are serious, requiring the constant thought, attention, and study of the educational officers responsible for school administration. The combined work of educational direction and supervision and of selecting and testing of new teachers places a very heavy burden on the officer in charge. In addition to these fields of activity, the superintendent of schools in the District of Columbia is required to act in a general capacity as general officer in charge of the complex business of the system. Naturally, under the circumstances, and in view of the proper educational demands, supervision can be only of a general character, while the more mechanical burden of signing and approving of business papers, of many hundreds of requisitions, pay rolls and miscellaneous papers takes time that could be spent to better educational advantage in other ways. In addition other educational officers in the school system must be taxed with business duties in order that the work of the system may go on. This is especially true of the white assistant superintendent, who acts in many ways as

executive officer to the superintendent. He deserves credit for the heavy burden that he has carried. The need, therefore, for a general business officer to relieve the educational officers, it seems to me, is clearly evident, and his appointment would mean the relief of the educational staff and a corresponding increase in the educational efficiency. The business officer should be a man of business affairs, rated at a salary that would secure a man of the right type. He should have authority to handle all routine business, coming in contact with the educational officers only where educational questions make such a course necessary or advisable. I earnestly trust that the board of education will continue to stand for the establishment of this office.

The second part of the business problem involves the building up of the business office with the proper staff of clerks on a salary basis sufficiently high to secure and retain a trained force. During the past year the stress on the business office under war conditions, and with the regular chief clerk on war leave, has been exceedingly severe, and naturally there has been difficulty in carrying on business with that degree of efficiency which under ordinary circumstances we would consider essential. The volume of business shows a marked increase, due in part to difficulties in obtaining supplies, and in part to many changes in the school personnel which in their turn forced endless changes in pay rolls. The changes in pay rolls alone requiring adjustment of accounts and modifications of rolls totaled 3,755. Two years ago the actual number of pay rolls handled in the business office was 125, a year ago it was 245, during the year just closed it was 309. The number of requisitions prepared and submitted to the purchasing officer of the District of Columbia totaled 1,359. The number of requisitions on the storehouse examined and transmitted to the custodian was 7,720. The number of requisitions, invoices, and schedules of expenditures received, verified, and approved was 24,600. The number of vouchers audited and approved, 3,490. These figures, while exceptionally heavy in themselves, by no means represent the full volume of work. Consideration must also be given to the many interviews, to the heavy correspondence, and to the actual keeping and handling of these records, and of the work related to the particular papers mentioned. This work has been handled during the past year by six clerks, several of whom are really inexperienced in expert office work. It is not to be wondered at that some difficulty has been experienced in keeping business moving evenly and effectively. The business office is affected not alone by the smallness of its force, but by the salaries paid. During the year just closed the acting chief clerk received a salary of $1,600. All other basic salaries of clerks in his office were at rates of $720, $840, and $1,000. These salaries, far below corresponding Government rates for similar work,

are in themselves evidence of the difficulty of securing and retaining a trained force.

Under the chief clerk who returns to duty with the coming year, there will be some reorganization and readjustment of office work in the attempt to handle the volume of business effectively and promptly. This will not do away with the necessity, if a force of real permanence is to be developed, of securing hereafter salaries commensurate with the work to be done, and of securing some additional force. There is very positive need, in my judgment, for a property clerk and an assistant, for both inside and outside office work in order that the property accounts may be properly kept and checked, and in order that property surveys may be made from time to time. There is need also for a general auditing clerk. I believe that if this force is provided and a proper salary schedule obtained, the business of the system can be placed on a very sound basis and in a short space of time.

For the proper conducting of the business in the field, and in order to relieve general officers from too much burden of clerical duties, performed at a sacrifice of educational efficiency, I urge the securing of the additional clerical force necessary to give a full-time clerk to each general officer. The marked relief experienced through the giving of part-time clerical assistance to the supervising principals is evidence of the value which would come from full-time service of this character. These clerks, who for greater efficiency should be stenographers, ought to be placed at a far higher basic salary than the $720 now allowed them. The clerks acting as secretaries to the superintendent and assistant superintendents should also be placed on much higher level, since they act as executive secretaries and have very responsible work in connection with the meeting of people and the general school administration.

It is only fair to express in this report my appreciation of the service rendered by general officers in business matters, made necessary by the present lack of a specially organized business force. I feel that special thanks are due the general auditing committee, headed by Mr. J. A. Chamberlain, director of manual training, including in its membership several general officers, principals, and heads of departments. This committee was organized by me during the year just closed to make studies of the private fund accounts and to check and audit special accounts by my direction. They were authorized also to make individual studies of accounts on their own initiative. This committee rendered splendid service during the year, making most careful and painstaking studies of the propositions submitted to them by me, and reporting clearly and definitely and very suggestively on their findings. Their work was all helpful and constructive, and has had a marked tendency to tone

up the whole field to which their work is related. The auditing work of this committee was undertaken in response to my call as an addition to the already heavy duties of the members. It was undertaken in a spirit of cooperation, service, and helpfulness.

SENIOR AND JUNIOR HIGH SCHOOLS.

A number of high-school problems are pressing for solution. One of the most important has to do with the proper accommodation of the high-school student body to be provided for in the immediate future. The situation in the white schools is certain to be especially difficult. In the colored-school system, the Dunbar High School is also approaching a crowded point. Figures submitted at the close of the present school year show that more than 1,600 grade pupils intend entering the white high schools next September by the promotion route. This is a larger number than in preceding years. In addition we are likely to have at least 200 pupils and probably more coming to the city from other communities and desiring high-school training. During the year just closed the Central High School was filled to its utmost capacity, and all other high schools had a good sized enrollment. An examination of the proper distribution of the fall influx makes it practically certain that every white high school will be more than comfortably filled, and that there will be left possibly 200 pupils or more to be accommodated at some other point.

It is evident that further high-school accommodation of some form is necessary in Washington. The city is distinctly a high-school city. Relief could be obtained in considerable measure by pressing the construction of the new Eastern High School, which is already authorized. Such construction should be undertaken at the earliest possible moment. This would enable us to accommodate additional academic students, and students in the business lines, and if properly organized as a composite high school on the Central High School plan it would relieve the situation in other departments. The accommodation of the immediate overflow, however, is the problem we must face without delay. Of course, the simplest solution is that of the organization of overflow classes at the old Central High School. Since the overflow is largely academic the old building might be handled as a branch of an existing high school, although early steps should be taken to secure proper authority to organize a separate high school.

In my judgment, however, a far more important problem is that of determining without delay on a definite policy with regard to future high-school education in the District of Columbia. The question is, Shall we continue to build senior high schools to accommodate the steadily increasing high-school population, continuing

our work on the present plan of eight grades, followed by four high-school years, or shall we at this time begin to take steps looking to the development of a junior high-school system to include the seventh and eighth grades and the first year of the present high school? The junior high-school solution was first proposed by me in my report of 1917 as part of a general plan in connection with a departmental organization of the seventh and eighth grades. During the last year the subject has been one to which I devoted considerable attention and careful study. I am personally strongly in favor of taking very definite steps looking to the careful reorganization of our work into the modern six-three-three plan—that is, six years of grade instruction following the kindergarten year, three years of junior high school and three years of senior high school.

The adoption of a junior high-school plan would probably mean the immediate elimination from consideration for years to come of costly senior high-school construction if the new Eastern High School is completed. A gradual drawing of first-year classes of the present high school into the junior high school would leave sufficient accommodation in the existing high schools to take care of the upper three years, except as it may seem advisable to add special working facilities and certain activities to the schools now existing. For example, in the case of the McKinley, gymnasium and assembly facilities are highly important.

The development of a junior high-school system would mean the definite planning out of a new system of school construction. It would mean the building in each general section of the city of a structure especially designed for junior high-school work. Such structures, of course, would relieve a portion of the pressure both on the grades and on the present high schools. Junior high-school organization, however, need not wait on new construction. It is possible to use the old Central High School for the organization of a junior unit, although this is not, perhaps, the best location for such a building. It is possible to use the old M Street High School for a similar unit for the colored schools, and on the completion of the new Eastern High School to use the old high school for a unit. It is possible, also, to follow the plan of a few cities during the transition period by selecting certain grade schools as intermediate schools, grouping some of the higher-grade children in them and adding a ninth year. In such cases pupils on leaving the intermediate school would go direct to the second year of the senior high school. It is probable that grade schools now organized as groups could be used effectively in this way. It is also possible that by the addition of another year to the prevocational schools of the Smallwood type such schools could be modified into junior high schools

offering industrial opportunities but allowing the same passage to the second year of the existing high schools.

Undoubtedly the organization of junior high schools will mean certain adjustments of teaching force for which we must prepare. These adjustments will affect organization, proper qualifications of junior high-school teachers, and the protection of higher-grade teachers and grade principals now in the service. I believe that all of these questions, and including also the building question, will necessarily make any readjustment to a junior high-school plan a gradual one.

At the present time, for example, our salary schedule offers difficulties in the way of the best organization for departmental teaching, yet departmental teaching is a fundamental factor in the junior high-school work. In all probability, until legislation is secured, high-school teachers will be required to teach the third year of the junior high school, since the work in that year corresponds to the first year of the present high school. The second year of the junior high-school work must be taught largely by eighth-grade teachers for a corresponding reason, and the first year of the junior work largely by seventh-grade teachers. In other words, we would have to develop a separate teacher organization for each year of the school under any experimental plan, and until proper reclassification of salaries is obtained.

A further problem arising in many cities and certain to arise here is that of educational requirements for teachers. The present requirements for regular high-school teachers is that of a college degree, or of a normal-school diploma together with five years of high-school teaching experience. The present requirement for seventh and eighth grade teachers, while not definitely fixed by law, is by practice a normal-school training or the equivalent. Many teachers who may properly pass over into junior high-school work from regular grade work, and who may be qualified by general experience and training, do not meet the senior high-school requirements. To do justice to the higher-grade teachers, and to meet the situation generally, it is evident that very careful consideration must be given to the educational and professional restrictions so that we shall be able to make use of the best qualified grade teachers and so that the development of a junior high-school plan will not mean a lessening of opportunity because of the reduction in regular seventh and eighth grades, but an increase of opportunity for qualified grade teachers. As shown, however, this does not prevent experimental organization, although work will be conducted under serious difficulties.

For a number of years past there has been a steadily growing tendency throughout the country toward the reorganization of higher grammar and secondary school education, leading in most cases to

the introduction of the junior high-school plan. The plan is not a uniform one, although the common division of years is that mentioned above. Nor are the junior high schools thus far organized at all uniform in their character of work and organization. It is certain, in my judgment, however, that the reorganization movement is to continue and gain force, and that within a comparatively short time the junior high school will be a recognized element in all large communities.

In Bulletin No. 35, United States Bureau of Education, containing a report of the Commission on the Reorganization of Secondary Education, appointed by the National Education Association, the recommendation is definitely made that the first 6 years shall be devoted to elementary education to meet the needs of pupils of approximately 6 to 12 years of age; and the second 6 years to secondary education designed to meet the needs of pupils approximately 12 to 18 years of age. This first general division is suggested for the following reasons:

Individual differences in pupils and the varied needs of society alike demand that education be so varied as to touch the leading aspects of occupational, civic, and leisure life. To this end curriculums must be organized at appropriate stages and the work of pupils progressively differentiated.

To accomplish this differentiation most wisely the pupil should be assisted ordinarily at about 12 or 13 years of age to begin a preliminary survey of the activities of adult life and of his own aptitudes in connection therewith, so that he may choose, at least tentatively, some field of human endeavor for special consideration. Following the period of preliminary survey and provisional choice he should acquire a more intimate knowledge of the field chosen, including therewith an appreciation of its social significance. Those whose schooling ends here should attain some mastery of the technique involved. The field chosen will be for some as sharply defined as a specific trade; for others, it will be but the preliminary choice of a wider domain within which a narrower choice will later be made.

These considerations, reinforced by others, imply, in the judgment of this commission, a redivision of the period devoted to elementary and secondary education. The eight years heretofore given to elementary education have not, as a rule, been effectively utilized. The last two of these years in particular have not been well adapted to the needs of the adolescent. Many pupils lose interest and either drop out of school altogether or form habits of dawdling, to the serious injury of subsequent work. We believe that much of the difficulty will be removed by a new type of secondary education beginning at about 12 or 13. Furthermore, the period of four years now allotted to the high school is too short a time in which to accomplish the work above outlined.

Further recommendations with regard to the subdivision of secondary education are as follows:

The six years to be devoted to secondary education may well be divided into two periods which may be designated as the junior and senior periods. In the junior period emphasis should be placed upon the attempt to help the pupil to explore his own aptitudes and to make at least provisional choice of the kinds

of work to which he will devote himself. In the senior period emphasis should be given to training in the fields thus chosen. This distinction lies at the basis of the organization of junior and senior high schools.

In the junior high school there should be the gradual introduction of departmental instruction, some choice of subjects, under guidance, promotion by subjects, prevocational courses, and a social organization that calls forth initiative and develops the sense of personal responsibility for the welfare of the group.

In the senior high school a definite curriculum organization should be provided by means of which each pupil may take work systematically planned with reference to his needs as an individual and as a member of society. The senior high school should be characterized by a rapidly developing social consciousness and by an aptitude of self-reliance based upon clearly perceived objectives.

One of the main purposes of the junior high school is to provide properly for opportunity for children to test their capacities, abilities, and powers, and to discover among more varied courses those best suited to their educational and vocational needs. This means bringing down into the seventh and eighth grades more natural and social science and the teaching of science with the purpose of stimulating the natural interests of the child. It means educational opportunities in the way of vocational courses. It means the introduction of certain foreign languages probably in the seventh grade. It means shop work more extensive in amount and more diversified in content. It means departmentalized work—that is, specialized teaching by people interested and trained for the work; it means promotion by subject, rather than by grade; it means a somewhat different type of discipline and control; it means also very special emphasis on physical training and general upbuilding of the health of children. It is a noticeable fact in the course of study of junior high schools to which I have given consideration that the matter of health is being very evidently emphasized.

It is the thought that in the first year of the junior high school the pupil need not necessarily choose the field to which he would devote himself. Unless he has a definite purpose he should have opportunity to gain experience with varied types of work, although in properly organized educational grouping of subjects. Necessarily the work must have an educational value and a value as a means of exploration of the pupil's powers. It is easily probable that many pupils will need to continue in the two following years the trying-out process, although as rapidly as their powers and interests are determined they may step over into certain of the electives for which they are best suited in addition to the constants which are required as a general basis of education. In the senior high school they, of course, follow carefully planned courses which have been determined upon through the experience gained and the interest aroused in the junior school.

GRADE-SCHOOL PRINCIPALS.

The practical development of any junior high-school plan for Washington inevitably affects the grade-school organization. This is true even in case the work of the seventh and eighth grades is simply reorganized on a different subject basis, and without the full organization of separate junior high schools. The departmentalizing of the educational work and the necessarily larger grouping of higher grade pupils would bring about changes and adjustments affecting grade-school organization. Entirely aside from the junior high-school proposition, however, there are factors affecting the grade-school principals which in the cause of increased efficiency must be carefully considered. Grade work in Washington is handicapped in so far as administration and proper supervision are concerned by the very large number of small buildings. Washington has two to three times the number of school buildings with which other cities of the same population are equipped. The vast majority of our buildings are 8-room buildings, although we now have an organization of a kindergarten and 16 half grades. Proper organization and classification of children is more or less interfered with under such a building condition. Administration is burdened with very many individual small units. Supervision is made more difficult by the fact that the general supervisory officers have so many different centers to reach. They are far more handicapped than in other cities, where many more classes are grouped under one organization. The small building has led, also, to the fixing of the institution of the teaching principal, it being considered that the buildings were so small that the necessary administrative work could be performed by a teacher who also had the full responsibility for a class. Possibly this was true a good many years ago, before the days when the burden of the curriculum had seriously increased and before the days when many other interests related to the schools had found place. To-day there is no question but that the teaching principal, because of the burdens upon her time in connection with the care of the building, is forced to sacrifice the children in her classes. All the splendid activities which are recognized as essential in modern education demand increasingly the time of the person in charge of the building. School playgrounds, school gardens, medical inspection, home and school associations, and other organized contact with the community all draw upon the principal's time. The cultivation of closer contact with the community, the encouragement of school visiting by parents, all mean further drafts on energies which are demanded at the same time for classroom teaching. The principals' association submitted to me recently figures which show an average of nearly four hours of time daily required for principalship work.

Undoubtedly the general administrative efficiency of the system would be largely increased by partially, or far better yet by wholly, freeing these grade principals from teaching responsibility, and especially from the close tie to a particular class, or classroom which now exists. Of course, under departmentalized teaching, covering the seventh and eighth grades, it may easily be possible for a principal to continue the teaching of one particular subject. In fact I think that general efficiency is increased by keeping principals in close personal contact with the teaching side of the work.

The freeing of principles from strictly classroom duties would not only improve efficiency on the administrative side and on the side of proper contact with the community, but it must also be of value in developing closer supervision. It is true that many of our principals have not had much experience in educational supervision because of the existing organization and the demands on their time. If freed from classroom duties, however, the question of definite educational supervision by them of their own buildings would have to come up. This means, of course, the possibility that a few who have qualified under the present conditions might not be able to meet demands created by the new free positions. The building principal ought to be a vital power in the school, and ought to exert a strong influence on the life of the school and on the general activities within it. He ought to be able to be of direct assistance and help to the weak pupils in any class; he ought to be able to guide and advise the new teacher, to help and direct the substitute, and under the guidance of the general supervisory officers to exert a worth while directing influence on all the educational activities. As I stated before, however, this means the development on the part of the principal, himself, of real supervisory capacity.

For the purpose of good administration, I believe we should continue the policy we have started of grouping under one principal, buildings which are naturally closely associated. There are so many advantages in the handling of a small group of buildings as one that I believe we should make a mistake to give up the policy of grouping where it can be continued without involving too widely separated buildings. I believe that the principals of these groups should be absolutely free from teaching requirements; that they should be people of capacity for educational, administration leadership, and that they should be paid definite principals' salaries commensurate with the work they are required to do.

Where buildings are not easily grouped, I believe that markedly increased efficiency can be obtained by either the establishment of free principals on regular principalship salaries, or by the addition of another teacher of the same grade who will largely relieve the principal of classroom demands. The addition of such a teacher

would probably materially help in the problem of coaching weak pupils, and would certainly do away with the loss of teaching from which the eighth grades suffer under the present organization. I believe that we should begin this portion of relief without delay and extend it as rapidly as teachers and salaries can be secured, beginning with the largest groups and working down to the individual small buildings.

Personally, I would like to see the present session-room pay plan done away with, and a definite salary scale considered for principals of buildings. If such a scale is not adopted, it is still possible under our present laws, it seems to me, to relieve the situation somewhat if we can obtain additional eighth-grade teachers in sufficient numbers to be assigned to buildings for the major teaching of the eighth-grade classes, thus relieving the principal of her other duties.

The development of any plan of this kind means in a way the placing of added administrative and educational responsibilities upon the building principal, but this is balanced by his relief from close classroom work. Educational and administrative efficiency of the principalship group will become more effective, and the grade-school principalship system will then become a proper training school for the development of officers and general supervisors, something we absolutely lack at the present time. If additional clerks can be secured so as to assign one to each group principal then the principals can become far more definitely an effective educational officer. Larger divisions are then possible, and the whole matter of educational administration and direction can be placed on a far sounder basis.

I am also strongly in favor as an immediate policy of the assigning of teachers of special subjects, such as music, drawing, and physical training directly to each group. That is, each group should have a special teacher in each one of the subjects named who would have full responsibility for her particular teaching field, thus relieving classroom teachers of the strain of teaching highly specialized subjects in addition to the general subjects of the grade curriculum. This procedure would also relieve the regular grade teacher of such oversupervision of her work as comes from responsibility for work in a special department, as well as for work in her general grade field. On the other hand, the directors of special subjects would also be relieved from the relations they now hold to the regular grade teachers and would be free for intensive supervision of teachers directly in their own department. Increase of efficiency and some lessening of stress on the general teaching body would undoubtedly result.

In view of the particular need for building up the physical stamina of pupils, I believe that physical training in particular should be

placed under specially trained teachers at the earlist possible moment. These teachers should not only control the classroom work, but should also have supervision over the playgrounds attached to the schools during school hours. They might very properly develop in time into a force capable of handling also the subjects of physiology and hygiene. During the past year we have made an experiment with a teacher of physical training at the Wallach-Towers group with most excellent results. In this connection the report of Dr. Stoneroad, director of physical training, is well worth reading. She shows clearly that close, intimate attention along this line will result in marked improvement and in a finer spirit toward physical improvement among the student body.

SPEECH IMPROVEMENT.

By a special vote of the board of education at a meeting held during the latter part of the school year, the superintendent was directed to look into the matter of provision in the school organization for proper training to remove speech defects. This is a matter in which the superintendent is and has been interested for some time and to which he has given very serious thought, especially since the board recognized the importance of the movement.

In studies made by the medical department of the schools during the last two or three years, some interesting figures relative to speech defects were obtained. Among 8,105 average pupils who came under the examination of the medical inspector, 365 or 4.4 per cent had speech defects. In an intensive examination of 2,179 pupils 3.4 per cent were found to have speech defects. In a census taken by teachers of defects of children in their classes in the year 1917, 575 children were listed as stuttering, and 590 as lisping, although the medical inspectors estimated on the basis of certain intensive studies that these numbers were rather high. In the year just closed 260 cases of speech defects were referred to nurses. In general it may be stated that in the average system without exception conditions 3 or 4 per cent of speech-defect cases is not unusual.

In the Washington figures two interesting facts should be noted especially. Among the applicants for child-labor permits the percentage of speech defects is exceedingly low, being three-tenths of 1 per cent in 1918 and two-tenths of 1 per cent in 1919. These figures show at once how handicapped the child with speech defects is when he attempts to secure work. Such a child finds great difficulty in obtaining employment, and consequently is unlikely to come up for employment certificates. He is also, of course, far more handicapped in his work, since unfortunately difficulty of speech causes the child to be retiring, and to avoid any use of speech which would make him feel that he is unusual and set apart from the majority of children. He

becomes nervous and tries to avoid recitation, and too frequently establishes a reputation for being slow and backward. He is likely to actually fall back in his studies and to be retarded in his promotion.

The percentage of children with speech defects who are classified in the retardation, or atypical classes, is exceedingly noticeable. In 1918, 20.9 per cent of pupils examined for atypical classes had speech defects, and in 1919, 24.5 per cent. As stated above, there is a close relation between retardation, seemingly low mentality, and speech defects. Many interesting cases are on record of children whose mental level was markedly improved with the correction of evident speech defects. There is real danger of children being referred to atypical classes who would not be so referred had speech-defect treatment been given in time.

The most noticeable defects are (1) halting, defective utterance, which we call " stammering " or " stuttering." In these cases the sufferer has difficulty in passing from one letter to another, or he loses temporarily the control of muscles of articulation. In some instances he is unable to produce a voice at all. The cure depends more or less on a psychological study of each case, for the attitude of mind on the part of the sufferer is an exceedingly important factor. As stated above, timidity and retardation come from the derangement of the nervous system involved in the habit. The pupil must be vitalized, and mind, body, and voice brought into proper harmony. There must be gymnastic treatment—medical, physical, or vocal. The cure in the vast majority of cases is entirely, therefore, one for teacher treatment, rather then for medical treatment. (2) Lisping: Lisping is almost entirely a habit, and may be corrected by proper supervision and strong control by the instructor. The matter is largely one of discipline, and here again proper teacher training will correct defects. (3) Lalling and related defects: This is a defect not unfrequently encountered in the grade schools and sometimes referred to as " tongue-tied." Dr. Martin, head of the department of speech improvement in the New York City schools, states: " Out of an average 100 cases brought to me as tongue-tied, I find but one really is. This defect is caused by lack of coordination of the muscles of the tongue and is corrected by tongue gymnastics and the development of a faster response to stimuli." (4) Closely associated with lalling are the commonly related defects of nasality and nasal twang. These cases are far more likely to be cases where medical treatment will be helpful, but in many also the work of the speech-defect teacher will be decidedly worth while. (5) The very common defect of inphonation or slovenly speech is one which has no organic cause, but is one merely of habit, sometimes, of course, due to environment. Here again the treatment is purely one of exercise and discipline

by the teacher and not for medical treatment. (6) In many cities the largest class of speech defects is that of foreign accent. Dr. Martin states: "It is the proper understanding of effectual methods for the elimination of this form of speech which will be a big factor in the present national movement for the Americanization of the foreigner. Continued use of the mother tongue causes a foreign articulation of the organs of speech and a different auditory conception of the vowel sound. In developing a better habit of speech in these foreigners we must always bear in mind sound production and tone variation."

The need for a trained force of teachers for speech improvement is not limited to the meeting of cases of actual speech defects. Unfortunately it is true that the majority of children do not speak as well or enunciate as clearly as they should. The same is true of the grown people, often of teachers. The fact came out in connection with the training camps for officers in the late war, when it is reported it was found necessary to reject 1 of every 10 of the candidates for commissions because of poor articulation. A clear voice, easily understood, and well modulated is of marked value in every walk of life. We should not deny it to our children, especially when in large degree it is a matter purely of proper exercise and discipline. Most cases of actual speech defect occur between the years of 5 and 9, and more especially between the years of 7 and 9, the early years of the child in school. This, therefore, is the period when general exercises for speech improvement should be emphasized, and, of course, the period when noticeable speech defects should be taken up for treatment. It is also the period when special effort is being placed on learning to read. Undoubtedly there is a close relation between defects of speech and the learning to read.

In a recent study of the methods and classroom work of the New York City system, and in conference with the head of the department, I have been very deeply impressed with the remarkable improvement in speech defects obtained in a short time under trained teachers, and without medical treatment of any kind. I have been impressed also with the intense interest of the children under treatment, and with their very eagerness to respond to the calls made upon them in this connection. The child with serious speech defects is more or less a child apart, both in the school and in the home. He loses much of life that is worth while. Often a life that might be very happy is made exceedingly miserable for lack of the right treatment at the proper time. I feel, therefore, that any steps we can take to establish effective work in the way of speech improvement and the correction of evident speech defects is work of extreme importance, justifying our special consideration in all ways at our disposal.

I believe that we should take steps at once to begin the establishment of a corps of trained teachers for this work, preferably experienced in the New York City methods. Undoubtedly we have cases enough among our pupils to occupy several teachers full time purely for the correction of noticeable defects, and without entering into the field of general improvement and prevention. These teachers, of course, should be trained for the work. In addition, all our class teachers should have training in certain fundamentals, so that in time much of the simpler corrective work could be done by them in the classroom. I see no reason why we should not take certain of our own teachers who would be willing to prepare themselves and assign them over to the new department. I fear that at our present salary scale it would be impossible to obtain expert trained teachers from other cities. Whatever the means we take, however, I believe we should make a start by the appointment of two or three teachers, at least, to begin work. I believe that at the earliest possible moment we should secure a supervisor or director capable of overseeing the work of training our own special teachers and of giving certain fundamental training to all teachers, at least in the primary grades.

MODERN HEALTH CRUSADE.

The modern health crusade, conducted under the auspices of the National Tuberculosis Association and the Junior Red Cross as a Nation-wide health movement among children, was given recognition by the board of education on the recommendation of the superintendent of schools, and beginning early in January, 1919, was given a regular place in the school work from the fourth to the seventh grades, inclusive.

The purpose of the crusade is to inculcate life habits of personal cleanliness and good hygiene by arousing interest and enthusiasm of the children in the importance of observing fundamental rules of health. The program consists of the keeping of 11 important health rules, at least three-fourths of which must be observed daily for 15 weeks. These rules are as follows:

STATEMENT OF CHORES.

1. I washed my hands before each meal to-day.
2. I washed not only my face but my ears and neck and cleaned my finger nails to-day.
3. I tried to-day to keep fingers, pencils, and everything that might be unclean out of my mouth and nose.
4. I drank a glass of water before each meal and before going to bed and drank no tea, coffee, nor other injurious drinks to-day.
5. I brushed my teeth thoroughly in the morning and in the evening to-day.
6. I took 10 or more slow, deep breaths of fresh air to-day.
7. I played outdoors or with windows open more than 30 minutes to-day.
8. I was in bed 10 hours or more last night and kept my window open.

9. I tried to-day to sit up and stand up straight, to eat slowly, and to attend to toilet and each need of my body at its regular time.

10. I tried to-day to keep neat and cheerful constantly and to be helpful to others.

11. I took a full bath on each day of the week that is checked (x).

General records are kept by the children, certified by the parents, and recorded by the teacher. Certain distinctive titles of the days of knighthood are given for the observance of these rules over certain set periods.

It is interesting to note that at the end of the fourth general period and the close of the year 25,789 children had enrolled for the observance of these rules in 156 different buildings, 22,399 had obtained the first honor, and 14,066 had obtained the highest honor. Details of the movement and much interesting matter concerning it generally are given in a special report prepared by Mrs. Grant, the crusade leader, at my request and included in the general board of education report.

The movement rapidly gained the interest and support of the teaching force and of the general grade officials, all of whom indorsed it in very positive terms as being productive of marked good. Several supervisors spoke of the crusade as one of the finest movements that has been started for the welfare of children. The linking of the school and the home is emphasized, the appreciation of the value of small things, the establishment of right habits of life; the increased alertness of mind, and the toning up of pupils generally. These effects have undoubtedly been brought to the surface because of the long period over which the movement was continued. Contrary to most campaigns and crusades, it was continued through more than half of the school year and over a sufficiently long period to establish worth-while habits. At the same time the interest of the children was continued to the end.

The value to the children themselves during the period of the crusade in the matter of health and cleanliness and in the establishment of general good habits is beyond question. The real question always in such cases is the permanent value. Undoubtedly with the stimulus of the special movement removed, many children will drop back again to their former habits. Many, on the other hand, will be permanently better. The problem now in the minds of the school officers and being considered by them is how to best continue and strengthen the habits which have developed. This matter will be taken up by supervisory officers early in the fall.

THE SUPERINTENDENT'S CONFERENCES.

The excessively heavy administrative duties of the last year or so, caused by the effort to keep the schools running under the unusual

conditions existing, necessarily prevented that close and intimate contact with the classroom which the superintendent desires. This made more effective than ever the value of the conference organization developed by the superintendent for contact with the various educational interests of the schools. The regular conference organization previously developed included periodic meetings with the assistant superintendents, with the supervising principals, and general officers, with the high-school principals, and meetings subject to call with other special officers. During the year just closed periodic conferences were held also with the high-school heads of departments. These meetings served to keep the superintendent in touch with the most vital problems before the school system and gave opportunity, as heretofore, for a thorough discussion of many educational matters. The group meetings served as a clearing house for the best thought of the system on the serious educational problems which confront us. They are splendidly worth while.

Feeling need, however, not alone for the officers' and directors' viewpoint on educational problems but for the viewpoint and experience of the actual teacher in the classroom, the superintendent worked out during the year a plan for a general teachers' conference group, thus completing the educational conference organization so as to take in all educational interests. The teachers' conference group is planned to include representatives of every general teaching group, grade, high, vocational, special, night school, and vacation school. When general problems affecting all teachers are under discussion the new group is expected to meet as a unit. It is easily divided into sections, however, when problems of special interest to a group are under consideration, or when it is desired to have certain teachers meet with certain officer groups, so as to get both the officer and teacher thought on a common problem. In fact, the thought of the superintendent is that while he may hold conferences with the groups as specially organized, many special combinations may be made to give the right groups a conference on particular problems. The experience thus far had with special committees containing both officers and teachers makes me believe that the group now added to my general conference plan will be of very material help to the superintendent.

It is understood, of course, that these various groups shall consider with the superintendent those problems which properly come within his province as educational administrative officer. There is no conflict in any way with the broader council authorized by the board of education from among teachers and officers and other employees and conferring with the board on general school problems.

Frequently, however, for matters being considered in conference with the officers concerned it has been customary for the superin-

tendent to assign special committees to work out certain educational problems. In spite of the unusual pressure on the administrative officers and on all people in the school system, considerable work of this kind was started during the year and is well under way. A committee, under the chairmanship of Mr. A. T. Stuart, was organized primarily to consider the teaching of patriotism and to determine what facts of the Great War should be included in our school curriculum. Later the work of this committee was extended to give thorough consideration to the whole matter of the teaching of history in the schools. It is expected that preliminary reports will be in the hands of the superintendent at an early date.

A committee, under the chairmanship of Mr. S. E. Kramer, assistant superintendent, was appointed in December last to consider the question of the work of the high-school cadets, with a view to making adjustments to strengthen the physical-training side and to develop in time a constructive, progressive course in military training. The preliminary report has been filed.

A committee, under the chairmanship of Dr. Cogswell, director of music, was appointed to thrash out the many questions connected with high-school major music. The committee held a number of meetings, discussing the subject from all angles. It held a conference with private teachers of music, and finally submitted a report, which is now ready to go before the principals' conference for final consideration.

A committee on the teaching of thrift was appointed during the year, but was not called for active service. It will take up its work under the guidance of the superintendent early in the coming school year.

These committees all consisted both of officers and teachers. Their work, I am sure, will be of value to the system when completed. As previously stated, the influenza epidemic, the teacher changes, and other factors tended to make the year a difficult one, educationally speaking, yet effective work was done in adjustment of courses and in educational studies, and the foundation was laid for special consideration and adjustment of our educational content and processes during the new year. It is to that work that the superintendent hopes and plans to devote a large part of his time during the year 1919–20.

In addition to the conference groups and special committees, such as those mentioned above, the superintendent organized in the latter part of the school year, and following some conferences with the various groups of officers and principals, a conference group of teachers, representing all departments of the school system and selected by the body of teachers themselves to discuss with the superintendent the matter of the present rating sheet for teachers and the

whole question of teachers' ratings. As soon as the delegates were selected the superintendent began the holding of conferences with the groups of white and colored teachers, at which there was a very thorough and illuminating discussion of the various points at issue. There was, on the whole, a very earnest desire to make clear the real situation and to be suggestive and helpful in outlining the steps which should be taken to correct any existing difficulties. Following this conference certain special questions were taken back by the delegates for discussion with their groups of teachers, and finally certain special reports were submitted with suggestions on the points of most importance. These are now being considered, and it is thought that with comparatively little further conference at the beginning of the next school year it will be possible to present to the board a definite plan to meet the situation for the future.

The discussions developed very clearly the fact that the present rating sheet had very few friends among the officers and among the teachers. This was partly due to the feeling that under the present pressure of work the rating officials can not supervise with sufficient fairness to be able to answer effectively the questions the rating sheet asks of them, and therefore injustice is undoubtedly done certain teachers. There is further the strong feeling among teachers of objection to ratings generally, and especially objection to being rated after one is really established as a satisfactory teacher. There developed a very considerable difference of opinion as to whether or not the superior teacher should be so rated or should have a special recognition on the official records in any form.

To meet the situation for the year just closed the superintendent, with the approval of the board, directed that all probationary teachers and all teachers who were "doubtful" or "poor" in their work should be definitely rated in detail on the old scale and that other teachers whose promotion or salary classification did not depend upon an official rating should simply be marked "satisfactory," and that other teachers whose promotion might depend on a rating should be given simply a rating of "excellent," "very good," "good," etc. This procedure marks a very considerable simplification of the official rating, but in itself undoubtedly will be helpful in meeting the present situation. The experience gained with it will also be helpful in working out a final plan to be put in force for the next year.

COMMUNITY CENTERS AND COMMUNITY USE OF BUILDINGS.

I commend to the attention of the board the special report of the general secretary of community centers. It is most interesting and valuable in making clear the tremendous part the public-school system and plant have come to play in meeting civic, recreational,

and educational needs of the community generally. The mere tabulation of community groups and clubs organized during the two years of formal establishment of the department and the equally long list of outside organizations using the buildings most commonly or in cooperation with the community center are impressive evidence of the growth of community use of school buildings. The total attendance at 19 general centers of 486,545 is further evidence of service rendered.

The tremendous and impressive Fourth of July pageant opens the record. There follows the long list of war activities, social and recreational, for soldiers and war workers, and the great campaigns—war loans, food, war activities—in which civic organizations and citizens generally had large part. Yet back of all this more or less exceptional activity, due to the unusual conditions and the war stress, there was a steady and strong growth in what might be termed the permanent community use of schools. I am more and more impressed with the possibilities of service to the community through right use of the school plant. We are still in the early processes of development of a tremendously important movement. It stirs one's imagination.

Regular appropriations are now making possible the systematic organization, development, and control of the work. While still in a period of experimentation, I believe we shall be able to reach before long a definite policy as to control and direction and as to the factors of the work which should properly be met from public funds.

On several occasions I have expressed myself as strongly in favor of granting the use of school buildings—for purposes permitted by law—without direct expense to the users. That is, a permit for use of a building should carry with it provision for heat, light, and janitor service. This is especially important in the case of the larger buildings so frequently in demand for great civic meetings. I am especially pleased, therefore, at the inclusion in the new appropriation act of provision for additional janitor service for the New Central High School—made for this purpose.

ATTENDANCE AND CHILD LABOR OFFICERS.

I have urged for some time the increase of the force of attendance officers so as to give at least one to each moderate-sized school district. My purpose is, of course, to have sufficient officers to enable them to become thoroughly familiar with a particular part of the city and its child population. I believe that we are not doing by any means all the work which should be done through this group, largely because of lack of force both for office and field service. Undoubtedly as has been recommended in connection with the estimates

we should also establish a salary schedule sufficiently high to secure a thoroughly strong and effective corps of employees.

The same situation as to lack of force is very marked in connection with the Child Labor Office, although I shall be able to relieve the situation slightly the coming year by the addition of a full-time clerk. The office really needs an increase of force not only to keep records in first-class shape but to enable us to meet the pressure, secure a more careful examination and consideration of applicants, and reach decisions with less delay. Both of the departments referred to are working to the full limit of strength and capacity under the conditions existing, but they are not rendering the service to the schools and the community they could render if fully and properly organized. Personally, I am inclined to believe that a consolidation of the departments into one organization, having control of attendance, permits, and school census, would mean a marked step forward in the efficiency of the schools. This whole matter is an exceedingly large and vital one and deserves a special report and special consideration independently of this general report. I have this matter listed as one of the subjects for such consideration.

TUBERCULAR SCHOOLS.

I believe that the board of education should give careful consideration to a permanent provision for the accommodation of tubercular pupils, both white and colored. If the Hamilton School is retained, it should be fully equipped with all necessary facilities for the accommodation of white children. For the tubercular pupils of the colored schools, undoubtedly new provision should be made at the earliest possible moment. Not only does the Harrison School fail to give outdoor opportunities that a school of this type should offer, but it is not in other ways suited to the purpose to which it is now being put. More than this, in view of the crowded conditions in the community I do not feel that we are justified in the use for so small a group of so large a building. I believe that without delay a locality should be found where at least properly designed portable buildings could be erected for the service of these children, in surroundings that would not only be more attractive but far more healthful for them.

BUILDINGS AND GROUNDS.

In my judgment, one of the most vital questions affecting the efficiency of the schools is that of proper school accommodation. Our high schools are becoming crowded, and to some extent overcrowded. Many of the classes in them are too large for most efficient teaching. In the grades last year there were 310 classes being conducted two in a room. While the large majority of these involved first and second

grades, there were a considerable number of cases where classes above the second grade had to be placed on half time in so far as general class instruction was concerned. There were also many cases of kindergartens and first grades occupying the same room. In addition, grade classes have become exceedingly large. A summary taken during the last school year showed at the time 486 classes with an enrollment of over 40, 270 classes of this number had an enrollment of over 45, and 117 had an enrollment of over 48. Probably 40 per cent of all classes were overlarge for the most efficient teaching.

While the granting of appropriations for 60 portable schools will offer considerable relief in the matter of doubled-up classes, the fact still remains that the organization of proper-sized classes within reasonable distances of the homes is being seriously affected by a shortage of proper accommodation. I believe that we should return at the earliest possible moment to the construction of the necessary permanent buildings. Especially should we seek to secure funds without delay for the buildings which have already been authorized by Congress and for which appropriations have been made in part. There are clear signs of a large permanent increase in the population of the community and in the neighboring suburbs tributary to it. We are likely to be very seriously embarrassed, as it is before permanent construction is secured. Every day's delay, therefore, is a serious matter.

In connection with the consideration of future building I would like to urge the necessity for the appointment of a small commission, to consist of representatives of the board of education, the superintendent of schools, and certain educational officers, and a representative of the engineer department of the District of Columbia, to consider the question of standard types of school buildings for future construction in the District. As the board of education is aware, I am strongly of the opinion that modern public education requires for the proper organization of work a larger building than the type ordinarily constructed. We have to consider in our organization of the unit the fact that we have the kindergartens and a grade system of semiannual promotions. We have to consider also that to avoid loss of efficiency the growing work in domestic science and art and in manual training should be given directly in the school building in which the pupils are enrolled. They should not be obliged to waste time in going to more or less distant centers. We have to consider the growing community use of school buildings, the need and demand for library facilities, and especially the need for proper facilities for physical training. We have to consider also the proper facilities in the way of assembly halls. The whole matter raises the question as to the meeting of the needs of the system and community

by the present type of 16-room building. Personally I believe that a slightly larger building making provision for the special needs mentioned will prove of infinitely more service to the community. I believe that this commission should consider further in connection with the developing of a standard plan the adaptation of such a plan to buildings already in use, especially when the question arises of additions or extensions to existing structures.

NORMAL SCHOOLS.

I am sure that in the minds of all the executive officers and in the minds of the board members the question of the reconstruction of the normal schools has a place. Undoubtedly any reconstruction of the grade plan of work and any leveling of the grade salary schedule will emphasize the need for such a development of normal-school work as will permit the training of teachers for a far wider field than is now covered. We undoubtedly should proceed before long to the extension of the normal-school courses in time as well as in content, so as to give the training which will enable us to place teachers in a grade or field for which they are best fitted. The normal school in all probability should be extended into a normal college and should be prepared not only to train teachers for their basic work, but to give extension courses of a professional character. This is so large a question that I prefer to reserve it for a special report to be prepared at a later date.

There are many matters which I would like to discuss were it not for the fact that it seems advisable at this time to emphasize only some of the most important. A few matters will be presented later in the way of special reports. I desire, however, to call attention again to other recent reports of mine to the board of education for further consideration of matters which I have there discussed at more or less length. Among other subjects I would refer to such matters as vacation schools, school gardens, the health of children, matrons for grade schools, a substitute force, coaching teachers, the development of manual training, prevocational and trade instruction, exchange of teachers, the establishment of a board of examination and educational research, bureau of information, etc. I call attention also to the many interesting and valuable reports of the general officers, directors, etc., included in the volume of reports. These deserve careful reading.

I desire to pay tribute again to the educational force, officers, teachers, and to all other employees of the system who during a year of exceptional stress and heavy demand have rendered loyal and efficient service to the system and to the community. The clerical and janitor forces have worked under heavy pressure. I have had

to ask many things that have added to the burdens many of these people carry. I have found a cordial and willing response to all such calls.

I desire to express my most sincere appreciation of the spirit and cooperation of board members in meeting so many of the problems I have had to place before them. I appreciate most heartily the cordial spirit and the helpful advice of the president of the board, Mr. Hamilton, with whom the many school problems have necessarily kept me in close contact. The smooth running of the school system in the face of most unusual situations has been made possible only by cooperation of all interested.

Respectfully submitted.

E. L. THURSTON,
Superintendent of Schools.

REPORT OF THE OFFICE OF STATISTICS AND PUBLICATIONS.

SIR: I have the honor to submit herewith the statistics of the public schools of the District of Columbia for the school year ending June 30, 1919:

DAY-SCHOOL ENROLLMENT.

The number of pupils enrolled in the day schools was 62,239—44,351 white and 17,188 colored. This shows an increase of 703, or 1.14 per cent more than that of the previous year.

The average enrollment was 52,863.2, or 2.15 per cent increase.

The average number of pupils in daily attendance was 49,080, or 2.59 per cent increase.

The percentage of attendance was 92.8.

NIGHT-SCHOOL ENROLLMENT.

There were enrolled in the night schools 9,052 pupils, of whom 7,229 were white and 1,823 colored, who were taught by 237 teachers, including 2 supervisors—159 white and 78 colored. There were 90 male teachers—58 white and 32 colored (including 2 male supervisors, 1 white and 1 colored), and 147 female teachers—101 white and 46 colored.

The average number of pupils enrolled was 3,530.3—2,311.2 white and 1,219.1 colored.

The average nightly attendance was 2,825.2—1,797.2 white and 1,028.0 colored.

The percentage of attendance was 80.3—77.8 white and 84.4 colored.

The night schools were taught in buildings used for day schools and were in session an average of 52.3 nights.

SUMMER-SCHOOL STATISTICS, JULY AND AUGUST, 1918.

The enrollment and attendance of pupil upon sessions of the coaching schools during the months of July and August, 1918, were as follows:

	Whole enrollment.			Average attendance.		
	Male.	Female.	Total.	Male.	Female.	Total.
White	150	231	381	126	189	315
Colored	134	320	454	109	249	358
Total	284	551	835	235	438	673

The coaching schools, in detail, were as follows:

	Male.	Female.	Total.	Male.	Female.	Total.
WHITE.						
Corcoran	10	11	21	9	8	17
Cooke	16	16	32	13	14	27
Force	31	29	60	23	19	42
Henry	7	26	33	6	22	28
Jackson	14	22	36	13	20	33
Jefferson	11	19	30	11	17	28
Johnson	9	19	28	8	16	24
Ludlow	15	17	32	13	14	27
McKinley	11	41	52	9	35	44
Wallach	26	31	57	21	24	45
Total	150	231	381	126	189	315
COLORED.						
Magruder	30	30	60	28	28	56
Mott	8	22	30	7	16	23
Lovejoy	18	36	54	10	30	40
Randall	12	21	33	10	16	26
Dunbar	66	211	277	54	159	213
Total	144	320	454	119	249	358
Grand total	294	551	835	245	438	673

There were 16 school playgrounds, 12 white and 4 colored, located at the following school buildings: White—Arthur, Bryan, Cooke, Corcoran, Force, Henry-Polk, Ketcham, Jefferson, Johnson, Ludlow, Monroe, Wallach, with 1,416 pupils as the average daily attendance; colored—Magruder, Langston, Giddings, and Birney, with 1,325 for colored.

There were 8 canning centers, 4 white and 10 colored, located as follows: White—1201 K Street NE., Cooke School, Wisconsin Avenue Manual Training School, and the Morse-Jefferson-Congress Heights combination; colored—Dunbar, Deanwood, 737 Eleventh Street NE., and Military Road School. The average daily attendance is reported to be from 2 to 10 per day.

THE OATH OF OFFICE.

The number of oaths of office administered by me to persons occupying teacherships and other positions, both permanent and temporary, during the school year is as follows: Attendance officers, 2; caretakers, 20; charwomen, 6; clerks, 8; coal passers, 3; community center employees, 44; engineers, 8; firemen, 13; janitors, 94; laborers, 83; librarians, 2; matrons, 4; military instructors, 4; playground employees, 28; superintendent of janitors, 1; teachers, day and night,

493; teachers, summer, 34; watchmen, 1; electrician, 1; miscellaneous, 3; total, 852. They were distributed over the school year as follows:

	Total.		Total.
1918.		1919.	
July	138	January	33
August	15	February	39
September	99	March	55
October	36	April	22
November	268	May	32
December	81	June	34

AFFIDAVITS.

The number of affidavits executed by me to accompany the following is as follows: Cooking bills, 125; placing of teachers in groups and classes, 30; students' record, 11; miscellaneous, 12; total, 178. These were distributed over the year as follows:

	Total.		Total.
1918.		1919.	
July		January	10
August	1	February	33
September	3	March	8
October	3	April	33
November	15	May	33
December	2	June	37

All of above oaths were administered and affidavits executed free of charge, as formerly.

Detailed information in tabular form is herewith presented:

Statistics Other Than Fiscal for the Scholastic Year Ending June 30, 1919.

1. School census: Ages, 5 to 17 years. Date of census, U. S. Census, 1910. Number of children enumerated: Males, 32,389; females, 33,478; total, 65,867.
2. Estimated number of pupils of school census age in parochial and private schools who were not enrolled during the year in public schools: Males, no data; females, no data; total, no data.

	Total.	Elementary (including kindergarten and vocational).	Secondary (high and normal).
3. Superintendents and assistant superintendents, whose duties are mainly connected with the general control of the system	3	.....	.....
4. Supervising principals, principals of groups and districts, and principals of buildings or similar units, including only those persons devoting half or more than half of their time to the control or administration and supervision of instruction	24	15	9
5. Supervisors, whose duties are mainly connected with the supervision of instruction of special subjects and grades, including only those who devote half or more than half of their time to supervision	18	18	.....

Statistics other than fiscal for scholastic year ending June 30, 1919.

	Total.	Elementary (including kindergarten and vocational).	Secondary (high and normal).
6. Number of different individuals employed as teachers:			
Males	231	102	129
Females	1,734	1,508	226
Total teachers	1,965	1,610	355
7. Number of teaching positions (number of teachers necessary to supply the schools)	1,938	1,592	346
8. Enrollment of pupils (net registration, excluding duplicates):			
Males	30,204	26,973	3,231
Females	32,035	28,063	3,972
Total enrollment	62,239	55,036	7,203
9. Aggregate attendance (total number of days attended by all pupils)	7,861,101	6,885,710.5	975,390.5
10. Average daily attendance	49,080	42,995.5	6,084.5
11. Number of days the public schools were actually in session	320.3	320.2	320.5
12. Number of school buildings or units of plant, not including portable or temporary structures operated as part of a permanent building	152	143	9
13. Number of schoolrooms	1,402	1,206	196
14. Number of sittings or seats for study	56,844	49,544	7,300

15. Number of buildings not used for schools or special activities, occupied as office buildings, warehouses, etc., none.
16. Number of public high schools in buildings not occupied also by elementary grade, all.
17. Number of public high schools belonging to the city system, 7; normal schools, 2; vocational schools, or schools for industries, 3; special schools, such as schools for the blind, deaf, feeble-minded, delinquents, dependents, etc.: Atypical, ungraded, fresh air, and coaching.
18. Number of special activities connected with the school system: School gardens, vacation schools, playgrounds, and community and canning centers.
19. Number of librarians and assistants employed in school libraries, 10.
20. Number of school physicians employed, 13; number of dentists, 4; number of school nurses, 10; 8 dental operators; 4 dental prophylactics.
21. Number of truant officers, 7; their average salary, $700.
22. Number of teachers employed in the public evening schools: Male, 90; female, 147; total, 237. Number of these also in public day schools: Male, 50; female, 57; total, 107.
23. Number of pupils enrolled in the public evening schools: Males, 3,086; females, 5,966; total, 9,052. Number of these pupils also enrolled, sometime during the year, in public day schools: Males, none; females, none; total, none.
24. Number of public kindergarten teachers employed, 161.
25. Number of children enrolled in the public kindergartens: Males, 1,998; females, 2,071; total, 4,069.
26. Length of school term provided by law or regulation, not omitting holidays, etc., 36 weeks.

PUPILS ENROLLED.

White pupils:		Male pupils:	
Male	22,111	White	22,111
Female	22,240	Colored	8,093
Total	44,351	Total	30,204
Colored pupils:		Female pupils:	
Male	8,093	White	22,240
Female	9,795	Colored	9,795
Total	17,888	Total	32,035

	Male.	Female.	Total.
Pupils in:			
Elementary schools	26,954	28,000	54,954
Secondary schools	3,230	3,815	7,045
Normal schools	1	157	158
Vocational schools	19	63	82
Total	30,204	32,035	62,239

PER CENT OF TEACHERS.

The per cent of all teachers was: White, male 5.55, female 63.10, total 68.65; colored, male 6.21, female 25.14, total 31.35; distributed as follows:

	White.			Colored.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Elementary	0.30	48.19	48.49	2.24	19.74	21.98	2.54	67.93	70.47
Secondary	4.02	9.52	13.54	2.54	1.99	4.53	6.56	11.51	18.07
Normal		.81	.81	.20	.46	.66	.20	1.27	1.47
Vocational	.20	.05	.25	.40	.61	1.02	.61	.66	1.27
Special teachers, directors, and assistants	1.03	4.53	5.56	.82	2.34	3.16	1.85	6.87	8.72
Total	5.55	63.10	68.65	6.21	25.14	31.35	11.76	88.24	100.00

The per cent of white teachers was: Male 8.08, female 91.92, distributed as follows:

	Male.	Female.	Total.
Elementary	0.44	70.20	70.64
Secondary	5.86	13.86	19.72
Normal		1.19	1.19
Vocational	.30	.07	.37
Special and other departments	1.48	6.60	8.08
Total	8.08	91.92	100.00

The per cent of colered teachers was: Male 19.81, female 80.19, distributed as follows:

	Male.	Female.	Total.
Elementary	7.14	62.99	70.13
Secondary	8.12	6.33	14.45
Normal	.65	1.46	2.11
Vocational	1.30	1.95	3.25
Special and other departments	2.60	7.46	10.06
Total	19.81	80.19	100.00

There were employed 1,965 teachers, as follows:

	Male.	Female.	Total.
First nine divisions	109	1,240	1,349
Tenth-thirteenth divisions	122	494	616
Total	231	1,734	1,965
White teachers	109	1,240	1,349
Colored teachers	122	494	616
Total	231	1,734	1,965

Teachers were distributed as follows:

	White.			Colored.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Elementary	6	947	953	44	388	432	50	1,335	1,385
Secondary	79	187	266	50	39	89	129	226	355
Normal		16	16	4	9	13	4	25	29
Vocational	4	1	5	8	12	20	12	13	25
Special teachers, directors and assistants	20	89	109	16	46	62	36	135	171
Total	109	1,240	1,349	122	494	616	231	1,734	1,965

The whole number of pupils enrolled in the different night schools was as follows:

Night schools.	Male.	Female.	Total.
Elementary:			
White, graded—			
Old Central (foreign night)	275	74	349
Henry night	125	30	155
Jefferson	97	20	117
218 Third Street NW		36	36
Special—			
Central High night printing	32	17	39
Park View	29	127	156
Northeast Industrial		113	113
Smallwood	46	32	78
Total	604	439	1,043
Colored, graded—			
Birney	31	29	60
Burville	17	13	30
Deanwood	17	45	62
Garfield	45	45	90
Garnet-Phelps	125	244	369
Lovejoy	59	51	110
Phillips	21	43	64
Randall	27	30	57
Reno	9	45	54
Stevens	69	113	182
Special—			
Cardozo	62	36	98
Total	482	694	1,176
Total elementary	1,086	1,133	2,219
Secondary:			
White—			
Business high	538	3,242	3,780
Eastern high	427	432	859
McKinley high	729	697	1,426
Western high	42	79	121
Total	1,736	4,450	6,186
Colored—			
Armstrong high	130	185	315
Dunbar high	134	198	332
Total	264	383	647
Total secondary	2,0000	4,833	6,833
Grand total	3,086	5,966	9,052

The relative number of pupils enrolled in the different grades of schools is shown in the following table:

	White.	Colored.	Total.
Elementary:			
Kindergarten	2,992	1,077	4,069
Primary	19,867	9,948	29,815
Grammar	15,447	4,986	20,433
Ungraded	416	221	637
Secondary:			
Academic high	3,705	766	4,571
Business high	831	273	1,104
Manual training high	1,026	344	1,370
Normal	67	91	158
Vocational	(1)	82	82
Total	44,351	17,888	62,239
Per cent of whole enrollment	71.26	28.74	100.00

[1] Pupils attending upon this instruction here are enrolled in the elementary grades.

The day schools were in session 160.1 days.

Attendance of white and colored schools.

	White.	Colored.	Total.
Whole enrollment:			
Elementary	38,722	16,232	54,954
Secondary	5,562	1,483	7,045
Normal	67	91	158
Vocational	.....	82	82
Total	44,351	17,888	62,239
Increase for the year	1,006	303	703
Per cent of increase	2.32	[1] 1.66	1.14
Average enrollment:			
Elementary	32,558.0	13,736.5	46,294.5
Secondary	5,055.4	1,324.9	6,380.3
Normal	63.7	74.3	138.0
Vocational	.....	50.4	50.4
Total	37,677.1	15,186.1	52,863.2
Increase for the year	1,333.0	318.1	1,114.9
Per cent of increase	3.66	[1] 2.06	2.15
Average attendance:			
Elementary	30,125.4	12,824.7	42,950.1
Secondary	4,707.4	1,244.8	5,952.2
Normal	61.2	71.1	132.3
Vocational	.....	45.4	45.4
Total	34,894.0	14,186.0	49,080.0
Increase for the year	1,354.8	113.4	1,241.4
Per cent of increase	4.03	[1] .79	2.59
Whole enrollment:			
Boys	22,111	8,093	30,204
Girls	22,240	9,795	32,035
Total	44,351	17,888	62,239
In the night schools	7,229	1,823	9,052
Grand total	51,580	19,711	71,291
School buildings: [2]			
Elementary	89	45	134
Secondary	5	2	7
Normal	1	1	2
Vocational	1	2	3
Special, etc	5	1	6
Total	101	51	152

[1] Decrease.
[2] Not including rented buildings, portable buildings, abandoned buildings, and those razed to the ground.

Attendance of white and colored schools—Continued.

	White.	Colored.	Total.
Schoolrooms:			
Elementary	[1] 795	[2] 359	1,154
Secondary	147	45	192
Normal [3]	2	2	4
Vocational	8	12	20
Special, etc	28	4	32
Total	980	422	1,402
Number of teachers:			
Male	109	122	231
Female	1,240	494	1,734
Total	1,349	616	1,965
Night schools	159	78	217
Grand total	1,508	694	2,182
Cost of tuition per pupil, including supervision, based on average enrollment			$42.63
Cost per pupil for all expenses, except outlays based on the average enrollment			$64.22

[1] Including Industrial Home, not owned by the District of Columbia.
[2] Including orphans' home, not owned by the District of Columbia.
[3] Rooms only used for normal school students' classrooms.

The whole number of classes below the high schools was as follows:

	White.	Colored.	Total.
Elementary:			
Kindergarten	59	29	88
Primary—			
First grade	121	63	184
Second grade	117	66	183
Third grade	107	49	156
Fourth grade	108	56	164
Total	453	234	687
Grammar—			
Fifth grade	104	43	147
Sixth grade	102	35	137
Seventh grade	88	32	120
Eighth grade	80	27	107
Total	374	137	511
Ungraded	23	11	34
Coaching	3	4	7
Grand total	912	415	1,327
SUMMARY.			
Kindergarten	59	29	88
Half-day schools	238	129	367
Whole-day schools	589	242	831
Ungraded	23	11	34
Coaching	3	4	7
Grand total	912	415	1,327

The average enrollment of pupils to the class, based on the whole enrollment, was as follows:

	White.	Colored.	Total.
Elementary:			
Kindergarten	50.7	37.1	46.2
Primary—			
First grade	48.8	54.7	50.8
Second grade	38.5	35.9	37.5
Third grade	43.9	42.9	43.6
Fourth grade	43.9	36.0	41.2
Grammar—			
Fifth grade	45.7	41.1	44.3
Sixth grade	40.4	38.5	39.9
Seventh grade	40.5	31.6	38.2
Eighth grade	37.4	31.5	35.9
Ungraded	18.0	[2] 0.9	18.7
Secondary:			
Academic high [1]	23.3	17.0	22.4
Business high [1]	19.3	34.1	21.6
Manual training high [1]	17.3	10.1	14.7
Normal [2]	[2] 33.5	[2] 26.5	[2] 30.4
Vocational	([3])	[4] 4.5	[4] 4.5
SUMMARY.			
Elementary [5]	42.4	39.1	41.4
Secondary [1]	21.3	17.0	20.2
Normal [1]	[2] 33.5	[2] 26.5	[2] 30.4
Vocational [1]	.....	[4] 4.5	[4] 4.5

[1] To the teacher, excluding the principal.
[2] Including normal practice classes.
[3] Counted in elementary grades where these pupils are enrolled
[4] Does not include prevocational pupils from elementary grades, who are also instructed in these schools.
[5] Including coaching teachers.

Whole enrollment of pupils in the several kinds and grades in the District of Columbia for the school year ending June 30, 1919.

	White.	Colored.	Total.
Elementary:			
Kindergarten	2,992	1,077	4,069
Primary—			
First grade	5,913	3,450	9,363
Second grade	4,505	2,375	6,880
Third grade	4,707	2,103	6,810
Fourth grade	4,742	2,020	6,762
Total	19,867	9,948	29,815
Grammar—			
Fifth grade	4,753	1,771	6,524
Sixth grade	4,128	1,348	5,476
Seventh grade	3,570	1,014	4,584
Eighth grade	2,996	853	3,849
Total	15,447	4,986	20,433
Ungraded	416	221	637
Secondary:			
Academic high—			
Ninth grade	1,351	406	1,757
Tenth grade	1,106	199	1,305
Eleventh grade	756	147	903
Twelfth grade	492	114	606
Total	3,705	766	4,571
Business high—			
Ninth grade	590	232	822
Tenth grade	183	28	211
Eleventh grade	22	9	31
Twelfth grade	36	3	39
Total	831	273	1,104

	White.	Colored.	Total.
Secondary—Continued.			
Manual training high—			
Ninth grade	508	175	683
Tenth grade	259	76	335
Eleventh grade	149	55	204
Twelfth grade	110	38	148
Total	1,026	344	1,370
Normal:			
Thirteenth grade	35	53	88
Fourteenth grade	32	38	70
Total	67	91	158
Vocational	(1)	82	82
Grand total	44,351	17,888	62,239

[1] Counted in elementary grades where pupils are enrolled.

The whole enrollment of white and colored pupils, boys and girls, in the District of Columbia, by grades, for the school year ending June 30, 1919, was as follows:

	Boys.	Girls.	Total.	Per cent.
Elementary:				
Kindergarten	1,998	2,071	4,069	6.54
First grade	4,862	4,501	9,363	15.04
Second grade	3 524	3,356	6,880	11.06
Third grade	3,456	3,354	6,810	10.94
Fourth grade	3,273	3,489	6,762	10.87
Fifth grade	3,143	3,381	6,524	10.48
Sixth grade	2,503	2,973	5,476	8.80
Seventh grade	2,089	2,495	4,584	7.37
Eighth grade	1,655	2,194	3,849	6.18
Ungraded	451	186	637	1.02
Secondary:				
Ninth grade	1,471	1,792	3,263	5.24
Tenth grade	889	962	1,851	2.97
Eleventh grade	516	622	1,138	1.83
Twelfth grade	354	439	793	1.28
Normal:				
Thirteenth grade	1	87	88	.14
Fourteenth grade		70	70	.11
Vocational	19	63	82	.13
Total	30,204	32,035	62,239	100.00
SUMMARY.				
Kindergarten	1,998	2,071	4,069	6.54
Primary	15,115	14,700	29,815	47.91
Grammar	9,390	11,043	20,433	32.83
Ungraded	451	186	637	1.02
Secondary	3,230	3,815	7,045	11.32
Normal	1	157	158	.25
Vocational	19	63	82	.13
Total	30,204	32,035	62,239	100.00

The whole enrollment of white pupils, boys and girls, in the District of Columbia, by grades, for the school year ending June 30, 1919, was as follows:

	Boys.	Girls.	Total.	Per cent.
Elementary:				
Kindergarten	1,501	1,491	2,992	6.75
First grade	3,096	2,817	5,913	13.33
Second grade	2,293	2,212	4,505	10.16
Third grade	2,407	2,300	4,707	10.61
Fourth grade	2,358	2,384	4,742	10.69
Fifth grade	2,407	2,346	4,753	10.72
Sixth grade	2,002	2,126	4,128	9.31
Seventh grade	1,704	1,866	3,570	8.05
Eighth grade	1,356	1,640	2,996	6.75
Ungraded	307	109	416	.94
Secondary:				
Ninth grade	1,179	1,270	2,449	5.52
Tenth grade	781	767	1,548	3.49
Eleventh grade	428	499	927	2.09
Twelfth grade	292	346	638	1.44
Normal:				
Thirteenth grade	.....	35	35	.08
Fourteenth grade	.....	32	32	.07
Vocational	(1)	(1)	.....	.....
Total	22,111	22,240	44,351	100.00
SUMMARY.				
Kindergarten	1,501	1,491	2,992	6.75
Primary	10,154	9,713	19,867	44.79
Grammar	7,469	7,978	15,447	34.83
Ungraded	307	109	416	.94
Secondary	2,680	2,882	5,562	12.54
Normal	.....	67	67	.15
Vocational	(1)	(1)	.....	.....
Total	22,111	22,240	44,351	100.00

1 Pupils attending upon this instruction are enrolled in the Smallwood-Bowen Elementary School.

The whole enrollment of colored pupils, boys and girls, in the District of Columbia, by grades, for the school year ending June 30, 1919, was as follows:

	Boys.	Girls.	Total.	Per cent.
Elementary:				
Kindergarten	497	580	1,077	6.02
First grade	1,766	1,684	3,450	19.29
Second grade	1,231	1,144	2,375	13.28
Third grade	1,049	1,054	2,103	11.75
Fourth grade	915	1,105	2,020	11.29
Fifth grade	736	1,035	1,771	9.90
Sixth grade	501	847	1,348	7.53
Seventh grade	385	629	1,014	5.67
Eighth grade	299	554	853	4.77
Ungraded	144	77	221	1.24
Secondary:				
Ninth grade	292	522	814	4.55
Tenth grade	108	195	303	1.69
Eleventh grade	88	123	211	1.18
Twelfth grade	62	93	155	.87
Normal:				
Thirteenth grade	1	52	52	.30
Fourteenth grade	.....	38	38	.21
Vocational	19	63	82	.46
Total	8,093	9,795	17,888	100.00
SUMMARY.				
Kindergarten	497	580	1,077	6.02
Primary	4,961	4,987	9,948	55.61
Grammar	1,921	3,065	4,986	27.87
Ungraded	144	77	221	1.24
Secondary	550	933	1,483	8.29
Normal	1	90	91	.51
Vocational	19	63	82	.46
Total	8,093	9,795	17,888	100.00

Enrollment, attendance, discipline, etc., in elementary and secondary schools.

ELEMENTARY SCHOOLS.[1]

	White.	Colored.	Total.
Number of pupils enrolled	38,722	16,232	54,954
Average enrollment	32,558.0	13,736.5	46,294.5
Average attendance	30,125.4	12,824.7	42,950.1
Per cent of attendance	92.5	93.4	92.8
Average number of tardinesses per report (based on total for all sessions)	6,983.5	1,621.6	8,650.1
Number of corporal punishments			
Number of principals and teachers	912	415	1,327
Average number of pupils to the teacher (estimated on average enrollment)	42.4	39.1	41.4
Average salary paid			$1,018.80
Cost of tuition per pupil (estimated on average enrollment)			$33.88

[1] Includes kindergartens and ungraded schools.

SECONDARY SCHOOLS.

	White.	Colored.	Total.
Number of pupils enrolled	5,562	1,483	7,045
Average enrollment	5,055.4	1,324.9	6,380.3
Average attendance	4,707.4	1,244.8	5,952.2
Per cent of attendance	93.1	93.9	93.3
Average number of tardinesses per report (based on total for all sessions)	2,330.6	468.6	2,799.2
Number of teachers employed [1]	261	87	348
Average salary paid [1]			$1,746.24
Cost of tuition per pupil (estimated on average enrollment)			$95.24

[1] Does not include principal.

CENTRAL HIGH SCHOOL.

Enrollment by grades and sexes for 1918–19.

Grade.	First semester.			Second semester.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
9a	250	346	596	103	149	252
9b	108	119	227	229	320	549
10a	272	308	580	107	111	218
10b	87	96	183	255	286	541
11a	175	274	449	77	93	170
11b	49	53	102	162	251	413
12a	119	181	300	40	47	87
12b	19	41	60	110	188	298
Total	1,079	1,418	2,497	1,083	1,445	2,528
Withdrawals	141	148	289	106	88	194
Total at end of semester	938	1,270	2,208	977	1,357	2,334

Average enrollment, average attendance, and percentage of attendance.

Number of report.	Average enrollment.	Average attendance.	Per cent of attendance.
First	2,328.3	2,170.1	93.2
Second	2,274.1	2,112.7	92.9
Third	2,228.7	2,045.7	91.7
Fourth	2,441.8	2,277.4	93.2
Fifth	2,402.4	2,204.1	91.7
Sixth	2,363.0	2,168.1	91.7
Total	2,334.9	2,155.5	92.3

Number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				
				Third year.		Fourth year.		Total.
				Boys.	Girls.	Boys.	Girls.	
1908–9	50	1,014.2	1,168	.....	.....	67	110	177
1909–10	50	1,052	1,201	.....	.....	44	95	139
1910–11	51	1,109	1,259	Feb.	.....	4	14	18
				June	.....	43	99	142
1911–12	53	1,089	1,262	Feb.	.....	5	24	29
				June	.....	52	89	141
1912–13	52	1,069	1,252	Feb.	.....	8	36	44
				June	.....	62	109	171
1913–14	53	1,074	[1] 1,094	Feb.	.....	7	21	28
			[2] 1,154	June	.....	71	129	200
1914–15	54	1,146	[1] 1,162	Feb.	.....	11	22	33
			[2] 1,225	June	.....	80	99	179
1915–16	60	1,421.6	[1] 1,422	Feb.	.....	11	23	34
			[2] 1,550	June	.....	57	113	170
1916–17	82	2,051	[1] 2,066	Feb.	.....	11	18	29
			[2] 2,264	June	.....	95	108	203
1917–18	91	2,301	[1] 2,516	Feb.	.....	22	38	60
			[2] 2,506	June	.....	101	137	238
1918–19	108	2,334.9	2,497	Feb.	.....	13	36	49
			2,528	June	.....	106	174	280

[1] January. [2] June.

EASTERN HIGH SCHOOL.

Enrollment by grades and sexes for 1918–19.

Grade.	First semester.			Second semester.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
9a	63	106	169	26	75	101
9b	14	22	36	50	80	130
10a	34	64	98	17	32	49
10b	10	15	25	32	40	72
11a	19	32	51	12	13	25
11b	1	16	17	12	29	41
12a	13	27	40	3	16	19
12b	3	9	12	15	27	42
Total	157	291	448	167	312	479
Withdrawals	27	46	73	31	35	66
Total at end of semester	130	245	375	136	277	413

Average enrollment, average attendance, and percentage of attendance.

Number of report.	Average enrollment.	Average attendance.	Per cent of attendance.
First	395.8	374.6	94.6
Second	402.7	377.8	93.8
Third	385.9	358.7	92.9
Fourth	463.2	434.5	93.8
Fifth	447.1	418.8	93.7
Sixth	428.7	408.1	95.2
Total	421.8	395.9	93.8

Number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				
				Second year.		Fourth year.		Total.
				Boys.	Girls.	Boys.	Girls.	
1908–9	22	361.8	405	.....	.....	14	42	56
1909–10	23	384.0	433	.....	.....	17	55	72
1910–11	24	396.0	452	.....	.....	16	50	66
1911–12	24	413.0	464	.....	.....	19	42	61
1912–13	24	419.0	467	.....	.....	21	56	77
1913–14	24	457.3	[1] 470	.....	.....	.....	.....	.....
			[2] 484	.....	.....	30	60	90
1914–15	24	453.9	[1] 465	.....	.....	.....	.....	.....
			[2] 492	.....	.....	21	61	82
1915–16	27	480.3	[1] 491	.....	.....	.....	.....	.....
			[2] 532	.....	.....	24	54	78
1916–17	27	469.1	[1] 499	.....	.....	1	2	3
			[2] 510	4	11	20	40	75
1917–18	25	384.5	[1] 458	.....	6	2	1	9
			[2] 408	.....	10	14	37	61
1918–19	27	421.8	[1] 448	.....	.....	1	4	5
			[2] 479	1	9	13	29	52

[1] January. [2] June.

WESTERN HIGH SCHOOL.

Enrollment by grades and sexes for 1918–19.

Grade.	First semester.			Second semester.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
9a	98	125	223	26	17	43
9b	29	26	55	93	114	207
10a	59	68	127	24	23	47
10b	23	37	60	54	63	117
11a	31	53	84	18	35	53
11b	10	10	20	34	43	77
12a	32	41	73	7	3	10
12b	.....	3	3	34	42	76
Total	282	363	645	290	340	630
Withdrawals	42	61	103	49	54	103
Total at end of semester	240	302	542	241	286	527

Average enrollment, average attendance, and percentage of attendance.

Number of report.	Average enrollment.	Average attendance.	Per cent of attendance.
First	543	505.2	93.0
Second	554.8	513.6	92.6
Third	552.4	507.9	91.9
Fourth	597.6	563.5	94.3
Fifth	583.9	547.6	93.8
Sixth	554.6	517.5	93.3
Total	566.8	527.8	93.1

Number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				
				Third year.		Fourth year.		Total.
				Boys.	Girls.	Boys.	Girls.	
1908–9	27	517	614	.....	.....	28	38	66
1909–10	29	531	619	.....	.....	23	40	63
1910–11	29	535	614	Feb.	.....	.....	4	4
				June.	.....	31	41	72
1911–12	29	611	686	Feb.	.....	3	6	9
				June.	.....	28	58	86
1912–13	29	631	717	Feb.	.....	2	4	6
				June.	.....	55	36	91
1913–14	29	668	[1] 694	Feb.	.....	1	1	2
			[2] 724	June.	.....	35	57	92
1914–15	28	584	[1] 620	Feb.	.....	1	4	5
			[2] 612	June.	.....	40	52	92
1915–16	26	600	[1] 643	Feb.	.....	3	4	7
			[2] 643	June.	.....	31	81	112
1916–17	24	500.7	[1] 527	Feb.	.....	3	2	5
			[2] 540	June.	.....	34	89	123
1917–18	22	441.7	[1] 491	Feb.	.....	4	7	11
			[2] 478	June.	.....	19	55	74
1918–19	27	566.8	[1] 645	Feb.	.....	.....	2	2
			[2] 630	June.	.....	33	43	76

[1] January. [2] June.

BUSINESS HIGH SCHOOL.

Enrollment by grades and sexes for 1918–19.

Grade.	First semester.			Second semester.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
9a	95	329	424	60	250	310
9b	49	112	161	66	244	310
10a	47	91	138	36	77	113
10b	15	27	42	35	75	110
11a	10	12	22	.....	.....	.....
11b	.....	.....	.....	23	22	45
12a	19	10	29	.....	.....	.....
12b	3	4	7	19	10	29
Total	238	585	823	239	678	917
Withdrawals	47	110	157	38	100	138
Total at end of semester	191	475	666	201	578	779

Average enrollment, average attendance, and percentage of attendance.

Number of report.	Average enrollment.	Average attendance.	Per cent of attendance.
First	763.6	731.4	95.8
Second	737.8	695.2	94.2
Third	681.8	628.5	92.1
Fourth	892.9	841.9	94.3
Fifth	856.2	790.3	92.2
Sixth	801.8	748.1	93.1
Total	783.9	731.2	93.2

Number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Teachers.	Average enrollment.	Total enrollment.	Graduates.			Average entrance age of first year.
				Boys.	Girls.	Total.	
1908–9	41	866	1,076	50	87	137	15.6
1909–10	44	894	1,145	48	86	134	15.5
1910–11	46	971	1,235	58	77	135	15.5
1911–12	46	1,087	1,407	52	121	173	15.4
1912–13	48	1,096	1,394	73	131	204	15.3
1913–14	48	1,184	[1] 1,216 [2] 1,332	71	167	238	15.3
1914–15	52	1,255	[1] 1,342 [2] 1,410	75	189	264	15.1
1915–16	52	1,225	[1] 1,298 [2] 1,311	22 70	44 99	66 169	....
1916–17	50	1,017.5	[1] 1,137 [2] 1,154	24 60	46 119	70 179	15.0 15.3
1917–18	45	804.4	[1] 910 [2] 938	18 42	39 68	57 110	....
1918–19	44	783.9	823 917	9 37	16 43	25 80	....

[1] January. [2] June.

McKINLEY HIGH SCHOOL.

Enrollment by grades and sexes for 1918–19.

Grade.	First semester.			Second semester.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
9a	323	54	377	222	27	249
9b	112	4	116	260	50	310
10a	144	24	168	102	10	112
10b	62	17	79	121	28	149
11a	74	26	100	51	8	59
11b	40	9	49	74	26	100
12a	62	17	79	32	3	35
12b	17	11	28	61	19	80
Total	834	162	996	923	171	1,094
Withdrawals	118	17	135	131	29	160
Total at end of semester	716	145	861	792	142	934

Average enrollment, average attendance, and percentage of attendance.

Number of report.	Average enrollment.	Average attendance.	Per cent of attendance.
First	928.3	870.9	93.8
Second	908.9	861.8	94.8
Third	870.5	815.5	93.7
Fourth	1,046.0	997.6	95.4
Fifth	1,017.6	961.5	94.5
Sixth	969.0	921.1	95.0
Total	955.6	904.0	94.5

Number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Teachers.	Average enrollment.	Total enrollment.	Graduates.		
				Boys.	Girls.	Total.
1917–18	54	872.9	[1] 1 980	25	17	42
			[2] 2 933	90	42	132
1918–19	60	955.6	[2] 996	11	17	28
			[2] 1,094	68	19	87

[1] January. [2] June.

DUNBAR HIGH SCHOOL.

Enrollment by grades and sexes for 1918–19.

Grades.	First semester.			Second semester.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
9a	103	182	285	86	156	242
9b	45	74	119	40	84	124
10a	47	99	146	44	74	118
10b	23	30	53	31	59	90
11a	44	56	100	13	35	48
11b	13	34	47	40	53	93
12a	43	60	103	16	33	49
12b	3	8	11	39	53	92
Total	321	543	864	309	547	856
Withdrawals	55	72	127	38	63	101
Total at end of semester	266	471	737	271	484	755

Average enrollment, average attendance, and per cent of attendance.

Number of report.	Average enrollment.	Average attendance.	Per cent of attendance.
First	770	747.3	97
Second	778.3	728.6	93.6
Third	738.9	693.9	93.9
Fourth	830.4	797.7	96
Fifth	801	757	94.5
Sixth	776.3	740	95.3
Total	781.6	740.8	94.7

Number of teachers, average enrollment, whole enrollment, and number of graduates.

Year.	Teachers.	Average enrollment.	Total enrollment.	Graduates.		
				Boys.	Glris.	Total.
1908–9	33	621	718	25	68	93
1909–10	34	644	742	26	54	80
1910–11	34	700	794	24	67	91
1911–12	36	739	864	32	83	115
1912–13	36	762	894	36	81	117
1913–14	36	741	[1] 1 785 / [2] 2 796	33	78	111
1914–15	35	770.3	[1] 1 784 / [2] 2 825	38	63	101
1915–16	36	810.8	[1] 1 825 / [2] 2 877	30	71	101
1916–17	40	957.4	[1] 1,001 / [2] 1,051	38	78	116
1917–18	44	858.4	[1] 1,015 / [2] 906	1 / 41	7 / 80	8 / 121
1918–19	46	781.6	[1] 864 / [1] 856	3 / 47	7 / 71	10 / 118

[1] January. [2] June.

DEPARTMENT OF BUSINESS PRACTICE OF DUNBAR HIGH SCHOOL.

Enrollment by grades and sexes for 1918–19.

Grade.	First semester.			Second semester.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
9a	57	142	199	48	119	167
9b	13	20	33	16	42	58
10a	8	13	21	17	18	35
10b	3	3	6	3	11	14
11a	3	5	8	5	2	7
11b					1	1
12a	2	1	3			
12b				2	1	3
Total	86	184	270	91	194	285
Withdrawals	16	53	69	20	40	60
Total at end of semester	70	131	201	71	154	225

Average enrollment, average attendance, and per cent of attendance.

Number of report.	Average enrollment.	Average attendance.	Per cent of attendance.
First	235.6	224.5	95.3
Second	220.9	205.1	92.9
Third	200.4	186	92.8
Fourth	268.3	253.3	94.5
Fifth	263.8	245.2	92.9
Sixth	241.2	223.3	92.6
Total	236.5	220.6	.92

Year:	Number of teachers.
1912–13	8
1913–14	8
1914–15	7
1915–16	6
1916–17	6
1917–18	7
1918–19	8

	Graduates.		
	Boys.	Girls.	Total.
Four-year course	2		2
Two-year course	1		1
	3		3

ARMSTRONG HIGH SCHOOL.

Enrollment by grades and sexes for 1918–19.

Grades.	First semester.			Second semester.		
	Boys.	Girls.	Total.	Boys.	Girls.	Total.
9a	50	76	126	54	84	138
9b	20	26	46	28	30	58
10a	21	25	46	15	23	38
10b	4	23	27	16	26	42
11a	16	17	33	9	18	27
11b	11	11	22	8	15	23
12a	12	19	31	9	3	12
12b	2	5	7	12	22	34
Total	136	202	338	151	221	372
Withdrawals	44	43	87	32	28	60
Total at end of semester	92	159	251	119	193	312

Average enrollment, average attendance, and per cent of attendance.

Number of report.	Average enrollment.	Average attendance.	Per cent of attendance.
First	278.7	262.6	94.2
Second	277.2	248.8	89.7
Third	272.1	247.5	90.9
Fourth	348.6	329	94.4
Fifth	334.2	305	91.2
Sixth	320.2	303.4	94.8
Total	306.7	283.2	92.3

Number of teachers, average attendance, average enrollment, whole enrollment, and number of graduates.

Year.	Number of teachers.	Average attendance.	Average enrollment.	Total enrollment.	Number of graduates.				
					Two-year.		Four-year.		Total.
					Male.	Female.	Male.	Female.	
1908–9	30	458	484	[1] 660					
1909–10	37	538	574	[1] 772	8	25	21	35	89
1910–11	40	576	620	[1] 877	6	16	23	49	72
1911–12	40	568	611	[1] 796	2	15	19	20	56
1912–13	28	446	477	[2] 629			27	53	80
1913–14	29	479.2	514.5	[3] 548 [4] 596			26	44	70
1914–15	32	529.4	573.3	[3] 593 [4] 652			17	37	54
1915–16	33	566.1	617.3	[3] 683 [4] 685			25	50	75
1916–17	34	514.1	560.8	[3] 630 [4] 639			4 41	11 30	15 51
1917–18	34	352.8	391.3	[3] 497 [4] 425			14	47	61
1918–19	35	283.2	306.7	[3] 338 [4] 372			17	25	42

[1] Includes Phelps Business School.
[2] Phelps Business School transferred to M Street.
[3] January.
[4] June.

NORMAL SCHOOLS.

	White.	Colored.	Total.
Number of teachers trained	67	91	158
Average enrollment	63.7	74.3	138.0
Average attendance	61.2	71.1	132.3
Number of teachers employed	16	13	29

VOCATIONAL SCHOOLS.

Number of pupils enrolled	.....	82	82
Average enrollment	.....	50.4	50.4
Average attendance	.....	45.4	45.4
Per cent of attendance	.....	89.9	89.9
Average number of tardiness per report (based on total for all sessions)	.....	2	2
Number of corporal punishments	.....	.....	.....
Number of teachers employed [1]	.....	18	18
Average number of pupils to the teacher (estimated on average enrollment)	.....	4.5	4.5
Average salary paid [1]	.....	.....	$1,090.57
Cost of tuition per pupil (estimated on the average enrollment)	.....	.....	$49.76

[1] Does not include principal.

GROWTH OF SCHOOLS.

Average enrollment of pupils in the white and colored schools, and the number of teachers employed for each year since 1880.

School year ending June 30—	Average enrollment.						Teachers.	
	First nine divisions.		Tenth–thirteenth divisions.		Total.		Whole number employed.	Increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.		
1880	15,072	.....	6,573	.....	21,600	.....	434	.....
1881	15,494	3.10	6,567	[1] 0.09	22,061	2.13	461	27
1882	16,063	3.60	6,763	2.98	42,826	3.46	485	24
1883	16,524	2.80	7,070	4.53	23,594	3.36	505	20
1884	16,642	.71	7,225	2.19	23,867	1.11	525	20
1885	17,468	4.90	7,689	6.42	25,157	5.40	555	30
1886	18,720	7.10	8,191	6.52	26,911	6.97	595	40
1887	19,285	3.00	8,448	3.13	27,733	3.05	620	25
1888	19,762	2.40	8,791	4.06	28,553	2.95	654	34
1889	20,477	3.60	9,088	3.37	29,565	3.54	693	39
1890	21,077	2.90	9,289	2.21	30,366	2.70	745	52
1891	21,599	2.60	9,702	4.25	31,301	3.07	795	50
1892	22,264	3.00	9,942	2.47	32,206	2.89	845	50
1893	22,395	.59	10,097	1.56	32,492	.89	895	50
1894	23,483	4.85	10,141	.43	33,624	3.48	942	47
1895	23,798	1.32	10,046	[1] .94	33,844	.65	991	49
1896	24,347	2.26	10.296	2.48	34,643	2.36	1,031	40
1897	25,261	3.75	10,420	1.20	35,681	2.99	1,071	40
1898	26,243	3.88	10,578	1.51	36,821	3.19	1,017	36
1899	26,742	1.90	10,171	[1] 3.84	36,913	.25	[2] 1,159	52
1900	27,637	3.34	10,474	2.97	38,111	3.24	[2] 1,226	67
1901	28,741	3.99	10,660	1.77	39,401	3.38	[2] 1,283	57
1902	29,648	3.15	11,010	3.29	40,658	3.19	[2] 1,323	40
1903	29,846	.66	10,959	[1] .46	40,805	.36	[2] 1,371	48
1904	30,653	2.70	11,477	4.71	42,130	3.24	[2] 1,425	54
1905	[3] 29,566	[1] 3.54	[4] 13,844	[4] 20.62	43,410	3.03	[2] 1,478	53
1906	30,064	1.68	13,921	.55	43,985	1.32	[2] 1,536	58
1907	30,747	2.27	14,847	6.65	45,594	3.65	[2] 1,575	39
1908	31,167	1.34	14,921	.49	46,088	1.07	[5] 1,583	40
1909	31,985	2.62	14,966	.30	46,951	1.87	1,628	45
1910	32,336	1.09	15,106	.92	47,442	1.04	1.684	56
1911	32,822	1.50	15,674	3.76	48,496	2.22	1,720	36
1912	33,658	2.54	15,578	[1] .61	49,233	1.52	1,737	17
1913	33,768	.32	15,689	.71	49,457	.44	1,731	6
1914	34,051	.83	15,610	[1] .50	49,661	.41	1,742	11
1915	35,224	3.37	15,838	1.46	51,062	2.82	1,766	24
1916	36,505	3.63	16,191	2.22	52,696	3.20	1,787	21
1917	36,556	.13	16,132	[1] .36	52,688	[1] .15	1,831	44
1918	36,341	[1] .58	15,404	[1] 4.51	51,748	[1] 1.78	1,855	24
1919	37,677	3.66	15,186	[1] 2.06	52,863	2.15	1,965	110

[1] Decrease.
[2] Includes kindergarten teachers.
[3] Colored schools of the first nine divisions transferred to the tenth–thirteenth divisions.
[4] See note [3].
[5] Thirty-two officers, librarians, and clerks, counted as teachers for 1906–7, and who were afterwards specifically eliminated as such, make a net increase of 40 teachers for 1907–8.

Amount expended for rent and sites and buildings each year from the year 1880 to 1919, inclusive.

School year ending June 30—	Rent.	Sites and buildings.	School year ending June 30—	Rent.	Sites and buildings.
1880	$28,908.35	$74,998.24	1900	$13,968.00	$71,807.43
1881	26,506.11	103,416.91	1901	15,092.31	295,308.09
1882	26,472.57	253,609.73	1902	15,641.73	398,000.00
1883	14,805.33	103,141.47	1903	14,131.50	234,944.00
1884	8,742.50	103,563.94	1904	14,193.50	180,300.00
1885	7,060.00	118,400.00	1905	14,236.00	179,713.00
1886	6,919.66	61,130.04	1906	15,218.50	190,800.00
1887	7,354.00	73,085.34	1907	17,484.24	271,158.32
1888	10,215.44	239,150.77	1908	23,881.48	378,831.60
1889	14,832.00	332,312.44	1909	19,155.58	698,791.81
1890	10,000.00	230,467.39	1910	27,197.00	541,141.42
1891	9,892.00	229,078.00	1911	22,084.50	816,103.05
1892	9,602.00	220,344.47	1912	20,637.25	686,186.86
1893	8,951.25	42,270.36	1913	16,708.33	330,413.54
1894	9,825.50	66,939.60	1914	14,408.50	265,555.61
1895	9,648.00	66,408.91	1915	11,825.00	621,909.29
1896	14,736.50	185,601.12	1916	11,461.00	1,005,750.92
1897	14,188.00	182,514.26	1917	18,741.36	424,360.58
1898	14,934.00	139,669.00	1918	14,493.50	140,297.55
1899	13,420.00	72,127.86	1919	12,586.00	65,142.65

DISTRIBUTION OF PUPILS.

Distribution of pupils by grades and the average number per teacher, based on the enrollment.

Grade.	First semester.			Second semester.		
	Schools.	Whole enrollment.	[1] Average number of pupils per teacher.	Schools.	Whole enrollment.	[1] Average number of pupils per teacher.
First division:						
Kindergarten	10	353	35.3	10	312	31.2
First	18	820	45.5	18	735	40.8
Second	18	612	34.0	18	579	32.1
Third	15	655	43.6	16	643	40.1
Fourth	17	709	41.7	18	694	38.5
Fifth	15	644	42.9	16	631	39.4
Sixth	16	605	37.8	16	602	37.6
Seventh	14	568	38.4	14	592	42.2
Eighth	13	461	35.4	14	474	33.8
Total	136	5,074	37.3	140	5,262	37.5
Second division, none.						
Third division:						
Kindergarten	15	604	40.2	15	503	33.5
First	24	1,114	46.4	25	991	39.6
Second	24	945	39.3	24	891	37.1
Third	22	934	42.4	21	927	44.1
Fourth	20	904	45.2	22	906	41.1
Fifth	21	898	42.7	21	888	42.2
Sixth	21	866	41.2	21	929	44.2
Seventh	19	836	44.0	20	818	40.9
Eighth	18	731	40.6	18	696	38.6
Total	184	7,228	39.2	187	7,549	40.3
Fourth division:						
Kindergarten	1	42	42.0	1	45	45.0
First	2	93	46.5	2	79	39.5
Second	2	91	45.5	2	72	36.0
Third	2	96	48.0	2	90	45.0
Fourth	2	89	44.5	2	88	44.0

[1] Excluding kindergarten assistant teachers.

DISTRIBUTION OF PUPILS—Continued.

Distribution of pupils by grades and the average number per teacher, based on the enrollment—Continued.

Grade.	First semester.			Second semester.		
	Schools.	Whole enrollment.	[1]Average number of pupils per teacher.	Schools.	Whole enrollment.	[1]Average number of pupils per teacher.
Fourth division—Continued.						
Fifth	2	100	50.0	2	99	49.5
Sixth	2	99	49.5	2	89	44.5
Seventh	2	86	43.0	2	85	42.5
Eighth	2	90	45.0	2	79	39.5
Total	17	744	43.7	17	726	42.7
Fifth division:						
Kindergarten	12	489	40.7	12	406	33.8
First	22	988	44.9	23	898	39.0
Second	21	763	36.3	22	702	31.9
Third	19	822	43.2	19	782	41.1
Fourth	19	862	45.3	18	756	42.0
Fifth	18	850	47.2	18	876	48.6
Sixth	19	743	39.1	19	764	40.2
Seventh	17	638	37.5	18	659	36.6
Eighth	15	567	37.8	15	563	37.5
Total	[2]163	6,233	38.3	[2]165	6,406	38.8
Sixth division:						
Kindergarten	5	210	42.0	5	191	38.2
First	13	551	42.3	13	498	38.3
Second	14	456	32.5	14	420	30.0
Third	12	495	41.2	12	457	38.0
Fourth	14	521	37.2	14	505	36.0
Fifth	11	519	47.1	11	521	47.3
Sixth	12	428	35.6	12	430	35.8
Seventh	8	333	41.6	8	353	44.1
Eighth	9	278	30.8	9	298	33.1
Total	98	3,581	36.5	98	3,673	37.4
Seventh division:						
Kindergarten	4	194	48.5	4	174	43.5
First	13	595	45.7	13	508	39.0
Second	12	471	39.2	12	439	36.5
Third	13	535	41.1	13	500	38.4
Fourth	12	482	40.1	12	472	39.3
Fifth	12	553	46.0	12	523	43.8
Sixth	11	498	45.2	12	501	41.7
Seventh	10	369	36.9	10	399	39.9
Eighth	8	338	42.2	8	343	42.8
Total	95	3,841	40.4	[3]98	3,859	39.4
Eighth division:						
Kindergarten	7	239	34.1	7	238	34.0
First	14	666	47.5	14	578	41.2
Second	13	506	38.9	13	495	38.0
Third	12	513	42.7	12	692	57.6
Fourth	12	517	43.0	12	499	41.5
Fifth	12	515	42.9	12	525	43.7
Sixth	11	395	35.9	11	395	35.9
Seventh	7	316	45.1	7	320	45.7
Eighth	7	221	31.5	7	228	32.5
Total	95	3,649	38.4	95	3,770	39.6
Ninth division:						
Kindergarten	5	206	41.2	5	172	34.4
First	13	654	50.3	13	574	44.1
Second	12	518	43.1	12	508	42.0
Third	11	499	45.3	12	497	41.3
Fourth	12	499	41.5	11	475	47.4
Fifth	12	533	44.4	12	516	43.5
Sixth	9	404	44.8	9	430	47.7

[1] Excluding kindergarten assistant teachers.
[2] Including 1 coaching teacher.
[3] Including 2 coaching teachers.

DISTRIBUTION OF PUPILS—Continued.

Distribution of pupils by grades and the average number per teacher, based on the enrollment—Continued.

Grade.	First semester.			Second semester.		
	Schools.	Whole enrollment.	[1]Average number of pupils per teacher.	Schools.	Whole enrollment.	[1]Average number of pupils per teacher.
Ninth division—Continued.						
Seventh	9	333	37.0	9	333	37.0
Eighth	7	229	32.7	7	253	36.1
Total	90	3,699	41.1	90	3,758	41.8
Tenth division:						
Kindergarten	9	315	33.8	9	305	33.7
First	17	953	56.0	16	779	48.6
Second	20	738	36.9	20	674	33.7
Third	12	622	51.8	13	569	43.7
Fourth	14	563	40.2	14	506	36.1
Fifth	12	505	42.0	13	547	42.0
Sixth	10	388	38.8	10	420	42.0
Seventh	8	302	37.7	8	314	39.2
Eighth	10	293	29.3	10	279	27.9
Total	113	4,364	.....	[2]114	4,393	38.5
Eleventh division:						
Kindergarten	7	207	29.5	7	255	36.4
First	20	887	44.3	20	884	44.2
Second	18	634	35.3	19	627	33.0
Third	15	625	41.6	14	608	43.4
Fourth	19	669	35.2	21	659	31.3
Fifth	12	600	50.0	13	586	45.0
Sixth	10	440	44.0	11	429	39.0
Seventh	12	311	25.9	11	317	28.8
Eighth	7	248	35.4	7	235	33.5
Total	122	4,414	36.1	[3]125	4,600	36.8
Twelfth division:						
Kindergarten	3	101	33.6	3	101	33.6
First	5	263	52.6	6	223	37.1
Second	5	174	34.8	4	139	34.7
Third	4	167	41.7	5	186	37.2
Fourth	4	159	39.7	4	126	31.5
Fifth	3	120	40.0	4	149	37.2
Sixth	2	78	39.0	2	86	43.0
Seventh	2	70	35.0	2	58	29.0
Eighth	2	65	32.5	2	67	33.5
Total	30	1,096	36.5	32	1,135	35.4
Thirteenth division:						
Kindergarten	10	296	29.6	10	286	28.6
First	21	1,007	47.9	21	890	42.3
Second	23	776	33.7	23	719	31.2
Third	17	639	37.5	17	638	37.5
Fourth	16	592	37.0	17	612	36.0
Fifth	12	514	42.8	13	504	38.7
Sixth	14	420	30.0	12	414	34.5
Seventh	10	322	32.2	11	351	31.9
Eighth	8	235	29.3	8	237	29.6
Total	132	4,505	34.1	133	4,650	34.2

[1] Excluding kindergarten assistant teachers.
[2] Includes coaching teacher.
[3] Including 2 coaching teachers.

CONDITION OF BUILDINGS.

Heat, light, and ventilation of buildings.

FIRST DIVISION.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Adams	Furnace	Excellent	Good	Excellent	Good	Insufficient	Owned.
Addison	do	do	Fair	do	Excellent	Poor	Do.
Berret	do	Good	Good	do	Insufficient	Insufficient	Do.
Brown, Elizabeth V	do	Excellent	Excellent	do	Excellent	Excellent	Do.
Brown, portable[1]	do	do	Poor	None	None	Small	Do.
Conduit Road[2]	Stove	do	do	Poor	do	Fair	Do.
Corcoran	Furnace	do	Fair	Excellent	Excellent	Excellent	Do.
Curtis	Steam	do	do	do	do	do	Do.
Dennison	do	do	Good	do	do	do	Do.
Eaton	Furnace	do	Excellent	do	do	do	Do.
Fillmore	do	do	do	do	do	do	Do.
Force	Steam	do	do	do	do	Good	Do.
Hyde	Furnace	do	do	do	do	Fair	Do.
Industrial Home	Steam	do	Good	do	Poor	Excellent	[3]
Jackson	Furnace	do	do	do	Excellent	Good	Owned.
Reservoir	do	do	Fair	do	Poor	Excellent	Do.
Tenley	Steam	do	do	do	do	do	Do.
Tenley annex	Stoves	do	Poor	do	None	do	Do.
Threlkeld	Furnace	do	do	Poor	Poor	Fair	Do.
Wisconsin Avenue Manual Training.	do	do	Good	Excellent	Good	Small	Do.

SECOND DIVISION.

(This division was discontinued by name at the end of the first semester of the school year 1915–16 and the buildings therein included in other divisions under whose supervision they were placed.)

THIRD DIVISION.

Brightwood	Steam	Excellent	Fair	Excellent	Poor[4]	Fair[5]	Owned.
Brightwood Park	Furnace and gas engine.	do	Excellent	do	Very good	Good	Do.
Cooke	Furnace	do	do	do	Excellent	Excellent	Do.
Hubbard	Furnace and fan.	do	do	do	do	do	Do.
Johnson	(*)	do	Fair	do	Good	do	Do.
Monroe	Furnace	do	Excellent	do	[6]	do	Do.
Morgan	do	do	do	do	Excellent	do	Do.
Park View	do	do	do	do	Good		Do.
Petworth	Furnace and fan.	do	do	do	Excellent	Good	Do.
Petworth, portable	Furnace	do	do	do	do	do	Do.
Petworth, portable, No. 2.	do	do	do	do	do	do	Do.
Church, corner Eighth and Shepherd Streets NW.	do	Fair	Fair	Fair	None	do	Do.
837 Shepherd Street NW.	do	Excellent	Poor	Excellent			Rented.
Powell	Steam and fan.	do	Excellent	do	Excellent	Excellent	Owned.
Ross	Steam	do	do	do	do	do	Do.
Takoma	Furnace and fan.	do	do	do	do	Good[7]	Do.
Takoma Parish Hall.	Furnace	Good	Good	Good	None		Rented.
West	do	Excellent	Excellent	Excellent	Excellent	Excellent	Owned.
West, portable	do	Good	Good		None		Do.
Wilson Normal	Steam	Admirable	Admirable	Admirable	Admirable	Admirable	Do.
Woodburn	Furnace	Excellent	Good	Good	Fair	Excellent	Do.

[1] In yard.
[2] Used for one kindergarten.
[3] Neither owned nor rented.
[4] The basement floors of this building are brick; should be concrete; are insanitary.
[5] Concrete driveway should be built from the gate to the coal chute.
[6] Old part, fair; new part, excellent.
[7] Excellent in size; needs proper grading and drainage.
* Heated by Powell plant.

CONDITION OF BUILDINGS—Continued.

Heat, light, and ventilation of buildings—Continued.

FOURTH SPECIAL DIVISION.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Franklin	Steam	Good	Poor	Poor	Good	Poor	Owned.
Morse	Furnace	do	Good	Excellent	Fair	Good	Do.
Thomson	do	do	Excellent	Good	Excellent	Excellent	Do.

FIFTH DIVISION.

Abbot	Furnace and hot water.	Excellent[1]	Fair	Good	None	Parking	Owned.
Arthur	Furnace	Excellent	Good	Excellent	Excellent	Good	Do.
Blake	do	do	do	do	do	Small	Do.
Brookland	Steam	do[2]	do	do	do[3]	Good	Do.
Cleveland	Furnace	do	Excellent	do	Good	Small	Do.
Eckington	do	do	do	do	Excellent	(4)	Do.
Emery	Steam	do	Good	do	do	(4)	Do.
Gage	Furnace	do	Excellent	do	Good	Small	Do.
Gales	Steam	do	do	do	do	Parking	Do.
Henry	do	do[5]	Fair	Good	Boys', poor; Girls', good[6]	Excellent	Do.
Polk	Furnace	do	Good	Excellent	Good	Girls', small	Do.
Langdon	do	do	Excellent	do	Excellent	(4)	Do.
Seaton	Steam	do	Fair	do	Good	Good	Do.
Twining	Furnace	do	do	do	do	Girls', excellent; boys', good.	Do.
Webster	Steam	do[7]	Good	do	Excellent	None	Do.
2014 Franklin Street NE.[8]	Furnace	Good	do	Good			Rented.
212 H Street NW.[9]	Hot water	Fair	do	Very good.	None	None	Do.

SIXTH DIVISION.

Benning	Steam	Excellent	Good	Excellent	Excellent	Good	Owned.
Blair	Furnace	do	do	do	do	Small	Do.
Blow	do	do	Excellent	do	do	Excellent	Do.
Hayes	do	do	do	do	do	Small	Do.
Kenilworth	do	do	do	do	do	Good	Do.
Ludlow	do	do	do	do	do	do	Do.
Madison	do	do	Fair	do	do	do	Do.
Pierce	do	do	do	do	do	Small	Do.
Taylor	do	do	do	do	do	do	Do.
Webb	do	do	Excellent	do	do	do	Do.
Wheatley	do	do	do	do	do	Good	Do.
Wheatley portable No. 1.	do	Good	Fair	do	None	None	Do.
Wheatley portable No. 2.	do	Excellent	do	do	do	do	Do.
Northeast Industrial.[9]	do	do	Poor	Good	do	Fair	Rented.
1201 K Street NE.[10]	do	do	Good	do	do	do	Do.

[1] Six rooms, excellent; three, good.
[2] Except in four rooms.
[3] Inconvenient access to one playroom.
[4] Insufficient.
[5] Southwest rooms poor.
[6] Too small.
[7] Poor in four rooms; fair in two rooms; satisfactory in six rooms.
[8] Used for cooking school.
[9] Used for manual training, cooking, and cutting and fitting.
[10] Used for cooking and housekeeping classes.

CONDITION OF BUILDINGS—Continued.

Heat, light, and ventilation of buildings—Continued.

SEVENTH DIVISION.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Brent	Furnace	Excellent	Good	Excellent	Good	Ample	Owned.
Carbery	do	do	do	do	Fair	Small	Do.
Dent	Steam	do	Excellent	do	Excellent	Good	Do.
Edmonds	Furnace	do	do	do	do	do	Do.
French [1]	do	do	do	do	None	None	Do.
Hilton	do	do	do	do	Excellent	Small	Do.
Maury	do	do	Good	do	Good	Fair	Do.
Peabody	Steam	do	do	do	do	Small	Do.
Towers	Furnace	do	do	do	Fair	Ample	Do.
Wallace	Steam	do	do	do	Good	do	Do.
646 Massachusetts Avenue NE.[2]	Stoves	Good	Fair	do	None	None	Rented.

EIGHTH DIVISION.

Amidon	Furnace	Excellent	Excellent	Excellent	Good	Small	Owned.
Bowen, Sayles J	Steam		do	do	do	Excellent	Do.
Bradley	Furnace	Excellent	Good	do	Small	Small	Do.
Fairbrother	do	do	Excellent	do	Excellent	Excellent	Do.
Grant	Steam	do	do	do	Small	Good	Do.
Greenleaf	Furnace	do	do	do	do	Small	Do.
Jefferson	Steam	do [1]	do	Good	Excellent	Excellent	Do.
Smallwood [3]	Furnace	do [3]	Good	Excellent	None	Good	Do.
Toner	do	do	Excellent	do	Excellent	do	Do.
Van Ness	do	do	do	do	do	Excellent	Do.
Weightman	do	do	do	do	Good	do	Do.
730 Twenty-fourth Street NW.[3]	Stoves	Good	Poor	Good	None	Good	Rented.

NINTH DIVISION.

Bryan and portable	Furnace	Good	Excellent	Excellent	Excellent	Good	Owned.
Buchanan	do	do	Good	do	Good	do	Do.
Congress Heights	Steam	do	Excellent	do	do	Excellent	Do.
Cranch	do	do	Good	do	do	Small	Do.
Ketcham	Furnace	do	Excellent	do	do	Excellent	Do.
Lenox	do	do	Good	do	do	Fair	Do.
Orr	do	do	do	do	do	Good	Do.
Randle Highlands	do	Excellent	Excellent	do	Excellent	do	Do.
Stanton	do	Good	Good	Poor [5]	Good	do	Do.
Tyler	do	do	do	Excellent	do	do	Do.
Van Buren	do	do	do	do	do	Fair	Do.
Van Buren Annex	Stoves	Fair	Poor	do	None	Parking	Do

[1] Used for manual training, cooking, and cutting and fitting.
[2] Used for manual training and cooking.
[3] Used for vocational school.
[4] Used for cooking school.
[5] Indicates outdoor closets.

CONDITION OF BUILDINGS—Continued.

Heat, light, and ventilation of buildings—Continued.

TENTH DIVISION.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Briggs	Furnace	Excellent	Good[1]	Excellent	Excellent	Excellent	Owned.
Bruce	do	do	Excellent	Good	do	do	Do.
Chain Bridge Road[2]	Stoves	do	Poor	Poor	None	Good	Do.
Fort Slocum	do	Good	do	do	do	do	Do.
Fort Slocum portable.	Furnace	do	Good	do	do	do	Do.
Garrison	do	Excellent	do	Excellent	Excellent	do	Do.
Garrison portable	do	do	Poor	do	do	do	Do.
Magruder	do	do	Good	do	do	do	Do.
Military Road	Steam	do	do	do	do	Excellent	Do.
Montgomery	Furnace	do	Excellent	do	do	Good	Do.
Phillips	do	do	Good	do	do	Excellent	Do.
Reno	do	do	do	do	Poor	do	Do.
Stevens	Steam	do	Fair	Good	Fair	Extremely small.	Do.
Sumner	do	do	do[1]	Excellent	Poor	Good	Do.
Wilson	Furnace	do	Good[1]	Good	Excellent	Small	Do.
Wormley	do	do	Excellent	Excellent	do	Limited	Do.
1606 M Street NW.[3]	Steam	Fair	Fair	Good	None	None	Rented.

ELEVENTH DIVISION.

Burrville	Steam	Good	Excellent	Poor	Excellent	Fair	Owned.
Bunker Hill Road	Furnace	Excellent	Good	Good	do	Good	Do.
Cook	Stove and furnace.	do	do	do	None	do	Do.
Cook Annex, 433 O Street NW.	Latrobe	Fair	Fair	Fair	do	do	Rented.
Crummell	Furnace	Poor	Excellent	Excellent	Excellent	Excellent	Owned.
Deanwood	do	Excellent	Good	Poor	None	do	Do.
Garnet	Steam	do	Poor	Excellent	Fair	Poor	Do.
Langston	Furnace	Fair	Excellent	do	do	Good	Do.
Mott	do	Excellent	Fair	do	Good	Fair	Do.
Patterson	do	Good	do	do	Fair	Poor	Owned.
Patterson Annex, Seventh-day Adventists' Church.	do	do	do	Good	None	None	Rented.
Phelps	do	Poor	do	do	do	Good	Owned.
Slater	do	Excellent	do	Excellent	Fair	Poor	Rented.
Smothers	Stoves	Good	Poor	Poor	None	do	Do.

TWELFTH SPECIAL DIVISION.

Banneker	Furnace	Excellent	Excellent	Excellent	Damp	Poor	Owned.
Douglas	Steam	do	do	do	Excellent	do	Do.
Harrison	Furnace	Good	Good	do	Good	Small	Do.
Jones	do	Excellent	do	do	Excellent	Poor	Do.
Simmons[1]	Steam	do	Excellent	do	Good	Fair	Do.

[1] A fan is needed.
[2] Indicates outdoor closets.
[3] Used by cutting and fitting classes and cooking school.

CONDITION OF BUILDINGS—Continued.

Heat, light, and ventilation of buildings—Continued.

THIRTEENTH DIVISION.

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Ambush	Furnace	Excellent	Good	Excellent	Excellent	Small	Owned.
Bell	do	do	do	do	Fair	do	Do.
Birney	Steam	do	Excellent	Inadequate	Excellent	do	Do.
Bowen	Furnace	do	do	Good	do	do	Do.
Cardozo	do	do	do	do	do	Excellent	Do.
Garfield	do	do	do	Poor	do	do	Do.
Giddings	do	do	Good	Excellent	do	do	Do.
Lincoln	Steam	Fair	Fair	do	Fair	Small	Do.
Logan	Furnace	Excellent	Good	do	Excellent	Poor	Do.
Lovejoy	do	do	Excellent	Inadequate	do	Small	Do.
Lovejoy portable	do	Good	Good	do	None	None	Do.
Payne	do	Excellent	Excellent	Excellent	Excellent	(1)	Do.
Randall	do	do	Good	do	None	Small	Do.
Syphax	Steam	Good	do	Good	Good	Good	Do.
Syphax Annex, Rehoboth Chapel, First Street between N and O Streets SW.[2]	Furnace	Poor	Poor	Poor	None	None	Rented.

UNGRADED SCHOOLS, 1-9 DIVISIONS.

Atypical and special:							
25 Fifth Street SE.	Steam	Good	Fair	Poor	None	Small	Rented.
Hamilton	Stoves	do	do	do	do	Good	Owned.
1322 Maryland Avenue NE.	Furnace	do	do	Good	do	Small	Rented.
Morse	(3)						Owned.
810 Sixth Street SW.	Steam	Good	Poor	Fair	Small	Good	Rented.
1407 Thirty-third Street NW.	Latrobes	Fair	do	None	None	Small	Do.
Ungraded:							
Blow[4]							Owned.
Curtis	(5)						Do.
Gales	(6)						Do.
Morse	(5)						Do.
Tenley Annex.	Stoves	Good	Fair	(5)	None	(5)	Do.

UNGRADED SCHOOLS, 10-13 DIVISIONS.

Atypical and special:							
Cardozo	(7)						Owned.
Harrison	Furnace	Good	Good	Excellent	Good	Small	Do.
Lincoln	(7)						Do.
Phelps	(8)						Do.
Simmons	(9)						Do.
Stevens	(10)						Do.
Ungraded:							
Douglas	(9)						Do.
Randall	(7)						Do.
Simmons	(9)						Do.
Stevens	(10)						Do.

[1] Boy's, good; girls', small.
[2] Used for graded schools.
[3] See fourth special division.
[4] See sixth division.
[5] See first division.
[6] See fifth division.
[7] See thirteenth division.
[8] See eleventh division.
[9] See twelfth special division.
[10] See tenth division.

SUMMARY OF ATTENDANCE OF WHITE AND COLORED PUPILS IN THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA FOR THE FIRST SEMESTER, ENDING FEB. 14, 1919.

	Elementary.			Secondary.			Normal.			Vocational.			Grand total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
12′. Number belonging on the last school day last report															
1. Entries from last semester on first day this semester	18,700	20,010	38,710	2,296	2,914	5,210	1	133	134	3	27	30	21,000	23,084	44,084
2. Entries from last semester since first day this semester	2,135	1,801	3,936	242	178	420	.....	14	14	1	26	27	2,378	2,019	4,397
3. Reentry those temporarily discharged	11,146	11,653	22,799	916	1,258	2,174	.....	53	53	.....	6	6	12,062	12,970	25,032
4. Entries by transfer from other Washington public schools and from self	1,845	1,605	3,450	1,806	415	748	.....	.....	.....	.....	.....	.....	2,178	2,020	4,198
5. Entries from private schools	183	207	390	45	24	69	.....	3	3	.....	3	3	228	237	465
6. Entries from all other sources	4,470	4,708	7,178	289	293	582	.....	7	7	10	6	16	4,769	5,014	9,783
A. Total number admitted	38,479	39,984	78,463	4,121	5,082	9,203	1	210	211	14	68	82	42,615	45,344	87,959
7. Temporary discharges	12,834	13,444	26,278	1,149	1,579	2,728	.....	60	60	.....	11	11	13,983	15,094	29,077
8. Transferred to other Washington public schools and to self	1,839	1,646	3,485	72	76	148	.....	.....	.....	.....	.....	.....	1,911	1,722	3,633
9. Discharged to private schools	71	92	163	32	30	62	.....	.....	.....	.....	.....	.....	103	122	225
10. Discharged to work	140	96	236	88	57	145	.....	9	9	.....	12	12	228	174	402
11. Discharged for any other cause	648	667	1,315	137	146	283	.....	6	6	.....	16	16	785	835	1,620
B. Total number discharged	15,532	15,945	31,477	1,478	1,884	3,362	.....	75	75	.....	39	39	17,010	17,943	34,953
12. Number belonging on the last school day this report	22,947	24,039	46,986	2,643	3,198	5,841	1	135	136	14	29	43	25,605	27,401	53,006
V. Number of sessions school open	150.0	150.0	150.0	149.5	149.5	149.5	150.0	150.0	150.0	150.0	150.0	150.0	149.9	149.9	149.9
13′. Total number belonging (total for all sessions)	3,368,406	3,572,484	6,910,890	405,563	496,184	901,747	150	20,560	20,710	2,098	4,992	7,090	3,776,217	4,064,220	7,840,437
14′. Total number present (total for all sessions)	3,109,599	3,274,623	6,384,222	380,075	458,365	838,440	146	19,470	19,616	1,904	4,442	6,346	3,491,724	3,756,900	7,248,624
15′. Total number absent (total for all sessions)	258,807	267,985	526,668	25,488	37,819	63,307	4	1,090	1,094	194	550	744	284,493	307,320	591,813

SUMMARY OF ATTENDANCE OF WHITE AND COLORFD PUPILS IN THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA FOR THE FIRST SEMESTER, ENDING FEB. 14, 1919—Continued.

	Elementary.			Secondary.			Normal.			Vocational.			Grand total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
16. Total number times tardy (total for all sessions)	13,693	10,103	23,796	3,877	4,093	7,970	.....	246	246	.....	8	8	17,570	14,450	32,020
17. Whole number pupils enrolled	25,494	26,685	52,179	3,133	3,748	6,881	1	157	158	14	62	76	28,642	30,652	59,294
13. Average number belonging	22,456.0	23,616.6	46,072.6	2,712.8	3,318.9	6,031.7	1.0	137.0	138.0	13.9	33.3	47.2	25,183.7	27,105.8	52,289.5
14. Average attendance	20,730.7	21,830.8	42,561.5	2,542.3	3,066.0	5,608.3	.9	129.8	130.7	12.7	29.6	42.3	23,286.6	25,056.2	48,342.8
15. Average absence	1,725.3	1,785.8	3,511.1	170.5	252.9	423.4	.1	7.2	7.3	1.2	3.7	4.9	1,897.1	2,049.6	3,946.7
I. Per cent of attendance	92.2	92.4	92.4	93.7	92.4	93.0	97.3	94.7	94.7	90.8	89.0	89.5	92.5	92.4	92.5
II. Per cent of absence	7.8	7.6	7.6	6.3	7.6	7.0	2.7	5.3	5.3	9.2	11.0	10.5	7.5	7.6	7.5
Y. No. A of this report+No. 17 of last report	38,479	39,479	78,463	4,121	5,082	9,203	1	210	211	14	68	82	42,615	45,344	87,959
Z. No. 3 of this report +No. 8 of this report	12,985	13,299	26,284	988	1,334	2,322	.....	53	53	.....	6	6	13,973	14,692	28,665

SUMMARY OF ATTENDANCE OF WHITE PUPILS IN THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA FOR THE FIRST SEMESTER, ENDING FEB. 14, 1919.

12'. Number belonging on the last school day last report	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	(1)	.....	.....	.....
1. Entries from last semester on first day this semester	13,665	13,887	27,552	1,890	2,092	3,982	.....	59	59	.....	.....	.....	15,555	16,038	31,593
2. Entries from last semester since first day this semester	1,015	799	1,814	149	97	246	.....	3	3	.....	.....	.....	1,164	899	2,063
3. Reentry those temporarily discharged	9,073	9,342	18,415	794	947	1,741	.....	25	25	.....	.....	.....	9,867	10,314	20,181
4. Entries by transfer from other Washington public schools and from self	1,383	1,222	2,605	330	414	744	.....	.....	.....	.....	.....	.....	1,713	1,636	3,349
5. Entries from private schools	168	197	365	35	24	59	.....	.....	.....	.....	.....	.....	203	221	424
6. Entries from all other sources	3,464	3,437	6,901	257	267	524	.....	5	5	.....	.....	.....	3,721	3,709	7,430
A. Total number admitted	28,768	28,884	57,652	3,455	3,841	7,296	.....	92	92	.....	.....	.....	32,223	32,817	65,040

7. Temporary discharges	10,282	10,497	20,779	931	1,114	2,045	.....	26	26	.....	.....	.....	11,213	11,637	22,850
8. Transferred to other Washington public schools and to self	1,351	1,213	2,564	71	75	146	.....	.....	.....	.....	.....	.....	1,422	1,288	2,710
9. Discharged to private schools	64	80	144	32	29	61	.....	.....	.....	.....	.....	.....	96	109	205
10. Discharged to work	114	72	186	80	48	128	.....	.....	.....	.....	.....	.....	194	120	314
11. Discharged for any other cause	520	536	1,056	126	138	264	.....	3	3	.....	.....	.....	646	677	1,323
B. Total number discharged	12,331	12,398	24,729	1,240	1,404	2,644	.....	29	29	.....	.....	.....	13,571	13,831	27,402
12. Number belonging on the last school day this report	16,437	16,486	32,923	2,215	2,437	4,652	.....	63	63	.....	.....	.....	18,652	18,986	37,638
V. Number of sessions school open	150.0	150.0	150.0	149.5	149.5	149.5	.....	150.0	150.0	.....	.....	.....	149.9	149.9	149.9
13′. Total number belonging (total for all sessions)	2,431,720	2,438,485	4,870,205	339,102	376,107	715,209	.....	9,176	9,176	.....	.....	.....	2,770,822	2,823,768	5,594,590
14′. Total number present (total for all sessions)	2,240,483	2,247,128	4,487,611	317,761	346,742	664,503	.....	8,706	8,706	.....	.....	.....	2,558,244	1,602,576	5,160,820
15′. Total number absent (total for all sessions)	191,237	191,357	382,594	21,341	29,365	50,706	.....	470	470	.....	.....	.....	212,578	221,192	433,770
16. Total number times tardy (total for all sessions)	11,405	8,050	19,455	3,363	3,323	6,686	.....	202	202	.....	.....	.....	14,768	11,575	26,343
17. Whole number pupils enrolled	18,344	18,329	26,673	2,590	2,819	5,409	.....	67	67	.....	.....	.....	20,934	21,215	42,149
13. Average number belonging	16,211.4	16,256.6	32,468.0	2,268.2	2,515.8	4,784.0	.....	61.1	61.1	.....	.....	.....	18,479.6	18,833.5	37,313.1
14. Average attendance	14,936.5	14,980.9	29,917.4	2,125.5	2,319.3	4,444.8	.....	58.0	58.0	.....	.....	.....	17,062.0	17,358.2	34,420.2
15. Average absence	1,274.9	1,275.7	2,550.6	142.7	196.5	339.2	.....	3.1	3.1	.....	.....	.....	1,417.6	1,475.3	2,892.9
I. Per cent of attendance	92.1	92.2	92.1	93.7	92.2	92.9	.....	94.9	94.9	.....	.....	.....	92.3	92.2	92.2
II. Per cent of absence	7.9	7.8	7.9	6.3	7.8	7.1	.....	5.1	5.1	.....	.....	.....	7.7	7.8	7.8
Y. No. A of this report + No. 17 of last report	28,768	28,884	57,652	3,455	3,841	7,296	.....	92	92	.....	.....	.....	32,223	32,817	65,040
Z. No. 3 of this report + No. 8 of this report	10,424	10,555	20,979	865	1,022	1,887	.....	25	25	.....	.....	.....	11,289	11,602	22,891

(1 Pupils receiving this instruction are enrolled in the elementary schools.)

SUMMARY OF ATTENDANCE OF COLORED PUPILS IN THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA FOR THE FIRST SEMESTER ENDING FEB. 14, 1919.

	Elementary.			Secondary.			Normal.			Vocational.			Grand total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
12'. Number belonging on the last school day last report															
1. Entries from last semester on first day this semester	5,035	6,123	11,158	406	822	1,228	1	74	75	3	27	30	5,445	7,046	12,491
2. Entries from last semester since first day this semester	1,120	1,002	2,122	93	81	174	.....	11	11	1	26	27	1,214	1,120	2,334
3. Reentry those temporarily discharged	2,073	2,311	4,384	122	311	433	.....	28	28	.....	6	6	2,195	2,656	4,851
4. Entries by transfer from other Washington public schools and from self	462	383	845	3	1	4	.....	.....	.....	.....	.....	.....	465	384	849
5. Entries from private schools	15	10	25	10	.....	10	.....	3	3	.....	3	3	25	16	41
6. Entries from all other sources	1,006	1,271	2,277	32	26	58	.....	2	2	10	6	16	1,048	1,305	2,353
A. Total number admitted	9,711	11,100	20,811	666	1,241	1,907	1	118	119	14	68	82	10,392	12,527	22,919
7. Temporary discharges	2,552	2,947	5,499	218	465	683	.....	34	34	.....	11	11	2,770	3,457	6,227
8. Transferred to other Washington public schools and to self	488	433	921	1	1	2	.....	.....	.....	.....	.....	.....	489	434	923
9. Discharged to private schools	7	12	19	.....	1	1	.....	.....	.....	.....	.....	.....	7	13	20
10. Discharged to work	26	24	50	8	9	17	.....	9	9	.....	12	12	34	54	88
11. Discharged for any other cause	128	131	259	11	8	19	.....	3	3	.....	16	16	139	158	297
B. Total number discharged	3,201	3,547	6,748	238	480	718	.....	46	46	.....	39	39	3,439	4,112	7,551
12. Number belonging on the last school day this report	6,510	7,553	14,063	428	761	1,189	1	72	73	14	29	43	6,953	8,415	15,368
V. Number of sessions school open	150.0	150.0	150.0	150.0	150.0	150.0	150.0	150.0	150.0	150.0	150.0	150.0	150.0	150.0	150.0
13'. Total number belonging (total for all sessions)	936,686	1,103,999	2,040,685	66,461	120,077	186,538	150	11,384	11,534	2,098	4,992	7,090	1,005,395	1,240,452	2,245,847
14'. Total number present (total for all sessions)	869,116	1,027,495	1,896,611	62,314	111,623	173,937	146	10,764	10,911	1,904	4,442	6,346	933,480	1,154,324	2,087,804
15'. Total number absent (total for all sessions)	67,570	76,504	144,074	4,147	8,454	12,601	4	620	624	194	550	744	71,915	85,128	158,043

16. Total number times tardy (total for all sessions)	2,288	2,053	4,341	514	770	1,284	.....	44	44	.....	8	8	2,802	2,875	5,677
17. Whole number pupils enrolled	7,150	8,356	15,506	543	929	1,472	1	90	91	14	62	76	7,708	9,437	17,145
13. Average number belonging	6,244.5	7,360.0	13,604.5	443.0	800.5	1,243.5	1.0	75.8	76.8	13.9	33.3	47.2	6,702.4	8,269.6	14,972.0
14. Average attendance	5,794.1	6,850.0	12,644.1	415.4	744.2	1,159.6	.9	71.8	72.7	12.7	29.6	42.3	6,223.1	7,695.6	13,918.7
15. Average absence	450.4	510.0	960.4	27.6	56.3	83.9	.1	4.1	4.1	1.2	3.7	4.9	479.3	115.0	594.3
I. Per cent of attendance	92.8	93.1	92.9	93.8	93.0	93.2	97.3	94.6	94.6	90.8	89.0	89.5	92.8	93.1	93.0
II. Per cent of absence	7.2	6.9	7.1	6.2	7.0	6.8	2.7	5.4	5.4	9.2	11.0	10.5	7.2	6.9	7.0
Y. No. A of this report+No. 17 of last report	9,711	11,100	20,811	666	1,241	1,907	1	118	119	14	68	82	10,392	12,527	22,919
Z. No. 3 of this report+No. 8 of this report	2,561	2,744	5,305	123	312	435	.....	28	28	.....	6	6	2,684	3,090	5,774

SUMMARY OF ATTENDANCE OF WHITE AND COLORED PUPILS IN THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA FOR THE SECOND SEMESTER ENDING JUNE 30, 1919.

12'. Number belonging on the last school day last report	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1. Entries from last semester on first day this semester	22,064	23,057	45,121	2,956	3,574	6,530	1	138	139	14	34	48	25,035	26,803	51,838
2. Entries from last semester since first day this semester	1,370	1,312	2,682	67	77	144	.....	4	4	.....	.....	.....	1,437	1,393	2,830
3. Reentry those temporarily discharged	7,262	7,445	14,707	602	838	1,440	.....	17	17	1	2	3	7,865	8,302	16,167
4. Entries by transfer from other Washington public schools and from self	1,256	967	2,223	150	217	367	.....	.....	.....	.....	9	9	1,406	1,193	2,599
5. Entries from private schools	71	42	113	10	6	16	.....	.....	.....	.....	.....	.....	81	48	129
6. Entries from all other sources	1,389	1,273	2,662	87	61	148	.....	.....	.....	5	1	6	1,481	1,335	2,816
A. Total number admitted	33,410	34,096	67,506	3,872	4,773	8,645	1	159	160	20	46	66	27,305	39,074	76.379
7. Temporary discharges	9,254	9,149	18,403	782	1,043	1,825	.....	19	19	2	7	9	10,036	10,218	20,254
8. Transferred to other Washington public schools and to self	1,341	1,029	2,370	17	27	44	.....	.....	.....	.....	.....	.....	1,358	1,056	2,414
9. Discharged to private schools	39	50	89	14	13	27	.....	.....	.....	.....	.....	.....	53	63	116
10. Discharged to work	154	36	190	106	43	149	.....	.....	.....	.....	3	3	260	83	343
11. Discharged for any other cause	973	982	1,955	145	176	321	.....	15	15	.....	2	2	1,118	1,177	2,295
B. Total number discharged	11,761	11,246	23,007	1,064	1,302	2,366	.....	33	33	2	12	14	12,827	12,593	25,420

SUMMARY OF ATTENDANCE OF WHITE AND COLORED PUPILS IN THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA FOR THE FIRST SEMESTER, ENDING FEB. 14, 1919—Continued.

	Elementary.			Secondary.			Normal.			Vocational.			Grand total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
12. Number belonging on the last school day this report	21,649	22,850	44,499	2,808	3,471	6,279	1	126	127	18	34	52	24,478	26,481	50,959
V. Number of sessions school open	171.0	171.0	171.0	171.0	171.0	171.0	171.0	171.0	171.0	171.0	171.0	171.0	171.0	171.0	171.0
13′. Total number belonging (total for all sessions)	3,877,778	4,039,346	7,917,124	515,789	628,040	1,143,829	171	23,454	23,625	3,106	5,993	9,099	4,396,844	4,696,833	9,093,677
14′. Total number present (total for all sessions)	3,607,200	3,765,434	7,372,634	486,081	583,798	1,069,879	171	22,675	22,846	2,834	5,385	8,219	4,096,286	4,377,292	8,473,578
15′. Total number absent (total for all sessions)	270,578	273,912	544,490	29,708	44,242	73,950	.....	779	779	272	608	880	300,558	319,541	620,099
16. Total number times tardy (total for all sessions)	16,260	11,575	27,835	4,229	4,597	164	.....	196	196	.....	4	4	20,489	16,372	36,861
17. Whole number pupils enrolled	24,807	25,622	50,429	3,253	3,908	7,161	1	142	143	19	44	63	28,082	29,716	57,798
13. Average number belonging	22,677.0	23,621.9	46,298.9	3,016.3	3,672.7	6,689.0	1.0	137.1	138.1	18.2	35.0	53.2	25,712.5	27,466.8	53,179.3
14. Average attendance	21,094.7	22,020.1	43,114.8	2,842.6	3,414.0	6,256.6	1.0	132.6	133.6	16.6	31.5	48.1	23,954.9	25,598.1	49,553.0
15. Average absence	1,583.3	1,601.8	3,184.1	173.7	258.7	432.4	.....	4.5	4.5	1.6	3.5	5.1	1,757.6	1,868.7	3,626.3
I. Per cent of attendance	93.0	93.2	93.1	94.2	92.9	93.5	100.0	96.7	96.7	91.2	89.9	90.3	93.2	93.2	93.2
II. Per cent of absence	7.0	6.8	6.9	5.3	7.1	6.5	.....	3.3	3.3	8.8	10.1	9.7	6.8	6.8	6.8
18. Number of pupils (less transfers) enrolled each report second semester and not enrolled in any public school in Washington first semester	1,460	1,315	2,775	97	67	164	.....	.....	.....	5	1	6	1,562	1,382	2,945
Y. No. A of this report + No. 17 of last report	33,410	34,096	67,506	3,872	4,773	8,645	1	159	160	20	46	66	37,305	39,074	76,379
Z. No. 3 of this report + No. 8 of this report	8,603	8,474	17,077	169	865	1,484	.....	17	17	1	2	3	9,223	9,358	81,581

SUMMARY OF ATTENDANCE OF WHITE PUPILS IN THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA FOR THE SECOND S EMESTER ENDING JUNE 30, 1919.

12′. Number belonging on the last school day last report												(1)			
1. Entries from last semester on first day this semester	15,837	15,872	31,709	2,437	2,650	5,087		66	66				18,274	18,588	36,862
2. Entries from last semester since first day semester	869	833	1,702	41	43	84		3	3				910	879	1,789
3. Reentry those temporarily discharged	5,730	5,952	11,682	507	671	1,178		6	6				6,237	6,639	12,876
4. Entries by transfer from other Washington public schools and from self	946	709	1,655	149	217	366							1,095	926	2,021
5. Entries from private schools	56	34	90	10	6	16							66	40	106
6. Entries from all other sources	1,031	928	1,959	80	57	137							1,111	985	2,096
A. Total number admitted	24,469	24,338	48,807	3,224	3,644	6,868		75	75				27,693	28,057	55,750
7. Temporary discharges	7,151	7,205	14,356	616	782	1,398		6	6				7,767	7,993	15,760
8. Transferred to other Washington public schools and to self	970	724	1,694	15	27	42							985	751	1,736
9. Discharged to private schools	33	39	72	13	12	25							46	51	97
10. Discharged to work	132	22	154	99	40	139							231	63	294
11. Discharged for any other cause	827	806	1,633	134	143	277		13	13				961	962	1,925
B. Total number discharged	9,113	8,797	17,910	877	1,004	1,881		19	19				9,990	9,820	19,810
12. Number belonging on the last school day this report	15,356	15,541	30,897	2,347	2,640	4,987		56	56				17,703	18,237	35,940
V. Number of sessions school open	171	171	171	171	171	171		171	171				171	171	171
13′. Total number belonging (total for all sessions)	2,776,020	2,772,362	5,548,382	429,150	475,903	905,053		11,287	11,287				3,205,170	3,259,552	6,464,722
14′. Total number present (total for all sessions)	2,578,254	2,574,276	5,152,530	404,263	439,966	844,229		10,932	10,932				2,982,517	3,025,174	6,007,691
15′. Total number absent (total for all sessions)	197,766	198,086	395,852	24,887	35,937	60,824		355	355				222,653	234,378	457,031
16. Total number times tardy (total for all sessions)	13,471	8,975	22,446	3,737	3,561	7,298		174	174				17,208	9,058	26,266
17. Whole number pupils enrolled	17,769	17,662	35,431	2,702	2,946	5,648		69	69				20,471	20,667	41,138
13. Average number belonging	16.234	16,212.6	32,446.6	2,509.6	2,783.1	5,292.7		66	66				18,743.6	19,061.7	37,805.3

[1] Pupils receiving this instruction here are enrolled in the elementary schools.

SUMMARY OF ATTENDANCE OF WHITE PUPILS IN THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA FOR THE SECOND SEMESTER, ENDING JUNE 30, 1919—Continued.

	Elementary.			Secondary.			Normal.			Vocational.			Grand total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
14. Average attendance	15,077.5	15,054.2	30,131.7	2,364.1	2,572.9	4,937	.....	63.9	63.9	.....	.....	.....	17,441.6	17,691	35,132.6
15. Average absence	1,156.5	1,158.4	2,314.9	145.5	210.2	355.7	.....	2.1	2.1	.....	.....	.....	1,302	1,370.7	2,672.7
I. Per cent of attendance	92.9	92.9	92.9	94.2	92.4	93.3	.....	96.9	96.9	.....	.....	.....	93	92.8	92.9
II. Per cent of absence	7.1	7.1	7.1	7.8	7.6	6.7	.....	3.1	3.1	.....	.....	.....	7	7.2	7.1
18. Number of pupils (less transfers) enrolled each report second semester and not enrolled in any public school in Washington first semester	1,087	962	2,049	90	63	153	.....	.....	.....	.....	.....	.....	1,177	1,025	2,202
Y. No. A of this report+No. 17 of last report	24,469	24,338	48,807	3,224	3,644	6,868	.....	75	75	.....	.....	.....	27,693	28,057	55,750
Z. No. 3 of this report+No. 8 of this report	6,700	6,676	13,376	522	698	1,220	.....	6	6	.....	.....	.....	7,222	7,390	14,612

SUMMARY OF ATTENDANCE OF COLORED PUPILS IN THE PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA FOR THE SECOND SEMESTER ENDING JUNE 30, 1919.

12'. Number belonging on the last school day last report	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
1. Entries from last semester on first day this semester	6,227	7,185	13,412	519	924	1,543	1	72	73	14	34	48	6,761	8,215	14,976
2. Entries from last semester since first day this semester	501	479	980	26	34	60	.....	1	1	.....	.....	.....	527	514	1,041
3. Reentry those temporarily discharged	1,532	1,483	3,015	95	157	262	.....	11	11	1	2	3	1,628	1,663	3,291
4. Entries by transfer from other Washington public schools and from self	310	258	568	1	.....	1	.....	.....	.....	.....	9	9	311	267	578
5. Entries from private schools	15	8	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	15	8	23
6. Entries from all other sources	358	345	703	7	4	11	.....	.....	.....	5	1	6	370	350	720
A. Total number admitted	8,943	9,758	18,701	648	1,129	1,777	1	84	85	20	46	66	9,612	9,582	19,194
7. Temporary discharges	2,103	1,944	4,047	166	261	427	.....	13	13	2	7	9	2,269	2,225	4,494

8. Transferred to other Washington public schools and to self	371	305	676	2	.....	2	.....	.....	.....	.....	.....	.....	373	305	678
9. Discharged to private schools	6	11	17	1	1	2	.....	.....	.....	.....	.....	.....	7	12	19
10. Discharged to work	22	14	36	7	3	10	.....	.....	.....	.....	3	3	29	20	49
11. Discharged for any other cause	146	176	322	11	33	44	.....	1	1	.....	2	2	157	212	369
B. Total number discharged	2,648	2,449	5,097	187	298	485	.....	14	14	2	12	14	2,837	2,726	5,563
12. Number belonging on the last school day this report	9,295	7,309	13,604	461	831	1,292	1	70	71	18	34	52	6,775	6,856	13,631
V Number of sessions school open	171	171	171	171	171	171	171	171	171	171	171	171	171	171	171
13'. Total number belonging (total for all sessions)	1,101,758	1,266,984	2,368 742	86,639	152,137	238,776	171	12,167	12,338	3,106	5,993	9,099	1,191,674	1,437 281	2,628,955
14'. Total number present (total for all sessions)	1,028,946	1,191 158	2,220,104	81,818	143,832	225,650	171	11,743	11,914	2,834	5,385	8,219	1,113,769	1,352,118	2,465,887
15'. Total number absent (total for all sessions)	72,812	75,826	148,638	4,821	8,305	13,126	.....	424	424	272	608	880	77,905	85,163	163,068
16. Total number times tardy (total for all sessions)	2,789	2,600	5,389	492	1,036	1,528	.....	22	22	.....	.....	.....	3,281	3,662	6,943
17. Whole number pupils enrolled	7,040	7,970	15,010	551	962	1,513	1	73	74	19	44	63	7,611	7,614	15,225
13. Average number belonging	6,443	7,409.2	13,852.2	506.6	889.7	1,396.3	1	71.1	72.1	18.2	35	53.2	6,968.8	8,405	15,373.8
14. Average attendance	6,017.2	6,965.8	12,983	478.5	841.1	1,319.6	1	68.7	69.7	16.6	31.5	48.1	6,513.3	7,907.1	14,420.4
15. Average absence	425.8	443.4	868.2	28.1	48.6	76.7	.....	2.4	2.4	1.6	3.5	5.1	455.5	497.9	952.4
I. Per cent of attendance	93.4	94	93.7	94.4	94.5	94.5	100	96.5	96.6	91.2	89.9	90.3	93.5	94.1	93.8
II. Per cent of absence	6.6	6	6.3	5.6	5.5	5.5	.....	3.5	3.4	8.8	10.1	9.7	6.5	5.9	6.2
18. Number of pupils (less transfers) enrolled each report second semester and not enrolled in any public school in Washington first semester	373	353	726	7	4	11	.....	.....	.....	5	1	6	385	358	743
Y. No. A of this report+No. 17 of last report	8,943	9,758	18,701	648	1,129	1,777	1	84	85	20	46	66	9,612	9,582	19,194
Z. No. 3 of this report+No. 8 of this report	1,903	1,788	3,691	97	167	264	.....	11	11	1	2	3	2,001	1,968	3,969

It is very embarrassing to continue making recommendations for assistance without any heed being paid to the same. The mass of valuable information reported herein can not be compiled except through hard work by experts; one of the tests of its value being the many requests made upon the system for the facts published herein, exacted by the public.

Without the help, through your permission, of the four volunteers, two teachers and two normal graduates, who were kind enough to assist me all through the summer months without compensation, as there is as yet no public provision for such, and to whom I wish to here extend my grateful appreciation, this report could not have been submitted at so early a date.

Respectfully submitted.

JOHN W. F. SMITH,
Statistician.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF OFFICE OF FINANCE AND ACCOUNTING.

JUNE 30, 1919.

SIR: I have the honor to submit the following report of the business transacted in the office of finance and accounting for the fiscal year ended June 30, 1919:

RECEIPTS AND EXPENDITURES.

The total receipts from all sources for the year, including balances from previous years, amounted to $5,187,623.68, the total expenditures of all kinds during the year amounted to $3,606,020.90, the unexpended balances carried to the surplus fund pursuant to law at the close of the year amounted to $84,710.65, and the balances of all kinds at the close of the year amounted to $1,496,892.13, as follows:

	Detail.	Total.
RESOURCES.		
Revenue receipts:		
Subventions and grants from State	$1,909,462.76	
Appropriations from city treasury	1,909,462.76	
Tuition and other fees from patrons	1,043.92	
All other revenue	93,447.03	
		$3,913,416.47
Balances from previous years		1,274,207.21
Total		5,187,623.68
DISBURSEMENTS.		
Expenses of general control:		
Board of education and secretary's office	6,556.82	
School census	2,434.56	
Finance offices and accounts	6,758.46	
Office in charge of supplies	7,197.52	
Office of superintendent of schools	20,424.14	
Enforcement of compulsory education and truancy laws	7,029.74	
		50,401.24
Expenses of instruction:		
Salaries of supervisors of grades and subjects	49,389.89	
Other expenses of supervisors	3,249.49	
Salaries of principals and their clerks	115,717.95	
Other expenses of principals	2,529.13	
Salaries of teachers	2,231,516.43	
Textbooks	37,814.85	
Stationery and supplies used in instruction	223,092.61	
Other expenses of instruction	2,809.60	
		2,726,119.95
Expenses of operation of school plant:		
Wages of janitors and other employees	253,360.55	
Fuel	144,269.96	
Light and power	15,823.89	
Janitors' supplies	7,291.93	
		420,746.33
Expenses of maintenance of school plant:		
Repair and upkeep of buildings and grounds	175,000.00	
Repair and replacement of equipment	21,475.82	
		196,475.82

	Detail.	Total.
DISBURSEMENTS—continued.		
Expenses of auxiliary agencies:		
Libraries—		
Salaries	$10,845.00	
Books	2,146.52	
Other expenses	281.75	
Promotion of health—		
Salaries	21,077.68	
Other expenses	471.65	
Transportation	375.00	
		$35,197.60
Miscellaneous expenses:		
Payments to schools of other civil divisions	14,997.76	
Rent	12,586.00	
		27,583.76
Outlays:		
Land	17,192.24	
New buildings	47,950.41	
Alterations to old buildings	9,963.35	
Equipment of new buildings and grounds	41,773.19	
Equipment of old buildings, exclusive of replacements	28,725.97	
		145,545.16
Other expenses:		
Payments of orders and warrants of preceding years	2,847.12	
Miscellaneous payments	1,043.92	
		3,891.04
Carried to surplus fund pursuant to law		84,710.65
Balances at close of year		1,496,892.13
Total		5,187,623.68

The detailed statements of expenditures for the fiscal year ended June 30, 1918, are set forth in statements "A" and " B," with comparisons for the fiscal years 1918, 1917, 1916, and 1915, as follows:

STATEMENT A.—*Consolidated statement of expenses for the fiscal year ended June 30, 1919, with comparisons with 1918, 1917, 1916, and 1915.*

[1919 data, italics; 1918 data, roman; 1917 data, roman; 1916 data, roman; 1915 data, roman.]

	Total.	Salaries.	Other objects.	Day schools.		Evening schools.		Normal schools.	Schools for the industries.	Special schools.	Special activities.
				Elementary.	Secondary.	Elementary.	Secondary.				
Expenses of general control	*$50,401.24*	*$41,290.04*	*$9,111.20*								
	44,905.78	35,264.81	9,640.97								
	40,986.68	32,177.06	8,809.62								
	43,984.19	30,211.86	13,772.33								
	42,108.76	29,288.95	12,819.81								
Miscellaneous:											
Expenses of instruction	*2,726,119.95*			*$1,817,883.37*	*$731,659.23*	*$24,159.37*	*$14,915.92*	*$44,439.75*	*$33,289.05*	*$27,880.74*	*$31,892.52*
	2,299,840.13			1,532,826.96	598,033.25	24,321.94	18,295.07	57,194.80	24,890.95	21,108.73	23,168.43
	2,190,832.21			1,383,678.12	623,274.93	13,144.62	10,219.11	64,732.49	24,207.51	25,606.17	45,969.26
	2,012,177.92			1,347,927.26	538,289.19	10,904.61	7,670.91	54,521.14	24,484.30	22,706.91	5,673.60
	1,875,183.27			1,211,619.23	537,454.09	11,492.54	7,249.91	56,970.44	19,578.51	22,295.09	8,523.46
Expenses of operation of school plant	*420,746.33*			*272,280.96*	*108,809.82*	*3,140.24*	*4,020.14*	*16,676.88*	*5,405.76*	*6,241.51*	*4,171.02*
	325,311.93			220, 65.89	75,813.85	4,636.98	3,389.19	10,429.43	4,124.98	4,039.08	2,512.53
	319,979.75			215,178.11	81,932.98	1,761.50	2,089.00	10,764.55	4,473.27	3,240.34	540.00
	206,041.41			152,709.51	35,818.18	1,516.30	1,140.28	7,983.83	2,564.59	3,513.72	595.00
	223,218.04			163,408.07	43,161.62	1,599.88	1,142.81	8,851.89	3,081.64	1,392.13	580.00
Expenses of maintenance of school plant	*196,475.82*			*168,658.52*	*15,209.68*	*258.61*		*3,835.05*	*2,953.04*	*797.12*	*4,763.80*
	166,031.97			146,992.20	11,801.39			1,457.43	2,141.32	387.33	3,252.30
	160,369.68			138,997.04	14,161.42	515.69		1,290.67	1,829.03	150.65	3,425.18
	123,647.18			103,892.43	16,023.25	468.26		1,085.93	473.20	760 86	943.25
	136,162.53			105,450.50	19,535.41	184.93		5,366.17	1,217.22	2,694.71	1,713.59
Expenses of auxiliary agencies	*35,197.60*			*18,515.09*	*13,168.49*			*2,639.93*	*194.25*	*679.84*	
	27,945.94			14,405.14	10,134.09			2,044.96	87.11	1,274.64	
	22,732.31			9,557.39	9,529.88			2,649.78	195.26	800.00	
	19,901.79			9,803.12	7,324.89			2,416.14	292.70	904.78	60.16
	17,941.84			6,632.14	7,556.34			2,775.84	238.20	716.53	22.79
Miscellaneous expenses	*27,583.76*			*10,606.00*						*16,977.76*	
	37,139.63			11,973.50						25,166.13	
	32,082.36			10,821.00						21,261.36	
	31,586.00			8,641.00						22,945.00	
	28,625.00			9,160.00	325.00					19,140.00	
Total	*3,456,524.70*	*41,290.04*	*9,111.20*	*2,287,943.94*	*868,847.22*	*27,558.22*	*18,936.06*	*67,591.61*	*41,842.10*	*52,576.97*	*40,827.34*
	2,901,175.38			1,926,563.69	695,782.58	28,958.92	21,684.26	71,126.62	31,244.36	51,975.91	28,933.26
	2,725,986.91			1,758,231.66	728,899.21	15,421.81	12,308.11	79,437.49	30,705.07	51,058.52	49,934.44
	2,436,811.33			1,622,073.32	596,928.35	12,889.17	8,811.19	66,007.04	27,814.79	51,031.27	7,272.01
	2,283,855.68			1,498,994.94	608,032.46	13,277.35	8,392.72	73,964.34	24,115.57	46,238.46	10,829.84

STATEMENT A.—*Consolidated statement of expenses for the fiscal year ended June 30, 1919, with comparisons with 1918, 1917, 1916, 1915*—Con.

	Total.	Salaries.	Other objects.	Day schools.		Evening schools.		Normal schools.	Schools for the industries.	Special schools.	Special activities.
				Elementary.	Secondary.	Elementary.	Secondary.				
Outlays	*$145,605.16*	.....	.....	*$97,095.21*	*$45,029.52*	.....	.....	*$468.62*	*$1,140.99*	*$574.52*	*$1,296.30*
	279,226.20	.....	.....	177,127.34	98,156.42	.....	.....	2,747.82	518.97	675.65	.....
	633,238.06	.....	.....	137,296.94	491,449.37	$503.34	.....	137.58	.....	1,910.00	1,940.83
	1,238,349.75	.....	.....	134,813.87	1,095,699.95	167.05	.....	4,394.15	808.65	1,439.58	1,026.50
	652,221.20	.....	.....	43,117.78	594,700.92	605.74	$100.00	11,601.32	178.76	417.28	1,499.40
Other expenses	*3,891.04*	.....	*$3,891.04*	.....	.....	.....	.....	.....	.....	.....	.....
	524,036.80	.....	524,036.80	.....	.....	.....	.....	.....	.....	.....	.....
	44,202.04	.....	44,202.04	.....	.....	.....	.....	.....	.....	.....	.....
	5,757.08	.....	5,757.08	.....	.....	.....	.....	.....	.....	.....	.....
	65,779.85	.....	65,779.85	.....	.....	.....	.....	.....	.....	.....	.....
Grand total	*3,606,020.90*	*$41,290.04*	*13,002.24*	*2,385,039.15*	*913,876.74*	*27,558.22*	*18,936.06*	*68,060.23*	*42,983.09*	*53,151.49*	*42,123.64*
	3,749,344.16	35,264.81	533,677.77	2,103,691.03	793,939.00	28,958.92	21,684.26	73,874.44	31,763.33	52,651.56	28,933.26
	3,444,423.09	32,177.06	53,011.66	1,895,528.60	1,220,348.58	15,925.15	12,398.11	79,575.07	30,705.07	52,968.52	51,875.27
	3,681,445.32	30,211.86	19,529.41	1,756,887.19	1,693,155.46	13,056.22	8,811.19	70,401.19	28,623.41	52,470.85	8,298.51
	3,041,240.49	29,288.95	78,599.66	1,539,387.72	1,202,733.38	13,883.09	8,492.72	85,565.66	24,294.33	46,655.74	12,339.24

STATEMENT B.—*Detailed statement of expenditures for the fisea ryear ended June 30, 1919, with comparison with 1918, 1917, 1916, and 1915.*

[1919 datas, italics; 1918 data, roman; 1917 data, roman; 1916 data, roman; 1915 data, roman.]

	Total.	Salaries.	Other objects.
Expenses of general control:			
Board of education and secretary's office	*$6,556.82*	*$5,383.52*	*$1,173.30*
	5,784.65	4,579.46	1,205.19
	4,727.55	3,436.78	1,290.77
	5,807.53	4,166.61	1,640.92
	4,833.84	4,235.00	598.84
School census	*2,434.56*	*1,520.00*	*914.56*
	3,285.26	1,470.00	1,815.26
	3,228.56	1,400.00	1,828.56
	5,895.82	1,400.00	4,495.82
Financial offices and accounts	*6,758.46*	*6,068.29*	*690.17*
	7,295.00	5,335.76	1,959.24
	6,119.69	4,746.30	1,373.39
	6,812.06	4,191.75	2,620.31
	5,383.05	3,243.95	2,139.10
Office in charge of supplies	*7,197.52*	*3,597.52*	*3,600.00*
	4,528.80	3,464.00	1,064.80
	5,042.43	3,280.39	1,762.04
	5,242.72	2,520.00	2,722.72
	5,220.00	2,520.00	2,700.08
Office of superintendent of schools	*20,424.14*	*18,320.04*	*2,114.10*
	19,727.07	16,470.75	3,256.32
	18,747.61	16,313.59	2,434.02
	16,938.29	14,984.00	1,954.29
	15,907.76	14,890.00	1,017.76
Enforcement of compulsory education and truancy laws	*7,029.74*	*6,400.67*	*629.07*
	4,285.00	3,944.84	340.16
	3,120.84	3,000.00	120.84
	3,287.77	2,949.50	338.37
	3,312.38	3,000.00	312.28
Total	*50,401.24*	*41,290.04*	*9,111.20*
	44,905.78	35,264.81	9,640.97
	40,986.68	32,177.06	8,809.62
	43,984.19	30,211.86	13,772.33
	42,108.76	29,288.95	12,819.81

STATEMENT B.—*Detailed statement of expenditures for the fiscal year ended June 30, 1919, with comparisons with 1918, 1917, 1916 and 1915*—Con.

[1919 data, italics; 1918 data, roman; 1917 data, roman; 1916 data, roman; 1915 data, roman.]

	Total.	Day schools.		Evening schools.		Normal schools.	Schools for the industries.	Special schools.	Special activities.
		Elementary.	Secondary.	Elementary.	Secondary.				
Expenses of instruction:									
Salaries of supervisors of grades and subjects	*$49,389.89*	*$36,356.00*							*$13,033.89*
	35,963.34	33,463.34							2,500.00
	33,689.16	32,970.66		$258.12	$70.38				390.00
	33,993.06	32,952.56		443.20	177.30				420.00
	35,147.44	33,810.00		569.50	213.00				554.94
Other expenses of supervisors	*3,249.49*	*3,249.49*							
	1,985.82	1,745.73							240.09
	1,872.51	1,745.86		26.55					100.10
	1,554.76	1,532.48		17.18					5.10
	1,738.50	1,738.50							
Salaries of principals and their clerks	*115,717.95*	*69,117.19*	*$28,684.15*	*3,441.16*	*3,342.93*	*$6,872.52*	*$4,260.00*		
	116,240.20	69,307.34	28,113.24	2,929.94	5,404.39	6,385.29	4,100.00		
	104,567.75	66,510.44	24,770.60	1,918.00	1,135.00	6,079.71	4,154.00		
	99,244.47	65,279.09	20,428.36	1,716.50	1,039.00	5,951.52	4,830.00		
	101,582.18	67,044.40	21,217.28	1,611.00	1,055.50	6,050.00	4,605.00		
Other expenses of principals	*2,529.13*	*130.76*	*2,267.98*			*120.96*	*9.43*		
	4,690.18	1,314.62	3,129.73			185.83	60.00		
	2,464.02	1,215.43	1,188.20			8.86	51.53		
	2,724.86	1,373.72	1,104.83			165.36	75.35	$5.60	
	1,228.23	250.07	721.59	151.80		56.70	48.07		
Salaries of teachers	*2,291,516.43*	*1,565,904.93*	*607,694.45*	*18,858.67*	*11,358.31*	*34,735.47*	*25,083.20*	*20,645.98*	*7,235.42*
	1,968,180.26	1,278,310.56	558,382.98	19,209.83	12,089.68	49,580.30	20,538.51	16,645.43	13,422.97
	1,867,366.57	1,192,921.52	521,230.19	9,374.75	8,810.00	54,676.63	18,119.18	21,863.50	40,370.80
	1,756,421.66	1,169,376.90	485,112.85	7,934.00	6,034.00	47,653.00	17,202.17	19,988.17	3,120.57
	1,618,245.35	1,033,525.73	484,543.83	8,478.00	5,559.00	50,210.83	13,804.16	19,955.74	2,168.06
Textbooks	*37,814.85*	*37,814.85*							
	36,062.87	33,062.87							
	30,733.88	30,733.88							
	34,083.14	34,083.14							
	32,110.98	32,039.20							

Stationery and supplies used in instruction	*223,092.61*	*105,310.15*	*93,012.65*	*1,859.54*	*214.68*	*2,134.63*	*3,907.88*	*6,626.57*	*10,026.51*
	135,198.75	112,622.50	8,407.30	2,076.71	801.00	1,043.00	192.44	3,765.30	6,290.12
	149,125.56	7,572.83	75,299.20	1,531.70	203.73	3,874.83	1,882.80	3,652.11	5,108.36
	77,870.36	40,730.84	28,254.44	793.73	420.61	606.24	2,376.78	2,559.79	2,127.93
	79,971.24	40,775.49	28,700.66	682.24	422.41	408.68	1,062.13	2,119.17	5,800.46
Other expenses of instruction	*2,809.60*					*576.17*	*28.54*	*608.19*	*1,596.70*
	1,518.71			105.46				698.00	715.25
	1,012.76	7.50	786.74	35.50		92.46		90.56	
	6,285.61	2,598.53	3,388.71			145.02		153.35	
	5,158.35	2,435.84	2,270.73			244.23	59.15	148.40	
Total for instruction	*2,726,119.95*	*1,817,883.37*	*731,659.23*	*24,159.37*	*14,915.92*	*44,439.75*	*33,289.05*	*27,880.74*	*31,892.52*
	2,299,840.13	1,532,826.96	598,033.25	24,321.94	18,295.07	57,194.80	24,890.95	21,108.73	23,168.43
	2,190,832.21	1,383,678.12	623,274.93	13,144.62	10,219.11	64,732.49	24,207.51	25,606.17	45,969.26
	2,012,177.92	1,347,927.26	538,289.19	10,904.61	7,670.91	54,521.14	24,484.30	22,706.91	5,673.60
	1,875,183.27	1,211,619.23	537,454.09	11,492.54	7,249.91	56,970.44	19,578.51	22,295.09	8,523.46
Expenses of operation of school plant:									
Wages of janitors and other employees	*253,300.55*	*154,750.96*	*70,621.49*	*3,140.24*	*4,020.14*	*10,023.64*	*2,729.06*	*3,904.00*	*4,171.02*
	188,427.25	118,266.15	47,640.00	4,636.98	3,389.19	6,040.00	2,534.40	3,408.00	2,512.53
	182,747.79	122,665.69	44,865.74	1,761.50	2,089.00	5,481.86	2,376.00	2,968.00	540.00
	124,278.14	89,341.78	21,963.71	1,516.30	1,140.28	5,270.67	1,402.40	3,048.00	595.00
	134,174.38	97,037.89	26,290.74	1,413.25	1,094.50	5,212.00	1,871.00	675.00	580.00
Fuel	*144,269.96*	*103,020.96*	*31,203.00*			*5,688.00*	*2,271.00*	*2,087.00*	
	105,375.93	80,404.05	20,281.60			3,076.00	1,153.68	460.60	
	111,077.07	74,028.97	30,968.73			4,099.91	1,754.16	225.30	
	58,729.45	47,012.11	8,607.32			1,743.09	841.48	525.45	
	65,345.39	49,809.88	11,160.25			2,901.95	914.10	559.21	
Light and power	*15,823.89*	*9,687.83*	*5,088.32*			*587.97*	*309.76*	*150.01*	
	14,624.07	8,774.74	4,700.00			835.66	263.44	50.23	
	14,060.12	8,439.95	4,491.49			828.50	253.14	47.04	
	12,002.26	7,930.61	3,158.76			662.84	215.09	34.96	
	10,375.24	6,366.88	3,487.76			266.15	200.41	54.04	
Janitors' supplies	*7,291.93*	*4,821.21*	*1,897.01*			*377.27*	*95.94*	*100.50*	
	1,199.25	1,159.01	35.58			1.03	1.58	2.06	
	800.00	800.00							
	3,526.65	2,511.72	897.79			70.83	37.17	9.14	
	3,276.64	2,287.10	887.50			41.10	49.30	11.64	
Total for operation	*420,746.33*	*272,280.96*	*108,809.82*	*3,140.24*	*4,020.14*	*16,676.88*	*5,405.76*	*6,241.51*	*4,171.02*
	325,311.93	220,365.89	75,813.85	4,636.98	3,389.19	10,429.43	4,124.98	4,039.08	2,512.53
	309,979.75	215,178.11	81,932.98	1,761.50	2,089.00	10,764.55	4,473.27	3,240.34	540.00
	206,041.41	153,709.51	35,818.18	1,140.28	1,140.28	7,983.83	2,564.59	3,713.72	595.00
	223,218.04	163,408.07	43,161.62	1,599.88	1,142.81	8,851.81	3,081.64	1,392.13	580.00

STATEMENT B.—*Detailed statement of expenditures for the fiscal year ended June 30, 1919, with comparisons with 1918, 1917, 1916, and 1915*—Con.

	Total.	Day schools.		Evening schools.		Normal schools.	Schools for the industries.	Special schools.	Special activities.
		Elementary.	Secondary.	Elementary.	Secondary.				
Expenses of maintenance of school plant:									
Repair of buildings and upkeep of grounds	*$175,000.00*	*$160,249.90*	*$8,501.51*			*$3,691.21*	*$2,577.38*		
	148,521.82	137,879.82	6,840.76			1,272.59	2,141.32	$387.33	
	148,103.97	132,189.50	12,880.97			1,216.62	1,816.88		
	99,782.79	89,649.87	8,479.42			1,077.89	326.17	249.44	
	115,410.48	94,738.55	11,877.65			5,275.15	1,027.82	2,491.31	
Repair and replacement of equipment	*21,475.82*	*8,408.62*	*6,708.17*	*$258.61*		*143.84*	*395.66*	*797.12*	*$4,763.80*
	17,510.15	9,112.38	4,960.63			184.84			3,252.30
	12,265.71	6,807.54	1,280.45	515.69		74.05	12.15	150.65	3,425.18
	23,864.39	14,242.56	7,543.83	468.26		8.04	147.03	511.42	943.25
	20,752.05	10,711.95	7,657.76	184.93		91.02	189.40	203.40	1,713.59
Total for maintenance	*196,475.82*	*168,658.52*	*15,209.68*	*258.61*		*3,835.05*	*2,953.04*	*797.12*	*4,763.80*
	166,031.97	146,992.20	11,801.39			1,457.43	2,141.32	387.33	3,252.30
	160,369.68	138,997.04	14,161.42	515.69		1,290.67	1,829.03	150.65	3,425.18
	123,647.18	103,892.43	16,023.25	468.26		1,085.93	473.20	760.86	948.25
	136,162.53	105,450.50	19,535.41	184.93		5,366.17	1,217.22	2,694.71	1,713.59
Expenses of auxiliary agencies:									
Libraries—									
Salaries	*10,845.00*		*8,805.00*			*2,040.00*			
	7,680.36		6,115.00			1,565.36			
	7,330.00		5,875.00			1,455.00			
	6,579.00		5,200.00			1,379.00			
	7,140.16		5,307.75			1,832.41			
Books	*2,146.52*		*1,667.59*			*478.93*			
	1,398.74		1,049.16			349.58			
	1,750.66		1,304.49			446.17			
	878.94	95.10	587.78			167.02		29.04	
	1,008.32	18.54	733.81			243.72		12.25	
Other expenses	*281.75*		*221.75*			*60.00*			
	601.26		584.68			16.58			
	568.87		500.93			67.94			
	246.54		180.00			66.54			
	410.70		366.70			44.00			

Promotion of health—									
Salaries	*21,077.68*	*18,236.03*	*2,408.35*			*55.30*	*194.25*	*183.75*	
	15,741.78	13,654.67	1,841.31			54.48	82.87	108.45	
	12,094.30	8,968.70	1,470.40			664.00	191.20	800.00	
	10,726.42	7,845.50	989.15			741.48	285.91	813.97	50.41
	8,540.82	6,276.40	791.32			593.19	228.73	651.18	
Other expenses	*471.65*	*279.06*	*65.80*			*5.70*		*121.09*	
	2,198.80	750.47	543.94			58.96	4.24	841.19	
	988.48	588.69	379.06			16.67	4.06		
	1,404.64	962.52	367.96			62.10	6.79	5.27	
	778.05	337.20	356.76			62.52	9.47	12.10	
Transportation	*375.00*							*375.00*	
	325.00							325.00	
	66.25							56.50	9.75
	63.79							41.00	22.79
Total for auxiliary agencies	*35,197.60*	*18,515.09*	*13,168.49*			*2,639.93*	*194.25*	*679.84*	
	27,945.94	14,405.14	10,134.09			2,044.96	87.11	1,274.64	
	22,732.31	9,557.39	9,529.88			2,649.78	195.26	800.00	
	19,901.79	8,903.12	7,324.89			2,416.14	292.70	904.78	60.16
	17,941.84	6,632.14	7,556.34			2,775.84	238.20	716.53	22.79
Miscellaneous expenses:									
Payments to schools of other civil divisions	*14,997.76*							*14,997.76*	
	22,646.13							22,646.13	
	18,741.36							18,741.36	
	20,125.00							20,125.00	
	16,800.00							16,800.00	
Rent	*12,586.00*	*10,606.00*						*1,980.00*	
	14,493.50	11,973.50						2,520.00	
	13,341.00	10,821.00						2,520.00	
	11,461.00	8,641.00						2,820.00	
	11,825.00	9,160.00	325.00					2,340.00	
Total miscellaneous expenses	*27,583.76*	*10,606.00*						*16,977.76*	
	37,139.63	11,973.50						25,166.13	
	32,082.36	10,821.00						21,261.36	
	31,586.00	8,641.00						22,945.00	
	28,625.00	9,160.00	325.00					19,140.00	
Outlays:									
Land	*17,192.24*	*14,398.62*	*2,793.62*						
	57,374.31	23,004.89	34,369.42						
	63,350.07	35,374.09	28,075.98						
	73,227.00	2,683.90	70,543.10						
	26,517.73	26,150.00	367.73						

STATEMENT B.—*Detailed statement of expenditures for the fiscal year ended June 30, 1919, with comparisons with 1918, 1917, 1916, and 1915*—Con.

	Total.	Day schools.		Evening schools.		Normal schools.	Schools for the industries.	Special schools.	Special activities.
		Elementary.	Secondary.	Elementary.	Secondary.				
Outlays—Continued.									
New buildings	*$47,950.41*	*$35,250.93*	*$12,699.48*						
	82,923.24	67,228.52	13,279.82			$2,414.90			
	361,010.51	89,671.68	271,338.83						
	932,423.92	121,097.93	811,325.99						
	595,391.56	6,063.61	589,327.95						
Alterations to old buildings	*9,963.35*	*9,952.35*				*11.00*			
	328.21	328.21							
	8,206.59	724.22	7,359.79			122.58			
Equipment of new buildings and grounds	*41,773.19*	*31,857.51*	*9,935.68*						
	132,146.55	84,946.33	45,672.68			332.92	$518.97	$675.65	
	185,420.12	5,354.05	180,066.07						
	125,408.37	5,563.15	205,581.57			4,263.65			
	13,783.75	2,497.12				11,286.63			
Equipment of old buildings, exclusive of replacement	*28,725.97*	*5,655.80*	*19,600.74*			*457.62*	*1,140.99*	*574.52*	*$1,296.30*
	6,453.89	1,619.39	4,384.50						
	15,250.77	6,272.90	4,608.70	$503.34		15.00		1,910.00	1,940.83
	17,290.46	5,468.89	8,249.29	167.05		130.50	808.65	1,439.58	1,026.56
	16,528.16	8,407.05	8,005.24	605.74	$100.00	314.69	178.76	417.28	1,499.44
Total outlays	*145,545.16*	*97,095.21*	*45,029.52*			*468.62*	*1,140.99*	*574.52*	*1,296.34*
	279,226.20	177,127.34	98,156.42			2,747.82	518.97	675.65	
	633,238.06	137,296.94	491,449.37	503.34		137.58		1,910.00	1,940.83
	1,238,349.75	135,813.87	1,095,699.95	167.05		4,394.15	808.65	1,439.58	1,026.50
	652,221.20	43,117.78	594,700.92	605.74	100.00	11,601.32	178.76	417.28	1,499.40

	Total.
Other expenses:	
Payments of orders and warrants of preceding year	*$2,847.12*
	524,036.80
	44,202.04
	4,550.00
	57,657.69
Miscellaneous payments	*1,043.92*
	400.50
	1,207.08
	8,122.16
Total other expenses	*3,891.04*
	524,437.30
	44,202.04
	5,757.08
	65,779.85

Absence and substitute service.

Month.	Total.		Teachers.		Other employees.	
	Number of days absent.	Amount paid substitutes.	Number of days absent.	Amount paid substitutes.	Number of days absent.	Amount paid substitutes.
September	286	$459.35	281	$451.35	5	$8.00
October	262	421.92	228	368.60	34	53.32
November	1,161	1,768.75	1,076	1,690.95	85	77.80
December	2,348	3,733.17	2,198	3,464.46	150	268.71
January	3,040	4,988.00	2,759	4,425.80	281	562.20
February	1,877	3,447.25	1,725	3,199.12	152	248.13
March	1,809	3,352.03	1,646	3,122.50	163	229.53
April	1,238	2,081.24	1,155	1,925.51	83	155.73
May	1,115	2,214.19	998	1,976.28	117	237.91
June	952	1,746.08	928	1,703.58	24	42.50
Total	14,088	24,211.98	12,994	22,328.15	1,094	1,883.83

CHANGES AFFECTING THE PAY ROLLS.

During the year there were 3,755 changes affecting the pay rolls, as follows:

Actions rescinded	5
Appointments	1,359
Appointments declined	11
Certifications for increase of compensation	585
Deaths	13
Designations of principals	16
Dismissals	28
Leaves of absence (original)	116
Leaves of absence (extension)	24
Longevity placing adjustments	48
Minutes amended	16
Names of employees corrected	67
Principals relieved	9
Probationary to permanent (high schools)	21
Promotions	376
Reductions	51
Reinstatements	52
Resignations	266
Services discontinued	226
Suspension	1
Transfers	465
Total	3,755

There has been an increase of 329 changes affecting the pay rolls during the current year over the changes of the preceding year.

NONRESIDENT PUPILS.

During the year 2,028 nonresident pupils attended the public schools, and tuition in the sum of $1,043.92 was collected.

Number of pupils residing in the District of Columbia	107
Number of nonresident pupils whose parents are employed by the Government in the District of Columbia	1,124
Number of nonresident pupils whose parents are engaged in other occupations in the District of Columbia	693
Number of nonresident pupils whose parents pay taxes levied by the District of Columbia in excess of the tuition charges	40
Number of nonresident pupils credited with taxes levied by the District of Columbia in partial payment of tuition charges (total amount of credits, $73.47)	2
Number of nonresident pupils who paid tuition charges during the entire school term	26
Number of nonresident pupils who paid tuition charges during part of the school term and were afterwards discharged	7
Number of nonresident pupils discharged who made no payments of tuition charges	23
Number of nonresident pupils reinstated after discharge	6

SCHOOL BANKS.

Five main school banks were conducted during the year in the school system, as follows: Armstrong Manual Training High School, Business High School, Central High School, Dunbar High School, and Eastern High School.

The following is a report of the business transacted during the year, with a list of the total number of depositors:

Depositors in school banks.

	Armstrong School Bank.	Business School Bank.	Central School Bank.	Dunbar School Bank.	Eastern School Bank.	Total.
November	.....	1,318	265	.....	76	1,659
December	470	1,333	283	82	76	2,244
January	470	1,351	311	310	101	2,543
February	470	1,450	337	440	101	2,798
March	470	1,500	362	440	106	2,878
April	470	1,492	390	428	103	2,883
May	470	1,495	379	392	98	2,834
June	470	1,460	315	304	49	2,598

Business transacted during the year.

	November.		December.		January.		February.		March.		April.		May.		June.	
ARMSTRONG SCHOOL BANK.																
Resources:																
Cash			$1,129.57		$1,124.12		$1,112.77		$1,146.72		$1,126.20		$1,923.06		$1,178.43	
Liabilities:																
Deposits				$1,072.19		$1,065.66		$1,054.31		$1,068.30		$1,047.78		$1,849.64		$1,105.01
Present worth				57.38		58.46		58.46		78.42		78.42		73.42		73.42
Losses:																
Expense			37.31		37.31		37.31		37.31		37.31		42.31		42.31	
Interest			19.38		19.38		19.38		19.38		19.38		19.38		19.38	
Net gain			57.38		58.46		58.46		78.42		78.42		73.42		73.42	
Gains: Interest				114.07		115.15		115.15		135.11		135.11		135.11		135.11
			1,243.64	1,243.64	1,239.27	1,239.27	1,227.92	1,227.92	1,281.83	1,281.83	1,261.31	1,261.31	2,058.17	2,058.17	1,313.54	1,313.54
BUSINESS HIGH SCHOOL BANK.																
Resources:																
Cash	$2,789.64		3,242.20		3,609.93		3,537.25		5,841.91		5,068.03		5,972.68		2,573.80	
Furniture and fixtures	29.00		29.00		29.00		27.00		27.00		25.00		25.00		25.00	
Bills receivable	207.00		140.00		175.00		155.00		95.00		150.00		175.00		285.00	
Liberty loan bonds	300.00		300.00		300.00		300.00		347.21		547.21		547.21		547.21	
Revenue stamps	.08		.08		.08		.08		.08		.08		.08		.08	
War savings stamps	499.54		367.14		367.14		367.14		225.66		225.66		225.66		225.66	
Liabilities:																
Deposits		$3,638.42		3,909.13		4,317.29		4,227.57		6,381.47		5,831.43		6,764.72		3,462.59
Present worth		186.84		169.29		163.86		158.90		155.39		184.55		180.91		194.16
Losses:																
Expense	1.15		7.30		5.00		4.00		7.15				2.25		.10	
Loss and gain			.97										4.70			
Interest			9.34		.61											
Furniture and fixtures							2.00				2.00					
Net gain	17.96										29.16				13.25	
Gains:																
Interest		19.05						.98		.50		30.61		3.25		10.06
Loss and gain										2.96						3.29
Fines		.06		.06		.18		.06		.18		.18		.06		
Net loss				17.55		5.43		4.96		3.51				3.64		
War saving stamps												.37				
	3,844.37	3,844.37	4,096.03	4,096.03	4,486.76	4,486.76	4,392.47	4,392.47	6,544.01	6,544.01	6,047.14	6,047.14	6,952.58	6,952.58	3,670.10	3,670.10

CENTRAL HIGH SCHOOL BANK.																
Resources:																
Cash	6,947.62		6,530.92		12,050.10		10,588.65		10,021.38		9,449.97		9,368.14		3,098.75	
Bills receivable	1,467.58		1,203.00		1,088.00		973.00		918.00		1,198.00		768.00		1,398.00	
United States Savings Bank	4,490.00		4,980.00		1,960.00		2,660.00		1,900.00		1,350.00		850.00		910.00	
Liberty bonds, second	700.00		500.00		450.00		350.00		300.00		250.00		250.00		250.00	
Liberty bonds, third	300.00		200.00		950.00		400.00		900.00		400.00		300.00			
Liberty bonds, fourth	250.00		500.00		900.00		600.00		800.00		900.00		150.00			
War savings stamps	15.61				82.40		8.26		41.48		8.30		33.28			
Thrift stamps	18.50				3.25		3.50		6.75		6.75		11.50			
Expense (inventory)	2.70		2.70		2.70		2.70		2.70		2.00		13.10		8.15	
Interest	48.98		57.82		6.07						22.99					
Liberty bonds, fifth											250.00					
Liabilities:																
Interest, due deposits		20.85														
Deposits		6,708.71		6,133.08		11,649.37		10,500.14		10,614.47		9,898.11		9,924.92		4,669.47
Liberty bond subscribers (second)		700.00		500.00		450.00		350.00		300.00		150.00		150.00		100.00
Liberty bond subscribers (third)		4,475.00		4,365.00		3,695.00		2,830.55		2,140.55		1,340.00		650.00		375.00
Liberty bond subscribers (fourth)		2,190.00		2,805.00		1,605.00		1,789.45		1,714.45		1,625.00		920.00		415.00
Suspense		44.42		44.42												
Surplus		102.01		126.94		68.73		91.55		96.42		89.90		99.10		105.43
Reserve						24.42		24.42		24.42						
Liberty bond subscribers (fifth)												735.00				
Gains:																
Interest	42.79		28.80		6.07		24.31		7.02		38.24		9.59		6.72	
War savings stamps			.48				.20				.14		.01		.08	
Discount					3.94										5.48	
Net loss					58.21											
Expense											.90					
Commission															.50	
Losses:																
Expense		19.49		4.35		27.65		1.69		2.15				.40		5.45
Net gain		23.30		24.93				22.82		4.87		35.28		9.20		6.33
Interest						40.57										
Loss and gain												4.00				1.00
	14,283.78	14,283.78	14,003.72	14,003.72	17,560.74	17,560.74	15,610.62	15,610.62	14,897.33	14,897.33	13,877.29	13,877.29	11,753.62	11,753.62	5,677.68	5,677.68
DUNBAR HIGH SCHOOL BANK.																
Resources: Cash			735.87		824.01		1,334.01		1,815.12		1,675.25		1,637.55		1,588.39	
Liabilities:																
Deposits				720.37		808.51		1,326.01		1,794.00		1,654.13		1,616.43		1,567.27
Cash (present worth)				15.50		15.50		8.00		21.12		21.12		21.12		21.12

Business transacted during the year—Continued.

	November.		December.		January.		February.		March.		April.		May.		June.	
DUNBAR HIGH SCHOOL BANK—Cantinued.																
Losses:																
Expense							$7.50									
Net gains									$13.12							
Gains:																
Net loss								$7.50								
Interest										$13.12						
			$735.87	$735.87	$824.01	$821.01	1,341.51	1,341.51	1,828.24	1,828.24	$1,675.25	$1,675.25	$1,637.55	$1,637.55	$1,588.39	$1,588.39
EASTERN HIGH SCHOOL BANK.																
Resources:																
Federal National Bank	$300.42		600.42		1,000.42		1,433.21		1,264.64		1,964.64		1,880.74		649.83	
National Capital Bank	103.93		114.22		65.77		60.42		140.02		138.41		2.65		100.71	
Notes receivable	260.00		200.00		200.00		200.00		200.00		200.00		200.00			
Overdraft	6.60						.50									
Cash			36.10		65.59		29.64		45.35		55.69		47.83			
Suspense															.44	
Liabilities:																
Deposits		$658.46		942.77		1,321.23		1,707.31		1,633.55		2,342.78		2,130.34		748.96
Present worth		12.49		7.97		10.55		14.64		16.46		15.96		.88		2.02
Suspense								1.82								
Losses:																
Net gains					2.58		4.09		1.82						1.96	
Interest (to depositors)			4.82										15.08			
Expense							.50				.50					
Gains:																
Suspense										1.82						1.96
Interest						1.50		4.59								
Old accounts (closed)				.30												
Net losses				4.52								.50		15.08		
Cash from sales						1.08										
	670.95	670.95	955.56	955.56	1,334.36	1,334.36	1,728.36	1,728.36	1,651.83	1,651.83	2,359.24	2,359.24	2,146.30	2,146.30	752.94	752.94

OFFICE WORK PERFORMED.

The volume of routine work of this office is in excess of last year, as the following memoranda of the main work for the year will show:

Number of pay rolls prepared, audited, and submitted to the auditor of the District of Columbia	309
Number of requisitions prepared and submitted to the purchasing officer of the District of Columbia	1,359
Number of vouchers audited and approved	3,490
Number of requisitions on the storehouse examined and transmitted to custodian	7,720
Number of appropriation accounts, building accounts, substitute service accounts, nonresident accounts, etc., opened and posted	1,407
Number of requisitions, invoices, and schedules of expenditures received, verified, and approved	24,600

The efficient and valuable service rendered by the clerks in this office deserves official recognition and commendation. The constant and untiring effort on the part of these clerks has made it possible to dispatch the great volume of business, which would have otherwise been impossible.

In submitting this report I desire to express my appreciation of the hearty cooperation extended me by the various officers and other school employees during the hard months that have just passed.

In conclusion, permit me to express my appreciation of the courtesy and support I have received from you.

M. O'B. JACOBS,
Chief Accountant.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE BOARD OF EXAMINERS FOR THE WHITE SCHOOLS.

JUNE 30, 1919.

To the Board of Education of the District of Columbia:

LADIES AND GENTLEMEN: The board of examiners submits the following report for the year 1918–19, recognizing that it is far from complete because the board was so busy obtaining teachers that its records to a large extent had to be merely memoranda. The work of obtaining teachers was a task beyond the conception of those not intimately associated with the efforts of the board of examiners and involved a vast amount of correspondence, much of which was futile because of the poor salaries we had to offer, as well as the fact that the appropriation bill for 1918–19 did not pass until early in September, 1918. The board was further handicapped because it had the services of a clerk during only a half day each day until January 1, 1919, and had two other different clerks during the next six weeks. This forced the members of the board to devote from six to eight hours of work daily to obnoxious clerical work, while breaking in new clerks and performing their legitimate duties as members of the board of examiners and heads of departments which were triply exacting because of the general demoralization due to the "flu" and its attendant evils.

There should be two clerks for the board of examiners to enable it to function properly. For years the work of the board of examiners has been too heavy for it, but the year just gone by has been by far the worst, and it is not seen how the board of examiners can exist during the coming year unless substantial and immediate relief is afforded.

Other matters will be considered as occasion arises.

EXAMINATIONS.

No circulars could be sent out in July, 1918, because the appropriation bill was still in Congress. As soon as possible mimeograph circulars were prepared and issued. So great was the number of inquiries, that these circulars had to be replenished from time to time and nearly 4,000 were given to applicants before the end of the present school year. The wretched salaries paid caused nearly

all of the inquirers to let the matter drop with the receipt of the circular.

The average number of daily inquiries by phone, or in person, or by letter was not far from 100 during the first four months of the school year, due to the well-advertised shortage of teachers, intensified by desire of Government employees to return to teaching after the signing of the armistice and the breaking up of training camps.

For some time every day reports would come in that day and night schools were short from 10 to 12 teachers, and there was never a time when we had a list to draw from. There was a restless stream of people desiring to change occupations, and unless the best ones were taken at once, they were lost to the system; (1) because they went on until they received the position they desired elsewhere, and this was comparatively easy for them; (2) because they changed their locations overnight or were personally unknown where they roomed or boarded and could not be reached by telephone or mail. The chaotic condition of Washington during those months is known to all.

Our records show that a total of 549 applicants were examined, of which 419 passed either for permanent or temporary appointment. Many more were sent to Mr. Kramer, of whom we had not the time to keep duplicate records, merely certifying by slip that they were eligible and could hold the schools open. It must be distinctly understood, however, that the standards of eligibility were never lowered as far as the board of examiners was concerned and were maintained as equivalent to those of our own normal school.

The following is an incomplete synopsis of examinations:

NOTE.—The first number in the parentheses below indicates the number of applicants taking the examination; the second, the number passing. Where one number only appears, it indicates the number passing for temporary positions.

EXAMINATIONS WITHIN THE SYSTEM.

PERMANENT TENURE (462–344)—DAY SCHOOLS (322–219).

REGULAR EXAMINATIONS (42–28).

Examination of December 20, 1918 (22–19):

High schools (13–11)—Domestic science (2–2); domestic art (2–2); physical culture (3[1]–2); art (6[2]–5).

Elementary schools (9–8)—Domestic science (2–1); domestic art (1–1); music (2–2); art (4–4).

Examination of April 17, 1919 (20–9):

High schools—French (6[3]–2); applied arithmetic (5–4); mathematics (4–0); Spanish (1–0); stenography (1–1); biology (1–1); physics (1–1); physical geography (1–0).

[1] One ineligible. [2] Two qualified in art metal also. [3] Two held up for later report.

SPECIAL EXAMINATIONS (280–191).

High schools (74–41):

1. September 20, 1918—French (1–0).
2. September 27, 1918—French (1–1).
3. October 10, 1918—French (1–1).
4. October 1, 1918—Business subjects (1–1).
5. November 4, 1918—French (1–1); Spanish (1–1); mathematics (1–0).
6. November 7, 1918—Mathematics (2–1).
7. November 11, 1918—Spanish (1–1).
8. November 12, 1918—Mechanical drawing (1–1).
9. November 12, 1918—Mathematics (2–0).
10. November 15, 1918—Trade instructor in printing (1–1).
11. November 16, 1918—Swimming instructor (1–1); mathematics (1–1).
12. November 16, 1918—Woodworking and mechanical drawing (1–1).
13. November 21, 1918—Librarians (5[1]–1).
14. After November 4, 1918 (out of town)—Mathematics (7–2).
15. December 14, 1918—Mechanical drawing (1–1).
16. December 20, 1918.—Trade instruction in printing (1–1); librarians (2–2).
17. January 2, 1919—Mechanical drawing (1–1).
18. January 6, 1919—Mechanical drawing (1–0).
19. February 6, 1919—Mathematics (7–0); English (24–13); music (3–3).
20. February 19, 1919—Mathematics (1–1).
21. February 24, 1919—Mathematics (1–1).
22. February 26, 1919—French (1–1).
23. March 13, 1919—Mathematics (1–1).
24. April 17, 1919—Household accounts (1–1).

Elementary schools (206–150):

June 24, 1918 (reported Sept. 9, 1918), primary (18–12).

1. September 21, 1918: Primary (24-21).
2. October 4, 1918: Primary (14-11).
3. October 7, 1918: Music (7-5); manual training (1-1).
4. November 7, 1918: Foreign class (1-1).
5. November 15, 1918: Manual training (2-2).
6. November 21, 1918: Kindergarten (6[2]-2).
7. November 27, 1918: Manual training (1-1).
8. December 12, 1918: Kindergarten (1[2]).
9. December 20, 1918: Primary (18-7).
10. January 9, 1919: Manual training (1-1).
11. February 6, 1919: Physical culture (3[3]-2); domestic science (3-3).
12. February 8, 1919: School gardening (1-1).
13. February 20, 1919: School gardening (2-2).
14. March 5, 1919: Orchestral and band instruments (1-1).
15. March 26, 1919: Incorrigible (1-1).
16. May 10, 1919: Primary (27-13); physical culture (4-4).
17. June 19, 1919: Primary (16-7); drawing (6-5); domestic science (5-4).
18. June 26, 1919: A typical (1-1).
19. During month of November, 1918: Additional primary (25-25).
20. During month of December, 1918: Additional primary (16-16).
21. During month of January, 1919: Additional primary (1-1).

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[1] Four ineligible.
[2] Out of town to come for oral.
[3] Withdrew for better place in Philadelphia.

NIGHT SCHOOLS (140–125).

Regular examination of October 7, 1918 (56-41):
High (42-30)—Mathematics (9-5); French (4-2); Spanish (6-3); English (2-1); stenography (3-2); typewriting (4-3); decimal filing (3-3); chemistry (3-3; typewriting repairs (1-1); physics (1-1); mechanical drawing (2-2); bookkeeping (2-2); commercial arithmetic (2-2).
Elementary (14-11): Grades (10-8); foreign class (3-2); sewing (1-1).
Special examinations—(84-84).
High (80):
During November (32)—Domestic science (1); French and a second subject (2); machine shop (1); physical culture (1); radio (1); domestic art (1); stenography (14); typewriting (11).
During December (18)—Stenography (6); typewriting (12).
During January (12)—Accountancy (1); stenography (9); typewriting (2).
During February (15)—Accountancy (1); stenography (7); decimal filing (1); mathematics (2); domestic art (1); typewriting (2); domestic science (1).
During May (3)—Stenography (2); physical culture (1).
Elementary (4):
During October (4)—Domestic art (2); domestic science (2).

TEMPORARY TENURE (75).

DAY SCHOOLS (74).

High (16):
During September, 1918—Library assistant (1).
During November, 1918—Mathematics (3); English (1).
During December, 1918—Military instructor (1).
During January, 1919—Rifle practice (1); French (1).
During February, 1919—Mechanical drawing (1); English (1).
During March, 1919—French (1); applied arithmetic (1); mechanical drawing (1); woodworking (1); English (1).
During April, 1919—Pattern making, etc. (1).
Normal: February 24, 1919—Kindergarten (1).
Elementary (57):
During September, 1918—Physical culture (1); kindergarten (2); primary (1).
During November, 1918—Drawing (1); primary (1).
During December, 1918—Primary (3).
During January, 1919—Cooking (2); primary (4).
During February, 1919—Primary (14).
During March, 1919—School gardening (1); primary (12).
During April, 1919—Primary (5).
During May, 1919—Drawing (1); primary (8).
During June, 1919—Atypical (1).

NIGHT SCHOOLS (1).

March 19, 1919: Physical culture (1).

GROUP B EXAMINATIONS.

Preparations for group B examinations were begun sometime ago. Over 50 have been recommended for the examination next September. Much work has been done by the board of examiners, but the bulk remains to be done, as for some reason principals are still recommending candidates at the time of the writing of this report.

EXAMINATIONS OUTSIDE OF THE SYSTEM.

Police and firemen, none.

West Point: Two—January 22, 1919, eight candidates; May 29, 1919, four candidates.

PLACING.

Nearly 50 high-school appointees had to be placed because of changes due to war conditions, a much larger number than usual. Several distressing cases causing a salary loss to several teachers of about $600 each have arisen due to change in salary status, though the teaching was continuous in either our high or normal schools. It is hoped that these cases can be settled so as to give the teachers the salaries they deserve.

GENERAL STATEMENTS.

1. Between 400 and 500 notices were sent out for each of the primary examinations. Very few applicants appeared to take them.

2. Washington can not compete with other cities in salaries. The hundreds of inquirers who have passed through our office express greatest surprise, no matter from what city or town or State they come. It may be that they will cause their Representatives to see a light so that Congress will pay teachers in the Capital City as much as elsewhere, and without waiting three or four years. All over the country teachers' salaries have been raised, and in some cities have been raised several times, and are still behind those of other employees. In Washington we merely wait. Contrast $3,650 to a high-school head of a department in New York City with $2,200 received by the same kind of a head here. The bonus of $240 is not counted here as it may be removed at pleasure. Other salaries in the two systems are in the same relation, or if anything are worse, so far as Washington is concerned. The salaries paid here are pitiful when contrasted with wages paid throughout the country.

3. The constant holding up of appropriation bills for rider-legislation makes it impossible for Washington to get the teachers who are on its lists of eligibles. If our appropriation bill is not passed until September 1, and other cities make contracts with teachers months before that date, we are simply powerless. Witness the thirty-odd classes in woodworking and mechanical drawing, the 25 French and Spanish classes, the same number of mathematic

classes in high schools waiting for teachers off and on from September through November or else lumped in with other classes to the detriment of all. The case of the elementary schools seems absolutely hopeless and the outlook for 1919–20 seems more gloomy than the year just passed.

4. The unrest and the sense of injustice have seized our present teaching force in view of splendid opportunities for betterment elsewhere in other work, and it will be a surprise if many of our present teachers, high and elementary, do not enter other fields of work with a feeling of something akin to contempt for a profession which is held to be so noble, so necessary for the Nation, but which profession at the present time as never before is recognized as worthy of so little material recompense.

Respectfully submitted.

HARRY ENGLISH,
Secretary Board of Examiners.

REPORT OF THE BOARD OF EXAMINERS FOR THE COLORED SCHOOLS.

JUNE 30, 1919.

To the Board of Education of the District of Columbia:

LADIES AND GENTLEMEN: This report closes another year of earnest effort on the part of the board of examiners not only to maintain the high standard of efficiency in our teaching corps but also to improve it, wherever possible, by means of examinations which, reaching out through the avenue of every qualification that is a factor in our plan for the development of youth, touch the very heart of the teaching profession.

Loyal, patriotic, competent, zealous, devoted teachers who are consecrated both to the work of the schoolroom and to its cultural and vocational functions in home, church, and state are, I take it, the objective of our schools system, in the selection of whom, by the agency provided for admission to the sytem, every other consideration should be subordinated.

This ideal has guided the board of examiners in all its work during the year and will in the future be its goal.

Regular examinations for special and academic subjects were held on December 19, 1918, and April 17, 1919, respectively.

The first table shows the subjects offered by candidates, schools where taught, numbers applying, examined, not reporting, passed, and failed.

The other two tables show dates, subjects, schools, numbers examined and passed in qualifying and special examinations held during the year.

	Normal.					High.					Vocational.					Graded.					Night.				
	Applying.	Examined.	Not reporting.	Passed.	Failed.	Applying.	Examined.	Not reporting.	Passed.	Failed.	Applying.	Examined.	Not reporting.	Passed.	Failed.	Applying.	Examined.	Not reporting.	Passed.	Failed.	Applying.	Examined.	Not reporting.	Passed.	Failed.
Art work						1																			
Applied electricity						1	1		1																
Automechanics						1	1		1																
Band and orchestra						2																			
Biology						3	2	1	1	1															
Carpentry						1																			
Chemistry						5	3	2		3															
Child study	1	1		1																					
Commercial subjects						2	1	1	1												1				

	Normal.					High.					Vocational.					Graded.					Night.				
	Applying.	Examined.	Not reporting.	Passed.	Failed.	Applying.	Examined.	Not reporting.	Passed.	Failed.	Applying.	Examined.	Not reporting.	Passed.	Failed.	Applying.	Examined.	Not reporting.	Passed.	Failed.	Applying.	Examined.	Not reporting.	Passed.	Failed.
Domestic art	..	..	..	..	..	2	2	..	1	1	1	..	..	..	..	2	..	..	..	..	..	..	..	..	..
Domestic science	..	..	..	..	..	2	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
English	2	..	..	..	..	9	7	2	5	2	..	..	..	..	..	1	..	..	..	..	1	..	..	..	..
French	..	..	..	..	..	8	6	2	3	3	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
History	..	..	..	..	..	6	2	4	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Kindergarten	1	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Latin	..	..	..	..	..	4	..	4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Machine shop and forging	..	..	..	..	..	1	1	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Mathematics	..	..	..	..	..	2	1	1	..	1	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..
Music	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	1	2	1	..	..	..	..	..	..
Nursing	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..
Physics	..	..	..	..	..	4	2	2	1	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Physical training	..	..	..	..	..	1	1	..	1	..	..	..	..	..	..	1	1	..	1	..	..	..	..	..	..
Practice class	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Penmanship	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..
Printing	..	..	..	..	..	..	..	..	..	..	1	1	..	1	..	..	..	..	..	..	..	..	..	..	..
Spanish	..	..	..	..	..	1	1	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Stenography and typewriting	..	..	..	..	..	1	..	..	..	..	..	..	..	..	..	..	..	..	..	..	3	2	..	1	2
School gardening	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	6	5	1	1	4	..	..	..	..	..
Ungraded class	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	12	8	4	6	2	..	..	..	..	..
Assistant to normal high school principal	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	1	..	..	1
Miscellaneous	..	..	..	..	..	9	..	..	..	..	..	..	..	..	..	5	..	..	..	..	3	..	..	..	..
Total	5	2	..	2	..	66	31	19	17	14	2	1	..	1	..	32	15	7	9	6	10	3	..	1	3

Qualifying examinations.

Date.	Subject.	School.	Examined.	Passed.
Nov. 7, 1918	Elementary	Night	1	1
Nov. 14, 1918	Assistant to principal	do	1	1
Nov. 18, 1918	Printing	Vocational	1	1
Nov. 22, 1918	Household arts	Normal	1	1
Nov. 27, 1918	Child study	do	1	1
Dec. 13, 1918	Military instructor	High	1	1
Dec. 28, 1918	Physical training	do	1	1
Dec. 28, 1918	Ungraded class	Grade	1	1
Mar. 3, 1919	Science of accounts	High	1	1

Special examinations.

Date.	Subject.	School.	Examined.	Passed.
Sept. 21, 1918	Automechanics	Armstrong	1	[1] 1
Nov. 6, 1918	Commercial law	Night High	1	1
Nov. 22, 1918	Stenography and typewriting	do	1	1
Jan. 17, 1919	Applied electricity	Armstrong	1	1
Jan. 29, 1919	Stenography and typewriting	Night High	1	1
Jan. 29, 1919	Ungraded class	Grade	8	6
Feb. 21, 1919	Machine shop practice, forging, and blacksmithing.	Armstrong	1	[1] 1
Mar. 4, 1919	Physics	do	1	1

[1] Recommended for trial.

During the year the examination period was shortened to one day; formerly it was two. The change was made in the interest of time and economy. So far it has worked well, no complaint having come from any source.

With competency granted, questions comprehensive, clear, direct, it has been shown that candidates can demonstrate their ability as well, if not better, in one day as in two.

This holds particularly true for our system in which the oral examination has so much weight in the determination of a candidate's fitness for teaching.

The factors of the oral examination are education, which, of course, is fundamental; experience, which counts much; and personality, which includes the other two and more, and the value of which lies in the possibility that it affords for wide variation in the angle of educational attack in probing for the real worth of a candidate. Candidates either show strength or display weakness under an oral "offensive."

I see no reason for a return to the two-day period for examination.

Complete harmony has prevailed during the year in all the work of the board.

New York City, recognizing the adequacy of reward for every service rendered, pays each member of its board of examiners $6,000 per annum for the same grade of service which Washington City receives without extra compensation.

In closing this report I am not unmindful of the many helpful suggestions given by the superintendent of schools during the year, nor of the advice and invaluable service of Dr. Harriet E. Riggs.

And, on behalf of the whole board of examiners, I hereby extend to all who have rendered us any assistance whatever our grateful acknowledgment.

Respectfully submitted.

N. E. WEATHERLESS,

Secretary, Board of Examiners for Colored Schools.

REPORT OF THE ASSISTANT SUPERINTENDENT.

JUNE 30, 1919.

SIR: I submit a brief statement in regard to the work of my office for the year 1918–19.

SCHOOL ORGANIZATION.

The year just closed has been a period of stress and anxiety for every one carrying administrative or executive responsibilities in the Washington schools. It has been almost a period of struggle for existence. To keep our schools organized and going forward with anything like their former standards of efficiency has required constant foresight,, alertness, and the energetic development of every possible source of teacher supply. During the school term just closed 187 vacancies in the teaching corps have occurred, requiring in each case the finding of a competently trained person to carry on the work left by the teacher going from the service of the schools. In addition to the actual filling of places left vacant by death, resignation, or leave of absence, the organization problems involved in promotions and transfers growing out of these vacancies have been serious responsibilities upon all school officers concerned with teacher changes. In a normal school year the office of the assistant superintendent is called upon to prepare 175 sheets of recommendations for the superintendent's submission to the board of education. During the school term just closed 581 sheets of such recommendations were prepared. I take the liberty of citing the above facts as a matter of record to illustrate in some measure the abnormal situation presented by one phase of the operation of the school system during this past school term.

The responsibility has been shared by almost every school officer and the increased labor and strain has been felt in every department of the school system. Every school officer has given of his time and of his energy unsparingly in meeting a crisis which has appealed to all as a common responsibility and a common opportunity for service.

In the high schools much constructive work has been done. The conferences held at regular intervals by the superintendent with the principals and heads of departments have been of great value. The free interchange of opinions and the discussion of common problems

have resulted in a standardization of ideals and a splendid intellectual sympathy between the various schools. Through these conferences we have come to a better kind of unification and a greater degree of true cooperation than has existed heretofore. There is yet need for adjustments, of course, of study and some rearrangements to meet the future pressure upon our high schools, but I feel that such readjustments will develop naturally from these conferences. The great increase in our high-school population in recent years makes it necessary for us to look forward to the development of our policy in regard to the revision of the curriculum of the entire system. I know that this matter has been much in your mind, hence I desire simply to advert to the need in a general statement of conditions.

SCHOLARSHIPS.

It seems a proper use of a report of this character to refer to existing situations in an orderly statement for the purposes of establishing a record for future reference. I, therefore, desire to make some statement in regard to the scholarships open to pupils of our high schools. The colleges and universities have been most generous to the schools of Washington in making it possible for an ambitious student to receive the benefit of higher education at a small expense. Scholarships have been offered by Syracuse, Lafayette, Colgate, Washington and Lee, University of Virginia, Lehigh, Maryland State, Goucher, Catholic University, University of Pennsylvania, Georgetown, Colorado School of Mines, Wesleyan, Boston University, George Washington, and Harvard. In several cases separate scholarships are offered to the various high schools, while other scholarships are offered to a student from any high school. The greatest generosity is displayed by George Washington University, which offers seven scholarships, open to both boys and girls from all schools and awarded as the result of a competitive examination.

There are two methods by which a high-school student may enter college: (1) By entrance examinations, (2) by certificate. The following colleges do not accept certificates but require entrance examinations of every student: Massachusetts Institute of Technology, Harvard, Princeton, Yale, Smith, Vassar, Wellesley, Mount Holyoke, Columbia (has recently instituted psychological tests in place of written examinations), Barnard, Bryn Mawr. Almost all other colleges will accept students upon the presentation of a certificate of their high school preparation. Certification is a privilege which the college grants to the school, and not a right. It is granted for a limited period only and may be taken away from the school if at any time the records of individual pupils in college seem to indicate that the pupils are not adequately prepared. The certificate of the Washington high schools is accepted by all colleges which accept certificates.

In addition to the award of scholarships there are several medals and prizes offered annually for the best essays submitted on certain historical subjects. These contests have not been as spirited in recent years as our teachers of history wish that they might be. The lack of the great interest which should exist in these contests is due in a great degree to the fact that often the limitation in the scope of the subject makes it impossible for many of the ablest of our students to undertake the research work involved at a time when they are pressed by the demands of their regular studies. The acting head of the department of history has offered a solution for this condition which has, in my estimation, much constructive value.

No pressure whatever is used for the purpose of increasing the number of candidates for the medals. Each year from 6 to 15 essays are written for each society. This, I believe, is a good showing, considering the dozens of interests in modern high-school life. The essays are entirely the work of the candidates, as they are in no way aided by the teachers. Many of the essays are exceedingly well written, while others are not perfect productions. In a contest of this kind among students of high-school age literary perfection must not be expected. It often happens that exceedingly weak students enter these contests. I believe the medal contests as they are at present conducted to be healthy school exercises.

We might require every student in the American history classes to write a thesis, to be marked and corrected by the teachers. The teachers may be requested to select the best essay on the period prior to the War of 1812 and the best essay on the period since the beginning of that war. Two essays would therefore be selected from each American history class, criticized by the teacher, and then put in final shape by the students. The Daughters of the American Revolution could be given essays dealing with the period prior to the War of 1812 and the Columbia Historical Society the essays dealing with the period since that time. This would give each society about 10 essays, which would be fair examples of the work of our best students.

HIGH-SCHOOL CADET CORPS.

The assistant superintendent has by custom become the official historian of the Washington high-school cadets. The cadets have had a successful year despite many trying conditions. The closing of schools due to the influenza epidemic came at the time of organization and enlistment, but the enrollment was greater this year than ever before. The entire enrollment was 1,282 cadets, who were organized in 23 companies. The high cost of materials caused a marked increase in the cost of the uniforms, but on account of the contract system, the increase in uniforms was not so great as the increase which the student was forced to pay for his civilian clothes. The fact that the uniforms had increased in cost led those in direction of the corps to utilize the splendid corps spirit of the cadets to bring about a more general use of the uniform as a school suit. The upper classmen responded splendidly and their example led the younger boys to appear in their uniforms on nondrill days. I believe that this

constant use of the uniform as a real school suit has to a large measure made the uniform a profitable investment to the parent even at the increased cost. Several of the schools established suit exchanges where suits outgrown, but not outworn, were disposed of to the boys who could use them.

It has always been an accepted fact that many students enlisted in the cadet corps in the first year of their attendance in the high school, but that a much smaller proportion of students enlisted in the corps in the other years. A census taken during the past term shows that for the present at least this is not the case. The following statement of boys actually enrolled in the various high schools by years and the boys enlisted in the cadets by years seems to indicate that the proportion is practically maintained in all years. In other words, the mortality in the cadets is practically no greater than the mortality in the enrollment of the school.

Membership in the high-school cadet corps compared with enrollment of boys by years.

	4	3	2	1
Central High School:				
Boys enrolled	125	192	332	339
Boys enlisted	50	99	200	210
Eastern High School:				
Boys enrolled	15	19	40	68
Boys enlisted	10	15	30	49
Western High School:				
Boys enrolled	30	40	69	98
Boys enlisted	12	14	32	70
Business High School:				
Boys enrolled	20	9	54	116
Boys enlisted	15	7	32	85
McKinley High School:				
Boys enrolled	72	118	196	402
Boys enlisted	30	55	112	153
Total for white schools:				
Boys enrolled	262	378	691	923
Boys enlisted	117	190	406	569

This indicates the hold which military training as conducted in our schools has upon the boy. In spite of its limited scope, the demands upon the time of the student outside of school hours, and the expense involved in securing the uniform, there exists in this work a vital force of interest and inspiration which makes military training the most valuable of all our student activities.

During the year just closed there have been many conferences of the committee appointed by the superintendent for consideration of the work of military training and recommendations to him of improvements and modifications of the work. This committee was composed of principals of high schools, high-school teachers who were familiar with the military work, and physical directors. The committee has given much consideration to the subject and have formulated a number of recommendations to be forwarded to the superin-

tendent for his consideration. The larger work of reorganizing the course of study in military training was postponed until the committee could have the benefit of the advice and experience of a military instructor detailed from the Regular Army. It is our hope that the application recently authorized by the board of education for the detail of such an officer will receive prompt consideration by the War Department.

The usual public functions of the corps were held. At the ceremony of the presentation of commissions held at the Central High School on March 28, 1919, Col. F. J. Morrow delivered an address and presented the commissions to the cadet officers. The thirty-second annual competitive drill was held at the American League baseball park on May 19 and 20, 1919. The judges on this occasion were Capt. Charles R. Johnson. Capt. J. B. Saunders, and First Lieut. Richard N. Chubb. As the result of the contest Company H, of the McKinley High School, was awarded the first prize with an average of 90.96 per cent; Company E, of the Central High School, secured second place with an average of 90.33 per cent; and Company E, of the Business High School, secured third place with an average of 89.96 per cent. Brig. Gen. J. T. Kerr was the reviewing officer, and presented the flag to the winning company.

The annual review and parade was held on the Ellipse, south of the White House, on June 5, 1919. Maj. Gen. Frank McEntyre was the reviewing officer on this occasion. In accordance with the custom established in recent years, the entire corps of cadets, white and colored, participated in the review.

Much of the time of the assistant superintendent is of necessity consumed in matters of organization and administration. The direction of matters concerned with the providing of school accommodations and equipment has grown to be a matter of great importance and of serious responsibility in recent years. I hope that it will be possible in the immediate future to consider the question of undertaking a systematic replacement of some of the equipment in the older buildings. Some of the pupils' desks and chairs have been in use for many years and show the signs of the legitimate wear of all the years of service. The cabinetmaker, with the assistance of the janitors, has accomplished wonders in keeping this furniture clean and presentable. Considerable sums of money have been set aside annually from our contingent fund for repair and replacement of equipment, but the cost of this work can not be adequately provided from the contingent fund, which is sorely taxed by the many demands upon it. It would seem to be wise to endeavor to secure a generous appropriation for replacement of furniture in the older buildings, where it is most needed.

I have endeavored in this brief statement to touch upon a few of the matters aside from the many and varied routine matters with which the office of the assistant superinendent has been concerned during the past year. Much of the great volume of routine which of necessity must be handled by this office under the present organization and limitation of our executive force will be cared for at some time by the department of business management, which you have advocated in your reports and in the estimates submitted to Congress.

During the past year of pressure and struggle against difficult situations, it has been a privilege to place my best efforts at your disposal and to give you such aid as I have been able to render. For the consideration, patience, and cooperation received from you I am sincerely grateful.

Respectfully,

S. E. KRAMER,
Assistant Superintendent.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE DIRECTOR OF INTERMEDIATE INSTRUCTION.

JUNE 30, 1919.

SIR: I beg to submit this brief report for the year ending June 30, 1919:

This last year of the World War has been a trying one for the teachers. The influenza plague that swept over the country in October closed the doors of our schoolhouses for 23 of the best working days in the entire year and left behind it everywhere a trail of disturbing reactions.

The loss of school time, while serious enough in itself, was the least of these, for what with night and day service in the public health stations, nursing of the sick at home and in the homes of strangers, and in some cases personal illness and bereavement, the entire body of teachers came to the close of an enforced release from school duties, not only without physical refreshment, but with a lowered vitality which boded ill for the successful completion of their year's work. Illness among teachers and pupils followed, so that during a large part of the first semester conditions were far from normal.

It became necessary to revise and abridge the treatment of certain basal subjects in the course of study to meet the emergency which, by your direction, I undertook for the grammar grades with the help of the supervising principals. This action, with a slight extension of the first semester, made it possible to complete the half year's work without much loss, and we came to the end of the year with no unusual retardation in the processes of promotion from grade to grade. As an index of the successful accomplishment of the grade work under unexpected difficulties it is worthy of note that the number of eighth-grade pupils advanced to the high schools was larger than ever before, 1,613 pupils being so promoted, as against 1,536 for the previous year. Not the least of the discouragements which the teachers have borne during the past year has been the apparent hopelessness of the prospect of securing a wage at all in keeping with present inordinate cost of living.

NEEDED CHANGES OF TEXTBOOKS.

Now that the primary grades have been practically restocked with the newest and most modern types of reading books, the time is approaching when attention should be given to a betterment of textbook conditions in the intermediate grades. With the exception of

the Morey's Arithmetics, the Elson Readers, and the Algebra, practically all the basal books in grades 5 to 8 have been in use for from 15 to 20 years, and it is fair to assume that a change is about due. It has not been possible for the past three years to recommend extensive changes in this respect because of the readjustments that were going on in lower grades. The present year ought, however, to complete fully the reorganization of the reading situation in the primary schools; and if so, the way will be clear in another year to take the initial steps in a similar reorganization in the higher grades. It seems to be agreed that the subject of language and grammar should have precedence in any changes that may be made. For two years certain sets of language books have been tried out in a number of schools and reports have been made each year to me; but as yet I have made no recommendation for the substitution of any series for the ones now used, as it would not have been possible to spend the amount of money which such replacement would call for. At the end of the next school year, or possibly during that year, if funds should prove to be available, it may be desirable to make recommendations looking to the use of modernized textbooks in English in the upper grades.

HEALTH CRUSADE.

After every deduction warranted by fair criticism of the health crusade which was instituted recently by the National Tuberculosis Association has been made, I believe that the interest inspired in the children by the daily doing of the things known as "chores" is bound to result, under the wise guidance of parents and teachers, in a noteworthy advance in habit formation. If only a small percentage of the pupils are permanently benefited, the results can not fail to more than compensate for the effort involved. How shall the results of this effort be made to permanently affect the lives of those children who entered upon the crusade with such enthusiasm? Will the habits of cleanliness and hygienic living persist now that the "drive" is over? It is easy for one at all familiar with the impulses of childhood to conclude that when the fever of novelty and teacher stimulation has abated a large percentage of the pupils who responded so eagerly to the spirit of the crusade will lapse into the old life and again seek comradeship with the army of the unwashed.

Therefore it is highly important that we should follow up energetically the work so well inaugurated by the National Tuberculosis Society.

THE COACHING TEACHER.

A long-standing need, and one which has been urged by school officers for many years without avail, is that of the teacher at large in every building whose special duty would be to help backward pupils and others who may have lost ground through enforced ab-

sence on account of illness. The work of a teacher of this character more than repays the small added expense entailed by her employment. In spite of the time-honored plea for smaller teaching units, the ground that was gained some years ago by the reduction of the number of pupils assigned to a teacher is being lost again by the congestion of pupils in certain populous centers, and the outlook for a permanent reduction of the size of the class is far from encouraging. Every minute of the time of such a teacher at large could be used to advantage and such service might offset to a degree the handicap of congested classes. The field of the special coaching teacher is constantly enlarging. Scores of such teachers must be employed in the urgent task of Americanizing our foreign-born citizens and those in whom we would implant the desire to be citizens, while hundreds more await the call of the vacation schools and night schools. In the late sixties the organization of the graded-school system was looked upon as the crowning accomplishment of the successors of Horace Mann in New England. It served its purpose well at a time when the public school had become suddenly popular, but chiefly, in fact, as a competent mechanism for handling great masses of individuals who were thrust upon the school managers in such numbers as to give methods of organization necessary preference over methods of instruction. But the exigencies of to-day are calling everywhere for teachers to meet the special needs of the hour, and mass formation in teaching has given way as it has in war.

But it must not be supposed that the chief duty of the special teacher should be to help the laggards. A far more promising task would be that of giving an opportunity, now seldom afforded, for the child who is manifestly in advance of his grade to push forward and reach the level of his abilities. I believe that our present severe system of grading does not give the able pupil the chance he ought to have. I believe that practically every child who admittedly accomplishes the grade work without apparent effort and whose report displays from month to month a series of "E's," and is in good physical health, should not only be permitted but encouraged to skip a half year at the beginning of any semester. It is not the fault of the teacher that so many forward pupils are held back to mark time. Her preoccupation with many things in a class of 45 to 48 bars her from an intimacy with the individual minds of her flock and with their hopes and aspirations. In such situations a helping teacher with a wise head and a heart of sympathy might have opportunities which the burdened classroom teacher herself would not have to discover cases which call for exceptional treatment and suggest a remedy.

Very respectfully, A. T. STUART.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE DIRECTOR OF PRIMARY INSTRUCTION.

JUNE 30, 1919.

SIR: I have the honor to submit my report for the year 1918–19.

This year has been one of study and investigation more than of accomplishment, and my report will look forward rather than back. Although the year has been unprecedented in the interruption to normal conditions it has, through the many problems calling for immediate solution, offered unusual advantages for intensive study of the system and the way in which present conditions and procedure lend themselves to new needs. This has made us realize the strength of some things, the weakness of others.

The closing of school for 23 days at the time of the influenza epidemic necessitated a reorganization of the course of study in order that children should, by intensive work, get the essential of their grades and be prepared for the work of the next. This reorganization was accomplished with the help of representative class-room teachers from each of the first four grades working with this department. After the reopening of school the lowered vitality of both pupils and teachers made it seem unwise to make up time and for a while even to attempt intensive work. In order that minimum essentials in the time-honored three R's might be accomplished, an effort was made to find as many short cuts as possible with results that make us feel we may have gained knowledge that will be of permanent value to us. This is specially true in arithmetic, where better results can be obtained by much more direct methods. Reading, the special business of the first four years, needs all the time allotted to it, and yet I believe we can discover short cuts here, too, and bring our children much more quickly into the desired power to read independently. In the content subjects—literature, history, geography, and nature study—stress was laid on preserving ideals and doing what could be done comprehensively rather than attempting to cover all subjects given in the course of study. The closing of the semester two weeks late made it possible to complete the work outlined and to send children on reasonably well prepared.

Too much can not be said of the loyalty and devotion of those teachers who, too ill to be at work, were heroic in the way they stood at their posts because an inadequate substitute force made their absence a serious handicap to their classes and to the system.

Great credit is due the school officials for keeping classrooms supplied with teachers throughout the year. But there has been a constantly changing personnel from which the primary department has suffered more than any other, and we have been taxed to meet the needs of teachers new to the system or new to their grades. Meetings were held in which work was outlined and discussed and the course of study interpreted in the light of present conditions. Teachers of first and second grades were materially helped by the model schools and model teachers who did most effective work. In the thirds and fourths we found the content subjects developing into a mere memorizing of facts. In order to vitalize these and to enrich the experiences of the children through them a number of demonstration lessons were given in history and geography. These were given for small groups of teachers and a free discussion of the lesson followed. It was the purpose to get the personal reaction of the individual teacher and to bring out a discussion of the principles which the lesson was meant to demonstrate. So marked was the result in uplift that we propose next year to have a constant series of these lessons in first one subject, then another, and thus to come in contact with small groups of teachers in a way that develops ideals and initiative on their part more fully than can be developed through general meetings. These will still be held, and individual work go on also.

NATURE STUDY.

Among the most pressing needs of the year was the reorganization of the course of study in nature work. Some things, good originally, had through wrong interpretation become valueless, there was much overlapping of material and a consistent underlying principle to give a basis for work throughout the grades was needed if this most important means of child development was to justify its place in the curriculum. With the valuable assistance of Mrs. Susan Sipe Alburtis, of the Wilson Normal School, a tentative course of study was planned for the second semester. It was planned with the idea not only of enriching the child's life through his nature experiences but of making a consistent unit of the work in the graded schools. We hope to have a tentative plan for the first semester next year which will give us a complete year's work through next year and hope with the help and suggestions of the classroom teachers to develop an outline of work that is sound pedagogically and psychologically.

BETTER SPEECH.

The work for better speech, so well started by my predecessor with the aid of Miss Alberta Walker of the normal school has not received the attention this year that it deserves. This has not been due to a lack of appreciation of its value or its need, but to the

unusual conditions that have forced attention on other things. I hope the Nation-wide drive in October for "better speech" will give a new impetus to this important subject and that we will be able to do good, constructive work in this field next year.

REORGANIZATION.

An awakened sense of the mission of the public schools makes one realize that reorganization is necessary if they are to fulfill adequately the task before them. Men of vision have foreseen the inadequacy of the old type of education to produce citizens prepared to live fully and freely in a democracy. This can be done only by developing social attitudes and habits of cooperation and individual habits of resourcefulness and initiative. It is the development of the individual, but the individual in his social environment. Discipline must come from the individual himself and from the group, not forced on him by laws that he has not helped make, and should be the result of worth-while activity. To develop this type of school many radical changes are necessary.

1. There should be smaller classes for the individual teacher.
2. The furnishings and equipment should be more flexible.
3. More constructive material with which to work should be furnished.
4. Teachers to do this work should have vision and faith.
5. In Washington more time than we have now in our first and second grades.

From an administrative point of view I realize the difficulty, but so strongly do I believe in the best interests of our children being served through a longer school day, that I recommend, wherever there is room for it, it be established. This longer day is not for the purpose of putting in more work in the regular school subjects, but that these be done with less nervous expenditure and work and that there be more time for free activities and for supervised play.

Some very interesting experiments have been made in connection with private schools and some of the more progressive public schools of the country are feeling their way toward a freer organization. Washington should be among these leaders, at the front. I recommend that experiments be made with this "free" work in three different sections—the well-to-do, the average, and the poorer. For this work specially equipped teachers should be chosen, but no one should be forced to do it who does not believe in it wholeheartedly.

CLOSER GRADING.

I find a misconception in many places as to the purpose of closer grading of classes. It seems to me advisable to have unanimity among the school officials as to what the purpose is, and this made

clear to the teachers who are doing this work. Intelligence tests based on a scientific understanding should be the basis of grading and not snap judgment on the part of the teacher.

RETARDATION.

The amount of retardation this year has been much greater than in normal years, but a careful study is recommended of all cases of retardation due to the irregularities of this unusual year and an effort through closer grading to help make up the time lost. There is no phase of our work that needs greater study just now than the testing of pupils for their mental status and a scientific measurement of work accomplished. This should throw much light on the subject of retardation. I believe that the freer type of schools, with smaller numbers for the individual teacher, will help materially in stimulating all types of children to attack their own peculiar difficulties.

I wish to express my appreciation of the effective work done by my able assistants, Miss Arth, Miss Lind, and Miss Johnston. Their courage and loyalty and unswerving devotion to high ideals has made constructive work possible through a very difficult year. Permit me to thank you personally for your wise counsel and sympathetic cooperation in all that our department has undertaken this year. I wish also to thank the supervising principals and other school officials for their unfailing courtesy and help.

Respectfully submitted.

ROSE LEES HARDY.

To Mr. E. L. THURSTON,
Superintendent of Schools.

REPORT OF THE SUPERVISING PRINCIPALS.

1–9 DIVISIONS.

JUNE 30, 1919.

SIR: On behalf of the supervising principals I beg leave to submit the subjoined report for the first nine divisions of the grade schools.

The year started with a view to teaching the essentials covered by the course of study and along with the usual instruction to do all possible work that would further the winning of the war, and develop a spirit of high patriotism in the pupils. The experience of the previous year along these lines had prepared the teachers for balancing the two objectives. The classes had no more than started before we were forced to close a month on account of the scourge of influenza. During this period the supervising principals devoted themselves early and late to the task of keeping the teachers who volunteered for public service in touch with the homes and centers where their aid was most needed. Along with this general work each supervisor rendered some special service such as caring for the ill, distributing supplies from the public health stations, and aiding the equipping and running of these stations in the school buildings. Though the self-sacrificing labor of many of the teachers during the crisis has been reported on by us and splendidly summarized by you in a special report to the board of education, yet we feel that it should be commended here also.

The strain of the more active epidemic period was not over before the supervising principals were called into the task of adjusting the course of study to the shortened school year, but more especially the first semester. The familiarity of this corps with the courses in detail in each grade made it possible for the members to suggest eliminations that would not weaken the essential framework. In this connection we feel that the directors of primary and intermediate instruction are to be congratulated on the reports which as chairmen they brought in. The supervising principals saw to the immediate putting into effect in the classrooms of these intensified courses. Some lessons of permanent use may be learned from the evaluated, shortened courses, for while they may have been narrowed at points of widest curvature they may also have been made more serviceable by straightening.

Other reports will appear covering more fully the splendid response of the teachers and pupils to the direct war work in the grades, but we feel that you will expect brief mention herein. Our teachers and pupils have shown intense patriotism by personally sacrificing to buy bonds of the Liberty and Victory loans, war-savings stamps, and to contribute their money and labor to the Red Cross as well as other war-relief activities. The supervising principals wish to report in this connection that the work of distributing and explaining the literature and forms, encouraging contributions, making up the division summaries for you, and praising the generous responses has been not really a task but rather an opportunity for slight patriotic service. Our minutes show the regret of the corps for the falling off in sales of thrift stamps after the signing of the armistice. So it was with zeal that we supported Miss M. E. Whitzell, the new field director for the sale of stamps in the District schools, in her efforts to bring the classrooms up to 100 per cent savings societies. We are pleased to report this goal practically reached and an increase in sales from a low point of $6,000 a month to $19,000 in the month of June. The schools should encourage to the fullest the thrift habit in the American people.

We report with pleasure that the outlines, which are being prepared at your request and which suggest the material for the articulation of patriotism with the other subject matter in the grades, are practically complete. It is hoped that these outlines may be in the hands of the teachers by the reopening of schools.

Your interest in the matter of better and more adequate substitute service is noted with approval. It is hoped that the extensive studies set forth by you in the last annual report may lead to practical results. The burden of finding and placing substitutes falls heavily on the supervising principal. Yet with all of his efforts the service is unsatisfactory. It can not be better until we can offer a living wage instead of the petty remuneration now afforded. Tribute should be paid to a few faithful and efficient substitutes who, because of their interest and their realization of the great need, labor zealously for the slight pay. It is certainly to be hoped that you can secure a regular force of substitutes, at least up to the minimum of our needs.

In addition to the question of trained substitutes we must all press the subject of adequate salaries in grade schools. It is a problem for you to secure teachers, but you will recognize that it is a tax on the professional and administrative powers of those of us who are active in the field to fit the various types of teachers, which we are given, to the needs and standards of our schools. The call of the grade teachers is not alone to the better salaries of the general Government and private employment. There is a salary call to the high school.

We have always encouraged our grade teachers to acquire higher scholastic attainments. But our usual experience is that as soon as one earns a college degree she takes an examination for a high-school teachership and is soon appointed. Occasionally one of these teachers has a personality better adapted to the high-school age. Usually, however, they leave the grades with deep regret. The call is simply and ofttimes the necessity for more money. Doubtless there are teachers who began their professional careers in the high schools who are better adapted to instructing younger minds. Their transfer to the grades is precluded by the salary loss. We would not have the high-school salary lowered, but we would have the grade salary put on a par. If the higher academic requirement justifies the larger salary in the high school, then establish in the grades an equal salary class for an equal scholastic degree. The educational press sees the need and is making a strong demand for the recognition of the grade teacher.

We feel that we must congratulate you and the system on the prospect of the passage by Congress at an early day of an act providing for the retirement of teachers. Along with adequate salaries and qualified substitutes, the need for such provision is insistent. We have teachers who have earned an honorable retirement. Having merited this reward it is their due. The people of Washington expect a teachers' retirement law because they appreciate its justice to the teachers and its even greater justice to the pupils.

Our report last year noted the withdrawal of many pupils because of the lucrative salaries for such youths. Some of these young people returned voluntarily to school in the fall, others under age were forced to return by our cooperation with the activities of a group of worthy women who aided the "back to school movement." Many, because of the irrefutable argument that the better educated were not now receiving their financial reward, remained at work. The same reason is deterring cadet admissions to the Normal School and is linked with teacher shortage.

Agreement is unanimous that "the modern health crusade" was a pronounced success and of permanent value to the pupils participating. Our reports to Mrs. Grant showed a large percentage of the children living up to the requirements and winning the several badges. The essays written by the eighth-grade pupils showed their understanding of the worth of the crusade. The fourth, fifth, and sixth grade pupils also wrote very commendable compositions on the subject, "Kindness to animals." The prizes offered in both of these contests were of course a great incentive to interest.

The supervision of admissions to the vacation schools is found very necessary by this corps, but with the best system it is time consuming. The teachers yield to importunities and give recommendations

not justified by your conditions and the pupil's report. Other pupils delay their requests until the teacher is out of reach, still others lose or mislay reports, and these come to our offices for recommendations. Another group knowing themselves ineligible to the public summer schools come for advice on private schools. The fall in turn brings another line of appeals for promotion based on vacation work. We recognize that all of this is a necessary incident to smooth administration, and mention the matter only to call your attention to the proportions to which it has grown.

We wish to note that the simplification of the rating reports meets the approval of the teachers. It will, of course, take some months to get the full reaction on the changes made. The reduction of work was a great relief to our offices at a very busy period.

Fortunately the past two years have been ones in which there have been no great changes either in the course of study or in textbooks. This has made supervision easier and has made it possible for both teacher and administrator to articulate more easily the war work and patriotic teaching.

Though the supervising principal spends a large amount of time visiting schools, teaching classes, making constructive suggestions, and ministering to the needs of the schools, yet with the large divisions it is not now possible for him to get into each classroom as often as he would like nor as often even as the teacher would like. These visits, however, are supplemented by personal conferences, by meetings with all teachers, by meetings with the groups of teachers by grades, and by sending out circulars of information intended for all teachers or for special groups. Each supervisor has tested the pupils by written examination of the usual type or by some form of "standard test." We wish to commend Miss Hardy, the director of primary instruction, for promoting the observation lessons in history and geography given by certain teachers in the third and fourth grades. The teachers who observed these lessons and participated in the conferences that followed must have become better instructors. We would like to commend Miss Hardy also for her effort to build up the sets of readers in the primary grades to such numbers as to avoid the necessity of moving them extensively from building to building. Some of us have reached the point where we feel that instead of adding to the quantity of new reading matter, more rereading would be advisable for the sake of expression and for the sake of a better understanding by the average child of the subject matter.

Many of us are convinced that there should be more composition writing and more constructive criticism of both oral and written English. The country is hearing the call to teach only the English language. It certainly follows that reasonably correct English should be insisted upon. Standards of promotion should be based

more on English, and those of us with appellate authority should sustain the teachers in maintaining higher standards.

We must not close this report without calling attention to some observations in connection with the enforced half-day classes above the second grade. We have classes as high as the fifth grade on the half-day plan, i. e., the entire school is together for a half day plus the half hour at midday. Then the teacher meets a small group in some nook that may be found for her for the remaining one and a half hours of her allotted time. The point coming under observation is the relatively few pupils reported as retarded in these classes. It points to a subject for serious thought. May there not be assigned to each building one or more coaching teachers who may also afford relief to our overburdened grade principals?

The body of teachers here in Washington who have remained faithful to the profession are certainly to be commended. We find that they stand out as a superior type of instructor. They must be kept in their original calling.

We must advise you of the great relief afforded by the clerical assistance now available for each office. We trust that the service may be extended in the near future to a clerk in each district for full time. Because of the size of our divisions and the work which you fully understand has to be done in connection with the professional supervision performed by us, you will need no further argument in order to press before the board of education and Congress the need for additional help.

Let me in conclusion voice the appreciation of this corps to you personally and to your official family at the Franklin for uniform courtesy and consideration. Our biweekly conferences with the executive staff under your leadership have been most helpful. We desire, also, to express to the members of the board of education our thanks for their consideration and confidence.

Respectfully submitted.

SELDEN M. ELY,
Supervising Principal.

Mr. E. L. THURSTON,
Superintendent of Schools.

REPORT OF SUPERVISOR IN CHARGE OF SPECIAL SCHOOLS AND NIGHT SCHOOLS.

DIVISIONS 1–9.

SIR: Permit me to submit herewith a very brief report of the special schools and activities in the first nine divisions. Several of the topics, notably the night schools, deserve more extended treatment, but I deem it advisable to give you a general view of our miscellaneous activities rather than to dwell upon a few special features, however deserving they may be.

ATYPICAL SCHOOLS.

Selecting and classifying candidates for these classes has been so carefully done by Dr. Murphy and his examiners that very little friction has arisen. The diagnosis has been made in such definite terms that proper care, suitable treatment, segregation, or a combination of these has been made possible in a much shorter period than was heretofore the case, and at the same time has enabled us to simplify to a considerable degree the recording or statistical part of our work. Experiments in group testing now under way in certain school centers may yet demonstrate the possibility of helping a greater number in less time and with greater certainty than under the present methods. I shall always feel, however, that individual testing is necessary for peculiar though perhaps isolated cases, and that a laboratory or a clinic, whether in school or hospital, should be available before final conclusions are reached.

Transfers to the special schools have been made during the past year without much difficulty. This differs from the condition of previous years, due, perhaps, to the fact that under war and after-war conditions both parents have been at work and have felt that the special school was a safe haven for their child. At any rate, it did not seem advisable to forward to you and the board, as I had anticipated, a request for compulsory transfers. Persuasive methods have still been employed, except in cases involving serious consequences.

The difficulty in procuring customary materials for our handiwork has continued, though, toward the end of the year, there were indi-

cations that reed, raphia, dyes, warping, and other supplies were again coming into the market at decreasing prices. Next year therefore we hope to resume our tasks in all handicraft lines and to free ourselves, perhaps, from the self-imposed obligation to accomplish so much Junior Red Cross and other relief work.

Our greatest sorrow has been the loss, after a long illness, of the senior teacher at our southwest school, Mrs. M. G. Slarrow, who died at one of our city hospitals, May 28, 1919. Mrs. Slarrow was a graduate of our high and normal school and one of the earliest of our teachers to enter the New Jersey Training School to prepare herself to teach backward and mentally deficient children. She was, in fact, a pioneer, in public school work of this type and considerable difficulty will be found in securing permanent teachers of her training and ability to continue necessary work in the school service. One of the teachers, now on leave in France, may, however, return to duty here, and the two temporary teachers now serving may be persuaded to remain if Congress grants the needed salary increase.

Splendid efforts have been put forth by all teachers of atypical classes to measure up to the full, though diversified needs of their pupils.

UNGRADED CLASSES.

The restlessness among the children of our city due, in a large measure, to the many war movements at the National Capital has continued, notwithstanding the armistice. Never before have there been so many truants and incorrigibles on our streets, and our ungraded class teachers have had no easy task to overcome outside attractions, correct delinquencies, and return really improved children to the regular classes. They have done their work exceedingly well under most adverse conditions, and deserve great commendation for their perseverance. I feel that normal conditions can not be fully restored until a general tightening be made of the activities of all agencies dealing with juveniles, not alone our attendance laws, their improvement and enforcement, but court and private agencies as well. A survey and report upon the truancy situation here will disclose the obstacles our teachers have been struggling to overcome and the good work they have done, notwithstanding flaws in our laws, the inadequate number of attendance and probation officers, and the allurements of the streets under war and after-war conditions. With one exception, every class has enrolled as many pupils as a teacher can successfully manage, and in the northeast it was found necessary to open a new class at the Blow School.

In Georgetown the class contained but 18 pupils, yet the attendance officers were kept busy in following up even that number.

It has not been found necessary as yet to establish a separate ungraded class for white girls, as but few girls have entered our un-

graded classes. I am ready to organize one in a central locality, somewhat similar to the one just started in the colored schools, as soon as the spirit of unrest shows itself among the girl pupils. I firmly hope, however, that a survey will be taken which will result in strengthening our laws and in upholding the hands of our much-tried yet courageous ungraded teachers in their persistent fight against delinquency and illiteracy.

Attention is called to the fact that in our ungraded schools many typewriting machines, which are so popular with our pupils, are wearing out, having been in use for several years. I would have attempted to replace them during the present year had not the market for them been so unsettled. Typewriter agencies held machines at a much higher price, even for instruction purposes, and all requisitions for new machines were met by the return from the general supply committee of a rebuilt machine formerly used by some war worker. It seemed desirable, therefore, to be patient and get along as best we could with our well-worn machines until the situation had cleared and the market become more open. It will be imperative, however, before very long to replace the worst of these machines with entirely new machines or use a large portion of our funds in securing some wholesale repair work.

NIGHT SCHOOLS.

Night schools for adults and others above day-school age were maintained as follows: Business, six nights per week in two groups of three nights each; McKinley, five nights per week; Eastern, five nights per week; Western, a new night school, three nights per week; Northeast Industrial, three nights; Smallwood Vocational, from three to five nights; Park View, three nights; Henry, Jefferson, and Wallach, each three nights of grade-school work; and 218 Third Street NW., two nights per week. Americanization classes were in operation four nights per week at the Old Central, and printing classes at the New Central three nights.

Space forbids the glowing description that the night schools really deserve for the past winter's work. Students and war workers were so eager to improve their condition by attending school at night that the customary three nights per week was exceeded in several instances and actually doubled at the Business High.

Enrollment and attendance reached the highest point in the entire history of our public night-school service. Night-school centers became beehives of industry, but at the moment of greatest interest the deficiency bill failed to pass, Congress adjourned, and we were stranded without funds.

Teachers volunteered to finish the month of March at the nominal salary of $1 per month to satisfy the law and to prevent wholesale disappointment. Later the schools operated for various periods through tuition fees, through the liberality of our merchants, and the self-sacrificing efforts of our teachers. One by one they were compelled to close as funds became exhausted, but several continued until June.

Where all deserve praise, it is difficult to acclaim any in particular, but those schools that kept in operation till the last moment under most discouraging handicaps surely merit the greatest commendation.

OPEN-AIR CLASS.

The open-air class for tubercular children, under the charge of Mrs. F. B. Sampsell, has enrolled twice as many children during the present year as heretofore. This is due, not alone to the vigilance of the medical examiners, but also to the fact that the children have gained so steadily in strength that they have become contented with their environment.

As there is danger in a congested condition, I recommend that an additional teacher be appointed and made ready for service, surely at the beginning of a new school year. The present caretaker should be made cook and dietitian and a janitor appointed for the heavy work about the building and grounds.

Improved drainage and better sleeping accommodations have been asked for through the regular officials. With proper attention this school can be made a unique and beneficial one, neither an ordinary school nor a hospital, but a combination, possessing helpful factors from each type.

VACATION SCHOOLS AND PLAYGROUNDS.

The first day of the new fiscal year 1918–19 found us without funds to start our usual summer activities owing to the fact that neither District bill nor continuation act had been passed. The playgrounds, the coaching classes, and the summer high school were simply opened that day for registration purposes but were ordered to be closed until the passing of a continuation act. The act passed July 9, so on the next day our summer activities really began.

In the meantime, however, many of the experienced teachers had accepted other summer positions, including the entire corps of playground workers, so that it became necessary to call the two classes in the Wilson Normal School into service. These young ladies, though without experience, considered the call to service as a wartime emergency and gave the best efforts toward saving the situation. Without their help many classes and grounds would have been closed.

The war, of course, was detrimental in many ways, affecting not only the teaching body, but also the number of the children in attendance and the material and supplies in use.

Instead of the usual industrial work, Miss Greenwood had the children all engage in Junior Red Cross work, so that even the youngest did his share toward winning the war and helping suffering humanity. No attempt was made to enlarge the work of the department, but, on the contrary, owing to the small appropriation, several playgrounds and coaching classes were not opened at all. However, some slight improvements have been carried through and other projects already under way have been completed. As the season was in no respect a normal one, I refrain from inserting the customary statistics, though prepared to submit them at any time they may be needed.

Coaching classes were maintained at 13 centers, a reduced number, but much excellent work was accomplished. As many of the older children were at work for the first time in their lives their places in these classes were filled by younger children whose needs seemed most exacting. This situation furnished a clear demonstration that even younger children need not play all summer, but can surely, if in good health, do a reasonable amount of school work under proper conditions. Sometimes I think our vacation schools should consist of coaching classes for the older children and combined coaching and recreation classes for the younger ones, omitting the use of the term "playground" altogether.

SUMMER HIGH SCHOOLS.

Notwithstanding many handicaps due to the war conditions and to insufficient funds, the summer high school, under the principalship of Miss Alice Deal, steadily engaged in intensive work at the McKinley School for four hours daily, giving many boys and girls an opportunity to make up deficiencies or to adjust their courses more satisfactorily.

Full classes were maintained in English (4 classes), mathematics (4 classes), French (2 classes), and history, Latin, Spanish, bookkeeping, arithmetic, stenography, and typewriting. Over 500 pupils attended regularly for six full weeks. Credits were awarded to those only who had earned them by zealous endeavor coupled with regular attendance. For complete details see Miss Deal's separate report.

The 8–B coaching classes under experienced eighth-grade teachers, Misses Young and Tracy, were also in operation at the McKinley. About 50 pupils attended, 27 passing successfully into the various high schools, 4 withdrawing, and the remainder returning to the 8–B grades with a thorough understanding as to points needing special emphasis before entering upon secondary studies.

CANNING CENTERS.

Regular canning centers were operating during July and August at 1201 K Street NE., the Henry D. Cooke and the Wisconsin Avenue Manual Training Schools. A fourth teacher traveled from place to place, giving demonstrations on Mondays at the Morse, on Tuesdays and Wednesdays at the Jefferson, and on Fridays at Congress Heights.

As the season progressed greater quantities of fruits and vegetables were brought to Congress Heights, so that one day was taken from the Jefferson program and allotted to Congress Heights.

As a whole, however, the interest in canning was not so intense as in previous years, as many of the city's housewives were engaged in office and other war work.

AMERICANIZATION CLASSES.

A few years ago the only opportunity an adult foreigner had to learn English was to mingle with his business associates or to enter some night school. About three years ago an increased enrollment of foreigners demonstrated the desirability of specializing in Americanization work. Classes were formed to train in citizenship and to prepare for naturalization in the courts. These classes did excellent work, but in the main reached men rather than women. We now have, however, in the Americanization work four day teachers who spend one half the day in the class room instructing such men and women as may present themselves or may be induced to attend, while the other half day is spent in field work in the foreign settlements teaching the women the English language, home sanitary measures, and American ideals. This field work has been very beneficial, but, of course, has reached a very small proportion of those that should be reached. These combination teachers and field agents should undoubtedly be increased by a considerable number to cover the local field.

Home classes have been organized in Schott's Alley, Georgetown, and southwest Washington. Each of these classes contains from two to four different nationalities. In the night school for foreigners there are 11 teachers in all, including typewriting and music, classes being in operation four nights per week. These classes are attended by men and women who are employed in the daytime and can only attend at night, whereas the day classes reach the night workers and the unemployed. English training is emphasized in all classes. There are classes also in other related subjects, such as civics, arithmetic, naturalization laws, hygiene, dramatic art, etc. To attract pupils and to maintain the proper spirit music has been emphasized, both instrumental and vocal, with a special emphasis upon the singing and inter-

pretation of patriotic songs. The number in the day teachers' classes averages 28 pupils, whereas the total enrollment in the night school foreign classes is 242, which gives an average of 27 per teacher.

The need of the Americanization of foreigners has been greatly emphasized by the discovery during the war of the large number of non-English-speaking soldiers. To improve conditions and at the same time reduce illiteracy, a general interest has been awakened in all parts of the country in the subject of English and Americanization expansion. Schools have been started in our leading cities, a four days' conference under the direction of Secretary Lane has been held in Washington, D. C., aliens have been carefully traced by the Bureau of Naturalization of the Department of Labor, and a united front is gradually being developed in opposition to un-American principles and needs.

MARYLAND INSTITUTE FOR THE BLIND.

Your director of special activities has continued to serve as a member of the board of trustees of this institution, but, owing to the pressing demands upon him both night and day of other school interests, he has been unable to attend many of the board meetings in Baltimore or to visit the school at Overlea, as in previous years. He has, however, kept in close touch with Supt. John F. Bledsoe and has traced all the District blind and nearly blind white children that have been called to his attention and a few colored deaf-mutes.

He has been able to help Supt. Bledsoe along such lines even if precluded for the time being from attending board meetings or visiting the school.

Permit me in conclusion to thank you for the half-time clerical help that you have so kindly assigned to my department and to express the hope that, in view of the increasing needs, full-time help may be forthcoming another year.

Thanking you, the members of the board, and many other officers and citizens for the interest shown in our activities, I remain,

Respectfully, yours,

W. B. PATTERSON,
Supervisor of Special Schools and Activities.

REPORT OF ASSISTANT DIRECTOR OF SPECIAL ACTIVITIES.

DIVISIONS 10–13.

JUNE 30, 1919.

SIR: Herewith is submitted report of the year 1918–19 of the 10 special activities assigned to my supervision, as follows: (1) Summer night school; (2) coaching classes—(*a*) Dunbar High School, (*b*) elementary schools; (3) canning centers; (4) gardens; (5) night schools—(*a*) high, (*b*) elementary; (6) classes for atypical children; (7) classes for truant and delinquent pupils; (8) open-air class; (9) tuberculosis class; (10) playgrounds.

ARMSTRONG SUMMER NIGHT SCHOOL.

The spirit of preparedness dominant throughout the country because of the stupendous conflict found expression in a summer night school in Armstrong High School three nights a week. The enrollment was beyond expectation. Mainly commercial subjects were offered—stenography, typewriting, English. Classes were formed for radio telegraphy and automobile repairing. For six weeks, despite unusually hot weather, the attendance continued large. The membership included young men and women who evinced earnestness. It may be justly asserted that the school filled a felt want.

COACHING CLASSES.

DUNBAR HIGH SCHOOL.

Opportunity was given at Dunbar High School to 277 pupils—66 boys, 211 girls—to make up studies in English, French, Spanish, Latin, history, mathematics, and physiography. Slight delay occurred at opening, but six weeks were given, the term ending August 14, 1918.

The following facts from the principal's report convey how well the students appreciated the opportunity:

	Boys.	Girls.	Total.
1. Whole number enrolled	66	211	277
2. Average daily attendance	53	158.6	212.3
3. Number satisfactorily completing work	48	118	166
4. Passing in one subject	21	58	79
Passing in two subjects	27	60	87
5. Total passing marks	75	178	253

Students from all grades in the high school seized the chance to remove deficiencies, and success noted eloquently testifies to faithful work by instructors and learners. Close personal touch, "a spiritual union," is the one thing needful in this work. Teaching how to study is clearly indicated, and the force of teachers ought to be ample that this may receive the emphasis it deserves. A period or so weekly—if possible, daily—devoted to the mastery of studies would develop valuable power. Mere information vanishes, but power abides.

The coaching instructors ought to learn early the particular lack in the individual student, whether want of will, deficiency in fundamental facts of a subject, or inability to attend and concentrate, and seek by all means to overcome the handicap. In this work definite teaching is the key, the open sesame to success.

If after due and full consideration, pupils manifest want of power to master creditably two studies, it will be wise to drop one. It is better to win with one than to lose with two.

ELEMENTARY SCHOOLS.

At Magruder, Mott, Lovejoy, and Randall Schools, coaching classes were operated 30 days or 6 weeks. One teacher for primary and for grammar grade pupils were employed at Magruder and Lovejoy, and one each for intermediate pupils at Mott and Randall Schools. Instructors, with one exception, had served during the preceding season. Loss of primary classes at Mott and Randall was keenly felt by the parents and children. This curtailment was due to limited funds. Several meetings were called by the assistant director to consider matter and methods that definite work might be accomplished. Emphasis on fixing and fastening fundamentals was clearly indicated.

Near the end of the session the director in charge of these classes gave a test in arithmetic and language. In each grade the purpose of the test was clearly set forth, thus revealing strength or weakness. The averages were not flattering, but the way for better results in future was shown.

One hundred and twenty-one were reported as having satisfactorily completed the work, which represents 67.2 per cent of the enrolled.

Considerate regard for the pupils, both physically and financially, who wish to attend these opportunity classes points to the necessity of establishing classes in all sections within reasonable access to their homes.

CANNING CENTERS.

School buildings in which are located cooking equipments were used as canning centers. Five centers within city and five in county

were opened, with two instructors. Attendance at three of the city places was not encouraging, and their continuance was short. Extremely high prices for produce prevented reasonable utilization of the opportunity.

Centers in suburbs showed that residents appreciated them. They, save two, endured through the full period, accomplishing most creditable results. Near the latter part of the session services of one teacher were terminated, and redistribution of centers enabled remaining employee to carry on the work.

Feeling it to be necessary and valuable to have records of this activity, I requested reports at end of each week on form giving the following facts: Date, center visited, attendance (male—female), produce canned, quantity. The instructor who continued full session canned 911 quarts of various vegetables.

To create and keep up permanent interest in this educational activity in communities is worthy of best thought and effort. The prevention of wanton waste and cultivation of thrift are objects undeniably within the scope of public-school education.

GARDENS.

Mr. Herndon B. Jones, by activity in garden work during 1916–17, commended himself to the board of education and was appointed lecturer and supervisor of community gardening for the spring and summer of 1918, and at the opening of night schools in 1918–19 he was retained to keep alive the interest created during summer, and prepare for the ensuing season.

Stress upon food production for prosecution of the war rendered every means to secure results valuable. The work of Mr. Jones stimulated efforts in many localities, and in many cases good returns were secured. Assiduous attention to the subject, guiding, superintending, and pointing the way to success enabled the instructor to interest a large number of persons, who added to their food supplies large quantities of vegetables.

During the night-school term until early in the spring of 1919, Mr. Jones followed a regular schedule for practical talks and demonstrations at schools, where attendance included both those enrolled in schools and others of the community who wished to profit by the instructions.

So great is the interest that without pay Mr. Jones is now supervising the garden work in Glendale, Sixteenth and Meigs Place NE., and Fort Reno, having under his direction about 100 gardeners.

The Department of Agriculture, garden committee, Department of Labor, and other bodies devoted to this line of work have aided in carrying forward this important activity. Mr. Jones has earned recognition by unstinted service.

SCHOOL GARDENS.

School gardens during vacation, two months, were assigned to the supervisor in charge of special activities. Three employees, females, under the direction of a member of the Armstrong faculty, had conducted the work to this point. The patches planted varied greatly in size and were located at or near the following schools: Garfield, Birney, Smothers, Deanwood, Fort Slocum, Fort Reno, Crummell, Armstrong, and Douglass-Simmons. The list shows nine plats scattered over the District. All save two, Armstrong and Douglass-Simmons, were in the county.

The produce differed widely in kind and quantity. The workers, boys and girls, at these schools showed striking disparity in numbers. Deanwood had largest, best sustained number.

That some record might be available of the work of these employees, I requested weekly reports, now on file. There ought to be created and maintained a deep and abiding interest in this phase of school work in order that the training may function in home gardening. Should it be decided to continue school gardens among the special activities under my care, I will endeavor to systematize the work.

NIGHT SCHOOLS.

In submitting the second annual report of night schools it may be affirmed that this part of the public-school system is becoming anchored in the minds of the people. The city, through the generosity of Congress, realizes that education is freely offered to all within its limits, and there is a growing conviction that these schools are not a side issue but an integral part of the educational interest.

Emphasis is placed upon things best worth while in teaching. Teachers and students are catching the spirit of sustained effort and feel that "one-night" education is a delusion. This awakening has tended to eliminate all but the purposeful. The enrollment was not as large as in former years, but its quality has increased.

The day-school contingent at present constitutes the largest and most desirable element. The faithful, conscientious day teacher called to service at night necessarily enters the work weary and worn, with forces at low ebb. The "live-wire" instructor is clearly indicated. The pupils, many from long distances, from labors without hours, need to be aroused from start to finish each evening. The conclusion follows that a special body of night teachers should eventually be formed to assume charge of this work.

Even with a course of study adapted to these classes, there is constant demand for expert, helpful oversight by those who control. The official specifically charged with this work needs ample opportunity to prepare, to stimulate, and to unify. Thinness of supervision must result if schools are too many and too far scattered. The

curtailment of the number to that unmistakably shown by widespread community interest manifested in reasonable attendance is worthy of immediate, serious thought. Better lengthen the term in schools where attendance is satisfactory by closure of poorly patronized ones.

A true test of appreciation of the evening schools may be a careful census of those who have continued through several season,s who have put their hands to the plow and not looked back. Phenomenal enrollment with small average attendance evidences unstable shifting conception of the object.

The "bread and butter" idea is generally uppermost in the minds of pupils and attendance is strongly influenced by the feeling whether they are receiving training leading to better situations and remuneration, but intelligent citizenship ought not to be lost sight of by instructors. While they strive to increase earning through learning, also should their labors result in broader, richer living. "Americanization" here means completer conception of duties and relations as members of the community through clear thinking, correct reasoning, and good expression.

DUNBAR NIGHT HIGH SCHOOL.

Changes relative to the principal at the beginning caused no serious delay or loss. Under an acting principal, who eventually was designated principal, classes in stenography, typewriting, English, French, Spanish, bookkeeping, arithmetic, and barbering were established.

The enrollment was much below preceding session, due doubtless to stricter requirement as to regularity of attendance and fitness to pursue studies. Classes in English accomplished acceptable work because it was practical, interesting. French and Spanish classes were not large, but excellent results were noted.

Bookkeeping and arithmetic attracted but few and it is a matter of earnest thought how these important studies may be made to arouse more general interest. Typewriting was by far the most sought, and good attendance was noted.

Barbering is located in Dunbar because facilities are found there, but its proper place is in Armstrong. The class achieved good work, was well attended and its establishment opens up an inviting vocation for which demand is found in nearly every locality.

The careful sifting of applicants as to qualifications, the granting of credits for work successfully done, the selecting of thoroughly competent instructors are forcibly indicated if the high school is to attain the position it should hold.

ARMSTRONG NIGHT HIGH SCHOOL.

This school furnishes opportunities along industrial lines, embracing domestic art and science, carpentry, autorepairing and construction, mechanical drawing, chemistry, and English. Enrollment was

considerably less than previous term. High cost of materials kept many from entering or from continuing. Enthusiasm in autorepairing and construction was high all through, and women as well as men formed the classes. Excellent work was done in woodwork.

ELEMENTARY NIGHT SCHOOLS.

Eleven elementary evening schools were operated, continuing until March 8, 1919, when the appropriation was exhausted. Teachers volunteered to remain at their posts while doubt existed as to whether funds would be provided by Congress. For a fortnight a fine, loyal spirit was shown by instructors working without pay. The pupils continued in undiminished numbers. But failure to secure money made it imperative to close unless students themselves should agree to pay for continuance of school. All but Garnet-Phelps decided to stop. This school unanimously voted to contribute, and with numbers unreduced and zeal unrelaxed ran from March 21, 1919, to June 9, 1919. A full statement by the principal, John C. Payne, discloses the following:

Receipts.

From 248 pupils of the school	$607.81
From a friend	1.00
From business men of the city	52.00
Total	660.81

Expenditures.

For teachers' salaries and janitorial service	$660.81

This school deserves high praise for enthusiasm evident during the entire term. The principal here has created an esprit du corps, an atmosphere which wins and holds.

Under the alert, energetic principal, Stevens School stood out in character of work, regular attendance, and in influence calculated to lift the community. A hopeful sign was the presence of quite a number of young people, who were war workers from the South and others from our city, who had left day school before completing the higher grades. Night schools ought to allure the latter in increasing numbers.

The industrial features deserve thought. Cooking and sewing so intimately touch the home that training afforded ought to be most practical. Every day common materials need to be so handled as to make plain their use and desirability. Financial and hygienic reasons can easily be shown for intelligently handling of these matters at night. Utilization, conservation, application of science, "mixing brains" with ordinary work are the chief purpose.

In a millinery class 23 hats were remodeled or renovated, 31 constructed of new materials, and if "mere man" may so say, they were "things of beauty."

The night-school teaching corps consisted of the following:

1. Total number of teachers employed: Male, 43; female, 37; total, 80.

2. From day-school force: Male, 30; female, 20; total, 50.

ATYPICAL CHILDREN.

Five classes exist for training pupils of this type. No increase has occurred for several years, and it is desirable to establish a class in the northeast section, to accommodate a large area and many schools. Now difficulty and hardship are met in reaching present classes becaues of distance and helplessness of children recommended.

The health department carefully examines pupils to determine the advisability of assigning them, and full reports show that only clear cases are selected. Records of school inspectors indicate the chief causes of segregation as physical defects by reason of which mentality is abnormal. These histories note that school nurses are directed to act to ameliorate physical deficiencies by taking children to hospitals and visiting homes to aid parents.

Linked with physical and mental atypicality are found many moral defects, subversive of the good of society, and these classes, under excellent women and instructors, are regenerating and redeeming their charges, so that they cease to menace and annoy the city.

Training includes mental, as far as possible, and industrial along lines experience has pronounced good. Inability to procure materials prevented full work.

Teachers frequently visit homes of pupils and almost invariably are greeted by parents with grateful hearts.

Under the care and guidance of teachers these unfortunates visit interesting places in and about the city and gain that which rarely comes otherwise.

These teachers and pupils, within their means and ability, have nobly responded to demands of Government war activities, Red Cross, and especially have pupils profited by the health crusade.

TRUANT AND DELINQUENT CLASSES.

The following facts are submitted:

	Boys.	Girls.	Total.
Number at opening	40		40
Number admitted	85	27	112
Number at close	73	17	90
Number segregated because of truancy	80	6	86
Number reported after segregation to attendance officer	42	4	46
Number reported after segregation to juvenile court	24	7	31
Number sent to Reform School	6		6
Number sent to Blue Plains	1		1
Number restored to school system	28	3	31

Grades represented.

	1	2	3	4	5	6	7	8
Boys	13	10	33	21	30	7	3	1
Girls	.....	.....	5	2	9	1	.....	.....
Total	13	10	38	23	39	8	3	1

Ages represented (years).

	8	9	10	11	12	13	14	15	16
Boys	4	3	12	21	25	36	10	3	3
Girls	.....	.....	2	1	4	5	4	1	.....
Total	4	3	14	22	29	41	14	4	3

Late in the spring it was thought best to provide an ungraded class for girls. I have doubted the necessity for such a class, and not now am I in possession of facts leading to a decision favoring it. It is an experiment. Situation of this class in M Street High School renders regular attendance difficult to maintain because pupils come great distances, and most are too poor to pay car fare. Only about 50 per cent of the enrolled attend regularly.

OPEN-AIR CLASS.

Located in Stevens School, in extreme northwest part of the city, this is the sole provision for children in need of special attention because of anæmic state. Enrollment at opening was 12; at close of year, 20. Transportation for 12 had to be furnished.

Lunches were furnished through Associated Charities for a month, and milk during entire year. In providing supplies for lunches, the Sterling Relief Society, the principal of Stevens, and friends lent a helping hand.

The spirit of sacrifice and service could be no greater or finer than that exemplified by the teacher who cares for these afflicted children.

Is it not possible for the authorities to take measures to obviate the uncertainty attaching to the maintenance of this class and others which ought to be established in sections to accommodate the children needing such nurture?

TUBERCULOSIS CLASS.

This class is located in Harrison School in the northwest of the city, and to it are sent children forbidden by law to continue in ordinary schools. Fortunately, Congress appropriates money for transportation and lunches.

The woman who fills the place of janitor has an exceptionally onerous task in that the preparation of two lunches daily falls upon

her besides the usual tasks of cleaning and heating. Her services are valuable far above the ordinary. In fact, she does the work of two, and merits remuneration accordingly. A man should be appointed janitor, and this woman charged with the work appropriate to preparation of lunches and to assist in caring for these weak, afflicted children.

Near the close of the year another teacher was assigned to this work, and a division of pupils made into 2 classes of 14 each. Also in place of regulation desks and chairs Moulthrop chairs were substituted.

The statistics herewith given are interesting:

	Boys.	Girls.	Total.
Pupils at opening	2	9	11
Number admitted	10	15	25
Number discharged (recovered)	2	3	5
Number removed from city		1	1
Number in hospital		2	2
Number at close	10	18	28

Ages (years)	6	7	8	9	10	11	12	13	14
Number of pupils	2	6	1	4	6	6	4	4	3

PLAYGROUNDS.

Failure in usual amount of money for vacation playgrounds prevented the same number of school playgrounds as in former years, two being closed. Four were open, and for five days a week children, under experienced teachers, were taken from the streets and ill-ventilated houses.

Attendance fell below normal, large numbers of young being engaged in work open to them on account of the war.

Teachers and children made for the Red Cross 249 useful articles. The valuable help given by Miss A. J. Turner in playground activities is fully appreciated and acknowledged.

It would be unjust to conclude this report without recording sincere thanks to all who have cooperated in the numerous activities herein noted. To Mr. W. B. Patterson, in charge of special activities for first nine divisions, I am deeply obligated for unfailing courtesy, for advice ungrudgingly given.

Respectfully submitted.

W. S. MONTGOMERY,
Supervisor of Special Activities, Divisions 10–13.

Mr. E. L. THURSTON,
Superintendent of Schools.

REPORT OF THE CHIEF ATTENDANCE OFFICER.

JUNE 30, 1919.

DEAR SIR: The past year has been a very difficult one for our office in spite of the fact that we have had an additional officer. During October the schools were closed because of the influenza and in November one of our officers resigned and another was not appointed until the middle of December. During December and January I was very ill and unable to attend to my official duties. My little force has done its best, but the odds have certainly been against us during the year just closing.

The cooperation between the schools and our office, while leaving much to be desired, is still steadily improving. Each year we look forward to this tie growing stronger and our work meaning more and more to the teaching force.

One more ungraded school has been established in the northeast section of the city. These schools are a great help not only to the children but also to us in enforcing the law.

The parochial schools, I am glad to report, have given us a closer cooperation during this past year than they have any year so far. This is very encouraging and another year we look forward to even a greater cooperation.

Every year a great many children enroll in the grades who are lost to the schools during the first few weeks. Of course, many of these children leave town or are over the compulsory education age, but there must be quite a few between the ages of 8 and 14 years who remain in the city and are lost with the rest. I feel that there should be some way in which we could get the names and addresses of these last-named children so we could try and replace them in school. I realize this will mean hard work for our office, but it is really so important I hope there will be arranged another year some way to provide us with such a list.

Our force now numbers three officers, not including myself, and we have the hope of an additional officer for the next school year. Our work is growing and we hope that the time will soon come when we will be given an officer for each division. We feel the need of this now, and while we press onward, doing our best each day, we are looking forward eagerly to the time when we will be able to realize our dream for the future of the attendance work in the District of Columbia.

Again this year I would like to urge that more consideration be given the child of this city between the age of 14 and 16 years. So

many children between these ages do not go to school, neither do they work. They simply run the streets and more often than not mischief grows out of this idleness. Certainly they are growing up without much, if any, ambition, and it is no wonder that in after years they amount to so little. A change in the compulsory education law to this effect, together with a more effective written notice, would be of greatest help to the future generation of Washington children.

Many thanks to you, Mr. Thurston, and to the board of education and to all those in the Franklin School and elsewhere who have shown a kindly interest in our work.

Report of work done by the attendance office during year ending June 30, 1919.

Truants, male	607
Truants, female	52
Absentees, male	2,043
Absentees, female	1,008
Nonattendants, male	22
Nonattendants, female	42
Total number reported	3,774
Visits to parents	3,089
Visits to public schools	447
Visits to parochial schools	12
Visits in the interest of work	736
Total number of visits made during year	4,284
Notices served	48
Over and under age	127
Not located	168
Out of town	17
Reported to other agencies:	
Associated charities	8
Juvenile court	67
Child labor office	6
Hebrew charities	1
Juvenile protective society	2
Colored attendance office	4
Reported from immigration bureau	14
Tardy	15
Court cases:	
Juvenile	20
Before chief probation officer	45
Number of children returned to school during year	2,856
Number of children who never returned, either working, over or under age, left town, entered other schools, deceased, or not located	918

Respectfully submitted.

SADIE L. LEWIS,
Chief Attendance Officer.

Mr. E. L. THURSTON,
Superintendent of Schools.

REPORT OF THE CLERK IN CHARGE OF THE DEPARTMENT OF CHILD LABOR.

JUNE 30, 1919.

SIR: During the year closing June 30, 1919, permits issued by this office have been as follows:

White boys	891
Colored boys	105
White girls	360
Colored girls	31
Permits which had to be approved by the judge of the juvenile court because of insufficient school attendance	91
Total number of working permits issued	1,478
Street trades badges:	
White boys	138
Colored boys	35

Temporary permits were issued to 1,683 children who were examined and found to have physical defects. Such of these as had defects corrected were given permanent permits and are included in the number given above. In cases where defects were not corrected, the permits lapsed at the expiration of the time for which the temporary permits were given.

The working permits issued during 1918–19 show a decrease of 439, while 10 more street-trades badges were issued this year than last. The latter statement does not indicate that small increase in the number of boys selling on the street, however. There is a greater knowledge of the defect in the law, which enables them to sell without fear of penalty, and the number selling without badges is larger than ever before.

As during the year 1917–18 most of the children securing permits worked in Government offices, although opportunities for such work are steadily though slowly decreasing.

With the close of the war and return of the soldiers to civil life, it was anticipated that the demand for the labor of children would decrease much more rapidly than it has and that the work of the office would be greatly reduced. This, however, has not been the case. Except for the occasional help of high-school students and, for a few weeks in July, of two of the attendance officers, the work of the office has again been carried by one person. Again, during this year it has been necessary for the child-labor clerk to work long hours and to turn away at times large numbers of people.

A number of very valuable changes have been accomplished, however. In November, 1918, the office was moved to the Franklin School, where a large basement room was turned over for its use and where an adjoining room is used by the doctors for physical examinations of the children.

Arrangement has also been made with the health department for verifying the ages of children without the child or his parent visiting the health office, and the work of securing a permit thereby much simplified for the applicant.

A new filing system has been installed which is much simpler and makes it possible to secure all necessary information very promptly.

The appropriation bill which has passed both Houses of Congress and is now awaiting the President's signature provides for an assistant to the child-labor clerk, so that that amount of assistance is assured for the coming year.

More follow-up work with the children has been done than ever before. Large numbers of cases have been turned over to the school nurses and to such organizations as Associated Charities, Red Cross, Juvenile Protective Association, and the visiting teacher.

In a number of cases permits have been refused where children have not had sufficient educational qualifications, and in many of these cases the children have been persuaded to remain in school. Were the opportunities for vocational training more numerous, it would be possible to persuade many other children. Quite a number of children were reached through the children's year committee and were thereby kept in school.

Many excellent suggestions for improvement in the work of the child-labor office have been secured through a visit made to the child-labor office in Baltimore and attendance at the child-welfare conference held under the auspices of the children's bureau in Washington and the conference of social work held later in Atlantic City. Help has been received also by acting as a member of various committees interested in the problems affecting children.

For the coming year I would make the following recommendations: Placing the child-labor and doctor's offices in a better state of repair and securing proper equipment for both. Another clerk as assistant in the office so that the clerk in charge may give more attention to individual cases, that cases may be properly referred and that expiring permits may be promptly followed up.

Very respectfully,

ELEANOR J. KEENE,
Clerk in Charge.

To the SUPERINTENDENT OF SCHOOLS.

ANNUAL REPORT OF THE DIRECTOR OF MUSIC.

JUNE 30, 1919.

DEAR SIR: There has been fair progress in the musical activities of the elementary schools of Washington during the past year.

The course of study known as "The Dann music course" is now being systematically taught in the first four grades and to some extent in the higher grades. We can confidently look for still greater improvement in the upper grades as soon as the pupils are supplied with the fourth and fifth readers. The director is perfectly familiar with all of the systems taught in the United States and does not hesitate to say that there is no more practical one.

Many teachers in the lower grades have expressed decided interest and delight in the manner in which the pupils enter into the spirit of the work which in turn has augmented the growing enthusiasm of the music teachers.

Conditions of the past year have been unusual, thereby preventing plans, which could they have been carried out would have shown the general public the results already attained.

The director plans for stronger work and public demonstrations the coming year to show that music in the schools is not a mere "frill" and that its place in the curriculum has not only æsthetic value but ethical and pedagogical as well.

The cooperation of the grade teachers has been gratifying, and efforts are constantly and tactfully maintained by the director and his assistants in order to have them become familiar with the course of study and enjoy teaching it.

The orchestral activities in the elementary schools are increasing. More than 300 boys and girls are enrolled and exhibit wonderful enthusiasm. The recently appointed teacher of orchestral instruments is doing fine work, enjoys the confidence of the pupils, and has appeared with grade orchestras on various occasions, or with units from several schools. Commendations have reached the director's ears that have been very flattering.

If there could be some means provided to procure much-needed instruments there would be surprising demonstrations.

As a vocational study the director contends that the boy or girl who shows decided musical talent should have the same opportunity as the boy whose bent is mechanics or the girl sewing and cooking.

The musical status of the high and normal schools is gradually improving and if plans now prepared are fully carried out we can expect a marked change for the better.

Without further detail, I am happy to report a real and, I believe, a lasting gain, but I am not satisfied that it is what it should be, neither does it approach what I am aiming for, namely, a solid foundation for a beautiful structure which I shall not live to see, but which must come, and for which I am willing to be a pioneer.

HAMLIN E. COGSWELL.

Mr. E. L. THURSTON,
Superintendent of Schools.

REPORT OF THE DIRECTOR OF DRAWING.

JUNE 30, 1919.

SIR: It is with pleasure that I report on the work of this strenuous year in drawing.

I have been so pleased with the amount and quality of the drawings sent to me and the letters from the teachers expressing their interest.

The work in the drawing department, like that of all other departments of the public schools, has been severely handicapped by the many trying conditions.

In view of the situation in general, and of the special fact that of the group of eight drawing teachers five were new appointees, I have been more than gratified by the results obtained.

So many new drawing teachers of necessity made the problem of the grade teachers harder, but their attitude throughout has been most considerate and helpful in bridging the intervals between the different assignments. They made it easy for the new teachers to become acquainted with conditions, so that these girls are now all ready for the busy year to come. Several of them are attending summer schools in order to be better prepared. Those who for various personal reasons can not go this summer are already looking forward and planning for next year, when conditions may be more favorable. All are showing a very real professional interest in their new work.

During the year two of the teachers used their two days allowed for visiting in other cities, Miss Kimball in schools in Atlanta, Ga., and Miss Atlee in New York, seeing the work in the atypical and ungraded schools, that being in direct line with her teaching here.

The work of the regular drawing lessons has been carried along on the lines of the course of study as far as possible. Some teachers, who called themselves of "those happy ones who have materials for the construction work," did the bookbinding and portfolio making. I was much interested in the reports sent to me by regular teachers of the ways they took, when they had some materials, but not all, to supply what was needed in order to do the work. For instance, one teacher made the calendar mounts of wrapping paper—and good they were, too—some, having all materials but paste, made that, and in one school it was presented by a boy whose father was a paper

hanger. One teacher, who needed linen, used old Holland window shades she had no longer in use, and finally one or more used wall paper to cover the portfolios in lieu of cover paper.

For those who had no materials for the constructive work, lessons in lettering and poster and sign planning were given.

During the year groups of pupils made posters for the "back-to-school campaign," for "school gardens," and for the "health crusade." An exhibit of the first set was held at the Public Library. The second set was shown in several schools, including the Wilson Normal School, and examples were borrowed to be taken to one of the summer schools as an illustration of the work in our Washington public schools and of the connection established between the drawing and matters of public interest.

We have made the usual trips to the Corcoran Art Gallery and the Congressional Library. There is no doubt that it is a great help in appreciation if the teacher who knows about such things takes the class. I have been interested in the different ways the drawing teachers conducted these trips. Sometimes the preparation is given before the trip, showing pictures they will see and calling attention to the special beauties in the artist's work. At other times the children select a picture they like, and after making notes of its beauties, write in regard to it as a school exercise. I wish to emphasize strongly to these children and young people what William M. Chase said should be carved deeply in stone over the entrance to an art gallery, "These works of art are here for your pleasure, not for your criticism." So I would have them approach these works of art not looking for faults to criticize but in the spirit which seeks something beautiful to admire.

One of the splendid things our girls learn to do in the Wilson Normal School, under the direction of Miss Dorothy B. Kalb, is to draw on the blackboard and illustrate as they give a lesson. One child I know, commenting on his teacher, said, "Oh, she's grand; she can draw on the board or paint on paper and show us just how to do it. Why, she even makes arithmetic interesting."

During the last weeks of the school year I like to have the drawing teachers give lessons of this character. Sometimes a chalk talk on the Labors of Hercules or Kipling's "How the elephant got his trunk" have been given. This latter introduced many of the children to the "Just So" stories. A painting lesson about Goldilocks or about the Three Bears will hold the children spellbound and make them willing—anxious—to try to do it themselves.

One of the interesting things in our work is the willingness of the little children, before the critical faculty is too well developed, to try anything. This is, of course, the reason for the spontaneity and lifelike quality of their drawings, which Stanley Hall so much

enjoyed and so often refers to. However, drawings by older children, when the child draws with more mature judgment, even though the results are not so entertaining, are of great value, giving ability to draw and see, to judge and select.

In closing I wish to comment again on the group of new teachers in the drawing department this year. They are new to the work and inexperienced, and many of the grade teachers whom they were called on to help were absolutely new to Washington schools. They have faced a difficult situation in one of our most difficult years with a spirit and energy which have produced marked results and which are encouraging as a forecast of their future possibilities.

ANNIE M. WILSON,
Director of Drawing.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE SUPERVISOR OF MANUAL TRAINING.

JUNE 30, 1919.

SIR: The work of the shops shows no changes or special experiments requiring comment; with the expectation of calls for Red Cross work it was thought better not to ask for anything new. Moreover, at the opening of school five shops were closed as the result of resignations, leaves of absence for war work, and the impossibility of obtaining new men. In addition to the four men who had left at the time my report for last year was written, three more resigned during the summer. During the first half of the school year we were able to find five new men for the seven vacancies. By concentrating classes without too great inconvenience to them and by omitting most of the sixth-grade classes, we opened all but two of the shops and took care of all seventh and eighth grade boys.

The Red Cross, as expected, asked for a large supply of articles for the Medical Corps of the Army, and also for some of the furniture for the "Red Cross houses" and "nurses' houses," at the various hospitals, which could not be furnished last year. A short time limit was set for all this work, hence most of it was assigned to the vocational and high school shops having machinery. Although this plan concentrated the work in a few shops and made it considerable of a burden, it was the only practicable course; we could hardly have completed the task if much of the work had been by hand instead of machines, especially in view of the time lost by reason of the influenza epidemic.

Late in the year another call came from the Red Cross, this time for "refugee tables and chairs" for sending to the devastated districts of Belgium and France. We promised as many of these this year as it seemed possible to complete and agreed to furnish more in the fall.

The vocational schools have also furnished a number of seed boxes and garden stakes for the school gardens, and will construct some tool boxes next fall for the same department.

As noted above, three men resigned during last summer, notwithstanding the certainty of better salaries this year. Another who was away on leave to do war work resigned when released by the armistice. This made a total of six who left solely because of low salaries. There is a promise of some further improvement for the coming year, but the fact that most of it is by way of a "war bonus" which does not carry an assurance of permanency robs it of part of

the effect which a definite increase ought to have. I wish, however, to make clear the point touched upon in my report for last year: It was the long waiting previous to the war which affected the spirit of these men, rather than the uncertainties and temporary improvement during the war. They would, in my opinion, have shown greater patience in waiting for readjustments if their past experience had been more satisfactory. I know they left with reluctance. I wish also to make it clear that most of those who remained in the service did not rely wholly upon their school salaries for the support of their families. They are finding it more than ever necessary to supplement their pay from outside sources; the increases they have had have not kept pace with the demands upon them. They naturally feel this condition more than the majority of regular teachers. This points to the necessity of bettering their situation not only actually but relatively; the minimum and maximum salaries must be raised and the annual advance from the one to the other must be greater.

The time given to the shopwork is so close to the minimum practicable that the closing of schools last fall had an appreciable effect upon the product. This question of time is one which has been seriously considered. One way to gain time is to save it, and with this in view I am again taking up the question of an annual overhauling of the edge-tool equipment, hoping the auditor will allow us to resume it; this is one factor. By fall I shall have each shop equipped with a small hand and foot power emery grinder upon which emergency grinding can be quickly done during the year. Also, I propose to equip those shops, having electric current available, with one or more small machines. To this end I expect to have, next year, small planers in three of the shops. After a boy has acquired the foundation knowledge and use of the plane, these machines will save much of the time now spent in applying it. I shall undertake to determine whether it is not practicable to have current introduced into other shops not now supplied. Special power circuits are not required, as these small machines are designed to operate on lighting circuits. It may be feasible to add other machines also. This is an introduction to machinery, a step which appears timely.

I am making a separate statement respecting the future of the Smallwood and Lenox Schools, having discussed the subject with the principals and with Mrs. Cate and Miss Jacobs.

The work of the general auditing committee, which has taken a very appreciable amount of time, is made the subject of a separate report.

Respectfully,

J. A. CHAMBERLAIN,
Supervisor of Manual Training.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE DIRECTOR OF DOMESTIC SCIENCE.

JUNE 30, 1919.

SIR: The work of this year has been along the same general lines followed in previous years, and our chief aim was to teach principles concerning food matters.

The scarcity of food of all kinds in Europe made it imperative to keep before all classes in domestic science the necessity for the most careful use of all food material lest they, and the families they represented, should forget some of the people to whom we were bound by certain obligations were facing starvation.

The increasing high cost of food material in this country, likewise. made it necessary to continue our emphatic teaching of thrift in all matters pertaining to the use of food, in order that the money spent might purchase adequate nutrients for the family.

Furthermore, we taught that by wasteful or careless use of food we would send the price up to a point way beyond the reach of the average income an thereby endanger the lives of many in our own country, because they could not buy enough to eat. We have at all times endeavored to teach the fundamental principles of the purchase and use of food and of nutrition, but during the last three years we have taught these things more emphatically and with greater zeal. Present conditions have made food a subject of prime importance and matters concerning it were discussed by all, including the children; hence, pupils have come to the lessons with keener interest and with greater eagerness reported the success of their home projects. Present-day conditions are also responsible for the increased opportunity offered the girls to try out at home the lessons at school, and the girl knowing she is to have this opportunity has been eager to get all she could out of a lesson and the teacher eager to give.

CONSERVATION WEEK.

A feature of the year's work was the presentation to all pupils in the school, from kindergarten through high and normal, matters concerning the world's need for food and how to meet it. The request to do this came from the Food Administration because it was necessary to have the cooperation of everyone and to keep their efforts at concert pitch. They had to be made to realize the seriousness of the situation; that food could not be produced over there for many months though peace might come quicker; and that groups of people would starve unless food was sent in an unbroken

stream. To keep it moving meant there must be no waste or misuse of it anywhere. To secure the presentation of this in a forceful way to all pupils the teachers were assembled that persons familiar with the situation and plans for meeting it might discuss the matter in a broad way, and present certain phases as the basis for instruction. Teachers taught as much of this as they could, emphasizing specially the facts regarding production and distribution and this Nation's responsibility regarding the success of the plans for relief. December 6 was designated "conservation day for schools," and here as elsewhere throughout the country lessons were given bearing on this matter. Some used the short-speech method; others, the regular lessons in commercial geography, civics, and compositions; still others used drama or topics of the day as the vehicle to bring the matter to the consciousness of the pupils, hence throughout the system an impetus was given the food thrift campaign.

WORK DURING THE INFLUENZA EPIDEMIC.

During October when the schools were closed owing to the prevalence of influenza I volunteered to help the Red Cross in whatever capacity they could use me, and was asked to take charge of providing food for those sick persons who could not secure it and of a noon meal for those actively engaged in stamping out the epidemic in order to conserve their energies. I called on the teachers in my corps to help. Nearly every one responded. Those who did not were sick or had sick ones to nurse. The director in charge of domestic science in the colored schools tendered her services to me, as did also some of her teachers, and gave valuable assistance.

A center for the preparation of the food was established near each zone headquarters. Two of the elementary school kitchens, one high-school domestic science laboratory, and one school-lunch equipment were used for this purpose, besides the kitchen and one big room at the Cavalry Baptist Church, and for a week the experimental kitchen of the Home Economics Bureau, Department of Agriculture.

The broths and lunch materials were prepared at these points and transferred to the zone headquarters where the lunches were served, and the milk, broth, fruit, etc., were distributed according to the needs reported by the doctors, nurses, and aids. The work of cleaning and filling the jars and thermos bottles used in the distribution, and of keeping the milk and broth in good condition throughout the 24 hours was as important as the preparation of the food, hence a domestic-science teacher was placed in charge of these stations as well as of the preparation centers. They were ably assisted by other teachers and by volunteer workers from every walk in life. It is not meet that report in detail concerning it be embraced in this since,

primarily, it was not a school project and detailed report was made of it to the District of Columbia Chapter, Red Cross. Mention of it, however, is proper—as a group of school-teachers did most of the work and school property was used—to commend the splendid cooperation and team work of those who served and to show how a school department could be utilized in times of public distress. Valuable experience was gained by all who took part, and, had the school been in operation, a splendid opportunity would have been given to train girls of the 8B and high-school classes. The preparation of food in large quantity, the means employed to keep it in good condition, keeping records of the amount of food purchased and prepared, to whom and how distributed, sterilizing and filling the containers, teamwork in a big enterprise, and willing service for others were some of the lessons to be learned. One piece of work of this kind was carried on at Central High by Miss Bache, who organized a group of girl scouts into a service band to prepare dishes suitable for the sick and convalescent and distribute them to sick members of the scout organization.

HOME CARE OF THE SICK.

During the epidemic many conditions were discovered but the most surprising was the lack of knowledge concerning the simplest principles of nursing and feeding the sick. To do our part in changing this situation as much as possible before another emergency arose we increased the number of lessons given in home nursing and treatment of emergencies which forms a part of the housekeeping course given at four centers.

Making a bed, keeping it in order, changing the bedding while the person is in bed, the general daily care of the sick, such as washing face and hands, combing hair and making him comfortable, bathing a patient, taking note of temperature, pulse and respiration, application of heat and cold to relieve conditions, precautions necessary in cases of communicable disease, bathing, dressing, and feeding the infant were some of the lessons given. Most of this instruction was given by the teacher of domestic science at these centers, these teachers having had a course in this work under the Red Cross, but a Red Cross nurse gave to groups of the classes in these centers the demonstration of bathing a person in bed, changing the bedding while the person is in bed, and bathing and dressing an infant.

The dexterity of the Red Cross nurse, her pleasing personality, and her evident pleasure in the teaching made these demonstrations extremely valuable to the girls, who asked questions and made comments in a very easy and natural way. To see a thing so well and deftly accomplished has great educational value besides giving pleasure and an incentive to persevere until one can do likewise.

The teachers followed these demonstrations with lessons for practice. Though the practice work in bathing a patient was a dry wash

over clothing, facility in the handling of a person and working under cover was gained and the fundamental principles of hygiene learned. The celluloid infant used for the baby-welfare work gave full opportunity to teach what was essential and was sufficiently lifelike to give that sense of reality and responsibility which makes the lesson effective. Better work has never been done nor more interest shown than was evident during this course. So many of the pupils had been obliged to assume full or partial care of the sick during the emergency that the value of the work was greatly appreciated and the story of how they met or failed to meet the situation acted as a spur on the whole class. Many girls have become quite proficient and will make valuable aids should another similar emergency arise.

HOUSEKEEPING CENTERS.

A new housekeeping center was opened in April at the Wisconsin Avenue Manual Training School. The children who were sent there were as enthusiastic as the children at the other centers over the opportunity given them to make beds, wash clothes, clean rooms, prepare and serve food, in other words to keep house. More of these centers should be established so every girl in the sixth grade might have this opportunity. The type of work appeals to them, for the spirit of play is alive in them and there is an element of play in such work. Through play having a semblance of real living, with life-size objects and a purpose which satisfies a subconscious desire to make a home, it is possible to teach the essentials of home making and housekeeping.

CHANGING METHOD OF INSTRUCTION.

The piece of experimental work which was started the latter part of the preceding year at the Cleveland Park School was continued with marked success. Here, instead of the one group or modified demonstration method of instruction used in the elementary schools, the classes were divided into three groups each and the pupils of each group, working as a company, prepared the dish constituting the lesson for the day, using family-size quantities. The teacher who had these classes reports, and my observation confirms it, that the children individually and collectively do better work, show greater interest, and learned as much, if not more, of the principles of cooking and feeding as those taught in the other way; but, that the teacher must plan her lesson more carefully, make more provision for emergencies, work harder during the lesson period, be more watchful and resourceful than when teaching the single group. She likewise reports that the number in the group must be kept between four and six, and that not more than four groups be formed from one class. She found the running expense to be greater, if the school bore the whole of it. The pupils at Cleveland Park brought part of the ma-

terials from home and carried the finished product back with them, but this can not be done in all communities. Though it added considerable to her labor and increased her difficulties she believes this method of sharing the expense should be followed whenever possible. Since more work had to be done and all pupils were working there was not time, in the 90 minutes allowed, to write a well composed recipe for future use. Either the time must be increased or some other way must be found for securing the recipe. The suggestion is made that notes be taken in class and the work of transforming them into a well-worded recipe be made a part of the English course of the grade under the grade teacher cooperating with the teacher of domestic science. In spite of the increased amount of work necessary to make this method a success it is recommended for adoption. Miss Moon say she prefers it and desires to teach all her classes in this way.

SUBSTITUTE TEACHERS.

As in all other departments of the school there were a greater number of absences than ever before, and fewer persons to act as substitutes. No trained persons could be secured and those who did respond did so from a sense of patriotism since the pay received did not reimburse them for having home work done while they were out. To maintain the standard of work it was necessary to very thoroughly coach the substitutes, to give many lessons for them, and to keep in close touch with their teaching. This occupied most of my time. Positions offering higher salaries than are given teachers of domestic science in these schools have been increasing in number and many of my teachers have left to accept them; moreover, the field for domestic science teachers has widened, hence it is becoming increasingly difficult to obtain them at any price. It is therefore impossible to secure them for substitute service. To meet this condition and build up at least a substitute corps I strongly urge the establishment of a home-economics course in the normal school and a short course for teaching the fundamental principles of education to women who can give only part time to service outside the home. Among those I called as substitute this year were two housekeepers with marked ability to teach who would be glad to take such courses and I am sure there are others.

In spite of the broken year, of the many difficulties encountered, and the fact there were things left undone we greatly desired to do, we close the year with a sense of work well done through the hearty cooperation of the members of the corps.

Respectfully,

EMMA S. JACOBS,
Director.

Mr. E. L. THURSTON,
Superintendent of Schools.

REPORT OF THE DIRECTOR OF DOMESTIC ART.

JUNE 30, 1919.

SIR: I have the honor to submit the following report of the work of the domestic art department of the public schools of the District of Columbia for the year ending June 27, 1919.

The work of the past school year has been handicapped beyond precedent by the influenza epidemic in September and October, when there was an unusual amount of sickness among the teachers and their families. Several of the teachers were seriously ill and out of their classes for long periods, while a great number were obliged to have substitutes for shorter periods. This irregularity, together with the difficulty of obtaining substitutes, naturally broke in upon the work and involved much of the director's time, where substitutes could not be secured, in teaching classes and instructing inexperienced substitute teachers.

During the period of epidemic in October the teachers of the department reported each day at Wilson Normal School and made hundreds of masks and other hospital supplies. Others gave their services in the diet kitchens, and those who could loaned their cars for distributing supplies to the homes.

Notwithstanding the loss of time and other adverse conditions, a great amount of work was accomplished.

The allotment of Junior Red Cross work given to the department was the making of layettes for the French and Belgian babies. This was attractive and interesting work to the children and was divided among the grades to conform as nearly as possible to the problems outlined for each. For instance, the fourth grade, which puts special emphasis on hemming, was assigned the making of bags, towels, diapers, wash cloths, etc., which involve a large proportion of hemmed work. The fifth grade made the brassieres, which illustrate the felled seam, facings, and buttonholes. The sixth-grade pupils did the more advanced work, constructing dresses, capes, jackets, and booties, which comprise a general review of the lower grade problems, as well as those peculiar to the sixth grade. The interest of the pupils was stimulated and held by this very practical application of theory, and the principles involved became firmly fixed in mind. The advantage of making these garments for such good purpose is obvious. The pupil gains in breadth of view as well as in unselfish effort.

Sixty-two complete layettes were finished, numbering about 2,000 pieces, in addition to the regular course of work in the third grades, and certain problems of the fourth, fifth, and sixth grades, which were carried along as in former years. In the latter grade approximately 2,000 cooking outfits were made, in preparation for their succeeding years of domestic-science work. In addition to the above a large number of refugee garments and hospital supplies were made by all the grades, the work being designated according to age and ability of the pupil.

Carrying on the idea of war-time thrift, several hundred bean bags were recovered during the year, conserving the beans, and furnishing instructive work to some of the younger pupils, and many pincushions in use in the sewing centers were given new covers. Waste material in cutting refugee garments was converted into undergarments for little children, crib quilts, etc.

The usual contribution to the Associated Charities for Camp Good Will was of necessity somewhat curtailed this year, but we were able to turn over 150 garments, dresses, and underwear.

There has been no year in the history of the department in which the work has fallen so heavily upon the teachers, and their faithfulness and loyalty deserve special commendation. They have spent many hours of their own time in cutting and preparing the work to be done in class, much of which would have had to be left undone otherwise, owing to the limited time allotted to the sewing lessons.

Several changes occurred in the personnel of the corps during the year. One additional teacher was appointed, making a total of 24 for the elementary schools (white), exclusive of the vocational teacher at the Smallwood. One teacher, Miss Kate Graham, died in May, after having served the school system most faithfully for 28 years.

It has been a great help to have had the friendly cooperation and advice of the superintendent and other officials.

With deep appreciation, I am,

Respectfully, MARGARET W. CATE.

REPORT OF THE CHIEF MEDICAL AND SANITARY INSPECTOR OF SCHOOLS.

SIR: I respectfully submit the following annual report of the work of the medical inspection of schools for the school year 1918–19:

The volume of the work of medical inspection of schools was somewhat reduced by the following conditions: The chief medical and sanitary inspector and six of the medical inspectors were absent from duty, some for a part and some for all of the year, on account of war service; and, in addition to the widespread epidemic of influenza, rendered it necessary to assign school nurses to emergency bedside nursing and it also seriously interfered with the ability of the medical inspectors to render regular and uninterrupted medical inspection, such as is possible under usual conditions.

WORK OF THE SCHOOL MEDICAL INSPECTORS.

A summary of the work done by the medical inspectors follows:

Work of school medical inspectors, school year 1918–19.

Number of visits to school buildings	5,478
Number of visits to homes of pupils	262
Total	5,740
Number of schoolrooms inspected:	
For sanitary conditions	2,317
For general observation of pupils	2,905
For the detection of contagion carriers	1,196
Total	6,418
Number of pupils given physical examination:	
For detection of physical defect, none found	677
For detection of physical defect, treatment recommended	3,718
To determine whether vaccinated:	
Successful	5,608
Unsuccessful	1,807
For transfer to special school	163
For admission to normal school	259
For working permits	2,918
Readmissions recommended	3,045
Exclusion recommended	2,897
Vaccinations	1,154
Teachers examined	2
Total	22,248

CAUSES OF EXCLUSION.

Appendicitis, acute	1
Bronchitis	18
Cephalalgia	1
Chicken pox	84
Chorea	1
Culture pending report	1,767
Dermatitis	1
Dermatitis venenata	2
Diphtheria	77
Eczema	6
Enuresis	1
Eruption	5
Exposure to contagion	30
Furunculosis	3
German measles	1
Herpes	1
Impetigo	74
Influenza	88
Measles	3
Mumps	14
Not vaccinated	1
Offensive odor	1
Otitis	2
Pediculosis	461
Pink eye	21
Ringworm	71
Scabies	48
Scarlet fever	39
Sick	2
Smallpox	1
Tonsillitis, acute	40
Tuberculosis	2
Uncleanliness	3
Whooping cough	27
Total	2,897

No intensive physical examination of pupils was attempted this year, and only such pupils were given physical examinations as were referred by the teachers for suspected defects. The results of the intensive examination of the two preceding years and of the examinations of applicants for child labor permits clearly show that a high percentage of remediable incorrected physical defects exist among all school pupils. These should be discovered and corrected, and in order to do so systematic physical examinations of all school pupils should be made yearly, and the parents advised of the conditions found and of the recommendations for corrections. It is hoped that this work may be done during the coming year.

In order to accomplish this four additional medical inspectors are needed.

EXAMINATION OF RETARDED PUPILS.

One hundred and six retarded pupils were given a thorough mental and physical examination during the year. Of these, 76 or 71.6 per cent were recommended for transfer to the atypical schools, and 30, or 28.4 per cent, were recommended not to be transferred to special schools. Eleven, or 10.39 per cent, of these retarded pupils had no demonstrable physical defects, while the remaining 95 had 297 defects, or an average of 3.12 defects per pupil. All of these cases were specially assigned to the school nurses for the correction of the defects found.

The examinations were done in many cases by the inspectors in whose districts the cases occured and the attempt was made to have all school inspectors familiarize themselves with mental tests and to study the problem presented by retarded pupils.

While this plan of work has secured good results it would be more satisfactory if the study of these cases could be made by a psychologist trained and experienced in the examination and handling of mentally subnormal children. There is at the present no satisfactory psychological clinic available for the study of these cases.

A detailed analysis of the results obtained in the examination follows:

Analysis of results of examination of mentally retarded pupils, school year 1918–19.

	Number.	Percentage.
Number examined	106	
Mental defect in parent	14	13.3
Poor education of parents	24	22.6
Foreign language used in home	10	9.4
School retardation in brothers or sisters	38	35.8
Poor financial status	23	21.6
Poor sanitary conditions in home	18	16.9
History of disease or injury sufficient to cause mental retardation in pupil	21	19.8
Poor personal habits or hygiene	15	14.1
Poor environment	21	19.8
DEPORTMENT IN SCHOOL.		
Good	51	48.1
Fair	15	14.1
Poor	34	32.0
PHYSICAL DEFECTS PRESENT.		
Nutrition	17	16.0
Anemia	7	6.6
Defective vision	16	15.0
Crossed eyes	5	4.7
Other eye diseases	5	4.7
Defective hearing	5	4.7
Discharging ear	1	.9
Defective nasal breathing	37	34.9
Chronic nasal catarrh	19	17.9
Enlarged tonsils	31	29.2
Defective teeth	54	50.0
Enlarged glands	29	27.3
Pulmonary	3	2.8
Cardiac	3	2.8
Skin-parasitic		
Orthopedic	15	14.1
Nervous	18	16.9
Speech defect	26	24.5
Hernia	2	1.8
Other defects	3	2.8

Analysis of results of examination of mentally retarded pupils, school year 1918–19—Continued.

	Number.	Percentage.
DIAGNOSIS, MENTAL.		
A. Not mentally deficient:		
1. Bright	1	0.9
2. Average	10	9.4
3. Dull	13	12.2
B. Mentally deficient:		
(*a*) Borderland—		
4. Backward	47	44.3
5. Backward emotive	4	3.7
(*b*) Feeble-minded—		
6. High grade	31	29.2
7. Imbecile	.....	.....
8. Idiot	.....	.....
RECOMMENDATIONS.		
Transfer to atypical school	76	71.6
Not transferred to atypical school	30	28.3

Analysis of chronological age, mental age, and grade of retarded pupils, school year 1918–19.

Chronological age.	Recommendation.		Total.	Chronological age.	Recommendation.		Total.
	Transfer to atypical school.	Not transfer.			Transfer to atypical school.	Not transfer.	
5	1	1	2	10	7	4	11
5½	.....	.....	.....	10½	1	1	2
6	.....	2	2	11	14	2	16
6½	3	1	4	11½	.....	.....	.....
7	8	4	12	12	4	3	7
7½	3	2	5	13	6	1	7
8	12	3	15	14	1	.....	1
8½	2	.....	2	16	1	.....	1
9	9	3	12	17	1	.....	1
9½	3	33	6				

WORK OF CHILD-LABOR CLINIC.

The large numbers of children who are seeking employment throughout the year has necessitated the establishment of a regular clinic for the physical examination of these cases, which takes nearly the entire time of one medical inspector. In June and July the entire force of medical inspectors and nurses are required to properly handle and examine the large numbers who present themselves. The conditions under which these examinations are held are far from satisfactory. The examination room is badly in need of renovation and painting. This is essential for the proper diffusion of light for the examination. The room is also encumbered with numerous unsightly, unnecessary, and useless pipes, benches, and shelves.

The waiting room outside, which must be used during a part of the year at least, when great crowds of children and their parents completely fill the room and are compelled to wait for the necessary entries and examination, is an old basement playroom, partially

filled with miscellaneous articles of more or less temporary or permanent storage. These include lockers, old desks and seats, boxes, old carpets, and barrels of various descriptions and uses. The chairs assembled for these occasions are of all types and in all stages of repair, and the floor is in need of attention. This apparently extemporaneous utilization of rooms not properly adapted and equipped for the important work to be accomplished detracts from the dignity of the work. Proper alteration and equipment should be provided to conduct the clinic in an efficient and orderly manner.

It is recommended that the present child-labor law be amended by the proviso that permits be issued for a definite time, at the discretion of the issuing officer. This would allow the issuance of permits for a limited period only in cases where minor physical defects were urgently in need of correction, which at the time of the physical examination were not severe enough to prevent the child from working.

Requirement for the physical examination by the school medical inspectors of applicants for child-labor permits between the ages of 12 and 14 referred by the juvenile court should also be included in the law. There is no provision for the physical examination of these children by school medical inspectors or by any other physicians at the present time, and this work is one only of courtesy to the juvenile court.

The following tables cover the work of the child-labor clinic for the year:

Result of examinations of children applying for work permits, school year 1918–19.

	For whom examined.		Color.		Number without defect.	Recommendations.			
	Child-labor office.	Juvenile court.	White.	Colored.		Permanent permit.	Temporary permit.	Permit denied.	Total examined.
July	575	291	698	168	254	376	498	12	866
August	202	65	217	50	88	113	153	1	267
September	192	38	192	38	78	88	138	4	230
October	47	14	49	12	18	20	40	1	61
November	133	15	115	33	58	51	96	1	148
December	162	12	136	38	63	68	106	.....	174
January	81	1	62	20	31	31	51	.....	82
February	66	10	57	19	30	31	45	.....	76
March	160	2	132	30	70	68	94	.....	162
April	130	16	135	11	53	53	93	.....	146
May	221	23	219	35	169	165	79	.....	244
June	406	56	420	42	292	334	127	1	462
	2,375	543	2,432	486	1,204	1,378	1,520	20	2,918

Classified defects found in children applying for work permits, fiscal year 1918–19.

Number examined	2,919
Number having no defects	1,204
Percentage having no defects	41.2
Percentage having defects	58.8

Classified defects found.	Number.	Percentage.	Classified defects found.	Number.	Percentage.
1. Nutrition	66	2.2	11. Defective teeth	1,008	34.5
2. Anaemia	56	1.9	12. Enlarged glands	135	4.6
3. Vision	505	17.2	13. Pulmonary disease	5	.1
4. Crossed eyes	7	.2	14. Cardiac disease	41	1.4
5. Other eye diseases	29	.9	15. Skin or parasitic	48	1.6
6. Hearing	30	1.0	16. Orthopedic	14	.4
7. Discharging ear	5	.1	17. Nervous system	19	.6
8. Defective nasal breathing	69	2.3	18. Speech defect	6	.2
9. Chronic nasal catarrh	16	.5	19. Hernia	5	.1
10. Enlarged tonsils	447	15.3	20. Other ailments	8	.2

INCREASE OF COMPENSATION FOR SCHOOL MEDICAL INSPECTORS.

I renew my recommendation of last year that the salary of school medical inspectors be increased. The inspectors devote three hours daily to the work, provide their own transportation, and with the steadily increasing requirements for continuous time devoted to physical examinations it is only just that an adequate compensation be provided for the services rendered.

WORK OF DENTAL INSPECTORS.

The following is a summary of the work done by the dental inspectors:

Work of school dental inspectors school year 1918–19.

	White.	Colored.	Total.
Number of visits to schools	89	143	232
Number of pupils examined	2,018	4,468	6,486
Number of pupils with abscesses	49	33	82
Number of pupils with cavities	1,391	4,361	5,752
Number of pupils with missing permanent teeth	170	203	373
Number of abscesses found	50	33	83
Number of cavities, temporary teeth	1,049	7,718	8,767
Number of cavities, permanent teeth	2,884	12,512	15,396
Number of permanent teeth missing	229	203	432
Number of recommendations:			
For cleaning teeth	1,327	3,858	5,185
For filling cavities	3,741	15,413	18,988
For regulating	430	267	697
For extraction	651	4,817	5,468
For hypertrophied tonsils	.....	142	142

The plans now being developed in connection with the dental clinics contemplate the employment of the dental hygienists in the field, who shall have a portable outfit and move from school to school, much in the same way that the dental inspector now does. Her work will combine that of dental inspector and prophylactic operator, in that she will do actual cleaning of teeth and placing the oral cavity in as healthy a condition as is possible, in addition to charting the defects present and sending requests for treatment to the parents. This plan is in operation in another of the large cities in the United States and has proved most satisfactory. I recommend that the positions of part time dental inspectors be discontinued and

that they be replaced by an equal number of full time dental hygienists.

DENTAL CLINICS.

In accordance with the provisions of the law four dental clinics have been provided for the following schools: Curtis, Grover Cleveland, Tyler, and Old M Street High School. Of these the only one placed in actual operation is the Tyler clinic, which had already been established by private enterprise. The equipment at this clinic was presented to the board of education.

The other three clinics are being prepared for operation, but are not yet ready, because certain essential parts of the equipment have not been delivered, due to difficulty in obtaining it from the manufacturers. It is expected that this will be delivered and all the clinics opened during the summer.

The schedule of salaries estimated for the dental operators was made before the era of high cost of living, and is not sufficient at the present time to command and retain competent dental operators and dental hygienists. It is recommended that these salaries be increased to $1,200.

WORK OF SCHOOL NURSES.

The following is a summary of the work done by the school nurses:

Work of school nurses 1918–19.

Number of visits to schools	3,824
Number of visits to pupils homes	9,368
Number of pupils taken to clinic	1,586
Number of cases completed	3,564
Number of cases partially completed	1,003
Number of cases moved	548
Number of interviews	26,187
Number of visits to cooperative agencies	488
Number of cases referred to nurses	6,299

Classified defects handled by school nurses, 1918–19.

Names of defects.	Number of defects referred.	Cured.	Improved.	Treatment Instituted.	No treatment necessary.	Moved.	Cooperation refused.	Total defects handled.	Remaining.
Nutrition	340	37	40	114	2	27	10	230	110
Anæmia	280	24	43	89	1	22	10	189	91
Vision	1,281	576	18	204	28	64	32	922	359
Crossed eyes	105	18	4	46	4	8	6	86	19
Other eye diseases	252	78	20	75	3	13	6	195	59
Hearing	286	38	16	88	5	18	13	180	106
Discharging ear	66	7	10	27	.....	4	1	47	19
Defective nasal breathing	1,373	375	4	334	37	82	46	880	493
Chronic nasal catarrh	148	19	16	57	.....	5	1	96	52
Enlarged tonsils	2,015	422	16	459	84	105	72	1,158	852
Defective teeth	1,919	306	.....	467	8	110	55	946	973
Enlarged glands	231	24	38	75	3	14	11	165	66
Pulmonary disease	65	.....	13	34	4	1	1	53	12
Cardiac disease	36	2	4	21	.....	3	1	31	5
Skin or parasitic	748	532	3	115	.....	14	6	670	78
Orthopedic	280	13	7	112	9	23	6	168	112
Nervous system	48	6	5	19	.....	3	1	36	12
Speech defect	260	26	15	72	5	27	8	153	107
Hernia	9	2	.....	6	.....	.....	1	8	1
Other ailments	187	53	2	90	.....	7	1	154	33
Total	9,929	2,558	274	2,504	193	550	288	6,367	3,562

From October 5, 1918, to November 1, 1918, and also during Christmas week, 1918, the school nurses were engaged in influenza work under the direction of the health department. During the first two weeks the demands were so great that they worked continuously from 8.30 a. m. until 11.30 p. m. They did actual bedside nursing and cheerfully devoted their Sundays and overtime to the work, and the conscientious work done by them was no small factor in the complete recovery of a number of their desperately ill patients.

As shown in the statistical tables, 3,562, or 35.90 per cent, of the 9,929 defects referred to the nurses were not reached and still remain to be taken up. With the initiation of physical examination of all elementary-school pupils a vastly larger number of defects will be reported next year and the follow-up work will accumulate beyond the possibility of the present corps of nurses properly handling it. The present ratio of nurses to the elementary-school population is one nurse to 5,400 pupils. This should be reduced to one nurse to not more than 3,000 pupils, and it would increase the number of nurses from 10 to 17.

The matter of providing proper transportation for school nurses also requires careful consideration. Street car transportation does not fill the requirements, and with the present plan of home and clinic follow-up work it is necessary for the nurse to walk almost constantly for the greater portion of the day. Motor transportation would save much time and enable the nurses to do a greatly increased volume of work. It is recommended that this matter be given consideration in the estimates for next year's appropriation.

TUBERCULOSIS SCHOOLS.

The attendance at the two tuberculosis schools has gradually increased, making a total of approximately 55 pupils enrolled at the two schools, an increase of about 55 per cent over last year. Additional teachers, equipment, and funds for nutrition and transportation are needed to develop these school as they should be. The records of this year show a steady and substantial gain in weight in practically all pupils in attendance.

OPEN-AIR SCHOOLS.

No further development of this type of school has occurred this year. It is earnestly recommended that open-air schools be established in each of the supervisor's districts during the coming year.

JOSEPH A. MURPHY, M. D.,
Chief Medical and Sanitary Inspector of Schools.

REPORT OF THE DIRECTOR OF PHYSICAL TRAINING.

JUNE 30, 1919.

SIR: I hereby submit the following report of the physical training department for the school year 1918–19.

In common with all departments of school work, the year has been one of strong effort to keep the work up to the high standard of years past, despite the discouraging fact of many new teachers untrained in our special branch requiring special instruction.

NEW COURSE OF STUDY.

The great outstanding constructive work of the year was the completion and printing of a new course of study which is practically a textbook arranged in two volumes, one for the primary grades and one for the grammar grades.

This course was presented after a detailed study of the most approved forms of physical training in other cities. Much of the material is original, based upon pedagogical principles, and is the result of years of experience.

This year was a fortunate one in which to have our work brought up to date in printed form, since the great number of new teachers were unfamiliar with the subject of physical training as taught in our schools.

These textbooks differ from those usually presented, in that the concise and definite directions are adapted to the lay teacher who has not made a special study of technical gymnastic nomenclature.

The special lessons present a practical arrangement of physical exercises capable of being executed in the allotted time. Besides these, there is a large fund of material comprising schoolroom games, song plays, folk dances, marching tactics, playground games, and athletics upon which the progressive teacher can draw whenever time and opportunity permit.

In order that all our teachers may know and have expressed in condensed form the aims and value of physical training as carried on in our Washington school system, at the beginning of each volume the following statements were made:

GENERAL AIM.

The general aim of physical education is to secure that perfect condition of the body conducive to its best use in everyday life.

SPECIFIC AIMS.

1. Good general health.
2. Physical efficiency, as shown by control of body.
3. Symmetrical development of the body.
4. Good carriage of the body.
5. Grace in movement.

VALUE OF EXERCISE.

The value of the work in physical training may be considered under the following heads, according to the purpose of the exercises:

Hygienic.—(*a*) Stretching exercises which counteract the overuse of the flexor muscles.

(*b*) Exercises which call for strong, quick action of the large muscle groups of arms, legs, and trunk; which assist the functional power of the vital organs, and which include games, dances, plays, and athletics.

(*c*) Deep breathing for thorough expansion of the lungs.

Educational.—(*a*) Exercises which induce right habits of action, such as walking, rising, sitting, ascending and descending stairs, good standing posture, and deep breathing.

(*b*) Exercises in coordination of different parts of the body, such as balancing and dancing.

(*c*) Exercises demanding quick response to words of command.

(*d*) Exercises of moral value, teaching regard for the rights of others.

(*e*) Exercises which give power to use the body under ordinary circumstances.

Corrective.—Special exercises to form good postural habits and to correct such defects as round shoulders, flat chests, and drooping head.

Recreative.—The element of pleasure is an important aspect of the work and is made use of whenever possible. This is specially true in the plays, games, dances, and athletics.

CAMPAIGN FOR HEALTH.

A wonderful momentum was given to our health work by the Anti-Tuberculosis Society, which presented pins and buttons as an incentive to good-health habits in the home as well as in the school. Teachers appreciated the correlation of the various health activities of school and home so that emphasis was placed upon many

phases of hygienic work which have been discussed in previous reports, and to which I shall merely refer under the following heads:

1. Habit of deep breathing.
2. Habit of good posture.
3. Corrective exercises for postural defects.
4. Election of health officer for schoolroom.
5. Temperature and ventilation of schoolroom.
6. Adjustment of seats and desks.
7. Schoolroom plays.
8. Daily gymnastic drill.
9. Outdoor exercises.
10. Playground games.
11. Folk dances.
12. Organization of athletics.

RESIDENT TEACHER OF PHYSICAL TRAINING.

The plan of having a special teacher of physical training assigned to one building or group of buildings was tried at the Wallach-Towers School, where departmental work has been more fully developed. The experiment was made late in the year, beginning about the 1st of April.

After much thought a program was worked out with the help of the principal, whereby the physical exercises of the departmental schools, consisting of three seventh grades and two eighth grades, were conducted entirely by the special teacher. All other classes below the seventh grade received from her such instruction and supervision as is given to all classes in the city by the itinerary special teacher.

All playground work was under general charge of the physical training teacher, assisted by the grade teachers detailed to such supervision. This work demanded her presence on the playground for one hour each day, during the recess periods of the upper grades beginning at 10.30 a. m., the lower grades at 10.45 a. m., and one-half hour during the noon period, beginning at 12.30 o'clock.

The special teacher also undertook the organization of all athletic work, with the result that the Wallach School made the phenomenal record of 276 athletes passing the standard tests for grammar grades as compared with 146 of last year, making an increase of 120. Opportunity was taken to give helpful suggestions and show sympathetic interest in other athletics outside of the school, such as swimming events and the baseball games on the municipal playgrounds.

An office was fitted up through the kindness of the principal, which became the headquarters not only for all physical work but for all the physical ailments of the children in the school. The

medicine chest was in demand, with the expert ability of the teacher to administer first aid.

I believe that the great advantage of the resident physical training teacher lies in the opportunity to become truly the "health teacher," as the physical training teacher is familiarly called throughout the city. She can have general oversight of the hygienic conditions of the school, such as the adjustment of seats and desks, ventilation and temperature, proper lighting, and good posture during penmanship and other school activities.

A great opportunity arises for weighing and measuring pupils, for individual talks on cleanliness, care of the teeth, posture in the home, and other hygienic habits. Such personal talks would go far toward rousing a true desire on the part of the child to live up to the best that he knows even later in life, which is the real motive for right living, and goes beyond the artificial incentive of pins and buttons, which we find most helpful at the present time.

We were fortunate in securing a good woman with interest and enthusiasm to meet the demands of this new situation. The selection was highly satisfactory to principal and teachers, who can not say too much of the work accomplished and the social spirit in which it was undertaken.

GIRLS' ATHLETIC BADGE TEST.

The record this year shows that 2,167 girls passed the test, which is an increase of 1,128 in the number of grammar-grade girls who, after weeks of practice, succeeded in throwing a basket ball the distance of 30 feet, running 50 yards in 8 seconds, and performing certain stunts on the balance beam.

This great increase was due to the incentive of the enamel pin, signifying ability to perform all of these three feats. Funds were lacking the year before to enable the school authorities to give such a token of success similar to the bronze and silver buttons which were presented to the boys.

The results are more far-reaching in effect than would seem at first, for it is the grammar-school girl between the ages of 11 and 14 who begins to feel that she has grown beyond the plays and games of childhood and who needs some such inspiration for effort even more than the boys. It has always been the aim of the physical-training teacher to reach out toward and hold the interest of the older girl at this period of life, when normal body growth and stored-up vitality is most essential for health in the future.

ATHLETIC BADGE REPORT.

I append a statement by school divisions of the city, showing the number of boys and girls who were successful in all three athletic

events which are practiced each year by thousands of children, many of whom may have succeeded in one or two events, but not in all three.

Division.	Boys, bronze.	Boys, silver.	Girls, pins.	Total.
Two	162	87	277	526
Three	260	136	565	961
Five	185	98	398	681
Six	133	79	269	481
Seven	133	91	256	480
Eight	95	73	224	392
Nine	96	34	175	305
Special schools	22	11	3	36
Total	1,086	609	2,267	3,862

NEW SPECIAL TEACHERS.

The department was greatly handicapped by the exodus of physical-training teachers, so that out of a department of nine teachers, five were new this year.

This required close training and supervision on the part of the director of physical training and presented difficulties in adjusting the school organization. There had to be a readjustment of programs in many cases, as wise procedure necessitates an adaptation of teacher to the school taught and supervised.

RECOMMENDATIONS.

I beg to make the following recommendations, which are suggestive, without amplification, and which would go far toward adding to the efficiency of this department:

1. Rule concerning physical education be replaced in rules of board of education.
2. Rating in physical work be placed on home report card of the pupil.
3. Presentation of athletic buttons and pins made an annual event.
4. Outdoor exercises, when weather permits, made obligatory.
5. Concrete surfacing of part of playground around school building for outdoor dancing and exercises.
6. Trees planted on school playgrounds.
7. Drinking fountains placed on school playgrounds.

Respectfully,

REBECCA STONEROAD,
Director of Physical Training.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE MODERN HEALTH CRUSADE.

JANUARY 1–JUNE 26, 1919.

The modern health crusade conducted under the auspices of the National Tuberculosis Association and the Junior Red Cross is a Nation-wide health movement.

The purpose of the crusade is to inculcate life habits of personal cleanliness and good hygiene by arousing the interest and enthusiasm of children to the importance of the fundamental principles of sound health. It is a definite program of education in practical hygiene and sanitation devised for children in the form of a game.

The program consists in the keeping of 11 important health rules, of which at least 75 per cent must be observed daily for 15 weeks. The chores are scored upon a knighthood chart by the child, who is put upon his honor in the keeping of his own record and is certified to by his parent four times during the tournament.

The crusade is made attractive by awarding honors of rank and insignia selected from the days of knighthood and chivalry, thus making an appeal to the child's imagination, with the result that now there are several million children throughout the United States who are active health crusaders.

In the District of Columbia, where 26,000 children are enrolled, the movement was conducted from Social Service House, 923 H Street NW., by the Association for the Prevention of Tuberculosis. A trained social-service worker devoted her entire time to organizing and promoting the movement, and Miss Anna M. Godding, the District chairman of the Junior Red Cross, assisted in every possible way.

Early in January of 1919 the program of the modern health crusade was submitted for approval to the board of education, and for 15 weeks it was given a regular place in the curriculum of the public schools in the fourth to the seventh grades, inclusive. Each supervising principal and the teachers of their respective schools were then visited in groups of school divisions and the purpose and plan of the work explained. The attitude of the supervising principals was most cordial and cooperative, but the teachers as a whole were, at the beginning, not so responsive. The school year had been particularly burdensome with numerous war drives and the epidemic of influenza

had left manifold difficulties to be surmounted. However, as the crusade progressed and the real benefits were recognized it was most interesting and encouraging to watch the steadily increasing enthusiasm and untiring support of the teachers.

From the beginning the majority of children were keenly interested, not in being scrupulously clean but in scoring their charts and winning emblems and ranks of knighthood. They particularly enjoyed listening to stories of the knights of old, while unconsciously they absorbed the preachment of the health crusader, many of them not realizing until the end of the tournament that "a habit is a thing so small that you are unconscious of it until it is so big you can not lose it."

Of the 26,000 children enrolled, over 20,000 were reached by the crusade leader, who gave them short talks upon the importance of forming life habits of personal cleanliness and good hygiene.

Between 30 and 40 parent-teachers' associations were visited by the crusade leader, where the reception extended was always delightfully cordial, the mothers expressing unanimous approval and praise. This new outside force was at last solving for them the never-ending problem of "Johnny, are your hands clean? Let me see your ears before you go to school." The influence felt in the home was the subject of much comment, and numerous letters were received from parents and teachers commending and encouraging the work.

The interest of the teachers and pupils was increased considerably by the contact maintained between the schools and the crusade office. Four times during the tournament each teacher sent a report of her class. The figures were carefully tabulated and a report compiled showing the comparative standings of the classes in each school and the schools in each division. These reports, accompanied by health bulletins and letters, were sent to the teachers regularly. The reports were particularly effective, we thought, because teachers whose classes had a low average would invariably telephone, asking us to come to the school and see what could be done to arouse more enthusiasm.

In addition to the regular crusade program, every child in all of the third grades of the public and parochial schools, also Wilson and Miner Normal Schools, were furnished with a "Health First Reader." These little books were attractively illustrated with bright-colored pictures and the health lessons uniquely arranged in rhymes that jingled their merry lesson into the minds of the kiddies. So through poem and picture the "littlest" crusader was lured into a realization of the importance of good health habits. Over 5,000 of these Health First Readers were distributed.

The eighth grades were not included by the board of education in the health tourney, although the teachers of 20 of the eighth grades

enrolled their classes. In order, therefore, to focus the attention of all eighth-grade pupils upon the importance of forming good health habits a contest of health compositions was conducted. The contest was officially announced by the school officials and all eighth-grade pupils participated. The subjects were "How much good health depends upon our own effort," "Good health as an equipment for life," and "The benefits of the health crusade to the school children." The compositions were written in school during a regular English period and graded by the teacher just as she would any other composition. She then selected the three best and sent them to the crusade office. Over 500 compositions were received. The winning compositions were selected by a committee of awards composed of one representative from the public schools, Junior Red Cross, and the Association for the Prevention of Tuberculosis. The prizes were gold pieces of the following value: First prize, $10; two second prizes of $5 each; and 12 third prizes of $2.50 each. The winner of the first prize converted the health chores into 10 original health commandments. It is estimated that some 4,000 children entered into the contest, which received no little publicity.

During the crusade a pageant, "King Good Health Wins," was written by Miss Alberta Walker, dramatic instructor of Wilson Normal School, and produced under her direction by the fourth-grade pupils of the school. Pictures were made of the pageant and reproduced in the Washington Star and New York World. On June 12 the same pageant was produced under the direction of the crusade leader by pupils of Park View School, in connection with the "Accolade," written by Dr. J. B. Lloyd, of the United States Public Health Service, who officiated at the ceremony for the dubbing of the knights. Pictures, both still and moving, were made of this performance. Through the courtesy of Mr. Fulton Brylawski the International Film Co. will present the original moving-picture film to the Association for the Prevention of Tuberculosis. The still pictures appeared in the Potomac Division Bulletin of the Junior Red Cross on July 7, 1919.

On June 25 the pupils of Sumner School presented a health play written in poetry by Miss M. E. Brooks, sixth-grade teacher of the school.

On June 26 the tournament terminated, when Vice President Marshall on the south steps of the Treasury presented 54 modern health crusaders' pennants and banners to the pupils of the classes and schools having the highest average in the crusade. Walter Reed Hospital band furnished music and pictures were made which were given wide publicity.

The newspapers were always most generous in giving space to all articles sent from the crusade office.

The total number of children to enroll and the ranks they attained are as follows:

Reports.	First, Mar. 27, 1919.	Second, Apr. 15, 1919.	Third, May 5, 1919.	Fourth, June 9, 1919.
Total number of schools	129	140	156	156
Total number of pupils	22,494	25,695	25,305	25,789
Total number of pages	15,957	18,891	21,455	22,399
Total number of squires	.....	15,813	18,783	19,522
Total number of knights	.....	.....	14,084	16,831
Total number of knight bannerets	.....	.....	.....	14,066

The number of children to qualify for the rank of knights banneret is convincing evidence of their sustained interest in the work and supports the theory upon which the foundation of the crusade is based. On March 27, or at the end of the first reporting period of the crusade, 22,494 pupils had enrolled; of this number 14,066 qualified as knights bannerets working uninterruptedly for 15 consecutive weeks.

During the year of 1919, 2,000,000 people in the United States were reported to be suffering from tuberculosis; of this number 150,000 died.

Tuberculosis is a contagious disease.

Tuberculosis is a preventable disease.

Science and experience have proven that such simple measures as personal cleanliness, sleeping in well-ventilated rooms, having plenty of outdoor exercise, and wholesome food are preventive measures against a host of preventable diseases. Founded upon this knowledge the purpose of the modern health crusade is to eradicate tuberculosis and many other infectious, contagious, and preventable diseases by educating children whose plastic minds can more readily be taught the value of forming life habits of personal cleanliness and good hygiene.

The crusade points the way and has demonstrated the value of practical hygiene. It is the hope of the Junior Red Cross and the Association for the Prevention of Tuberculosis that this movement will be incorporated as a part of the regular curriculum in the public schools throughout the entire Nation.

CORA GRANT,
Crusade Leader.

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REPORT OF THE DIRECTOR OF KINDERGARTENS.

JUNE 30, 1919.

SIR: The adverse conditions under which our schools opened this year called for a new and unexpected type of service which, though involving real self-sacrifice, was given in a fine spirit of cooperation and helpfulness. The serious epidemic which demanded this service left its impress, however, upon the work of the department, for many of the teachers were ill, substitute service was almost impossible to obtain, and the attendance of the children was greatly affected.

In addition to these conditions, which meant resolute effort and, at times, a real struggle to maintain the work at its usual standard, the kindergarten cause in this city suffered a great and irreparable loss in the death of Miss Helen Gordon, director of kindergarten training in the normal school. MissGordon was connected so directly with our department that I feel that I must record our deep sorrow at her loss. Sixty-seven of her graduates are now teaching in our schools and are bearing witness in their daily work in our kindergartens to the thorough and comprehensive training which they received from her and to the influence of her rare and beautiful spirit.

The work has grown this year by the establishing of two new kindergartens—one in the Morgan School and one in the Henry Cooke School, where the large number of children necessitated a second kindergarten.

Two types of class work have been carried on this year—small group classes which met in the office of the director and general monthly meetings for the whole department.

In the group classes a tentative kindergarten program, framed by the bureau of education committee of the international kindergarten union and later published in bulletin form by the bureau of education, was discussed in detail and compared with the work done in our own schools. The topics considered were language, literature, manual activities, art, plays and games, and music.

The general meetings this year were conducted upon a plan we have never tried before. Each division was made responsible for one monthly meeting and was privileged to bring to the attention of the department any educational questions or problems, either technically kindergarten or pertaining to the wider field; to discuss any of the

new movements, social or educational, or any current educational pamphlet or book. In short, the monthly meetings belonged to the teachers and were planned to encourage study and original thought, to develop leadership, and to give an opportunity for the discussion of subjects selected by the teachers and therefore representing their line of professional interests.

While the meetings were not carried out exactly as planned, each proved to be most interesting and helpful, the only regret being that the teachers too frequently invited speakers from the outside and therefore did not themselves assume as much responsibility as I had expected; this, however, will probably come another year.

The kindergartners in the first division invited Dr. Claxton, United States Commissioner of Education, but he was unexpectedly called out of the city, so sent Dr. Bunker, head of the city school division, who gave a most interesting talk on vacation schools.

The meeting planned by the third division was held in the teachers' clubroom. Miss Julia W. Abbot, kindergarten specialist in the Bureau of Education, spoke on art for little children; new marches, new songs, and games were introduced by the teachers of the third division, and the meeting concluded with a happy, social time for all. The fifth division meeting was also held in the teachers' clubroom; Mrs. Gerry, of our school board, spoke on the subject of Americanization, and an illustrated story was told by one of the normal-school teachers. The sixth division secured Miss Fox, specialist in primary education, who spoke to us on the relation of the kindergarten and primary work, and her address was followed by general discussion on this important subject. At the meetings planned by the seventh and eighth divisions, Dr. Ryan, of the bureau of education, and Dean Rudiger, of George Washington University, were the speakers. The final meeting, under the charge of the ninth division, was held at the Thomson School, at which time Mr. Wyche, president of the short story club, told a group of delightful stories, which were followed by a pleasant social gathering in the kindergarten room.

The four experimental kindergartens which were started a year ago, in which there was no organized table work, the children being free to select their own materials and to carry out their own projects, were continued this year, their number being slightly augmented, but there has been no general adoption of this method in the department. I feel that it is only as the individual teacher clearly grasps her aim and recognizes the importance of the relation between initiative and organization that such an experiment can be made with safety to the children and any assurance of growth. As a step toward a better general understanding of this "problem-subject" method I asked each teacher to keep a list of special projects initiated by the children in the course of their regular work and to report the same

under the following heads: "Purpose or idea suggested," "Material selected," "Source of idea" (story, song, excursion, etc.), "Length of interest," "Carried out alone or in group," "Amount of suggestion given," "Result."

A number of most interesting reports have been received which will later be arranged and tabulated. In addition to a variety of projects worked out with blocks and other kindergarten materials, we have had several little stories and a few short original songs with music contributed by the children. Some of the songs were just simple phrases sung by the children and the tunes written down by the kindergartner as the children gave them, but other songs were more ambitious, consisting of four or more lines. One of these is a butterfly song which came about in this way (quoted from one of the reports): "One day a little boy said that he knew a song about a butterfly. I asked him to let me hear it and he said 'Butterfly, butterfly, how do you fly up so high with those little tiny wings.' Then we talked a little about songs, how some words usually match or rhyme, and some child started again with the result—Butterfly, butterfly, how do you fly, with those little tiny wings, up so high?" The tune followed another morning when a child said he could sing that butterfly song and he sang it three or four times in exactly the same way so that the children could learn it and the kindergartner record the tune. The children love these little songs they call "our own," and sing them with such joy that one can not doubt their value in helping to lay a foundation for real interest in, and appreciation of, music.

The two great national movements in which our schools have taken such a creditable part—the Junior Red Cross and the health crusade—have continued to interest and to secure the hearty cooperation of both the kindergarten teachers and the children.

The soldiers' Christmas trees in the various near-by cantonments and hospitals were decorated again this year with the children's work, paper chains, lanterns, bells, stars, etc., which were made with greatest pride and care. The penny-savings book has been most popular, and many a penny which would otherwise have gone into candy has joined other pennies to make a thrift stamp.

In certain localities where the health crusade was greatly needed the kindergartner has encouraged the children to observe the simplest of the health rules. There was a daily inspection of little hands, faces, and teeth. Shining, rosy faces and hands, which at least started clean, bore evidence to the interest of the children and the cooperation of the home. In one neighborhood nearly every child in the kindergarten bought a toothbrush and one little girl "in a burst of enthusiasm" used her's 10 times in one day. Such

training in our schools can not but react upon the home, and it is the home which we must seek to influence if we would look progressively forward in the education of little children.

In closing this report I desire to especially thank you and the board of education for the permission granted to all teachers in the department to attend the convention of the International Kindergarten Union in Baltimore the last of May. A large number of the teachers took advantage of this permission and for many it was their first experience in attending a large educational convention. The sessions were very broad in their scope, and some of our leading educators, both men and women, were among the speakers, so that our teachers had an opportunity of seeing not only the wider reaches of their own particular work but also its relation to the whole field of education. One of our younger girls said to me upon her return: "I never was so inspired to give my best; I just long to put all that I can into the work." She thus expressed what our own schools gain when its teachers are permitted and encouraged to take advantage of such opportunities.

Respectfully,

CATHARINE R. WATKINS,
Director of Kindergartens.

MR. ERNEST L. THURSTON,
Superintendent of Schools.

REPORT OF THE DIRECTOR OF PENMANSHIP.

JUNE 30, 1919.

SIR: I have the honor to submit the following report of the work of the penmanship department for the year ending June 30, 1919:

Despite the loss of time in the fall and the resignation of many of our primary teachers, with the consequent coming into the system of teachers wholly unfamiliar with the work, progress has been more marked, in all grades, this year than last. This has been due to a closer grading and planning of the work, to a better understanding by the elementary teachers of the writing system now in use, to the more intensive work done, and to the fine spirit of cooperation shown by almost all teachers in the working out of the plans and suggestions made by the department.

This year the writing system was extended through the eighth grade, for which Clark's Graded Writing Book Six was furnished. This completes the cycle of grade work, as each grade now has a definite writing book and a definitely assigned period of time on the program for the subject.

It was clearly apparent at the close of the 1918 term that, in order to conserve the power the children had gained, a regrading of the writing books was necessary. At the beginning of the school year this was done, by placing Book One of the series in grades 1 and 2; Book Two in grade 3; Book Three in grades 4 and 5; Book Four in grade 6; Book Five in grade 7; Book Six in grade 8. A marked improvement in the quality of the work done was at once apparent.

In former years no writing was started in the first grade until the beginning of the second semester. This year, as an experiment, the work was started in the later half of the first semester of the 1A grade. It consisted in training in blackboard writing, the most logical place for the young child to take the first steps in writing. At the desk correct posture was taught in connection with the work in physical training. This experiment proved of such value and help to the work of the 1B grade that it has been decided to have writing form a definite part of the 1A course.

In the elementary grades the Ayres's writing scale was placed. The intelligent use of the scale will greatly help the teacher to more fairly grade the child's writing. Grading done for the purpose of

helping and stimulating the pupil, rather than to offer negative criticism, can be made a powerful aid in securing satisfactory results.

Many demonstration lessons were given in all grades, after which conferences were held with the visiting teachers, when methods and devices were discussed.

In all grades emphasis has been placed on correct position, involving and conserving the health of the child; on correct movement, involving ease of execution and conservation of time and energy; and on correct formation, involving neatness and legibility and the conservation of the time of the readers.

At the close of this term samples of writing were sent to this office. These samples showed a marked improvement in the fundamentals of the writing process over those seen at the beginning of the year.

The training of the normal students has kept pace with that given in the grades. Here is where the training at the source is given. The junior students receive training in practical blackboard and paper writing. The seniors, in addition to the practical and practice work, are trained in the psychology, pedagogy, and physiology of the writing process. Many experiments are tried out in the normal school, both by the director and the students.

There has now come from the teaching body a request that the suggestions and devices given during the last few years by this department be put in permanent printed form. It may be well to do this another year.

In closing, I wish to thank you for the interest shown and the help given to the work. I wish also to thank the teachers and supervising principals for their help and fine spirit of cooperation.

Respectfully,

M. F. MARSDEN.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE DIRECTOR OF SCHOOL GARDENS.

JUNE 30, 1919.

DEAR SIR: During the summer of 1918 there were 10 school gardens in operation, covering approximately 2 acres and cultivated by 463 boys. To accommodate boys who worked during the day, evening classes were held at the larger gardens twice a week; the smaller ones once a week. The attendance was good throughout the summer for the plats yielded so abundantly in view of the high cost of food that they were financially worth while.

During the winter the force was reduced to one teacher, who gave nature-study lessons in the sixth, seventh, and eighth grades of Miss Hendley's and Mr. Ely's divisions. The writer gave systematic work of the kind in the Ross School, teaching common rocks, soils derived from them, fertilizers, and insect pests of the garden in the sixth grade; economic value of birds in the seventh grade; the common trees of city and suburbs in the eighth grade. The bird work was especially popular and led to the organization of a nature club in the school that made and placed 24 bird boxes in the trees of the Soldiers' Home grounds and assisted in collecting nature-study material needed for teaching elsewhere.

The greenhouse of the normal school was almost entirely conducted by the children of 4A and 4B of the practice schools. About 10,000 plants were sent out from the greenhouse for use in schoolrooms or school gardens. Of these 6,700 were tomato plants.

The difficulty of securing teachers retarded the spring work. The cultivated area was reduced to 1¾ acres. However, to date, June 30, 2,142 bunches of radishes, 11¾ pecks of chard, 62 bunches of onions, and 50 heads of lettuce have been harvested, whose money value at somewhat less than the prevailing market price is $120.50.

There were 11,080 home gardens reported in the white schools, 5,123 in the colored schools, making a total of 16,203 gardens, or 38.3 per cent of the number enrolled in the graded schools for which the children purchased 400,000 packages of seed, the largest purchase the schools have ever made. A garden representative from each building directed the home gardens, and to them belongs the credit of the success of this portion of the work. The bureau of education presented a large United States school-garden flag to the school in

each division having the highest percentage of attendance. These were won by the Threlkeld, Woodburn, Langdon, Kenilworth, Carberry, Van Ness, and Stanton.

An opening wedge has been made toward an organized department of nature study and gardening. The board of education approved an estimate for it, but the matter reached Congress too late for consideration at the present session. A friendly attitude in every quarter gives a hopeful outlook for such a department in the near future. It is to be regretted that Washington schools are so far behind other cities in this departmental work. A questionnaire sent to 15 large cities shows that it is a part of the curriculum in more than 80 per cent of them, extending in most cases into the high schools. There is an adequate teaching force in these cities for nature study in winter and an additional force of 30 to 50 teachers for six months during the growing season. The question of summer teachers is a very serious one with us. The ruling of the comptroller relative to placing the maximum salary a teacher may receive made the anomalous condition possible last summer that the laborer in the garden received the highest pay, the teachers less, and the one appointed to direct and supervise the least of all. Due to the failure of Congress to pass the appropriation July 1, it was necessary to dismiss the laborer and supervisor, so this condition did not actually come to pass; but had the appropriation been available, the above condition would have existed. The uncertainty of procuring teachers every spring, the change of teachers July 1, and again in September cause children and gardens both to suffer, and no systematic line of work can be carried out. Acquaintance with the out of doors, whether it be the stars, the birds, the trees, or by growing vegetables and flowers in a garden, is the heritage of children as they pass through this great world. The present education is responsible for very little of it. It is to be hoped that in the great reconstruction period before us children may be led along the natural lines which they crave to follow and not the superficial ones so characteristic of present courses of study.

Wherever a specialist in this work has touched the grades, the grade teachers have felt its vitalizing effect. It will be welcomed by them as an organized department.

Respectfully submitted.

SUSAN S. ALBURTIS.

REPORT OF THE GENERAL SECRETARY, COMMUNITY CENTERS.

JUNE 30, 1919.

SIR: Looking back over the year's record of the community and civic center department one sees that through all the activities runs the thread of war service, direct and indirect, from the pageant of the Fourth of July to the closing days of the fiscal year, when, with all the world, the community centers are slowly adjusting themselves to the normal ways of peace.

RECREATION AS WAR SERVICE.

The three great divisions into which community center activities naturally divide themselves—the civic, the recreational, and the educational—have persisted even during these war times, but the emphasis necessarily has been upon the social side of community life. Washington having been a "leave center" for the men of the near-by camps, and practically a camping ground for the thousands of young women known colloquially as "war workers," there has been here the double problem of the young man in uniform and the equally young, and attractive, woman in the Government service. Without question the two were to be allowed the normal association of the sexes, but Washington as a community felt that every safeguard was needed about the social life of these immature men and women so suddenly separated from their home environs and protections. The neighborhood center social activities, supervised and chaperoned by the fathers and mothers of the communities, seemed the almost inspired answer to the need. That the young people appreciated the opening wide of the centers for social purposes is evidenced by the fact that approximately 486,545 people, of which at least 350,590 were men and women in the service of the United States, attended the community centers this year. As nearly as possible the atmosphere at all social events has been that of the home, giving these temporarily homeless people recreation under the requirements of the usually accepted social laws; the "party" spirit has been stressed by means of refreshments, singing, volunteer entertainment, the cultivation of personal relations between the community secretary, the chaperons, and the young men and women; the community secretaries have, almost without excep-

tion, been "mother" to the boys from the camps; the girls have come to them for the mothering, advice, and comfort which many of them sorely missed. And looking back over the year two beautiful, bright memories gleam through the darkness of this war period: One is the constant, patient devotion of the volunteer workers—a great army of them—who gave time, service, devotion to the entertainment and care of these young people; the other is the unfailing courtesy, helpfulness, and appreciation of the boys in uniform and the "war workers" who were the guests of the community centers.

STATE SOCIETIES.

Closely related to the recreational work for the younger people in the community centers has been the use of the school buildings by State societies and State clubs. Crowded as Washington has been with men and women from every section of the country—homesick, lonesome, often living in discomfort—there has been a tremendous impulse among them to segregate into clubs and other organizations along States lines, to associate themselves with "folks from home." The community centers, partially supported by Federal taxes and therefore belonging in part to every citizen of the United States, were the logical meeting places for these groups. When possible they were assigned meeting places in centers where there was opportunity for the fullest, most varied social enjoyment—for entertainments requiring an auditorium, for dances, receptions, and refreshments—with the community secretaries watchful always that each event was carried through with the maximum of enjoyment and comfort.

The following State societies and clubs have used the facilities of the community centers during this year:

Vermont Club.
Nebraska Girls.
Kentucky Society.
Minnesota War Workers.
Colorado State Society.
Missouri Society.
Vermont Girls.
Nebraska State Association.
Ohio Girls' Club.
Empire State Club.
Kansas State Society.
Washington State and Alaska Society.
California Society.
Florida Society.
Iowa Society.
Massachusetts Society.
North Carolina Society.
Oklahoma Club.
South Dakota War Workers.
Pennsylvania State Society.
Georgia State Society.
West Virginia State Society.

DIRECT COOPERATION WITH GOVERNMENT DEPARTMENTS.

Not alone general public opinion, but the personal request of the Secretary of War and of the Housing and Health Division of the War Department and of Commissioner W. Gwynn Gardiner, of the

District of Columbia, were responsible for the extensive use of the community centers in the provision of safe and healthful recreation for the young women employees of the Government and the enlisted men. It was urged that giving them places to meet socially under the care of the responsible adults of the communities would, among other obvious advantages, assist materially in preventing the alarming "turnover" of workers in the departments of the Government service which was caused largely by lonesomeness, homesickness, and lack of proper places for entertaining. The Treasury Department has used the community centers for putting over its Liberty loan propaganda. At the request of Mrs. Louis Brownlow, chairman of a committee in charge of this work, the sale of war savings and thrift stamps, which had been conducted by the principals of the schools, was carried on during the summer by the community secretaries. The Federal Employment Service of the Labor Department has asked the aid of the centers as the most direct method of reaching the people of the District, relaying requests for positions, and for employees through the office of the general secretary to the community secretaries and thence to the members of the communities. The Commission on Training Camp Activities and the Public Health Service asked and received the cooperation of this department in the furtherance of its educational drive for the prevention of social diseases. The Department of Agriculture has maintained the closest relation to the community center department, through its Liberty war kitchens, most of them in school centers, which carried to the women of the communities lessons of thrift and food conservation. By way of the centers went out the advice and directions of the Fuel and Food Administrations and, finally, at the request of the latter, the actual distribution of sugar, so that as much as 50,000 pounds of this food was handled by the community secretaries.

GOVERNMENT RECREATION LEAGUE.

Washington is uniquely a city of Federal employees, 140,000 men and women paid from the Federal Treasury making their homes here. But many of these retain their citizenship in the States and own property outside of the District of Columbia. As, under the present law, half of the expenses of the District are paid from the local taxes and half from the Federal Treasury, it is evident that the public schools of the District are largely maintained by and for the benefit of the Government employees. On the part of the Federal employees there has been organized lately the Government Recreation League with a registered membership of 50,000, and a potential membership of the full quota of Government clerks, with officers democratically chosen, charged with the duty of listing, classifying,

and publishing for the benefit of its members all available facilities and opportunities for recreation (the term being used in its broadest sense to include those things which re-create men and women bodily, mentally, and spiritually). On the part of the public schools there are the community centers, the buildings containing or having connected with them, classrooms, assembly halls, meeting rooms, gymnasiums, swimming pools, lunch rooms, stadiums, tennis courts, and other facilities that make them valuable as meeting places for civic, educational, and recreational purposes. The officers and executive committee of the Government Recreation League after looking over the situation in the District, decided that it was most logical that there should be the closest connection between that department of the public schools charged with the responsibility of making these facilities available for community use and the representatives of the Federal employees who are designated to find for them just such accommodations and advantages as the community centers can supply.

THE FOURTH OF JULY PAGEANT.

It seemed fitting that the 1918 celebration of Independence Day in Washington, the Nation's Capital, should be not only a great patriotic memorial of the birth of the United States but that the celebration here should be to all nations a restatement of America's dictum of world democracy and the brotherhood of all peoples. So there was conceived the idea of a pageant of unity, which would symbolize to the whole world the union in ideals and aims of America and the Allies and would be the prophecy of the final triumph of the suffering nations.

This pageant was prepared under the joint auspices of the community center department of the public schools of the District of Columbia and the Washington branch of the Drama League of America, with the support of the State Department and the Committee on Public Information. Marie Moore Forrest, its author (with whom was collaborating Mrs. William F. Borland), was the pageant master. All the local patriotic and recreational organizations of the city cooperated. As the work of preparation progressed, the purpose of the celebration, significant as it had been in the beginning, assumed even greater importance.

On May 21 the so-called foreign element of the United States presented to President Wilson an address signed by 24 of their racial groups announcing their intention so to celebrate the Fourth of July of 1918 as to show their loyalty to the Union and their sympathy with the ideals of the American people. The President responded in a letter giving his hearty approval to the plan and calling upon all Americans to assist in the demonstration.

The sponsors of the pageant of unity, as soon as this correspondence was released from the Bureau of Public Information, included in their plans all of those peoples of the enemy countries who were in revolt against Prussianism and so broadened the aim of Washington's demonstration as to meet the request of the President to his fellow-countrymen: "As July 4, 1776, was the dawn of democracy for this Nation, let us on July 4, 1918, celebrate the birth of a new and greater spirit of democracy, by whose influence, we hope and believe, what the signers of the Declaration of Independence dreamed of for themselves and their fellow-countrymen shall be fulfilled for all mankind."

So it came to pass that there was secured the approval and sympathetic assistance of the Allies and also of the oppressed peoples of Europe, through their diplomtic respresentatives in Washington or their war missions or their national societies.

As finally perfected, the patriotic celebration took the form of a series of "actions," followed by a pageant, "Democracy Triumphant." In the "actions," staged in the Government grounds south of Pennsylvania Avenue, were pictured historic events or national characteristics of each of the nations and peoples taking part by means of dramatization, national song, or dance. Following the "actions," the entire cast moved along the Avenue to the east front of the Capitol, where the pageant proper was enacted, and where was shown the picture drama that symbolized the final triumph of world democracy.

Humanity and her happy children dance upon the scene. They meet a sorrowful group, symbolic of suffering Europe, fleeing from the ravages of barbarian militarism. Humanity contrasts the unhappy children of the war-stricken nations with her own joyous little ones. The chorus sings "Comfort Ye My People," and Humanity summons to her aid Justice, who in turn calls upon Columbia, the United States. She responds by offering to the struggling peoples all her resources—money, food, armament, loving service, and her own sons. As these sinews of war are given there come the heralds of the Allied nations announcing with joyous trumpetings the coming of the hope of the world—Democracy Triumphant. She appears, bathed in the white light of her high purpose, bringing to the little peoples, as well as to the great nations, the fulfillment of Lincoln's words, "A government of the people, for the people, and by the people." Then, giving to God the glory, the chorus and the people join in the magnificent music of the "Hallelujah Chorus."

THE GENERAL RECREATION CENTER.

During July, August, and half of September of last year the Central High School, which was opened as the general recreation

center, was a boon to the "war workers" and the soldiers obliged to spend the summer in the city. The chief attraction was the big white pool, where hundreds of people learned to swim during four nights of each week. The schedule also included voice culture, gymnasium classes for men and women, social dancing, folk dancing, rhythmic dancing on the grass of the stadium, drills by the yeomen (F), motion pictures, and, through the courtesy of the War and Navy Departments, concerts by the Navy Yard and Engineers bands. From the fees contributed for the activities the expenses of conducting the center were met and $349.75 was contributed to the War Department and Adelaide Daniels Navy Department units of the Red Cross and to the work of the Red Cross unit of the Martha Chapter of the Order of the Eastern Star.

FINANCIAL HELP BY COMMUNITY EFFORT.

Miss Josephine Wormley, assistant director of music of the colored schools, together with the teachers of her department, gave a musicale on Thanksgiving night at Dunbar High School for the joint benefit of the colored community and civic centers, which netted $505.97. This sum was turned over to the general finance board, consisting of one member from each colored center (selected by the people), who decided to use these funds for janitor service, services of local secretaries, some of whom were working without pay because of the shortage of public appropriation, and also for some very much needed equipment at centers, including sewing machines, games, and books.

As a testimonial of appreciation a reception was tendered Miss Wormley and her assistants on April 25 by the colored community and civic centers, to which were invited as guests representatives from every section of the city.

PARK VIEW POST OFFICE.

In my last annual report were noted the arrangements for the installation of a postal station in the Park View schoolhouse as an extension of that building's use as a community center. The station was opened on July 1; Mr. J. G. McGrath, the community secretary, was in charge. This notable event, the first coordination of postal with public-school facilities to be accomplished anywhere in the United States outside of Alaska, was fittingly celebrated as a part of the community's observance of the Fourth of July, when the Hon. John Koons, First Assistant Postmaster General, visited the center and bespoke the Nation-wide significance of the integration here begun. Along with the other uses of the postal facilities, which started at once, the people of Park View soon evinced the desire to cooperate in the effort which the Post Office Department is making,

as directed by Congress, to improve the service of the parcels post as a medium of direct transmission of food supplies from rural producers to city consumers. In November the Hon. James Blakeslee, Fourth Assistant Postmaster General, who has charge of this effort of the Post Office Department, examined the organization at Park View. He at once perceived that this use of the community center as the postal station and service of the community secretary as postal agent furnishes a simple and trustworthy agency for the receiving and distribution of commodities, and that the effecting of a corresponding organization, through the use of the schoolhouse as the postal station and the service of the locally chosen community secretary as the postal agent, in each of the several rural communities about Washington, with the Postal Service affording the medium of direct conveyance of commodities between the rural and urban centers thus established, will furnish a simple, practical, and convenient system by which the consumers in the city and the producers in the country may be brought into a relation of direct dealing and communication, economical and advantageous to both groups of American citizens and so in harmony with the purpose of Congress in its legislation regarding this vitally important matter. Mr. Blakeslee thereupon requested the cooperation of the United States Bureau of Education in order that this system might be developed in a manner educationally as well as economically beneficial. With this expert assistance consistent beginnings of local organization in accordance with this plan have been made in four rural communities, one in southern Pennsylvania and three in Maryland, and intercommunity connection has been established between the residents of these rural neighborhoods and the residents of Park View, not only through the shipment of commodities, but also through interchange of visits and other communications, which indicate that with the perfecting of this development there will come about the breaking down of the barrier between city and country neighbors, a broadening of acquaintance and vitalizing of the sense of American unity and fellowship between citizens heretofore separated. On the occasion of her recent election as community secretary, for service during the coming year, Miss Frances Fairley, principal of the Park View School, stated that the location of the postal station in the school building and its use as an agency for community buying had proved beneficial to the school. The Park View Citizens' Association had already declared its unanimous approval of this arrangement. What President Wilson has said of the community center movement itself is even more greatly true of this logical extension of the community center movement: "It must challenge to cooperation every man and every woman who shares the spirit of America."

EXPERIMENT IN COMMUNITY BUYING.

Among the interesting developments of the community work in the District of Columbia this year is that of community buying. The scarcity of food products and the high cost of living made it imperative that something be done to relieve the situation to some degree. Through the efforts of J. G. McGrath, community secretary of the Park View neighborhood, this work was undertaken at the Park View School and extended to the several other white and colored centers, namely, the Wilson Normal, Thomson, East Washington, Petworth, Dunbar, Lovejoy, and Phelps. Below is Mr. McGrath's report on his experiment in community buying:

MAY 21, 1919.

Miss CECIL B. NORTON,
General Secretary, Community Centers,
Franklin School Building, Washington, D. C.

MY DEAR MISS NORTON: In compliance with your request, I submit, herewith, a statement of my work as community secretary relating to the purchase of food products from the producer and the distributing of same to the Park View community, in connection with the post office established in the school on July 1, 1918. A scarcity of food products and their high cost during the latter months of the war seemed to be sufficient reason to undertake to furnish to the people of this community center necessary farm food, and other products from the producer at the minimum cost. I began by purchasing butter and eggs in Tiffin, Ohio, using my own capital, sending a check with the order. These products were purchased at a price considerably below the Washington market and I was enabled to furnish both butter and eggs to the consumer in small quantities for the same price paid by the retail merchants to the wholesaler, without profit or loss. These articles were shipped by express.

On the 12th of November, 1918, I submitted to the Park View citizens' association a plan to extend the work of food distribution, with the result that 100 persons present volunteered to place in my hands in trust $10 each, making a working capital of $1,000. Of this sum $600 was immediately paid in, the balance of $400 was never called for. With this capital in hand, on November 26 I hired a private truck and made a trip into Maryland and purchased 39 live turkeys and a quantity of potatoes. The following day I sent the truck driver back into Maryland to purchase more turkeys, which he did, and delivered them to the school the day preceding Thanksgiving. The turkeys were sold immediately at approximately a saving of 10 cents per pound to the consumer. In the meantime, butter and eggs were being received from Tiffin, Ohio. On December 1 the first shipment of 5 gallons of oysters was received from Leonardtown by parcel post. On the same day a private truck was hired and sent to the country for potatoes and turnips. Twenty-six bushels of potatoes and six bushels of turnips were brought in by truck. On December 5 another 5 gallons of oysters were received from Leonardtown and the first consignment of chickens arrived on the same day from Mrs. Annie McKay, school principal at Surrattsville, Md. On December 9 I made a trip to Scotland, Md., stopping at various places. On that day I purchased my first near-by eggs at Mechanicsville, Md.; also a small quantity of dairy butter. From this small beginning, and the acquaintance made on my trips,

turkeys, chickens, eggs, oysters, and other produce began coming in quantities that taxed my capacity to handle them. Shortly after this time I made a contract with Mr. Charles Connelly of Leonardtown, Md., to ship 75 gallons of oysters weekly. Two other shippers learning of the opportunity to dispose of their oysters at a fair price made irregular shipments which I handled. A part of these oysters was distributed through other community centers. I paid 37½ cents per quart and sold them at 40 cents per quart. Oysters were then selling in chain stores at not less than 65 cents per quart for an inferior quality. Eighty cents was the price in the markets and the retail stores for the same grade.

A few days prior to Christmas I visited Leonardtown and arranged through the St. Mary's County agricultural agent, Mr. G. F. Warthen, for a shipment of dressed turkeys to be delivered to the school on December 23, if turkeys could be furnished at 39 cents per pound delivered. Under these arrangements 7 farmers pooled their turkeys and shipped 1,400 pounds by parcel post, which were sold on December 24 with other consignments received the same day, for 42 cents per pound. The quality of the turkeys was such that I paid 41 cents for them, 2 cents more than agreed upon, resulting in a saving to the purchaser of from 8 to 18 cents per pound. The farmer-producers of small quantities in excess of that required for their consumption have been given a market for anything they may desire to ship in any quantity. Two pounds of butter is the smallest quantity that has been received from any one shipper; one chicken or one turkey is frequently received. Several persons ship eggs in four-dozen packages. As many as 1,200 dozen eggs have been received in the school within 24 hours. The freshness and quality of the products received have been fully as attractive as the lower prices paid. Twelve shippers have consigned products to the center in one day.

Fruits, canned goods, and practically everything used as food by the householder have been distributed to the consumer, always at a less price than the same things could be bought for in the market stores.

No books are kept, or required, as remittances are made promptly upon the receipt of products and all transactions are cash.

The Wilson Normal, Thomson, Eastern High, Petworth, Dunbar High, Miner Normal, Lovejoy, and Garnet community centers have been furnished eggs and other products in quantities requested. The post-office authorities have kindly permitted the delivery of the various goods to the schools by their trucks.

It has been conclusively shown in the experiment that there are large quantities of food products wasted for lack of transportation facilities and market for small consignments. If a market is made available for the producer of small quantities, it will be taken advantage of by hundreds who now fail to produce and waste quantities of food on account of the lack of market for them.

The school has been visited and the work of food distribution inspected by many prominent people, including the District Commissioners, Members of Congress, representatives of farmers' papers, Agricultural Department representatives, Federal Food Board, Department of Commerce, Post Office Department, and the city postmaster. There is no doubt but what the Park View School is the best-known graded school in the United States.

I am thoroughly convinced that the distribution of food products in the public schools is practical, and in connection with the post office has an educational value to all children attending school.

If one of the municipal markets could be made available for the handling of farm and river products that could be brought into Washington from the first and second parcel-post zones and sufficient truck service could be supplied to

handle them, a plan could easily be carried out to the advantage of both the producer and the consumer.

If the school authorities conclude that the work done by me in food distribution is of sufficient value to be continued, a definite plan should be outlined with the view of developing the work to a higher standard.

Most respectfully, yours,

J. G. McGRATH,
Community Secretary, Park View Community Center.

ACTIVITIES AT THE COMMUNITY CENTERS.

The great variety of activities scheduled at the different white and colored community centers during the past year is significant. The following is a list of the different clubs or societies that have been organized during the past two years, and of important organizations which have selected the community centers as their regular meeting places.

This list includes—

1. Community clubs or groups which have been organized during the two years which the community and civic center department has been functioning.

Community associations.
Community orchestras.
Community bands.
Food-conservation clubs.
Community singing.
Swimming.
Community buying.
Stereopticon lectures.
Community dances.
Social recreation.
Motion pictures.
Hygiene lectures.
Community opera (supported by war camp community service).
Dramatic art clubs.
Choral clubs.
Dancing clubs.
Social clubs.
Red Cross clubs.
Basket-ball clubs.
Story-telling clubs.
Men's club.
Little friends' club.
Big sisters' club.
Little players' club.
Wallach pleasure club.
Mandolin club.
Girls' art and literary club.
Wide-awake little players' club.
Southwest neighborhood club.
Community cadets' club.
Community garden clubs.
Gymnasium for adults.
Gymnasium for children.
Domestic art.
French.
Spanish.
English.
Key punching (statistical).
Arithmetic.
Typewriting.
Stenography.
Millinery.
Sewing.
Dramatic art.
Target practice.
Hair dressing.
Radio.
Piano.
Violin.
Singing.
Parliamentary law.
Social dancing.
Rhythmic dancing.
Club rooms.
Libraries.
Community nursery.
Post office.
Marines' club.

2. Important organizations having a community interest which have selected the community centers as natural meeting places:

Boy Scouts.
Girl Scouts.
Government recreation league.
Red Cross.
Citizens' associations.
Home and school associations.
State societies.
Home defense league.
Child welfare work.
Band of mercy.
Boy Scout rally.
Girl Scout pageant.
Red Cross classes.
Surgical dressings classes.
First-aid classes.
Home nursing classes.
Story tellers' league (Washington branch).
Washington readers' club.
Federal employees' union (War Risk Bureau).
Children's Bureau.
Federal employees' union (Agriculture branch).
Arion club.
Society of American foresters.
National Catholic war council.
Drama league.
Calvert club.
Georgetown citizens' association.
Government recreation league (Navy branch).
Humane society.
War camp community service.
Training camp activities camp.
Women's land army.
Women's tennis league.
Young Women's Christian Association.
Young Men's Christian Association (Colored).
Second National Guards, D. C.

3. Special programs or activities—

Liberty-loan rallies.
Sale of war savings and thrift stamps.
Luncheons for registrars.
Distribution of sugar certificates.
Wedding anniversary party.
Birthday party.
Community Christmas service.
The airnauts.
American relief for the Near East.
Ukrainian opera (arranged by war camp community service).
Zone finance office.
Washington College of Law graduation.
Four hundred and seventy-second Engineers.
Food Administration programs.
Council of Jewish women.
Fuel Administration.
Washington Navy Yard (planning division).
War Department, Quartermaster Corps (Purchase, Storage and Traffic Division).
War Department, Quartermaster Corps (Zone Supply).
Sixty-third Infantry.
War Department (Division of Finance).
Howard University students' army training corps.

NOTE.—With the locally supported and permanent organizations, especially the citizens' associations, the Y. M. C. A., the Y. W. C. A., the Y. M. H. A., the National Catholic War Council, the Boy Scouts, and the Girl Scouts, there has been throughout the year the closest cooperation and sympathy and the promise of a mutual exchange of council and of a growing desire to use the facilities of the public schools by the large body of citizens affiliated with such organizations.

Attendance in 1918–19.

Wilson Normal	52,707	
Georgetown (Western High)	2,919	
Southeast Washington (Tyler)	3,630	
Thomson	114,203	
Washington Circle (Toner)	1,019	
Powell	12,299	
Petworth	3,549	
Park View	15,452	
Margaret Wilson (Grover Cleveland)	6,981	
Elizabeth V. Brown	8,534	
East Washington (Eastern High)	38,145	
General Civic (Central High)	97,152	
Total for white centers		356,590
Miner Normal	29,123	
Dunbar	25,082	
Birney	34,778	
Garnet	13,639	
Randall	15,037	
Lovejoy	6,181	
West Washington (Phillips)	6,115	
Total for colored centers		129,955
Grand total		486,545

The report of this department can not be considered finished without an appreciation of those who have been associated with me in this work during the year that has passed. Theirs is not the type of service that can be measured by hours of work nor told in detailed reports of actvities. Like all direct service to one's fellowmen, it has values that money can not compensate, that even the most grateful words can not enough praise. Through this trying year of many disasters, therefore unusual conditions, my associates, whatever their assignment, have omitted no least detail of service to the people, whose agents they are, and always they have kept the community center vision—so simple, yet so wonderful—that in the public school the men and women of every community shall find, as our children are finding, in communion with and service to their fellows, the fullest opportunity for the expression of good citizenship as members of the municipality and of the Nation.

Respectfully submitted.

CECIL B. NORTON,
General Secretary Community Centers.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE CHAIRMAN OF THE JUNIOR RED CROSS.

JULY 1, 1919.

SIR: I have the honor to submit the following report of the work of the Junior Red Cross of Washington, D. C., for the year ending July 1, 1919.

Just as every citizen should return often to the Declaration of Independence and the preamble to the Constitution for inspiration to good citizenship, so ought the children and their leaders in our schools to go back again and again to the proclamation of the President of the United States by which he brought into life the Junior Red Cross. There we find the motive that revitalizes and leads us to consecrate ourselves anew to our work. For we are in danger, as in any of life's endeavors, of reaching a stage when we are tempted either to neglect or to do mechanically work which in its inception was rich in idealism. Let us compare the spirit and the activities of the Washington schools during the past year with this conception of the President in order that we may realize past values and gain warmth for our next year's service.

Our Junior Red Cross will bring to you opportunities of service to your community and to other communities all over the world and guide your service with high and religious ideals. It will teach you how to save in order that suffering children elsewhere may have the chance to live. It will teach you how to prepare some of the supplies which wounded soldiers and homeless families lack. It will send to you through the Red Cross bulletins the thrilling stories of relief and rescue. And best of all, more perfectly than through any of your other school lessons, you will learn by doing those kind things under your teacher's direction to be the future good citizen of this great country which we all love.

When under the inspiration of this call the children of Washington rushed into activity, full of eagerness and energy, it seemed best to allow them great freedom in choice not only as to methods of raising funds, but also as to how they should spend their money and the articles that they should make, their imagination requiring for its satisfaction abundance and variety. A choice, therefore, was given among 60 different articles for men in service, for hospitals, and for foreign refugees; and 60,000 miscellaneous articles, some of small and some of greater intrinsic value, but all of high moral value, were received, assembled, inspected, and forwarded by the different school

centers. Much of this final work was accomplished during the summer vacation, and during this time, also, activities were progressing in the vacation schools and school playgrounds and among groups of children in the homes. The placing of some of the products perplexed the committee after ascertaining that the Red Cross could not make use of a large number of the miscellaneous articles on hand July 1, notably 1,500 of the 4,000 comfort pillows sent in, and they were relieved when they found that the local hospitals were in need of and grateful for pillows and, along with them, quantities of white remnants, homemade handkerchiefs and napkins, cotton wadding, and other materials collected by children and grown-ups interested in conservation. One of our chief sources of satisfaction at the end of the year's work was this touch with our own institutions and for them we hope to accomplish more definite work next year.

When school opened in the fall we found children as willing in spirit, but with less excitement and intensity. Then, too, the national junior membership had sifted products and selected as practicable for schools certain definite articles that could be well made by children that were of educational value, and that could be handled by warehouses and shipped abroad to advantage. Definite allotments of such supplies were accepted by the city schools, first of comfort bags and housewives for soldiers abroad, and later of refugee clothing for children of foreign countries, notably layettes for French and Belgian babies. For a while materials for the clothing were purchased by the schools accepting allotments, but December 1 word came that all materials would thereafter be furnished free to workers, and that many of the garments would be cut out at a central cutting station in Baltimore. This simplified the work and made larger returns possible.

Schools were interested in raising money for the Red Cross, but calls for children's help were received for the fourth Liberty loan drive, in the Victory boy and Victory girl project, for the drive for the united war-work campaign, and in patriotic response in the war-saving stamp and thrift-stamp movement, so that the sums of money collected for the Junior Red Cross were considerably less than during the preceding year. But the children and their teachers worked as unselfishly as before with practical results which were worthy of the highest commendation and learning through many channels to be the "future good citizens of this great country which we all love."

Early in the year Mrs. Cate, the director of domestic science, and Miss Wilson, the assistant director, planned definite assignments for children in the sewing schools, and more than half the sewing accomplished this year was under the direction of these teachers, who so planned exercises for the different grades that their results were useful garments. The layettes of blue and pink for the babies were a source of joy to the children who were so happy when they had the

30 articles from cape with hood down to little pink or blue bootees finished and on exhibition in the building. Every grade building in the city accepted at least one of these sets as an allotment, and the high schools made 60, so that 160 were sent across by our schools. The spirit actuating this work is shown by the following extract from a report by Miss Campbell, of the Business High School:

> The stage was heaped with bolts and bolts of outing flannel, pink and blue and white, with thread and ribbon, soap and powder, and all things necessary for layettes. The following hour the sewing started and more than 50 babies have been clothed by us. We have never worked for a society; it's for a little baby which ought to crow and gurgle and be fat and healthy, and as far as lies in our power we are going to bring about that condition.

The O Street Vocational School, the Armstrong Manual Training, and the Dunbar High School were the leaders in the manufacture of the larger articles of wearing apparel requiring sewing-machine work, but other high schools, older girls in grades, worked also, and school mothers assisted in completing underclothing and a difficult allotment of serge dresses. The teachers of the sewing corps showed marked devotion to work in the name of the Red Cross. They executed difficult cutting and sample making out of school hours and volunteered their services throughout the influenza period for sewing at the normal school, besides regular Red Cross supplies, making "flu" masks in great numbers and 50 nightingales to be thrown over the shoulders of patients recovering from the "flu" in hospitals and boarding houses.

A new feature this year was the allotment from the national committee of articles to be made by the manual training classes. Specifications and blue prints were sent out so that all work should be standard, and the results were highly commendable. The refugee tables and chairs are of special interest, they being made in parts not put together until reaching the other side. Rug making for hospitals was also an innovation, 24 beautiful rugs being made on looms by the children of the special and atypical schools. About as many more are partially woven or ready for weaving and will be completed next year. A note of special appreciation for these beautiful gifts was received from the Walter Reed Hospital.

The money raised for Junior Red Cross, as stated before, was less than last year, and for such good reasons that schools were allowed to retain their membership without raising the quota, a sum equal to one-fourth the enrollment of each school. Definite ruling from the national administration states that this quota must be raised next year or membership will be forfeited, but if the children can see the need they will respond. Last year the money raised was kept in school treasuries, and although large projects were hampered by the central committee's having practically no funds, even being com-

pelled to appeal to the District of Columbia chapter for $500 with which to purchase lumber to start the woodwork promptly in September, there was a gain in school spirit as each school contemplated with pride the state of its treasury and the good work it was doing through its riches. But with the thought that it could place for highest service the millions collected by junior members in the United States, the national body ordered that all money under a chapter jurisdiction should be deposited in a central school treasury, and that from this 60 per cent should be sent to the national treasury to form a fund called the "national children's fund" to be used for suffering and destitute children in Europe and Asia. In accordance with these directions the treasurer of the junior membership of the District of Columbia called for deposits, and June 1 sent as the contribution from the school children of Washington a check of $5,000. There is still remaining in the treasury $3,047.04, this sum including the money in public school treasuries and collections from seven private and five parochial schools on the junior roll. The school auxiliaries will be placed on a national mailing list to receive reports of how their money has been spent in foreign countries, with a description of the customs of the children they are helping. These reports may be used in geography, English, and history work, and will stimulate in our American children a friendship for the children who have suffered so much in this war. The remaining 40 per cent of the school fund may be used in ways decided by the chapter school committee, perhaps for community needs, in accordance with the ideals of the American Red Cross.

For an association handling large sums of money and being responsible for goods and garments of value there is necessarily a great amount of office work. Each school sends into the central school office, the Wilson Normal School, monthly a report of money on hand, collected and expended and a report stating the number of articles made and forwarded to a school collecting center. These reports are consolidated, and each month the consolidated report, on a blank furnished for that purpose, is sent to the office of the Potomac division and forwarded to national headquarters. The chapter school committee of Washington was highly fortunate in securing ladies as treasurer and as secretary who rendered most valuable services. From early fall until the middle of May Mrs. Henry H. Flather was able to continue her work of last year as treasurer and Miss Esther Somerville, Evanston, Ill., who was in Washington for the year acted as secretary. The handling of the actual funds and the compiling of reports of funds and of products for 150 schools was a weighty business and the school people are grateful for the assistance of their volunteer partners. Upon the resignations of both Mrs. Flather and Miss Somerville, on account of necessary absence from

the city, the chairman was fortunate in securing Miss Myra M. Hendley as treasurer and Mrs. Elizabeth Peeples as secretary, who compiled the last monthly consolidations and the annual reports.

The health crusade must be mentioned in connection with Junior Red Cross activities, for, although the movement was started and carried through in this city principally by the Anti-Tuberculosis Association, its leaders advised frequently with the chairman of the Junior Red Cross and members of its committee and received a small financial recognition, $100, from one private school auxiliary. The crusade's appeal to the imaginations of the children was successful beyond highest expectations, and great good will result from the execution of the healthful " chores " during a period of 15 weeks.

As we think of the Junior Red Cross for 1919–20 we hope that we can inspire the children to continue with war-time enthusiasm to help in time of peace in the rebuilding of the world. Mr. J. W. Studebaker asks the department of superintendence of the National Education Association in his peace program for the Junior Red Cross, " Is it possible to carry over into peace for a few years at least the enrichment and vitalization of American education which has been so evident during the war, and can this be done in some measure with a plan through which the school as a whole works in cooperation with the greatest and most powerful humanitarian organization ever built up in the history of the world? " The department answers, " We commend the Junior Red Cross for its announced purpose of interesting the pupils of America in the relief of the needy children of Europe." The District of Columbia will surely do its share with a willing spirit and a generous hand, in sympathy for suffering humanity.

A detailed report of the products of the juniors for 1918–19 is appended.

Respectfully, ANNE M. GODING.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF PRINCIPAL OF WILSON NORMAL SCHOOL.

JUNE 30, 1919.

SIR: I have the honor to submit the following report on the work of the school for the year ending June 30, 1919:

Statistics for the year ending June 30, 1919.

Aggregate enrollment of normal students:	
General course—	
February admissions	7
Junior class	9
Subsenior class	14
Senior class	24
Kindergarten course—	
February admissions	0
Junior class	6
Subsenior class	3
Senior class	8
Domestic science course—subsenior class	2
Total	73

Aggregate enrollment of normal students—Continued.	
Number of graduates—	
General course	23
Kindergarten course	7
Total	30
Number on roll after graduation—	
General course	32
Kindergarten course	9
Domestic science course	2
Total	43
Aggregate enrollment of pupils in critic schools	395

Reports from the physical examinations recently held for candidates desiring admission to the normal school indicate that the school at the end of this year probably reaches its low-water mark and that the tide turning will bring in next year a larger proportion of the material required for the teaching service of the District of Columbia. This influx is sadly needed, for, in common with other normal schools in the country, the Wilson Normal School is sending out to become teachers in the community a supply of graduates far less in number than the demand of the community. This acute shortage is due, primarily, to the offers by the Government to even untrained workers of salaries commensurate with their financial needs in a time of financial stress, salaries in some cases double those appropriated for trained teachers in the Washington schools. Even one who himself considers his profession on so high a plane and possessing elements of such satisfaction that he feels no temptation to try other service, could but sympathize with young graduates from high schools who judged immediate financial independence as more desirable than two years more of dependence upon parents, leading

at the end of an intensive professional training to a position whose compensation for difficult service is insufficient for the support of a self-respecting woman. The turning of the tide away from teaching was to be expected. The raising of the minimum salary this year to $750 had no effect upon the schools' enrollment, but the further increase to $860 for the coming year strengthens the belief promulgated from platform and by press that in the near future the teacher will be recognized as one worthy of a living wage, and a larger number of young people turning toward teaching. The realization of $1,000 as a minimum will bring in a force of worth-while young people, such as have in the past given the city its kindergarten and grade teachers, sufficient in number and of quality reflecting its best youth and ambition.

The normal school, although regretting its size, has had a profitable and satisfactory year. Many problems that in a large school are out of sight and, therefore, unsolved, have come to light and been worked out by teachers in close touch with one another and with students in close harmony with their instructors.

The smaller teaching force, all together in one building, has made possible more frequent discussions of professional questions and better acquaintance of one teacher with another as to ideals and practical methods. Faculty meetings have been more frequent, and although no changes have occurred that would denote visible extension as to courses of study or plans, intensive modifications by individual teachers have occurred on account of exchange of ideas between members of a small body cordially bound together by common interests. Some of the questions discussed have been economy in preparation of work, speed in execution, originality, individual development in its relation to group responsibility, the relation of theory to practice in the normal school, the free school, and the project method.

The tone of the school was unusually healthful, for its student membership comprised only those who enrolled and stood by the business of teaching because they felt sure it was their true calling, chosen notwithstanding its hard conditions and small financial rewards. Practice teaching was unusually hard because of the small number of senior students and the large number of children to be instructed, but being members of the school from carefully thought out choice, and sure of their aim, the young teachers worked happily and successfully, overcoming with ease obstacles unsurmountable by others of less character and determination. Members of the graduating class were ready for service and were appointed one by one to schools beginning May 15, 12 of the 28 coming back from teaching to receive their qualifying sheepskins June 27.

The class entering the school April, 1918, formed a strong section just below the graduating class, taking their places in practice teaching and making ready to graduate February 1, 1920. A class of 15 entered in the fall of 1918 and a class of 8 February 1, 1919. The entrance of these small classes at intervals more frequent than usual was judged wise in order to fill as many vacancies as possible and as soon as possible in the public-school system. The programs of individual normal instructors have been as full in the small school as in the large and their work has been quite as intense as usual, although more varied than with large classes entering only in September. As long as the classes generally are of small size the February admisions should be continued, but if small classes entering at that time meant the employment of a larger faculty, as is true in high schools, the discontinuance of February admissions would be a question worthy of consideration by you and those with whom you confer.

The most severe trial in the normal school to both teachers and students is the strain caused by the competitive rating list at the time of graduation, led up to by nerve-disturbing report cards given out from time to time, whose importance is paramount, because they are the items which determine the appointment of graduates to teaching service. All students accept their ratings with dignity and most of them with belief in the just judgments of their instructors, but disappointment sometimes deepened into bitterness leading to a distance between graduates and their alma mater deeply regretted by the faculty of the school. The only alternative for the competitive rating sheet is examination after graduation for positions in the public-school system. This would shift the final determination from the faculty of the normal school to the students themselves. I do not advise this change but offer it for consideration. Will you, therefore, give your attention to this problem as one worth while in considering the question of morale of the teaching force?

The simplification of the rating sheet for teachers this year has led to a feeling of satisfaction upon the part of the principal and teachers of the normal school. The principal is, of course, responsible for the maximum efficiency of his teachers, but the approach to that maximum is retarded, not hastened, by placing between teachers of the quality demanded in a normal school, the intellectual and spiritual center of the school system, and its principal a mechanical instrument for the critical analysis of a complex, sensitive human being. The confessed inability of the principal to act through the rating sheet for the highest good of the school perhaps had more weight with the teachers in answering your inquiries as to its efficiency than their own personal dissatisfaction with the instrument.

Three teachers who were members of the faculty a year ago are to-day not on its roll. On account of the size of the school appointments will not be recommended at present to make good the number that was needed for the larger enrollment, but transfers within the organization will be made. Mrs. Marietta Stockard Albion left the school July 1 for a prolonged leave of absence. Miss R. L. Hardy was called out to become the director of primary instruction of the city, a promotion worthy of her scholarly work in the normal school. Miss Helen Gordon, director of kindergarten work in our school, died February 22. Miss Gordon was a woman of high intellectuality, of noble ideals, and rare sweetness of nature, one who developed in the young people whom she touched the highest mind and soul potentialities. Her loss is irreparable to the normal school and the city.

I must speak of one weakness that affects seriously the professional strength of the principal, the low salary of her clerk. This means that too much of the time and strength that should be put into inspiration and leadership is put into desk work.

Even an experienced clerk recognized financially as so valuable that she could afford to remain in the school after an apprenticeship would be busily engaged, and need help from the principal to complete current work, but with a only $720 minimum and yearly longevity of $30 the incumbent is one of a succession of young people, each needing intensive training and careful supervision by the principal until she is ready to assume responsibility, at which time she is called to accept a position having much higher remuneration.

It seems that the words " public schools " attached to an instructor, clerk, janitor, engineer, or matron places that person in a lower class financially than any one of those individuals deserve. Devotion to the service has kept fine people, but many can not afford longer sacrifice. We hope for relief when the reclassification of salaries is effected and most earnestly pray that the value of ability and faithfulness in these positions involving the welfare of children may be so strongly set forth as to secure long service of high quality.

The Wilson Normal School has been the headquarters of one of the most successful community centers in the city. After-school use of the building proved the past year to be an urgent necessity when the city was crowded with strangers needing healthful opportunities for self-improvement and recreation. The most popular method of handling the people was by means of clubs, whose members taxed themselves for leaders and for caretakers beyond the sum appropriated by Congress. There were many State clubs enjoying the conveniences of the building, dancing clubs, clubs for dramatics and for study, Boy Scouts, and Girl Scouts. Along

with the clubs came classes in different subjects, French, Spanish, millinery, home economics, key punching, and many others being scheduled. The work in detail will be reported to you by community leaders, but I wish to take this opportunity to say that I am heartily in favor of the extended use of this building as a right belonging to the citizens of this community. Their appreciation of the privilege is proved by their attendance upon the various activities and should be carefully measured from time to time by those in charge of the work. The school is fortunate in having as secretary, Mrs. Ida E. Kebler, and board of directors, thoughtful people, whose ideas have been in harmony with those of the educational directors of the school system and who have therefore worked without the friction that might arise in such situations.

The building has once more been the headquarters for the Junior Red Cross and the principal of the school again its chairman. A separate report of this work will be submitted.

I wish to express my appreciation of the uniform kindness and courtesy shown in your consideration of normal school affairs.

Respectfully,

ANNE M. GODING.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF PRINCIPAL OF CENTRAL HIGH SCHOOL.

JUNE 30, 1919.

SIR: I have the honor to submit the following report of the work of the Central High School:

RULES OF THE BOARD OF EDUCATION.

The rules of the board of education promulgated last summer governing the holding of chapels made it possible to carry out with regularity the daily program of the school. We ran two schedules, a chapel schedule on chapel days and a regular schedule on the other days. It was possible to organize classes almost uniformly on a basis of 30 pupils or less per class. In this building, with section rooms containing from 40 to 50 seats each, it was naturally difficult to distribute pupils for recitations during 6 recitation periods. However, the rule was carried out and the efficiency of class work was stimulated by this modification in size of classes.

Without criticizing adversely the work of the teachers generally it is fair to state that the teachers of English were markedly enthusiastic and efficient in their work generally. This is due in large measure to the fact that they had four classes each and that they were able to teach at top notch at all times and to do their additional work without a feeling of exhaustion.

It is the concensus of opinion of the heads of departments that these factors mentioned made it possible to fully cover the work of the year in spite of the forced closing period last fall.

CONTROL OF PUPILS' WORK.

It was pointed out to me by Mr. Wilson that the control of pupils' programs and the direction of their courses of study constituted the most important problem in the school at this time. With the addition of so many new pupils during the past few years and with the addition of many new teachers, both alike unfamiliar with the courses of study and their limitations, it was natural that a strong force should be necessary to straighten out the work of the pupils on its educational side.

To the semester chairmen heretofore charged with checking irregular programs, were added two other teachers each. These semester committees of 21 teachers carried out a systematic investigation and corrective methods. During June this work was completed, in so far as it seemed advisable in individual cases at this time to disturb

the pupils' courses of study. Conformity to the regulations governing electives, logical selection of studies and definiteness of purpose, were insisted upon.

STUDENT SELF-GOVERNMENT.

During the year there developed among a considerable number of students an interest in self-government. Because of the disturbed conditions of the year's work, it was deemed best to confine activities in this direction to the members of the senior class. The sentiment in favor of the self-government ideal was encouraged in so far as it was a natural growth. No effort was made to establish student self-government, as such. The sentiment found expression in student control of the lunch room and in other like interests. It served to stimulate a feeling of personal responsibility and resulted in the upper-class students giving valuable assistance to the administration of the school in many ways.

TARDINESS PROBLEM.

Tardiness presented a serious problem. Street car troubles contributed largely to the difficulties, and the large number of section teachers found it impossible to act intelligently in the matter of excuses for tardiness due to alleged street car troubles. In order to make the control of tardiness systematic, and in order that a careful study of the problem as a whole might be made, Miss Crans was relieved of a section room and was given complete charge with the assistance of eight selected senior girls. It was interesting to note that tardiness, uniformly controlled, dropped rapidly to a low figure.

ABSENCE PROBLEM.

The percentage of absence seemed to be higher than necessary. The ground work was laid during the latter part of the second semester for some form of systematic control. In so large a school with so many sections involved, this is really a big problem requiring a large amount of time regularly expended. It is hoped that at the opening of the next semester some way may be found by which this can be done, in order that pupils may be more firmly impressed with a sense of their obligation and also that parents may be advised as to the contribution which they ought to make in reducing absence from school to a minimum.

It is quite apparent that many parents regard lightly the results of the absence of their children from school. More spirited cooperation on the part of parents will, it is believed, eliminate a large part of the occasional absences and will cure what may be considered chronic cases.

NOTIFICATIONS OF FAILURES.

After the first advisory of the first semester all parents were specially notified of pupils' failures in major studies and of the causes of the failures as judged by the teachers. These notifications required a large amount of extra clerical work, but the returns from parents, which were urgently requested, fully justified the expenditure of the time and energy involved.

It is impossible to overstate the good results to many pupils of a closer cooperation between the parents and the school resulting from these communications to parents. They brought home to pupils a realization of the real difference between success and failure and to parents a fuller appreciation of their responsibility for the oversight of their children's habits of study at home. The experiment demonstrated the wisdom of supplementing the regular scholarship reports with an occasional statement to parents of the causes of failures. This is particularly true in the cases of new students. Permission to send similar notifications to parents of all first and second semester students will be requested at the close of the first advisory period in the next semester.

DEPRECIATION OF PHYSICAL PROPERTIES.

It may be well to point out that since the building is now three years old requests for repairs will increase rapidly. The extensive use of the building and its equipment by outside organizations and by the community center suggests the inadequacy of the allotments, both of the contingent and of the repair funds, to the proper maintenance of the building where these allotments are figured on a basis of the enrollment and do not take into full consideration the additional uses of the building. Unless some adequate provision can be made for the future out of the proper funds, it is respectfully suggested that a small contribution might be taken from outside organizations given permission to use the auditorium of the school. Here, especially, a depreciation of the stage equipment, curtains, seats, etc., may be expected to be more rapid than in the remainder of the building.

In conclusion I wish to take this opportunity to commend in the highest terms the spirit of loyalty and devotion to the school shown by the members of the faculty and of the administrative force during the period of the absence of the principal. Their hearty cooperation in dealing with unusual conditions has been one of the most important of the elements which have made the year possible.

Respectfully submitted.

R. A. MAURER,
Acting Principal.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE PRINCIPAL OF THE EASTERN HIGH SCHOOL.

JUNE 30, 1919.

DEAR SIR: The fundamentals of the courses offered in the Eastern High School during the year just closed were practically the same as for other years. The changed conditions, however, brought about by the war, vitalized the different subjects, from the training given in the music room to the experiments performed in the laboratories. The teachers sensed the importance of the new viewpoint and began a gradual readjustment which must continue until the training in the school room gives the pupil the greatest possible opportunity to measure up to an efficient, capable citizenship. The Liberty and Victory loan drives and the sale of war and thrift stamps awakened a dormant patriotism that reflected itself in a better Americanism. The science classes were given a new interest through the study of explosives, electricity, and aeroplanes. The pupils in history found a keen enjoyment in a study of the past in the light of the happenings of the present. The principles set forth in Burke's Conciliation were interpreted in terms of present-day democracy; and the methods of Caesar in his Gallic Wars were compared to those used by the victorious Allies. The failure of so large a percentage of the young men of the country to qualify physically for military service gave the teachers of physical training an opportunity to bring home the benefits of physical fitness, and to accentuate the value of hygiene and right living. The beginnings made during the past year should form a firm foundation for an education structure that will fit a man "to perform justly, skillfully, and magnanimously all offices, both public and private, of both peace and war."

The work of the year began under rather unsatisfactory conditions. At the beginning the war cloud still hung over us, and the boys in particular were uncertain as to their future. After the epidemic of influenza it was only through an intensive course of study that the work was carried on without a lowering of the standard of the school. With 21 sections and only 14 classrooms the school was crowded to the limit, and it is hoped that within the near future a new school will be erected that will solve the high-school problem for east Washington. With the other high schools already filled to

their capacity, and with the prospect of several hundred entering high school, pupils without sufficient accommodations, it is felt that the logical solution is the early completion of the new school.

The following, taken from reports submitted by teachers, indicate the character of the year's work. The full reports submitted by teachers of the different subjects are given separately:

HISTORY.

There has been a more serious interest in history this year than in any previous year. The classes in medieval and modern European history have been larger and the realization of the importance of history in relation to life has been more keen. A larger number of pupils in the first year have elected to continue in the advanced courses. The war has had a notable influence in giving an impetus to the study and appreciation of the subject.

The teachers have aimed very definitely to relate the past and present in every course; to teach that the institutions and events of to-day have their root in the past, and that what we sow to-day will be reaped by future generations.

The growth and principles of democracy have been emphasized at all proper points. The opportunities that have arisen in history have been used to lay the foundations for good citizenship. In the American history class more time and thought than ever before was spent on the period since the Civil War. Such topics as conservation, tariff, immigration, Americanization, and America as a world power have been given particular attention. Throughout the course American ideals and the duty of American citizens were kept before the pupils.

The study of current events has been pursued, with weekly assignments in the Literary Digest. The study of current topics is very valuable and should be encouraged. The lack of general information among the mass of the pupils is marked, and it is strongly urged that more attention be given to improve this weakness. If we can stimulate interest, we may be able to get more contact between home and school, more intelligent understanding of present conditions, more desire to study historical backgrounds.

SOCIAL AND COLLATERAL ACTIVITIES.

This year an effort has been made to continue and perfect the organization of the social and recreational activities of the girls. For this purpose a program, known as the Four Square Easterner program, was drawn up, aiming at the well-rounded development of the girl, and of such a standard as any girl could with effort accomplish. Its purpose is to give social recognition for health, scholarship, and purpose, and to give a girl immediate opportunity for expressing her patriotism and desire for service in her community. It is thus hoped to give a training in the kind of leadership which each woman needs in her home and social life.

There were four possible groups, in one of which the girls might elect membership—the Friendship Club of the Y. W. C. A., Camp Fire Girls, Minute Girls, and Four Square Club. The Four Square Club aimed merely to carry out the Four Square program. In addition to this program the Minute Girls had more out-door activities; the Camp Fire Girls were given additional credit for housework and home activities; and the Friendship Club did more in the way of social activities. The girls elected membership as follows: Friendship Club, 80; Minute Girls, 27; Camp Fire Girls, 34; Four Square Club, 25. All four groups working together for the Red Cross made 304 articles, including four complete layettes, 38 sweaters, 40 comfort bags, and 10 pairs of socks. Thirty pounds of

candy were made and supplied to the local soldier recreation workers. At Christmas time the Friendship clubs furnished trees and filled stockings for five Associated Charity families. The Camp Fire Girls furnished apples and oranges to a committee providing Christmas to the boys at St. Elizabeth's; and at Easter the City Orphan Asylum was supplied with Easter eggs.

At the beginning of the year a social council was organized, made up of a representative of each organization of the school. It included representatives of the following: Girls' Glee Club; Boys' Glee Club; orchestra; Dramatic Club; Rifle Club; Boys' Council; Girls' Council; cadet companies; High School Bank; school publications; E. M. S. Club; athletic association; 3 Friendship clubs; 2 Camp Fires; Minute Girls; Four Square Club. The council meets on the call of the teacher chairman, is the clearing house for all school activities keeps a social calendar, which avoids conflicts and insures control, and is the active, pushing force in most of the matters that come before the school, such as the Junior Red Cross drive, Spring Play, War Savings Stamp campaign.

The accompanying reports cover in detail work of the different departments, but the above statements concerning the work done in history and in the organization of the collateral activities are indicative of the effort made in all departments to have the school take advantage of its opportunities to give much more than a formal training in the various subjects of the curriculum. No group of teachers could possibly have given a principal more earnest, loyal, and enthusiastic support, nor have worked harder to keep to the highest standards of scholarship, right thinking, and right living.

Very respectfully,

CHARLES HART, *Principal.*

REPORT OF THE PRINCIPAL OF THE WESTERN HIGH SCHOOL.

JUNE 30, 1919.

SIR: At a date near the close of the school year, June 13, exercises in commemoration of the Western High School boys who gave their lives in the war, brought forcibly to the attention of the alumni and friends of the school the remarkable sacrifice made by this relatively small school. Twenty-one gold stars on the service flag of a school which had graduated but 25 classes, indicates a spirit of public service that has been a source of the greatest pride to all connected with Western. Letters received from bereaved parents invariably express the feeling of thankfulness that their sons were permitted to play an active part in the great struggle to protect the principles of freedom. One mother whose son was trained in West Point and was killed in action on the third day of the Allies' counterdrive, writes of the consolation she has in knowing that her boy lived to see the turning of the tide.

Those present at the exercises will long remember the stirring tribute to these young American heroes in the memorial address delivered by Justice Wendell Phillips Stafford, nor will they soon forget the classic commemoration ode so feelingly read by the author, Miss Alice L. Wood.

In order that the names of the 21 may be preserved to posterity and that due honor may be paid them by their former associates and friends, the alumni are preparing a bronze tablet to be erected in the library of the school. And in the autumn a tree dedicated to the memory of these boys who did not come back will be planted in the school grounds by the teachers of Western High School.

INCREASED ENROLLMENT.

An increase of about 150 in the enrollment of this school in November was not affected by the removal from Washington of many patrons following the signing of the armistice. The steady stream of withdrawals was neutralized by an equal stream of entries and reentries. The difficulties of organizing a school with a constantly changing body of pupils will be appreciated by anyone with experience in school administration.

The school has about reached the limit of growth with its present facilities. I believe the time has come when plans should be made for added room and equipment.

"UNEXCUSED" ABSENCES.

The large number of "unexcused" absences of pupils during the past year may have been due to the desire on the part of the parents temporarily residing in Washington to make the fullest use of the opportunity afforded to be present on occasions of more or less historic importance. That this explanation covers a large number of cases I know to be true. These cases are not included among those which present a problem in school administration. Rule 61 of the board of education and various amendments and interpretations thereto provides:

> That sickness, quarantine, death in the family, church holy days, and imperative business are alone to be considered as satisfactory causes of absence.

No, it is a well-known fact that pupils are absent from school with parental permission when the excuse given is not one included in the rule.

Trips to New York and other places involving two or three days' absence are perhaps the most common excuses offered. Week-end trips, house parties, weddings, social weeks at colleges, commencements, from Harvard to Virginia, also interrupt the school exercises for some.

The routine disposition of such cases is to classify the absence under the head of "unexcused" and to require the pupil at the teacher's convenience to make up lost work. Since there is no penalty provided in the rules, there is nothing to discourage a repetition of the irregularity.

Letters from parents explaining the absences have shown resentment that the board of education should question their rights to keep their children out whenever they are pleased to do so.

It seems to me, therefore, that rule 61 should be rewritten or amended so that it may be of greater use in controlling this form of irregular attendance.

COMPETITIVE ATHLETICS FOR ALL.

Two years ago it was my privilege to include in my report a progressive movement in the physical training for boys, under the caption of Rational Athletics. This work has continued and has grown into a comprehensive plan for getting the greatest possible number of boys into competition with boys of other schools. It means training is given to several teams instead of to one, and consequently a turning out on the part of the physical-training depart-

ment of a larger number of trained athletes. It means also a greater use of the school plant and greater effort and more time on the part of the instructor, Mr. Bryan W. Morse. How he has found hours enough in the day and energy enough in the body to accomplish these results is not shown in the accompanying report. It is perhaps sufficient to say here that no time schedule measures Bryan Morse's devotion to the interests of the boys of Western High School. His report follows.

Report of Bryan Morse, instructor of physical training:

During the year 1918–19, 240 of the 250 boys in this school were given regular physical training. In the after-school activities 85 per cent of the students participated on competitive teams in football, basket ball, baseball, track, tennis, and swimming training. There were not and never have been what can rightly be considered proper facilities for physical training or athletics in the school. Despite this handicap there was hearty support of all physical-training work in the regular in-school activity as well as a healthy interest in the after-school athletic program.

In the regular physical training examinations were given all boys in the school with the exception of the outgoing seniors, some 30 in number. Many boys who left school early in the spring of 1918 broke the continuity of their examinations. Others excused for entrance into college last fall in the Students Army Training Corps units, and still others returning late last fall rendered it advisable to forego the examinations for seniors this season. More than 200 boys were given the regular examinations, however. In addition the physical tests, inaugurated in 1917, were given to each of 200 boys with more than gratifying results. Practically every boy showed marked improvement in ability, agility, and coordination. Several records made by individuals in the various events last year were broken, which showed improvement in a majority of cases.

It was noticed during all tests that boys who suffered from influenza during the past year were slower to respond to stimulating work. Great care was exercised during the year in grading the work for those who had contracted the malady, and special cases were given individual programs as far as was practicable.

The influenza epidemic most seriously influenced the work in this school in physical training. In the regular program in and out of school, all of the system was seriously affected. The discontinuance of the work, just at the time when it was well under way, was thought to be not only detrimental to the general health of the boys but removed them from the more or less exacting requirements of rigid training, especially in the after-school work and also in the regular routine of in-school classes. The enforced lay off induced less regular habits and took from the beneficial influence of the training those who could ill afford to lose the opportunities offered.

The physical training department of the school has been working steadily for the past four years toward the idea of competitive athletics for all students in the way of interschool activities. Most gratifying results were obtained in football, baseball, basket ball, track, and tennis, although the influenza so seriously interfered with football training as to render it incomparable wtih the other activities. Thirty boys were trained two weeks in September and two weeks in November. The work was fairly well under way and plans were laid for the inclusion of a second string squad when the school was closed.

In track athletics more than 150 boys availed themselves of the opportunities offered. Light training was done in the fall and during the winter and the squad was prepared for the indoor and outdoor meets of the winter and spring. In competition with other schools more than one-third of the number of boys in the school were eligible in scholarship to compete, so that the physical training influence might be said to be coordinated with the classroom work to a more than appreciable extent.

In field and track meets this school prepared, entered, and competed with more boys than any other school in the city. The school defeated McKinley in a dual meet and in an open meet, scored second place in the Baltimore indoor games, and second in the Central open meet, tied McKinley in a relay carnival, and was third in competition with Episcopal and McKinley. The freshman track team, numbering 30 boys, was second to Tech and defeated Central's representatives in open annual competition. In addition a relay team from the school, competing against schools of from twice to seven times its size in numbers, won at the Pennsylvania relay carnival in Philadelphia. It must be borne in mind that no more stress was laid upon the track program than any other branch of the physical training work.

In basket ball 95 different boys trained steadily throughout the winter. The school was represented by seven teams, all of which played through regular schedules with teams from other schools. It was planned to use every available boy, eligible in scholarship, so far as his physical condition would warrant. Games were played with all school teams in the city that could be obtained and were of the same class in age and weight. The hearty response and cooperation of the physical directors of the McKinley, Eastern, Business High Schools, the Y. M. C. A., Gonzaga Prep, St. Albans, and Georgetown Preps offered lively competition and interest.

Five teams were maintained and coached during the baseball season. Eighty-five different boys had baseball training through the spring season. The work in baseball was greatly facilitated through the helpful interest and work of Miss Sue Gardner, of the faculty, who took charge of the 30 freshman baseball players during the spring. Her interest in stimulating the first-year boys was of inestimable help. The various teams played from 8 to 16 games during the season besides the regular practice periods. A lack of equipment and proper playing fields seriously hampered the work.

Tennis and swimming were carried on for those most interested. The school offered little or no facility for either activity. Tennis was conducted on the courts at Dumbarton Club, loaned through the kindness of one of the parents and patrons of the school, and on the courts in Montrose Park. More than 50 boys got almost daily practice. The annual spring tournament drew out more than 50 entries, ran for 4 weeks, and was conducted by the boys themselves. In addition the regular tennis team competed with other schools. In swimming some 20 boys were interested. Owing to the fact that the program is so large little attention could be given this activity. There appears to be a wide range of activity in this training which is a most healthful form of athletic training which should most certainly be encouraged. Proper facilities for this branch of training as well as for tennis would find a broad field of interest in the school were sufficient opportunity offered to develop it.

From the foregoing it would seem that as such a large percentage was taken care of under most trying conditions and circumstances, owing to an inadequate gymnasium, a small field for out-of-door activities such as field and track sports, soccer, basket ball, tennis, football, baseball, etc., it would be greatly to the physical benefit of the school as well as the community to provide a modern gymnasium, swimming pool, a large athletic field with quarter-mile running

track, jumping pits, baseball, football, and soccer field and 12 tennis courts. The intent of the physical-training department has been to work forward to intensive athletic training for every boy in school.

Along this line it might be well to recognize the fact that credit should be given toward graduation in physical training work, hygiene, and in-school intensive work as well as fall, winter, and spring out-of-door training in some form of athletics. In this respect it might be pointed out that athletic competition forms a regular basis of education and that to qualify a student for athletic competition from a classroom standard is an educational fallacy. The trend of physical education along the more intensive lines, where a small school is the unit, seems to warrant the inclusion of physical training as a major study, the same as drawing and music.

Here follows a comprehensive tabulation of the work done in this school during the past year.

Activity.	Number of hours per week.	Number of students.	Number of teams.	Student hours.	Number of weeks.	Total hours.	Number of games.
Physical training	2	240	.....	480	36	17,280	.....
Football	15	30	2	450	4	1,800	4
Track	6	150	3	2,700	30	81,000	10
Basket ball	6	95	7	570	12	6,840	73
Baseball	12	85	5	1,020	12	12,240	55
Tennis	6	40	1	240	10	2,400	3
Swimming	3	20	.....	60	10	600	3

In football the team was rated on a par with any in the city. In basket ball the team representing the school won a majority of its games, although the influenza epidemic robbed the team of a chance to stand better in the high-school league. The freshman team won the high-school freshman championship. In track the representative team, considering the size of the school, was on a par with any of the schools against which it competed. Signal honors were won by the representative relay team in two meets. In baseball the representative team won second honors.

Respectfully,

ELMER S. NEWTON.

REPORT OF THE PRINCIPAL OF THE BUSINESS HIGH SCHOOL.

JUNE 30, 1919.

SIR: I have the honor to submit the following report of the Business High School for the school year ending June 30, 1919.

ATTENDANCE.

The Business High School is just recovering from a loss of attendance due to the demands of the Government departments and business offices for its trained pupils. The minimum enrollment of 780 was reached in September, 1918. In February, 1919, however, the number had risen to 875, and there is every reason to believe that there will be a slow but steady gain in the size of the upper classes and consequently in the school as a whole. Nevertheless, one of the urgent problems is to retain the pupils, especially in the third and fourth years, until graduation.

BUILDING.

Three building projects are essential for the growth and development of the school: (1) To complete the building by the erection of three classrooms on the vacant space north of the school. (2) To convert the top of the building into a roof playground for girls. (3) To acquire the triangular plot of ground bounded by Rhode Island Avenue, Eighth, and R Streets and erect thereon a building which will serve as a gymnasium, armory, and lunchroom for the joint use of the Business and McKinley Schools. The details of these estimates will be submitted separately.

DENTAL CLINIC.

The decision of the board of education to place a dental clinic in the Cleveland School, adjacent to the Business High School, will prove a great aid to our teachers of physical training, whose diagnosis of physical defects must of necessity be followed by proper treatment to be effective. It is hoped that the appointment of a dentist and the equipment of a dental office may take place by next September.

AFTERNOON CLASSES.

During the first semester, afternoon classes, intended chiefly for adults, were organized in shorthand and typewriting under the direc-

tion of two teachers from our regular corps. The purpose of this experiment was to afford opportunity, especially to home-keepers, to perfect themselves in these subjects in order to meet the urgent need in Government and private offices. The two classes that were formed practiced faithfully every school day from 3 to 4.30 o'clock for a period of about four months. With the beginning of the second semester, the growth of the school required the afternoon teachers to be taken into the regular organization, and the classes were accordingly discontinued, although all pupils who wished to do so were kept on the rolls and merged with regular second semester classes.

THE SCHOOL AND AMERICANISM.

The school has taken part in all movements in aid of the war that were authorized by the board of education. Its regular section and class organization and its incidental activities, such as the Red Cross Club, the school bank, the school newspaper, and the school council, have contributed both in spirit and financially to the success of important national and local movements. What is most valuable, however, in such efforts is the immense moral influence which a thousand pupils who are earnestly and patriotically working for their country must exert upon the community. Without respect to creed, race, or party, the students and teachers have done an invaluable work in setting the standards of rational yet earnest democracy.

HIGHER EDUCATION.

Although the school is not primarily intended to prepare students for college, there has always been a small number of pupils who, by taking a modern language and mathematics in the third and fourth years, prepare themselves for the colleges that admit on a liberal basis. One of the most gratifying facts of the past two years has been the number of students of former years, chiefly boys, who, after working, have obtained the means and the opportunity to attend higher institutions, such as the law school, the college, the specialized school for higher business training, or the consular service.

EMPLOYMENT DEPARTMENT.

The employment department has carried on its work during the present school year with unusual activity.

As soon as the school year opened requests for students and graduates to fill positions in the business offices of the city came to the employment department. A number of these positions were filled, some of the former graduates being placed and some of the students being given positions for the period of enforced vacation during the influenza epidemic.

As the February graduating classes were unusually small, all of the members of this class secured positions before the time of graduation came. However, 69 requests were received from the business community, and whenever possible former graduates were put in touch with the person wishing to secure service. We placed 46 applicants during the first semester.

In March of this year about 600 questionnaires were sent to each of the Business High School boys in the service, and as these questionnaires were returned efforts were made to secure employment for the applicants. This effort was eminently successful and during the second semester 99 positions were secured.

Practically all of the June graduates have been placed through the efforts of this department and about 150 of the undergraduates have been assisted in securing temporary work in the War Risk Bureau.

MERIT AWARDS TO PUPILS.

The development and effect of the merit award plan of the school is well summarized in the following report:

The presenting of insignia awards by the Business High School dates back to the year 1912, and was the outgrowth of a feeling of dissatisfaction with the taxing of pupils to raise money for the buying of swords, watches, etc., for the captains of the military companies, together with the manifest unfairness of giving school recognition for meritorious work to the athletes only.

A committee was in this year appointed to report on the question of official recognition of pupils showing unusual efficiency in the various activities. The questions naturally arising were: What activities should be recognized? What constitutes efficiency in the different activities? Who should determine the efficiency and make recommendation of award? What should be the tokens awarded? Where and how should the school insignias of efficiency be presented?

The consideration paramount in the mind of the principal was that only the pupil should be given the award who was of excellent character, who had shown marked efficiency along some special line, and who was loyal to the school and its ideals. With the preceding general requirements in mind, and with the aid of the teachers in charge of and so qualified to pass on the subject of efficiency in the various activities, a set of rules was formulated. Among these were the following: That the school activities should be divided into military, athletic, literary, business efficiency, and such others as the faculty might add from time to time (to this list is now added scholarship, general efficiency, school betterment, rifle practice); that certain prescribed requirements must be attained in the various branches of athletics—basket ball, baseball, track—debates, etc.; and that the rating necessary to qualify for the scholarship award prohibited the getting of a deficient mark in any one subject unless the pupil repeated successfully the study in which the "D" was received. The rule regarding the requisite qualifications for the award of scholarship has since been changed. As it was thought that this award was among the highest bestowed, in June, 1918, a resolution was passed to the effect that the scholarship could be given only to pupils attaining a rating of "E" for one-half of their major subjects, and having not more than one "F"

in major subjects in the two-year course, nor more than one additional "F" in major subjects in the four-year course. It was also decided at this time that there should be an award for improvement in scholarship, to be won by pupils not qualifying during their two-year course but who during the third and fourth years were able to attain the standards set for the award. To add to the dignity of this award, the decision was reached that it be presented at the commencement exercises of the graduating classes.

The first rules concerning the procedure to be followed in deciding on the pupils to receive the honors called for a subcommittee presenting the names of those eligible under the different activities to a general committee, which, in turn, put the recommendations into the hands of the principal, who presented the list of teachers at a general faculty meeting. Here the various candidates were to be voted on, a certain number of dissenting votes debarring a pupil from the honor. This method has subsequently undergone a change and the simpler procedure of a prescribed form of recommendation for each pupil, signed by three teachers and accepted or vetoed by the principal, is in effect. To the prescribed form must be added a definite statement as to the work done by the candidate for the honor.

For meritorious work in athletics the school gives an orange felt "B"; for unusual work along other lines, a bronze medal the size of a quarter of a dollar, with a figure of Hermes (similar to that on the school seal) on one side and the old English "B" on the other side, the recipient having the privilege of getting engraved also on the medal the letter representing the particular activity in which he or she has shown marked efficiency.

One of the "occasions" in the school life of the pupils is the morning of the awarding of the prizes, when remarks are made by members of the faculty concerning the attainments of the year along the lines of the different activities and when the principal presents to the successful winners the orange "B" and the bronze medals. The honor attached to the insignias far outweighs their intrinsic value, and the proud possessors of these trophies are the envy of their schoolmates as they pass decorated along the corridors of their Alma Mater.

COOPERATION OF ALUMNI AND SCHOOL.

The following paragraphs from the report of the teacher representing the committee on school and alumni cooperation is suggestive:

In the spring of 1918 the alumni, wishing to express in concrete form their indorsement of the work of the Junior Red Cross of our school, pledged $250, one-half of the proceeds of their annual excursion, to be used for that phase of our work which consisted in extending comfort and cheer to our business high-school men in the service. In the joint efforts of the school and the alumni to carry out to the best advantage the purpose for which this money was appropriated, a spirit of loyalty and friendship has grown up between us which is one of the most gratifying developments of the year.

The ruling of the War Department having made it impossible for us to send Christmas packages to our boys in 1918, it was decided to give to each the school medal, the highest honor which the school can bestow. These medals, cast in bronze, were attached by the school colors to cards bearing a message of greeting from the faculty, the alumni, and the school. They were received with the deepest appreciation, and nothing that we have done has seemed to have aroused a greater gratitude and loyalty than did this token.

After the armistice was signed and speedy demobilization of the troops was promised, it became apparent that no greater service could be performed for

the returning soldiers than to help them to positions. The Alumni Association, taking as its slogan, "A job for every B. H. S. soldier who wants one," promptly mailed questionnaires through their employment department, asking for such information as would enable them to work intelligently in hunting situations for the men, with the result that every man who has asked the assistance of the association has been satisfactorily placed. For financing this work one-half of the proceeds of this year's excursion has been set aside. It is needless to say that this interest on the part of those who were not privileged to go to war has been thoroughly appreciated by the returning men, whether the services of the association have been required or not.

On May 29 memorial exercises were held under the joint auspices of the alumni and the school in honor of the 19 whose lives were sacrificed for their country. The speakers were prominent alumni who left their affairs to pay this tribute to the dead. The association presented to the school a beautiful service flag and a framed picture of each of those in whose honor the exercises were being held. These, together with a picture of each of our service men, are to be placed in a memorial room.

No account such as has been presented above can give an adequate idea of what the cooperation of the alumni and the school has meant to the school and we believe to the alumni as well, nor can statement regarding their contribution of funds to pay for the page of pictures in the yearbook of those who died in service, or their contributions toward the page in the cadet drill program to commemorate the valor of the high-school boys of Washington who lost their lives in the war, or their participation in the home coming on the evening of June 6, a full half of the planning and expense of which they bore. So freely, so joyously have they given of their time, their thought, and their money that they have been an inspiration to the faculty, the school, and the boys in the service. They have given us an opportunity to gauge their desire to serve others, and we have the firm assurance that we have back of us in anything we undertake a band of ready, efficient workers. On the other hand, we hope that their unselfish service, unparalleled, we believe, among high-school alumni organizations, may reap its reward in a greatly increased membership of the association, and a loyalty and devotion from graduates and faculty alike such as it has never before known.

BUSINESS PRACTICE SUBJECTS.

The following quotations from the head of the department of business practice are significant:

This has been an unusually hard year for pupils, teachers, and for officials. The influenza, the stress and strain of the war, and the general condition of uncertainty and unrest, all have contributed their parts, yet the quality and quantity of the work in the department of business practice are up to standard. This has been accomplished by the lengthening of the school term, the doing of more intensive work, and the changing of the courses so that emphasis was placed upon minimum essentials.

Early in February, 258 new No. 10 Royal typewriting machine, with 93 new typewriting stands and 159 new typewriting tables, became school property. All are standing up well and are giving very satisfactory service.

OFFICE TRAINING.

A notable feature of the work this year was the introduction of definitely outlined work in office training in the fourth-year class. Practical aspects

were treated; as applications for positions, opportunities open to the confidential secretary, his duties and qualifications, etc. Particular attention was given to filing and to the ready use of the mimeograph, addressograph, dictaphone, calculator, adding machine, and check writer. Emphasis also was placed upon the use of the telephone and the meeting of office callers.

SEGREGATION OF "DEFICIENT" PUPILS.

At the beginning of the second semester a class of repeating first semester shorthand pupils was formed. At the end of the first advisory period a class of failing shorthand and two classes of failing arithmetic pupils in the first semester were segregated. This experiment has proved very satisfactory to all persons concerned. Many pupils, who otherwise would have gone down in failure, have been saved. They either already have made the standard for promotion or by attendance upon the summer school may attain the standard by September.

BOOKKEEPING.

A special presentation of the increased demand for bookkeepers was made to the incoming pupils in February with the result that there was a full sized section of beginners, the largest class for several years.

BUSINESS ORGANIZATION AND MANAGEMENT.

Management of the business office was emphasized this year, particularly the point of view of the employer in regard to the employee, that the latter might make himself acceptable. The use of office appliances was taught and when the machine was not in the equipment of the school, demonstrations were made to the class by the salesmen either at the school or at the salesrooms.

SHORTHAND.

The course in shorthand was thoroughly gone over. Courses of study from 20 cities, corresponding in size to Washington were secured and in the light of these and the experience of the teachers of the department an entirely new outline was prepared. In the fourth year special attention is paid to private secretarial and to reportorial work.

TYPEWRITING.

The course of study through the first two years was revised, and that through the last two years, was made anew. Especial stress, in the first year, was placed upon position, fingering, and touch writing. The new machines have proved a very valuable acquisition. On the whole the work has been most satisfactory.

THE SCHOOL BANK.

This important institution of the school has made its usual progress. One hundred and ninety-eight new depositors have been obtained. The maximum cash balance was $6,011.70 and the maximum balance of deposits was $7,036.30. Victory bonds to the amount of $7,000 and war savings stamps and thrift stamps to the amount of $539.90 were sold.

MILITARY TRAINING.

Following the usual procedure at the opening of school, the boys of the Business High School were enrolled in the cadet corps, forming one complete battalion of three companies. The war had not yet ended, the spirit of patriotism ran high, and there was a larger proportionate enrollment among our boys than ever before.

The closing of school for several weeks in the fall because of the influenza epidemic, and the holding of the annual competitive drill at an earlier date than usual, were difficult handicaps for the cadet organization to overcome, yet the annual exhibition, in which one company from Business was awarded third place, was of a very high order, showing much earnest and persistent work on the part of the men and officers.

In rifle practice, 17 boys qualified as expert marksmen, while the captain of the winning Business High School company led the high schools in high average and received the Chamber of Commerce Cup.

Perhaps the most significant feature of the year is the fact that, although subject to stress and interruptions, the school work is unanimously reported by teachers to be up to standard in content and quality. This is the best tribute to the earnestness of the pupils and the efficiency of the teaching.

Very respectfully,

ALLAN DAVIS,
Principal.

To the SUPERINTENDENT OF SCHOOLS.

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REPORT OF McKINLEY MANUAL TRAINING SCHOOL FOR YEAR 1918–19.

JUNE 30, 1919.

SIR: In the annual roll call of the various departments of our school the response has shown without exception a year's advance toward a far-seen ideal. Despite the real hardships of the year, precipitated by the influenza epidemic, the absence of regular teachers to do compelling war work and the scarcity of available teachers to fill these vacancies, the work of the school has gone on without relaxation of effort, and in most cases with peculiar success.

The aims and ideals of the English department are, of course, always the same, namely, to fix as nearly as possible the correct and effective use of English, and to cultivate an interest in literature. Much of the formal grammar and rhetoric is being omitted from the course, and more stress is given to oral expression, practice in variety of business letters, reading and report of current and interesting happenings. The pupils are encouraged to make active use of the school library, to which 107 new volumes have been added this year.

The history courses have gained immeasurably in interest since the horizon of the students has been widened to include international relations. It is a satisfaction to realize that our courses are already in line with those planned for general adoption throughout the country; that is, they are elective junior and senior classes with a variety of courses covering European and American history, with only a bird's-eye view of the older periods, and with the emphasis upon modern history and its social and economic development.

The modern-language department has continued to emphasize the increasing need of a usable knowledge of a foreign language. The stress is increasingly laid on giving the pupil as much of a practical command of a language as is allowed in the meager time the course allots; that is, to give him the ability to read and understand the written language, to understand the spoken language, and to express himself intelligibly with a limited vocabulary. Enough grammar foundation to build upon when the opportunity offers is given the individual student.

Those educators who advocated less mathematics in the schools of our country have disappeared. The enrollment in the mathematics

classes at McKinley was so heavy that the department has been enlarged. The program for the second semester of 1918–19 included 44 classes and 9 teachers. Those graduates of McKinley who have specialized in mathematics frequently obtain college credit for a large part of their freshman work. This year the analytic geometry has been extended, and students may receive full college credit for this work.

The physics department has endeavored to make the work practical. As a means of sustaining interest several popular subjects were treated in detail. Photography was made a very interesting feature to the point that the pupil has become familiar with the entire process, from the making of the camera to the printing of the picture. Several demonstrations of liquid air have been given in the laboratory with special apparatus courteously lent by the Bureau of Standards.

In elementary chemistry more recognition than usual has been given to organic compounds, because they form quite as important a part in everyday life as many of the leading inorganic compounds. The theory of electrolytic dissociation has been given added emphasis because of its important application in the advancement of industrial processes.

The course in biology, elective above the second year, is designed to give that broad and general view of the subject which will serve either as a foundation for future college work or as a preparation for citizenship. To this end the course has been made as practical as possible and is given in a small but fairly well-equipped laboratory.

No surer proof of the activity of the domestic-art department, which included both dressmaking and millinery, according to practical methods, is to be had than the fact that here during the past year 130 costumes were made by the pupils for the pupils in the spring play.

Since the aim of the domestic-science department is to train girls to become economical, intelligent, and efficient home makers, the course has been broadened to include a course in dietetics based on physiology and a course in home nursing. These courses have been arranged to meet college-entrance requirements. It is hoped that this course will be widened next year to include bacteriology.

Radical changes are being made in the course of study in our shops and new methods of instruction are being employed. Wood turning is no longer taught as a separate subject, but is correlated with pattern making. All abstract exercise work has been supplanted by patterns which involve a definite trade principle and possess a commercial value. During the year the students of the pattern shop constructed for the Red Cross 25 chests for tableware.

Despite the lack of equipment the foundry was opened at the beginning of the second semester and boys of the various classes built the necessary molding benches, flasks, tool boxes, rammers, storage bins, runway to cupola, etc. Only such castings as could be handled in the brass furnace were turned out, but now a cupola is installed ready for use when the school reopens next fall. The work of the foundry has been successful in spite of the handicaps mentioned and bids fair to become one of the most instructive and popular departments in the school.

In the electrical construction department a motor which uses direct current, but has no commutator, is nearing completion. This motor was designed and constructed by the boys of this department to be used in furnishing power for the operation of a small drill press. The new machine will be called the McKinley unipolar motor. This department is also designing an automatic motor starter for the band saw in the pattern shop.

In the forge shop oxyacetylene welding and cutting machinery is being installed and the new work will be taught next year. The establishment of an oxyacetylene department was suggested by demands which arose during the war for men skilled along this line of forge work.

The enrollment of the print shop this year shows an increase of 50 per cent over that of last. Another room has been opened and a new job press has been purchased. The school publication, Tech Life, heretofore printed by an outside concern, is now run off on our own presses, thus curtailing considerable expense to the school.

The plan adopted this year whereby pupils of the drawing departments and shops devoted 9 weeks of 10 hours each to intensive study of these subjects, instead of extending the course over a period of 36 weeks of 2 hours has resulted in the students getting a much better grasp of the subject. It is planned to make free-hand and mechanical drawing elective for next year so that a pupil wishing to specialize in art may elect the free drawing courses and pursue this line of work farther than is now possible. The same is true of mechanical drawing. In this department everything of an abstract nature has been eliminated and only such things are included in the course as are of a practical value. It must be noted here that the free-drawing department designed the larger part of the scenery for the spring play.

With a view to a closer correlation of the work of the mechanical drawing department and shops, and in an endeavor to approach more nearly to industrial conditions and methods, a new sequential course of study is being formulated which will be ready for use next year. The proposed course provides that the drawings for machines and parts of machines be made in the drafting room; patterns from the

drawings made in the pattern shop; castings made from the patterns in the molding shop and finished in the machine shop. This course of study will make it possible for the boy to trace the stages of development of the project from the beginning to the finished product. In arranging the course a careful survey of the needs of the community is being made. We have, as a rule, a sufficient amount of work that is actually needed in the school to keep the shops busy without resorting to the making of practice models which have no commercial value and which serve no useful need.

The aim of the general organization is the cultivation of a proper initiative in the student body and the development of a really democratic spirit in the school at large. Besides the usual routine of making out the budget, awarding honors, and granting charters, the executive council for this year's general organization has revised the constitution, has appropriated $300 to the Tech memorial fund, which has been organized for the purpose of erecting a fitting memorial to Tech's fallen heroes, and has bought $300 worth of Victory bonds.

There has been a marked increase in the enrollment of cadets in McKinley High School. The roster for this year shows a total of over 400 boys who have chosen to put in the extra hours required for military drill. Throughout the year all the companies have suffered from a lack of equipment, and the larger companies were handicapped by a lack of suitable drill field. Toward the close of the year the plan of alternating drill days and the exchange of guns between companies made it possible to familiarize every cadet with the rifle, but no solution for the drill-field problem was found. In spite of these discouragements, the officers and men went into their work with such a spirit that in the annual competitive drill the first prize was awarded to Company H, of McKinley High School.

During the past year more boys were interested in physical training than ever before. Classes were conducted for boys of the second semester twice a week in 45-minute periods. In football there were three uniformed teams practicing when the influenza epidemic disbanded sports in general. In spite of serious handicaps through lack of gymnasium, swimming pool, shower baths, and proper training fields, this year's athletic record is noteworthy with the holding of the interscholastic baseball championship, the second place in basket-ball league, second place in championship track meet, and first place in freshman meet. The rifle team distinguished itself by winning the championship cut in the indoor shoot.

The aim of the music department has been to inspire in the student a love for the best in music through instruction in theory with daily reading and chorus work. The Tech orchestra, which plays the best class of music for all assemblies and special occasions, now in its twelfth year, has a membership of 42 and owns a large musical

library, together with several instruments. The orchestra with the Tech opera club this year produced "The Wizard of the Nile," netting $1,714 for the school's treasury.

The Tech Red Cross auxiliary has completed this year 200 signal flags, 50 knitted helmets, 20 mufflers, 50 sweaters, 20 pairs of socks, 50 ear muffs, 12 rugs, 30 pillowcases, and 75 garments for Belgian and French babies. This organization has sent to Tech teachers working in France $300 for relief work.

The splendid results accomplished this year have been due to the cheerful, persistent efforts of the teachers laboring under all the disadvantages caused by war and pestilence. Great credit is also due to the janitors and engineers, who kept this building in good condition in spite of unusual difficulties.

The work of Miss Rhoda Watkins, Miss L. C. McColm, Miss Ida Hammond, and Mr. R. W. Strawbridge in preparing this report of the school in gratefully acknowledged.

F. C. DANIEL, *Principal.*

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE PRINCIPAL OF THE SMALLWOOD-BOWEN MANUAL TRAINING SCHOOL.

JUNE 30, 1919.

SIR: There is little to report of specific work accomplished at the Smallwood-Bowen Manual Training School, if reference to the Red Cross activities is to be excluded.

The courses have continued as heretofore. The principal advance has been in the print shop, where the services of a full-time teacher have resulted in a more varied and practical line of work. The publication of a newspaper has stimulated interest in the collection of news and getting it into type. The appearance of each issue was a red-letter day for the pupils.

An additional teacher of cabinet work in the wood shop has helped solve the problem of congestion there. The projects of note during the year have been almost exclusively Red Cross items.

The congestion in the domestic art department was relieved by assigning two of the grade domestic art teachers to this school for part-time instruction. While this helped to relieve the congestion, it brought about the undesirable situation of two teachers giving instruction in the same room at the same time. This relief was available only because the crowded conditions in certain sections of the school system made it impossible for one of these teachers to meet all her classes and because of the hearty cooperation of Mrs. Cate, the director of domestic art. There is urgent need for an additional full-time teacher in the domestic art department of the Smallwood-Bowen School. With the additional teacher there should be increased accommodation and equipment. Neither of these need involve much expense beyond the salary of the teacher.

The congestion in the domestic science department has been somewhat relieved by having the sixth-grade and seven A-grade classes take their work at the Neighborhood House center. This is not a desirable solution to the problem, as it involves considerable travel between schools; it was, however, the best available, and it was only through the willingness of Miss Jacobs, director of domestic science, to shift her programs that even this was possible. Miss Jacobs has always maintained a helpful interest in the advancement of the Smallwood plan of school. There is work for another full-time

teacher in the domestic science department and need for advanced instruction. We are practically marking time.

The grouping of the Bowen and the Smallwood schools as a unit solved many difficulties involving discipline and administration, but in their wake has come others equally annoying. The union has changed rivalry into esprit de corps. The school spirit can, if fostered intelligently and if left unhampered, result in broadening and improving the Smallwood plan for elementary schools. The more intimate and vital the relation established between classroom and shop and life, the nearer do we come to democratic education, and any tendency to reestablish and strengthen the barrier between classroom and shop is retrograde.

The school needs have been stated in previous annual and special reports, so I will not recount them here, except in the most general way.

All departments of the school need more room. This matter has been covered in considerable detail in a recent report to Mr. J. A. Chamberlain, supervisor of manual training.

A more varied group of activities should be inaugurated. Several are possible with but little added expense beyond the salary for the teacher. A work of this sort must progress; it can not stand still for any length of time.

My associates in this work have been constant and unstinting in their loyalty and willing service toward the betterment of the school.

I wish to thank you and those in authority under you who have given willingly of their time and talent to this work.

Respectfully, yours,

F. A. WOODWARD, *Principal.*

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE PRINCIPAL OF THE LENOX PREVOCATIONAL SCHOOL.

JUNE 30, 1919.

SIR: This school year as a whole has been one of progress. The greatest setback was the loss of Mr. Medford, teacher of seventh and eighth grade classes in mechanical drawing and fifth and sixth grade classes in manual training, and the impossibility on account of low salaries of securing a successor. As a consequence, manual training for the fifth and sixth grade boys and mechanical drawing for the seventh-grade boys had to be dropped for this year.

Yet, very encouraging progress has been made along other lines. The electrical connections having been made at the B. B. French, our shop instructor, Mr. Brunner, was able to give the boys much greater variety of work and considerable experience in handling power machinery. It also enabled the shop to turn out much larger quantity of work and to greatly improve its quality. At present he has only one lathe; he needs more. In addition to the lathe, the shop has a Murmert-Dixon grinder for grinding all kinds of tools and machine bits, a variety saw with boring and mortising attachments, and a hand planer and jointer.

During the year his classes have made for the Red Cross work: Twenty-five bedside tables, natural finish, 25 tableware chests, 25 refugee tables made of birch with mahogany finish. For school work: Twenty-five seed trays for school gardens, a supply cabinet, a box couch, screen doors and transom for the domestic science department, and a bookcase for the school.

In the domestic-art department Mrs. Lee, with her number of years' experience in handling her own home, has given an inspiration and a practicability to the work that has made it unusually popular with both pupils and parents. Notwithstanding the school was closed for 5 weeks during the first semester, more than 600 different articles, including 58 hats, were made by the girls. These figures do not include paid orders for hats made by these girls outside of school. The beautiful hats made by the girls for their own use provided all the advertising they wished. A number of the garments were made for local charities and for Red Cross refugee work. A list of these garments includes nightgowns, petticoats, bloomers, chemises, dresses, smocks, middies, pleated skirts, rompers, shirts, blouses, baby dresses, bungalow aprons, fancy aprons, layettes, and many other things.

Another progressive advance during the year has been the introduction of printing for the boys of the sixth, seventh, and eighth grades, who have one period each week. Though the classes had to

go to the Smallwood print shop, requiring 50 minutes' walk for the round trip, yet splendid progress was made under their instructor, Mr. McLaren. So rapid was this progress, that on May 1, volume 1, No. 1, of the Lenox Bulletin was issued. This was followed by No. 2 June 1, and No. 3 the closing week of school. The first two issues consisted of two pages each, and the third of four pages. As to subject matter and general appearance, I will quote the following letter of congratulation from my supervising principal:

> The first issue of the Lenox Bulletin is most creditable, both concerning the subject matter of the issue and also its typographical appearance. I congratulate all having a part in its make-up. I hope it will be possible in another year to provide greater facilities to the Lenox Vocational School for this kind of work.
>
> H. M. JOHNSON,
> *Supervising Principal Ninth Division.*

These bulletins were a great inspiration to the school, and a splendid medium between the home and school.

The printing classes acquire in a most practical way the fundamentals of English. The dictionary becomes a personal friend; the use of correct English becomes automatic; they are quick to recognize and correct errors; and their interest in books grows as they progress in the art of printing.

The domestic science courses, under the instruction of Miss N. I. Riggles, have followed the general plan of previous years. The aim is to teach the girls to be efficient home makers. This year, among other things, emphasis has been put on the selection of a home including cost, location, arrangement, and furnishing; on general cooking, invalid cooking, dietetics, meal planning, and serving of meals; on marketing, household accounts, care of the home, general cleaning, and laundering. Much attention was also given to household sewing such as making sheets, pillowcases, hemming towels, and table linen. Instruction was given also in home nursing, first air, and the care of infants.

The art course, under the instruction of Miss Wines, has been planned to correlate with the work of the girls in the domestic science and the domestic art departments. The girls have one period a week for this course. Principles of form and color are taught and applied in the designing of dresses, hats, furnishing of rooms, and the making of posters. Several forms of lettering were also taught.

The academic work of the grades has continued as heretofore.

In conclusion, I wish to thank you and those in authority under you for the appreciative interest shown in our work.

Respectfully,

HENRY F. LOWE, *Principal.*

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ASSISTANT SUPERINTENDENT IN CHARGE OF COLORED SCHOOLS.

JUNE 30, 1919.

SIR: I have the honor to submit a brief report in my own behalf for the school year ending June 30, 1919, together with the reports of the other officers in the tenth, eleventh, twelfth, and thirteenth divisions of the public schools.

Within the past few days I have taken occasion to read with some particularity the reports which it has been my privilege and duty to submit to the superintendent of public schools from June, 1908, to the present time. Two impressions come home to me—first, the way in which one constructive project after another has been realized in fact, and, second, the way in which experience has confirmed and buttressed the ideas which in these reports I have essayed from time to time.

OFFICE OF THE ASSISTANT SUPERINTENDENT.

In order to carry out satisfactorily the instructions of the superintendent of schools in reference to keeping current and instantly available detailed and complete information as to the utilization of salaries in the several schools and departments of the last four divisions, I have developed a complete card index of salaries. Thus, in each salary class every salary used in the colored schools has been given an arbitrary number, in order to keep its identity clear, as distinguished from the several teachers to whom the salary may from time to time to be assigned. For each salary in each salary class two cards are made out, containing identical entries. One of these cards is filed in an index by salary classes, the cards within each salary class being arranged alphabetically in accordance with the names of the current holders thereof. The duplicate card is filed in an index by schools and departments, the cards within each school or department being arranged alphabetically.

When any change is made in the assignment of a salary, proper entries must immediately be made upon the cards affected. This important clerical duty I have personally been performing in accordance with instructions. But I would respectfully submit that equal or more satisfactory results would be secured if the entries were made daily by a competent clerk.

Another card-index system which has recently been developed and put into operation in this office makes use of the following form, which was designed by me for the particular purpose:

FORM A.

Name..... Residence..... First appointed ..... (Date.) ..... (Position.)

City normal..... Class..... Rank..... Department..... Degrees.....

Change in status.		Salary.				Grade or subject.		School.		Rating.		
Character.	Date.	Basic.		Longevity.		From	To	From	To	Officer.	Date.	Mark.
		From	To	From	To							

For each teacher in the service this card is made out in duplicate. One copy is filed in an alphabetical index without distinction of grades, salaries, schools, or departments. Thus, given the name of the particular teacher without other information, one may immediately put his hands upon the teacher's record card. The other copy of this card is filed in an index arranged by schools and departments, the cards under each caption being, of course, filed alphabetically. When any change is made in the assignment of a teacher, proper entries must immediately be made upon the two cards. And the card in the index by schools and departments must be shifted from one school to another as the teacher's assignment changes.

Promotional lists are prepared at the close of school each June by all the certifying officials, whether high or normal school principals, vocational school principals, supervising principals, or directors of special departments. In the elementary schools, for example, the supervising principal prepares a promotional list for the teachers under his jurisdiction in each salary class; the teachers are arranged first, in accordance with the current efficiency rating, and second, in accordance with longevity in the salary class. The list specifies also the June assignment of the teacher to grade and to building, as well as the teacher's longevity in that grade, and whether the teacher's service in the system has been continuous. The list also indicates the teacher's longevity in the school system without respect to grade or department.

The promotional lists are always in active use, so far as the elementary schools are concerned. They are intended to present a conspectus of the promotional claims of all teachers on the list. Owing to the pressure of duties upon the office of the assistant superintendent and the inadequacy of the clerical assistance, a promotional card index has never been established. This, however, is probably the best way of keeping the data for actual use, as modifications in the claims of the individual teachers, due to resignation, promotion, or other cause, can best be registered in the flexible card index.

Very many other records are indispensable to the proper conduct of the office of the assistant superintendent. Moreover, correspondence and reports must be filed methodically, so that any document may be available at a moment's notice.

In addition to the responsibilities here hastily indicated, the large number of inquiries and reports made by telephone should be mentioned, as well as the large number of visitors seeking miscellaneous information.

All these things considered, it seems reasonable to request for the service of this office a chief clerk, a stenographer, and a file and phone clerk, these three to devote their full time to the office. The salaries should be adequate to secure and to retain the services of trained men of experience.

BOARD OF EXAMINERS FOR COLORED SCHOOLS.

The organic school law of 1906 prescribes that the members of the board of examiners for colored schools shall consist of the superintendent and two heads of department in the colored high schools, who are to be designated annually. But not until the appropriation act for 1920 have the colored high schools had more than four heads of department, thus seriously restricting the choice. Then, too, these heads were originally appointed without any special regard for their fitness to perform "the unusual and exacting duties of the board of examiners."

It is to be hoped that one of the two new heads of department will be placed in charge of the department of business practice and the other in charge of applied science. The special qualifications of these new appointees should prove of advantage to the board of examiners.

Toward the close of the school year 1917–18, and because of the absence on military duty for the United States of the principal of the Armstrong Manual Training School, Capt. Arthur C. Newman, Mr. R. I. Vaughn having insisted on giving up the duties of temporary principal, Dr. C. G. Woodson was appointed temporary principal of the school. Dr. Woodson was specifically charged with the

duty of "rehabilitating" the institution. The total enrollment in 1910–11 was 877, whereas the total enrollment for January, 1918, was only 497, and for June only 425. To assist the temporary principal in this important and difficult work of rehabilitation one or two appointments to the teaching staff were made at his initiative on the basis of a qualifying rather than a competitive examination. That is to say, the principal was authorized to seek out the best qualified teacher anywhere available in the country, and this teacher was subjected merely to a qualifying examination. On the whole, the results have been very gratifying.

Now, this method of making appointments had hitherto been restricted to the normal school. But I am strongly inclined to feel that the method is equally valid for the Armstrong and the Dunbar Schools, as well as for the vocational schools and the special departments. Accordingly, I should advise that, subject to the veto of the assistant superintendent and of the superintendent of schools, the principals of the institutions in question be authorized to nominate teachers in whom they have sufficient confidence for such qualifying examinations.

MINER NORMAL SCHOOL.

The graduates from the various departments of the Miner Normal School have, year after year, been appreciably in excess of the needs of the local elementary schools. Thus, in the regular course from 1908 to date, the number of graduates as compared with the number of appointments have been as follows:

Year.	Number of graduates.	Number of appointments.	Year.	Number of graduates.	Number of appointments.
1908	27	16	1915	36	20
1909	39	17	1916	49	12
1910	29	14	1917	52	15
1911	47	13	1918	43	27
1912	43	12			
1913	34	15	Total	430	180
1914	31	19			

That is to say, for the 11 years, 1908 to 1918, inclusive, the total number of graduates from the regular course of the Miner Normal School was 430 and the total number of appointments 180, or 42 per cent.

The stress of war conditions operated, of course, to depress the number of candidates for normal-school diplomas below what it would otherwise have been. In a word, such is the increasing demand for the opportunities of this interesting institution that if the course were lengthened to three years the number of graduates would unquestionably be ample, and more than ample, to supply the needs of the colored elementary schools of Washington.

Accordingly, I would renew my repeated recommendation that the course be lengthened to three years. All of the arguments that justified the lengthening of the course from one year to two years now warrant the lengthening of the course from two years to three. On the one hand, this action would wisely reduce the very evident "overpressure" that results from the attempt to do in two years more than the time permits; and, on the other hand, it would give every graduate a larger measure of liberal culture and a more thorough professional training.

The fact is that the Myrtilla Miner Normal School is destined to become a teachers' college, with a full four-year course and the authority to grant a degree.

In view of the fact that students who enter the Miner Normal School under present conditions have completed the period of secondary education according to modern standards and are ready to enter upon college study, the recitation period at the school should be made 60 minutes rather than 45 minutes, as at present. This suggestion I have frequently made, and in it, I am glad to say, the principal and faculty of the institution now cordially agree. I earnestly trust that authority may be given to effect this change on and after September 1, 1919.

The experience of many professional schools, whether of law or of medicine, indicates that more significant results are reached by intensive application to a given course for a relatively short period than by less extensive application for a longer period. This experience is fully confirmed in the history of the Miner Normal School. Appropriate changes in the organization of the courses should not be delayed. For purposes of organization on this basis the 36 weeks of the school year should be divided, not as at present into 2 terms of 18 weeks each, but into 3 terms of 12 weeks each. In this view, I am happy to say, the principal and faculty of the institution now agree.

The change in length of the recitation period and in length of the term would not necessarily alter substantially the time allotment for the various subjects. But these changes would facilitate reforms in time allotment for which the need has long been keenly felt.

Principal Moten again recommends that the elementary grade classes in the Miner Normal School building be used for purposes of observation primarily and that some near-by elementary schoolhouse be specifically designated for practice teaching, although resort to other schoolhouses should be permitted. After careful thought, I find myself in agreement with this view. It is important that intending teachers should have constantly before them examples of the most approved practice. But a model school is not a model school if intending teachers themselves are permitted to do any considerable part of their own teaching therein. Moreover, in addition to the

kindergarten and the first four grades the model classes of the Miner Normal School should comprehend grades 5 to 8 as soon as the necessary salaries are available.

Finally, the normal-school plant is costly and the importance of utilizing it to the utmost is great. I would, therefore, renew my recommendation that this institution be authorized to offer extension courses to teachers in the service of the elementary schools. These courses might be given partly in the daytime and partly in the evening. Then, too, many of our elementary school-teachers who can not afford to do so as a business proposition, are accustomed to attend summer schools for cultural and professional improvement. Many more would utilize the summer for similar purposes if the local normal school were able to offer them a summer session.

The teachers' institute, which unfortunately was not held this year, I like to think of as ancillary to the activities of the Miner Normal School. For this reason it is always held in rooms of that institution. This institute is financially a burden borne voluntarily by our teaching staff. The burden should undoubtedly be borne by congressional appropriation.

THE SECONDARY SCHOOLS.

The placement of the Armstrong Manual Training School and the Dunbar High School within a stone's throw of each other was not an accident. It means that geography is eliminated as a factor in the pupil's choice of the type of school he will enter. It means that certain duplications of plant and subject offering are avoided. It means that reciprocal services between the two schools are entirely practicable.

When the Dunbar High School was erected, the congressional appropriation did not provide for the erection of a stadium building similar to the one at Central, to serve the 1,600 students of the colored high schools, or even a site for the stadium. In the Senate bill of the Sixty-fifth Congress an item of $99,000 for this stadium was included. But the Sixty-sixth Congress, intent on passing the bill before the 1st of July, omitted this vital item. It is earnestly to be hoped that the appropriation act for 1921 will include not merely this item of $99,000 for the site, but also a new item of $125,000 for the erection thereon of an appropriate stadium building. For playgrounds, the athletic sports, military drill, and school gardening the colored high schools need adequate ground.

All training of secondary grade in household arts and manual arts is centered for purposes of organization and effective supervision in the Armstrong School. This does not interfere with Dunbar's requirement that every girl take a one-year course in household arts.

Moreover, it facilitates the offering of electives in household arts to the girls of the academic high school. To my mind one year in manual arts should now be required of every Dunbar boy, in order that he may secure "that laboratory experience which will enable him to appreciate, to interpret the operations of our industrial society."

Similarly, it is important that the students of Armstrong be offered one or more courses in the elements of sound business management by the teachers of Dunbar. These courses under the supervision of the new head of the department of business practice should be related vitally and systematically to the particular industrial interests and pursuits of the students.

For these reciprocal services the importance of cordial relations between the administration of Dunbar and the administration of Armstrong can not be overestimated. The intimate cooperation of Principals Wilkinson and Newman in these matters is a fact of public import.

A highly successful operation of the intensive courses at Dunbar during the past year should be noted. While these were introduced to meet the conditions of the draft, they have served to show that a good many high school students are perfectly able, without risk to health or happiness, to accomplish in 12 weeks what the course of study sets down for 18. I have a conviction that the number of such students is always appreciable, and that opportunity for such intensive work should be steadily available.

On the other hand, it is more largely true of Dunbar than of Armstrong that the number of students failing to complete a semester's work within a semester is considerable. The attention of the administration of the school and of the teaching staff should constantly be given to this insistent problem. For example, greater solicitude on the part of the class teacher to give appropriate assignments for study skillfully would be a real contribution to the solution of the problem. Moreover, the grouping of students where there are several classes in the same subject at the same stage with conscious regard for the student's ability would be helpful because the more homogeneous the recitation group, the more effective the teacher.

The summer high school at Dunbar continues to be most serviceable. The tendency for the enrollment and attendance to enlarge steadily is clear. Under the supervision of Principal Kirkland the class teachers are more and more compassing the difficulties of intensive teaching. The summer session is become an integral part of the work of the school system. But, it is much to be desired that a summer session for the shops of Armstrong be authorized. The demand on the part of young men and young women would fully justify such an opportunity.

I am gratified to report that Principal Newman agrees with me in the conviction that courses in agricultural subjects should be established as soon as practicable at Armstrong. In this connection I may refer to the statement of the case in my annual report for 1916–17 (p. 248):

> All the world has been brought by the world war to a poignant realization of the importance of scientific agriculture. Throughout our own elementary schools, school and home gardening has received noteworthy impetus. I myself see no reason why agriculture should not be taught at Armstrong. On the one hand, it would serve to acquaint both boys and girls to some extent with the conditions, problems, opportunities, significance of rural life; on the other, it would serve to discover the rural-minded students and to interest them in the ancient and honorable vocation. Armstrong would teach not hit-or-miss agriculture; it would teach the applications of modern science to the farm. The lead of the agricultural high schools of Massachusetts should be followed; due stress should be placed upon home projects. Let it not be forgotten that city youths often evince keener interest in systematic agriculture than those who have lived all their lives on farms.

The Armstrong training for mechanical industries absolutely requires a modern foundry. So I trust that the estimates for 1921 will contain liberal provision for this item.

Under the supervision of Dr. Woodson, Principal Newman's plan for effecting a much more intimate correlation of the academic and scientific subjects of Armstrong with the industrial interests and activities was advanced. This is a matter to which the most systematic attention must be given for several years until for each subject a proper basis of correlation is minutely worked out. The teacher of physics at Armstrong should rejoice in the fact that the industrial experience of the student gives him an opportunity for teaching his subject more efficiently. It is my belief that the establishment of a headship of the department of applied science will prove highly serviceable.

Now that the war is over, substantial increase in the enrollment of boys and girls at Armstrong is to be expected. The facilities of the institution for its own proper purposes, its physical resources as compared with the spacious modern building for the academic high school, and the anticipated growth in enrollment justify an appropriation of at least $250,000 for an annex at Armstrong. I am inclined to believe that this annex should be designed specifically to house the laboratories. Of course, an enlargement of the school site is needful.

Finally, in connection with the development of Armstrong I would submit that more intimate contact with the workers in actual industry is indispensable. This will tend to keep the practice of the school shops abreast with current industrial practice, to give reality to the training.

It would be ungracious of me not to make special mention of the annual competitive drill of the separate battalion of high-school cadets. The drill took place at the American League Baseball Park on Thursday, May 22. Col. Arthur Brooks, the military instructor, was absent in the service of President Wilson in France. The temporary instructor, Maj. E. L. Webster, bore the whole burden of preparing the cadets for the ordeal. The business management, at the request of the high-school principals, was placed entirely in the hands of Mr. John P. Taylor, of this office. Some 19,000 people attended the drill in spite of the fact that an entrance fee was required to meet expenses of the battalion, of the athletic teams, etc. This very large crowd was handled with the utmost skill and efficiency. The gross receipts were about $1,100, leaving a balance for the drill fund of about $850. Never in the history of these interesting and stimulating contests has the business management been more nearly perfect or the evolution of the companies and the battalion more precise and soldierly. The judges were, as always in these latter years, military men of color.

INDUSTRIAL ARTS IN THE ELEMENTARY SCHOOLS.

The stress of war conditions reduced the enrollment of the O Street Vocational School for Girls so seriously that that institution was constrained to follow the example of the Cardozo Vocational School for Boys in introducing prevocational training. The termination of the war is bound to result in a larger number of trade students at both schools. So a demand for ampler facilities for trade training is imminent.

When the prevocational classes were introduced at O Street I sent the following circular letter to parents of girls in the intermediate grades of near-by elementary schools:

It may be that you do not clearly understand the nature and scope of the opportunities offered your daughter by the board of education in the establishment of certain prevocational classes at the O Street Vocational School for Girls.

Hitherto, your daughter has been spending 90 minutes a week in the theory and practice of the household arts, primarily cooking. This amount of time is, of course, small—too small to attain any large and lasting results.

Upon the prevocational plan each girl will spend 90 minutes every school day in the week, instead of 90 minutes a week, in the theory and practice of household arts. These 450 minutes a week will enable the girls to accomplish something real and valuable.

Then, too, the prevocational plan offers training not merely in plain sewing and cooking, but also in millinery, and for girls of exceptional talent and experience, in dressmaking and ladies' tailoring. In addition to this, the plan offers girls opportunities for training in printing at the Armstrong Manual Training School.

The prevocational program means that the schedule will remain as it is now in the graded schools, except that the following items will be eliminated:

Subject.	Minutes.
Music	60
Nature study	60
Physical training	75
Drawing	90
Manual training	90

Subject.	Minutes.
Unassigned time[1]	50
Recess[1]	25
Total	450

Be it noted that the loss of "nature study," "physical training," and "drawing" is offset by (1) lessons in applied science, (2) vigorous athletic sports, (3) drawing with a definite industrial motive. Educationally there is not a net loss, but a net gain. For the modified program is distinctly more realistic. Moreover, the teachers of physical training at the Dunbar High School (Mrs. Connelly and Miss Taylor) have volunteered their services to these girls in the gymnasium at the Dunbar High School. That is to say, from 3 to 4 o'clock any afternoon the girls who desire systematic physical training may secure it under skilled direction at the Dunbar High School where all the facilities of the girls' gymnasium will be placed at their disposal. This, of course, is wholly voluntary.

Assurance may be given that the girl who enters upon this prevocational program will from year to year advance from grade to grade in the elementary schools without disadvantage, and ultimately be promoted, if she desires, to the high school. For this plan has been tried out thoroughly in the white schools of the city, and it has been tried with a full measure of success at the Cardozo Vocational School for Boys.

I am simply writing this letter in order to assure myself that the main features of the plan have been definitely and clearly set before you.

Despite the good will of the voluntary teachers of physical training, pupils failed to take advantage of the facilities of the Dunbar gymnasium. This vital matter of physical education should not be left to chance or to the whim of the pupil; but the only solution of the problem would seem to be either to reduce the 450 minutes assigned to household arts, or to lengthen the school day. I am personally inclined to the lengthening of the school day.

The director of music points out in her report how serious from several points of view is the elimination of this subject from the program of prevocational pupils. Again, I should prefer as a solution of the problem the lengthening of the school day.

In a word, the school day for prevocational pupils might properly begin in the morning at 8.30 and close in the afternoon at 3.30. Whether this particular solution commends itself to the superintendent of schools or not, I am persuaded that every prevocational pupil should receive instruction by regular schedule each day in music and in physical training.

The larger consideration has been urged upon me by the directors of manual training, domestic science, and domestic art. It is that the privileges of the prevocational plan should be made available

[1] In grade 6 the unassigned time is 75 minutes, so no time is taken from recess.

for every boy and every girl in the intermediate grades of the elementary schools throughout the city. I say available, not mandatory. At present only a few boys from buildings in the neighborhood of Cardozo, and only a few girls from buildings in the neighborhood of O street may enjoy these privileges. To render similar privileges accessible to the boys and girls throughout the elementary schools is a large problem, calling for considerable expenditure. But I am thoroughly convinced that the matter is so urgent, so vital, that immediate inquiry into its feasibility should be authorized.

School and home gardening in the elementary schools have received more systematic and effective attention during 1918–19 than ever before. Five teachers of gardening have been appointed. When out-of-door work is not practicable because of weather conditions, these teachers conduct classes in nature study within the schoolhouse. The building principals and the regular teaching staff of the elementary schools have cooperated with the special teachers of gardening to good effect.

From my annual report for 1916–17 I take the following paragraph:

> I would renew with every urgency the recommendation in my report for 1914–15 for the establishment of a farm school. The city trades are highly congested. In the rural districts of Maryland and Virginia the attainment of economic independence is comparatively easy. City youths are sometimes more interested in scientific agriculture than country youths. So I am profoundly interested in the project to acquire a tract of 100 acres, more or less, in or near the District of Columbia for a farm school. Like the courses at present offered in our intermediate vocational schools, the courses in this new school should be two years in length. But the school should be operated the year round. At this time of national and international distress over the food supply the arguments for this farm school would find response in Congress.

THE ELEMENTARY SCHOOLS.

At last an ungraded class for truant and incorrigible girls has been established and placed in the old M Street High School building. Although the report of the attendance officer shows that the number of truant boys greatly exceeds the number of girl truants, there is every reason to advise the establishment of three more ungraded classes for girls. Few things can be as important as due solicitude and adequate provision for recalcitrant girls.

One of the most urgent needs of the elementary schools is a small paid staff of substitutes. These teachers should be under the skilled supervision of a member of the faculty of the Miner Normal School. Chosen from the current graduating class of that institution, the status of each girl on the eligible list for appointment to the regular staff of the elementary schools should be open to modification in accordance to the quality of her teaching as substitute.

While war conditions brought into the elementary schools many and various distractions, the reaction of teachers and pupils was very wholesome. This is to be measured not merely in the purchase of war-savings stamps and contributions to the Red Cross, but also in a more vigorous and real mastery of geography and history. Our pupils were trained to feel their responsibilities as citizens of a great democracy. They were trained to appreciate the interdependence of the nations and peoples of the whole world.

Under date of November 13, 1918, I sent through the elementary schools a circular letter in reference to the intensification of the course of study, which reads in part as follows:

I have the honor to advise you that the superintendent of schools has, with certain exceptions, given approval to the suggestions in re the intensification of the course of study contained in my communication of November 9. The copy of that communication, which is inclosed herewith, omits all those items to which the superintendent did not give his approval.

Let me add that in my letter of recommendation the following passage occurs under the caption "Penmanship":

"Outside these lessons (in penmanship), the teacher must not fail to insist upon the proper posture, letter forms, etc., in the actual composition involved in the work of all subjects. * * * Every writing exercise, be it remembered, gives penmanship practice.

As to this, the superintendent remarks in his letter of comment, "* * * I agree with you absolutely that teachers should emphasize penmanship in every other line of work. * * *"

Permit me also to quote from the superintendent's letter of approval the following paragraph:

"Relative to the matter of the teaching of the World War, I should state, perhaps, that a committee is to be organized almost immediately to study seriously the best plan for teaching the war and the ideals and principles of democracy. This will be an overlapping plan which will touch on our work in history and civics, and will be a general guide to the teacher in all subjects which touch upon this very important matter."

[MEMORANDUM.]

After due conference with representative grade teachers, the supervising principals, and the directors of special subjects, I beg to submit a condensed statement of recommendations for the intensification of the course of study in the intermediate grades of the elementary schools. Such intensification for the rest of the current semester has been made necessary, of course, by the loss of some 21 days of schooling on account of Spanish influenza. Let me say that I have sought to formulate not the views of any one person but the collective wisdom.

Class teachers should be urged to keep clearly and constantly before their minds the various statements of "the minimum essentials" as now set forth in the several courses of study. The normal value of these concise statements is notable. But in the present emergency this value is greatly increased.

Arithmetic.

In grades 5, 6, 7, and 8 omit all exercises in abstract numbers that class teacher does not feel to be indispensable to pupil's growing mastery of subject.

No time to be wasted in reviews that are more minute and thorough-going than need be. If the pupils are ready to take the next step, let them take it.

Use intensive methods, avoiding unreal numbers and problems. Teach mathematics as a means to solve actual problems of practical life clearly and readily.

The following grade by grade suggestions made by Director A. T. Stuart are cordially approved:

"In all A classes reduce the time given to review (and use intensive methods). In 5A teach A. C. M. by inspection only and omit G. C. D. In 5B emphasize multiplication and division of common fractions and addition and subtraction of decimal fractions using small numbers. Omit drawing and reading to scale. In 6A reduce the time given to review, teach multiplication of decimals, the four tables in denominate work and omit fractional expression of measures in terms of other measures. In 6B omit areas of geometrical figures except squares and oblongs, and omit capacity of bins and tanks under cubic measure and also percentage. In 7A reduce time given to review (and use intensive methods). Omit the development of the circle and cylinder. In 7B simplify the application of percentage, especially real estate problems and insurance. In 8A and 8B avoid unnecessary reviews and complicated problems."

Materials for problems are to be gathered largely from the activities of our Nation and people that have arisen from the necessities of the World War so far as these activities are within the scope of the pupil's understanding and interest. Thus, the fair price list of the Food Administration, the purchase of War Savings Stamps, Red Cross contributions, sales from local war gardens, suggest themselves.

In all grades the Nation's emergency demands vigorous training in the theory and practice of thrift. And, so far as school conditions permit, this must be given. Arithmetical problems, skillfully contrived, may be of much use. In grade 6 pupils should be pretty thoroughly grounded in the general nature, function, and investment values of Government and other bonds.

History, Civics, Geography.

In history the teacher must be sure to see that the geographic basis is clear and ample. In geography she must not fail to cite illustrations in the history being studied of the importance of geographic factors. Such correlation is bound to result for both subjects in economy of time and effort.

In history and geography it is no more accumulation of factual knowledge that should be sought. It is rather a fund of interest, a type of insight, an attitude of mind. The pivotal dates and facts will be given. But what is essential to intelligent comprehension need not be memorized.

Comparisons of fact and event in connection with the World War may prove stimulating and helpful provided there be no straining for effect. Such comparison should not be propagandist but informative. Thus the part played by the Negro soldier in the Civil War may be helpfully set over against the larger part played by him in the World War to-day.

The teacher will emphasize the typical instance, the representative case. What is similar thereto need not be stressed. Indeed, the typical and representative must in the present emergency play an even larger part in instruction than before. Time may wisely be saved from repetition of cases.

The following detailed suggestions formulated by Director Stuart are all agreed to by the conferees:

"In 5A omit the study of five of the biographical sketches in Montgomery's Beginners' History. In 5B as above. In 6A cover the first 12 chapters of Bourne and Benton's History. In 6B aim to cover the first 10 chapters of Montgomery's Elementary History. In 7A omit Review of Revolution. In 7B omit much detail in teaching the Civil War. In 8A teach the Constitution in outline."

A real beginning upon the critical period may be made in 7A. In 7B the military operations may be set forth most luminously by campaigns.

In 8B the teacher may pass expeditiously over "The discoveries and settlements" and "Territorial expansions."

Throughout the course, as circumstances may permit, the story of America's indebtedness to England for fundamental institutions and to France for inspiration and military support should be allowed to unfold itself. Similarly, the historical roots of America's present friendships with Japan, the Russian people, etc., may be stressed.

GEOGRAPHY.

In geography blanket indorsement is given to Director Stuart's suggestions:

"In 5A condense all review work and study South America only as a whole, omitting detailed study of Argentina, Brazil, and Chile.

"In 5B omit study of individual countries in Asia and Africa. In 6A begin with Section III of the course of study, teaching United States as a whole; also Section IV, United States by sections and States; and Section V, Dependencies. Omit Section I, World as a whole; Section II, North America as a whole; and Section VI, Topical Review of the United States. In 6B omit Section V, Review of the World as a whole as a definite assignment; and in Section IV teach only Argentina, Brazil, and Chile. In 7A omit Section I, Review of the World as a whole. Study Great Britain, France, Germany, Austria-Hungary, and Russia. In 7B brief studies of the lesser powers. Study Asia and Africa as wholes; and in detail, China, Japan, and India only. In 8A use the textbook in commercial geography only in the treatment of the following topics: Wheat and its substitutes, sugar, coal, oil, wool, and cotton. Use 'Our Country's Call to Service' as far as needed in the study of the above topics."

ENGLISH.

GRADES 5 AND 6.

Reading and literature.—In each grade teacher to discover teaching point at outset, beginning new work there. Memorize two gems per grade. Omit dramatizing.

Grammar.—Seek only to impress by drill simple sentences in grade 5 and compound sentences in grade 6. Shun dry, minute analysis.

Spelling and word study.—Emphasize ability to use words in construction of actual sentences in all written work.

Composition.—Oral and written composition to be brief but logical and correct, worthy of the learner's development. Set correct standards before pupils. Avoid undue development. Have a definite practical purpose in every unit of teaching.

GRADE 7.

Reading and literature.—Two units for class study in each semester. In Elson's Third Reader use a few selections for intensive reading; read others expeditiously. Memorize two or three gems in each semester. Omit dramatizing. Suspend the use of traveling libraries.

Grammar.—Avoid too technical analysis. Stress ready recognition of sentences and readiness in correct construction. Develop function of principal parts of sentences. Use carefully selected models to give basis for correct conceptions. Systematic application in sentences, verb forms, etc. In 7B stress intensive study of the noun.

Spelling and word study.—Take up English prefixes and suffixes, stressing the most common. Master use and spelling of essential vocabulary needed by seventh-grade pupil.

Composition.—Test upon power of expression acquired in former grade. Test skill in making consecutive statements on short notice. Drill in use of brief outline for oral as well as written composition. Teacher to accept no written work containing errors within the power of the pupils to correct. Confine topics for composition to matters of real interest to pupils. Let each topic be a limited one.

GRADE 8.

Reading and literature.—In 8A test power of pupils in view of minimum requirements. Give systematic attention to mastery of fundamentals in which power is lacking. Unit for class study the Legend of Sleepy Hollow. Teacher to make selections from Elson's Fourth Reader with a view to interests and capacities of class. Memorize at least two selections. Dramatization to be omitted, traveling libraries suspended. In 8B unit for class study Snow Bound, and later Tale of Two Cities. Selections from Elson's Fourth Reader as above. Other instructions as above.

Grammar.—Sentence as unit of thought without too minute analysis. Ready recognition of kinds and forms with power to construct. Parts of speech for grade should be known unerringly as to form and idea. Drill is imperative to acquire mastery.

Spelling and word study.—English prefixes and suffixes as directed in Swinton, limiting number taught to the most common 10 or 15. Constant applications to be made in reading and literature. In 8B study a few of the most common Greek derivatives. Vocabulary appropriate to the grade to be thoroughly mastered in spelling drill.

Composition.—Rapid review of essentials as taught in former grades. Emphasis on clear sequential statements, both oral and written. Utilization of outline for oral as well as written composition. Teacher to accept no work containing errors within the power of the pupils to correct.

DIRECTOR MERRITT'S REPORT FOR PRIMARY GRADES.

For primary grades Director Merritt whose suggestions speak for themselves agreed with me very heartily in the following additional suggestions:

1. Wherever a third or a fourth grade is upon a half-day basis, the teaching of domestic art should be reduced one-half in order that the time allotment for the academic subjects may be more nearly normal. That is to say, in those classes domestic art should be taught by the special teacher not every week, but every other week.

2. It will contribute appreciably to the program of intensification if half-day teachers are made to understand a little more clearly that it is their regular duty to coach backward pupils each day. Half-day teachers whose regular classes are scheduled for the morning, should conduct these coaching classes from 1 to 2.30 p. m. Similarly, half-day teachers whose classes are scheduled for the afternoon should conduct coaching classes from 10.30 a. m. to 12 m.

CONCLUSION.

To teachers of all grades it should be made very plain in this era of the World War that the program of intensification emphatically does not mean that our public schools, even for a short period, are to contribute less than before to maintaining the morale of the community through the minds and hearts of its school children. To this end it may not be amiss to call the attention of teachers to the following publications:

Jodd and Marshall: Lessons in Community and National Life—B and C.

Coulomb, Gerson & McKinley: Outline of an Emergency Course of Instruction on the War.

Riggs et al: Report of the special committee upon the utilization of President Wilson's messages and other addresses upon the World War, in the colored public schools of Washington, D. C.

Under date of February 8, 1919, I addressed the following communication to the principals of vocational schools, the director of domestic science, a member of the faculty of the Miner Normal School, a principal of one of the large elementary schools, the director of primary instruction, the principals of the high schools, and one of the supervising principals:

For the past 10 years at least, many and various efforts have been made, both in the elementary schools and in the high schools, to bring into practice a wise vocational guidance of children and youth.

The time has come when these scattered efforts, at least in respect of pupils advancing from the elementary to the high schools or the vocational schools, should be definitely organized. It is my conviction, for example, that many pupils of both sexes drop out of school when their interests and needs would be amply served by the resources of our vocational schools; they drop because these resources and their fitness for utilizing them have not been called to their attention. Similarly, I have not the least doubt that many pupils enter the academic high school whose aptitude and prospects would be better served by the courses of the Armstrong School; this accounts in large part for the relatively small enrollment of the Armstrong School. Other instances might readily be cited.

At any rate, it seems to me of the utmost importance that in each elementary school building some careful provision be made for vocational advice, particularly to pupils in the upper grades, and to pupils who are nearing the verge of dropping out of school. To unify this effort in scattering buildings I have authorized a central committee upon vocational guidance. The personnel of the committee is indicated above. This committee is to be actively serviceable. It is to get in touch and keep in helpful touch not only with the high schools and the vocational schools, but also with each and every one of the elementary schools.

The chairman of the committee is one of the supervising principals, Mr. J. C. Bruce. I request him to call a committee meeting within the next week in order that decks may be cleared for action at once. Moreover, I am anxious to be advised myself of the various meetings of the committee so as when possible I may personally attend.

The following statement was later submitted by the chairman of this committee:

Under the authority of the above letter, the committee held several meetings to discuss ways and means of organizing and directing this very necessary and

important work. It was decided that the chairman, by and with the advice and assistance of the several supervising principals, should select a teacher, who might be the principal, in each elementary school building, who, by reason of experience, interest, and aptitude is best fitted for the difficult and delicate duties of vocational counselor. The advice and assistance of this counselor is to be at the disposal of each and every teacher and pupil in the schools, for the good of the child, the help of the parent, the aid to the teacher, and the betterment of existing conditions.

Vocational counselors have been studying conditions and aiding students in the secondary schools for some time. The same is true of the upper grammar grades, but up to the present time no organized effort has been made to extend the scope of the work down through the intermediate and primary grades.

Realizing that the vocational guidance movement seeks to act as a cooperative, coordinating agency in order to give the child help in its choice of a life work, this committee, together with the counselors, shall endeavor to permeate public opinion and permeate school life with the thought that the school is to prepare for a vocation, and that vocation is to be wisely selected; strive to give an educational motive to work and a vocational motive to education. The function of vocational counselors is not to direct boys and girls to trade or vocational schools. It is rather t weigh an individual case n its merits, advise and direct according to these, keeping uppermost in mind, at all times, the good of the child.

A meeting of the counselors will be called in the very near future for the purpose of giving information and instruction as to the nature and scope of this vitally essential work.

J. C. BRUCE,
Chairman Committee on Vocational Guidance.

I had the pleasure of addressing the vocational counselors at the Dunbar High School. The conference was made to feel clearly, vividly, the fundamental importance of vocational guidance. It was seen that even the so-called occupations of the kindergarten make their contribution. It was realized that throughout the elementary schools, as well as in the high schools, no teacher can be of the utmost service to his pupils unless he is solicitous to discern the special aptitudes of each several child and pay some regard to the child's life career.

The work of this important committee will continue and will, I doubt not, prove highly serviceable in preparing children and youth for the work each is best fitted to do in the world.

Supervising Principal Shadd refers in some detail to the modern health crusade in our elementary schools. Hitherto the schools have taught hygiene in terms of knowledge. It is well that we should be reminded that hygiene must be taught also in the Hampton-Tuskegee fashion, in terms of habit.

NECROLOGY.

During 1918–19 memorial exercises for teachers who passed to the great beyond during the previous school year were not held because of the stress of other duties. Appropriate exercises will, however, he held in the fall of 1919.

At this time I would record the statement which I submitted to the superintendent of schools on April 4, 1918, in reference to the death of one of the most serviceable and best beloved of the school officers:

I regret to report the death of James E. Walker, supervising principal of the thirteenth division, on April 4, 1918, at or about 12 m. This employee has been absent on military leave since March 25, 1917. During the period of leave the duties of the supervising principalship have been performed by John C. Bruce. The nearest relative of the deceased is (Mrs.) B. J. Walker, residing at 504 T Street NW., Washington, D. C.

James Edward Walker was graduated from the colored academic high school of this city in 1893, and from the normal school in 1894.

He was appointed to a first-grade teachership at the Stevens School September 1, 1894, at a salary of $500 per anum. In 1895 he won promotion to grade 3; and in 1897 to grade 4. In 1902 Walker was made principal of the Syphax School; here he had to confront a delicate and difficult situation. The next year he was made fifth-grade principal of this school, and sixth-grade principal in 1905.

It was in 1907 that the present assistant superintendent in charge of colored schools found Principal Walker at Syphax School rendering quiet service of notable value. September 1, 1908, Walker was promoted to the eighth-grade principalship at Banneker School. And July 1, 1909, he became supervising principal of the thirteenth division.

In all these posts James E. Walker won the affection of the teachers and principals who were intimately associated with him in the building and in the division. He won the profound respect and the personal esteem of the general officers of the school system. He won the confidence and support of the best elements in his special community. Probably the colored schools have never had an officer so young in the service who was so widely and truly beloved. He was always modest, painstaking, thorough. He was always alert and aspiring. He always responded to sound leadership, and his own leadership was high-minded and vigorous.

It was entirely characteristic of Walker to give no small part of his life to the development of the Separate Battalion of the National Guard of the District of Columbia. When Col. Brooks finally retired from command, he cordially recommended Walker to be his successor. The men in the ranks and the officers, whether commissioned or noncommissioned, were profoundly gratified when Walker was made major. The new commander bestirred himself to maintain the high traditions of the guard. And he did not fail.

To him came the opportunity to take the men to the borders of Mexico. When the call came, they were prepared to the uttermost detail. They took a long and particularly difficult journey. They performed unswervingly a duty that called primarily for self-control. They returned to Washington with their record absolutely clear. It was this battalion, entirely officered, as it had been entirely developed from the beginning, by men of Negro blood, that was called upon to guard the bridges and viaducts of the Capital of the Nation when America became active in the war for democracy.

The battalion was in camp for a part of this period in the low, damp ground at the Speedway beside Long Bridge. Walker elected to live there with his men. "If that camp," said he, "is good enough for my men, it is good enough for me." Undoubtedly, the great nervous and physical strain under which Walker had been laboring for months and months in the service of the Nation, added

to the dangers of this necessary but ill-favored camp, brought about the impairment of his robust constitution and the untimely closure of his exceptional career.

It is not unfitting that the first officer of the government of the District of Columbia to give his life that the Nation and world democracy might live should be a teacher, and a teacher of African descent. This man's life is an honor to the Capital of the Nation. It gives fragrance to the traditions of the people from whose loins he sprang.

Respectfully submitted.

ROSCOE C. BRUCE.

To the SUPERINTENDENT OF SCHOOLS.

REPORTS OF ASSISTANT DIRECTORS AND PRINCIPALS.

REPORT OF THE ASSISTANT DIRECTOR OF PRIMARY INSTRUCTION.

JUNE 30, 1919.

SIR: The activities of the primary department for the term 1918–19 have been so inseparably related and modified by the shifting scenes which have moved upon the stage throughout this year that a report of this department would be incomplete without due consideration of the many unusual situations which have been presented and which have dominated and controlled all the work of the department. Indeed, the chief concern of the director has been to so adjust situations and teaching to the young people of the grades represented as to give them the richest and fullest returns for the time consumed.

The year will go down in the history of the department as one of interruptions, innovations, raw experience, and heroic effort to make the most of a bad situation. Results have been most gratifying, measuring in the real worth whiles above those of former and less strenuous years.

The work had hardly begun before the order for closing came, and an entire month when enthusiasm is highest was lost in the first semester because of the influenza epidemic.

ADJUSTED COURSE OF STUDY.

The work of adjusting the course of study to the new order of things, begun in September, was continued through October while schools were closed. Pursuant to instructions from your office a tentative course of study for all subjects of grades represented was prepared.

No attempt was made to construct a new course but rather to interpret the work outlined in terms of present-day needs. Much that was formerly interesting had become subordinated to topics which engaged and are engaging the world to-day. Some curtailing, eliminating, and substituting resulted in an up-to-date outline of work for the year. With your approval the outline was presented to the teachers for trial.

At the regular monthly meetings of all grades in question during the month of November a general outline of the adjusted course was properly presented to each body of teachers. With a number of new teachers entering for the first time into the real practical work of teaching, the matter of imbuing them with the right aims, purposes, and spirit of the adjusted course and at the same time to properly impress them that the child and not lessons is the end-all of all true teaching, taxed the director to the very limit of her strength at times. So rapidly did the wave of interest move that it was necessary to keep in touch with the current events and so adapt them to the young mind that they should prove both tempting and nourishing. The problem in laboring with formal and inexperienced teachers is to induce them to concern themselves more with the side of teaching that develops power and skill in the child and builds enduring character instead of formal, routine work or lesson teaching.

The employment of the real worth whiles in the authorized course of study in their relation with the child's daily experiences and needs growing out of the great World War and all that pertains to it raised the teaching throughout the department to a much higher plane than ever before.

CHANGES IN THE DEPARTMENT.

Educators are agreed that the child who is so fortunate as to have a minimum number of skilled teachers is most benefited in school. The opposite condition works serious injury to the child. All teachers of the elementary schools are tried out in the primary department. The crudest and most helpless children enter upon their educational career in charge of raw recruits to the teaching corps. The injury done young children under these conditions is too often felt throughout their lives. With the wisest guidance large numbers of children are arrested in growth in the hands of inexperienced teachers. May we hope that relief is near in the proposed equalization of salaries? Under such an arrangement the beginner could be appointed to higher grades, in which the children are more able to help themselves and so are not as liable to be harmed.

Forty-two new teachers, just from the normal school, were appointed to the primary department during the last two terms. This means 42 new teachers in charge of the most helpless children of the schools involved. These 42 teachers were made possible because 42 changes occurred, caused by vacancies growing out of promotions, severance from the schools for military service under rule 45, or death. A fair estimate places the entire number of groups of children to pass under different teachers during this short period at 90. Ninety times forty-five or more children! Changes could be greatly reduced by appointing the new teacher to the place made vacant above instead of making changes all along the line and assigning the inexperienced one to the youngest children.

DEMAND FOR SUPERVISION AND HOW MET.

The demand for the closest supervision and wisest direction was deeply appreciated. We know that the attitude of the teacher toward her work is a potent factor in the work. With that end in view the human touch—the personal acquaintanceship and cordial sympathy—was employed to establish the proper relationship between the teachers and the ones in charge of the department. New teachers were met in conference before entering upon the classroom duties and inducted into the work under the pleasantest conditions. This made us better acquainted, and in the following weekly meetings for all new teachers as they came into the work they freely discussed their problems with the director. These helpful gatherings created such kindly feeling of teacher for director that she was urged to come to see if she, the teacher, was working out this or that problem satisfactorily. Responding to these requests, the young teachers were visited systematically and purposefully. These teachers received the lion's share of visits as a group. During visits to the classrooms in order to see the teacher at work with her children professional advice is given, and, whenever the need is felt, practical demonstrations are given for the teacher's benefit.

My assistants and I spend all the time not devoted to classroom observation in preparation for and conduct of meetings. Besides the weekly meetings referred to for the new teachers, regular monthly meetings for all teachers of grades represented are held, where a standardization of work, with outlines, fundamentals in teaching, aids, and other helps, is fixed. Here the

director labors to stimulate the teachers to the highest plane of teaching. Everything is done to emphasize the child as the all-important factor—the development of all that is highest and best in him. I am greatly encouraged by the progress made by teachers of the department in this respect.

In addition to the activities cited, model teachers have been called in conference to consider ways and means for the improvement of conditions.

The very large number of new teachers placed additional burden on the model teachers, and because of the stress and strain I felt to relieve them of visits to the classrooms to aid other teachers. This side of the work was confined to my assistants, Miss I. Wormley and Mrs. E. B. Fletcher. Mrs. Fletcher is the new addition to the department this year, and a valuable aid she has been.

SUGGESTIONS OF WORK DONE.

The year has been one long series of vital, moving acts. The interest shifted so rapidly and easily that the solution of the problem of interest was not a question in the classroom.

Talks—oral and written language—literature, reading, history, geography, and number were reinforced by new experiences which crowded into the young lives. The exercises have fairly bristled with keen appreciation and real, live interest. Mental habits have been built that will endure, characters have been set in the right direction, language powers have been more highly developed, and a truer and higher appreciation of reading and literature developed.

Routine formalism gave place to real child betterment. Even form-bound teachers caught something of the spirit which pervaded the department. I was frequently met by the teacher with the exclamation, "Oh, Miss Merritt, how thoroughly we are enjoying the work this month."

Europe and much associated with it are no longer fanciful to the children but practical realities. Relatives and friends have had intimate knowledge of persons, places, and happenings "over there" and the matter of presentation of facts worth while is but matter of proper adaptation. Through our own Stars and Stripes the flags of other nations are known by the youngest people of the department. Little children make helmets, masks, airplanes, and other modern equipments instead of the one flag, drum, and soldier's cap as was once their wont. Boys of the third and fourth grades constructed excellent models of airplanes and submarines, without the slightest suggestion from others, when thrown upon their own resources, thus revealing the set of their minds.

The transatlantic flight of American and English fliers gave the opportunity to discuss the great advance made in crossing the ocean since Columbus made his long, dangerous voyage. Papers were searched for facts to aid in the exercises touching the talks. The time required by the first steamship, 29 days, to the time required for the fastest ocean liners was used by the boys and girls of the fourth to prove that the airplane service will reduce time to very low terms.

The President's trip was followed with a deal of interest. With maps and crayon his stops were noted and studied, abstracting the worth while and passing on. Capital cities were interpreted in terms of our capital; Republics, in terms of our United States; kings and queens made easy the proper grasp of kingdoms and other forms of Government referred to in their work. Time forbids me entering farther into topics which have been worked to a nice ad-

vantage this year. We are all agreed that the children of the primary department are much better prepared for the experiences of the year.

I can not close this report without commending the fine spirit that has characterized the teachers of the department; but for their hearty support we could not have been able to report such a healthy condition in the schools, all things considered.

I am truly grateful to you, Mr. Thurston, for kind consideration at all times, and to Mr. Bruce, who has given encouragement and helpful advice whenever sought.

Respectfully,

E. F. G. MERRITT,
Assistant Director of Primary Instruction.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ATTENDANCE OFFICER FOR THE COLORED SCHOOLS.

JUNE 30, 1919.

SIR: I have the honor to submit herewith a report of work in thi department during the school year ending June 30, 1919.

	Male.	Female.	Total.
Cases of truancy reported	295	55	350
Cases of absentees reported	680	394	1,074
Cases of nonattendance reported	24	11	35
Cases found by attendance officer	107	74	181
Truants returned to school	279	46	325
Absentees returned to school	561	317	878
Nonattendants entered school	53	44	97
Found by attendance officer, entered	107	72	179
Visits to schools			910
Visits to parents			1,790
Visits in interest of work			45
Court cases:			
Committed to Board of Chi'dren's Guardians	11	1	12
Committed to National Training School	1		1
Ordered to return to school	67	6	73
Reported by immigration commissioner, New York, N. Y	1	2	3
Reported to chief medical inspector		6	6
Sent to Deaf and Blind Institute, Maryland	2	1	3

This has been a most strenuous year in the history of this department. Hitherto it has been possible to obtain a very good percentage of attendance on the part of children who, from a sort of shiftlessness acquired under the influence of inadequate, if not actually bad, home discipline, had formed the habit of irregular attendance and truancy. This fact was owing, in a large measure, to the facility gained by experience of determining with approximate accuracy the particular group and locality from among which these cases were usually found. In almost every instance social conditions constituted an unerring guide for the attendance officer.

But during the year just closed the usual indications were by no means sufficient to meet the requirements of the compulsory education law. Groups and sites hitherto unsuspected were often found to contain a very remarkable increase of irregular attendants, truants, and even nonattendants.

Inquiry into the probable cause of these conditions revealed two important facts—first, that the "war times" offered effective inducements to school children to engage in gainful employments hitherto inaccessible to them,

and, secondly, that a large number came to the city who were ignorant of the compulsory education law and unaccustomed to strict discipline respecting school attendance, a majority having come from near-by States.

Moreover, the closing of the schools on account of the influenza epidemic and a resultant indisposition on the part of the parent to promptly reenter the child upon the reopening of the schools contributed toward an unusual strain upon the activities of the attendance officers. Notwithstanding this the department has been able to maintain a very fair standard of attendance, although to do so required resort to an unusual number of court cases. From various sources I have learned that altogether too many children have escaped enrollment in the schools who would likely have been discovered and enrolled had there been a greater number of attendance officers. This department is greatly indebted to the various captains of police for the assistance they have rendered in the matter of serving legal notices when impracticable or impossible to the attendance officer and the valuable information furnished from time to time relative to delinquent school children.

The juvenile court has done great work in discovering and turning over to the school system very many children who otherwise would have been lost to it.

I wish to assure my superiors, the supervisors, teachers, and my associates of my grateful appreciation of their advice, services, encouragement, cooperation, and loyalty, which have helped immensely toward the results attained in this department.

Respectfully,

IDA G. RICHARDSON.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE SUPERVISING PRINCIPALS OF THE TENTH TO THIRTEENTH DIVISIONS.

JUNE 30, 1919.

SIR: As the representative of the supervising principals of the tenth, eleventh, twelfth, and thirteenth divisions, I have the honor to make the following annual report for the year ending June 30, 1919.

I wish to express the thanks and the gratification of the teaching corps for associating members of the corps of teachers with you in "constructive suggestion relative to the rating of teachers and in educational and administrative problems directly affecting the teaching force." We have been careful in the manner of selection to send to you teachers who are the choice of the corps. In each instance the selection has been made by written ballot.

The closing of the schools the month of October 1918, because of the influenza epidemic set free the children at the time the Government departments were making a special drive for young workers and when the parents were suffering most from the high cost of living. When, therefore, the schools reopened in November there was discovered a large shrinkage in attendance of children over 14 years of age. Investigation showed these children did not return for the following reasons: Opportunities for high paying Government and other positions, high cost of living, and with a limited number dissatisfaction with school work. The work of our committees under the "back to school drive" resulted in the return of more than 100 of these children.

Reports show that more than 5,000 children in our elementary schools were enrolled in the "modern health crusade." Sustained interest was shown by the enrollment of new crusaders each month until the close of the year. The chore card which the children carried home for the signature of the parent

became another factor in establishing close relation between the home and school. In my judgment the crusade was especially valuable in that the child's attention was focussed daily on his health and that the physical comfort experienced after a few performances of the chores created a desire for them which in turn hastened the formation of the health habit.

The health association, by the permission of the board of education, conducted in certain schools in our divisions a study called the "national nutrition survey." Over 300 children were examined. The examination consisted in taking the weight and height of all 10-year-old children with such observations upon the apparent physical condition of the child as may be made by casual observation. While the results have not yet been published the examining physician told me she could not refrain from acknowledging her surprise at the excellent condition of the teeth of our children.

During the month of October, 1918, when the schools were closed on account of the influenza epidemic, some teachers gave their time and services in two deserving efforts:

Volunteer service in community work.—Between 70 and 80 teachers assisted in filling out registration blanks for drafted men; thirty-odd gave their services as nurses; 1 teacher donated the use of her automobile from 2 to 8 hours daily to carrying nurses and doctors to influenza patients, and other teachers went into the homes and for several days took complete charge of household affairs.

Extra school work.—Groups of teachers spent the entire month examining the course of study and preparing suggestions for its intensification. There were special committees to consider each subject. This work received the approval of the superintendent of schools and the intensified course went into effect at the reopening of school in November, 1918.

Our contributions this year to the war activities were as follows:

The Near East	$243.00
The Salvation Army	350.00
The Victory campaign	5,057.50

The reports of the Red Cross and the sale of thrift and war-savings stamps are included in the general report made by the superintendent of schools. The thrift habit has been stimulated by the introduction into the primary schools of the "penny savings cards." Many more children have begun to save. These cards have also been used by the teachers in their number lessons, with the result of greater interest and accuracy in the pupils' work in this subject.

The condition of world affairs during the year provided an abundance of material for special work in geography and history. In the beginning of the year the teachers and pupils were requested to bring into their recitations whenever possible instances of the history-making facts of to-day illustrative of their lessons. They were especially to emphasize the part played in current world happenings by their home town, Washington, D. C., their race, and the people of color. As the result of this practical work in history and geography the pupils in grades 5 to 8, inclusive, prepared booklets. These booklets were very largely pictorial. The pictures were collected from newspapers, magazines, Government publications, etc., and were accompanied by original comments by the children. Each child selected a subject under which he could point out the effect of the World War on the history or geography of the world. The booklet "Pictorial History of the World" shows the part played by all peoples; "History of the Negro in the War" shows only the part played by the Negro; "The Men of Color" shows the part played by the colonials and the Negro. The booklets "The President's Trip" and "Homes of War Materials" relate distinctively to geography. In the preparation of these booklets there is

a marked evidence of the growth of the children's ability to wisely select and systematically arrange material, as there is also the evidence of the growth in the ability to select appropriate substitutes for material which is lacking. The physical construction of these booklets is marked by clever designs and neatness.

The work of correlating the activities of the World War was also carried out in the other subjects of the course of study.

Acknowledging your kind support and assistance during the year, I am,

Very truly, yours,

MARION P. SHADD,
Supervising Principal, Eleventh Division.

REPORT OF THE ASSISTANT DIRECTOR OF MUSIC.

JUNE 30, 1919.

SIR: I respectfully submit the annual report of the department of music divisions 10 to 13, inclusive, for the current year ending June 30, 1919.

Notwithstanding the loss of time due to the closing of school on account of the ravages of the influenza epidemic and other interruptions because of war conditions the work in music shows a general improvement over the preceding year.

In order to make up for lost time and to intensify the work, meetings of music teachers were held every 12 days during the year for conference and assignment of new work to be presented in classrooms. This 12-day schedule provided for more frequent visits and more actual teaching by the music teacher than heretofore, thus giving the children the benefit of more experienced music teaching.

Several model lessons were given during the year by the music teachers which proved a source of inspiration and help. Each teacher's aim was to accomplish more intensive work in a limited time.

The department of music seeks to have the work advance uniformly throughout the system so that pupils when transferred from one building or section of the city to another may readily take up the work with the new class to which they have been assigned. Unfortunately, however, this advantage will not obtain with pupils drawn from grades 6 to 8, inclusive, to form prevocational classes at the O Street and the Cardozo Vocational Schools. The above-mentioned pupils on account of the elimination of music in their respective grades have fallen behind children of the same grades in other sections of the city.

The elimination of music in these grades will prove a serious handicap to all pupils who are deprived of music study as provided by the board of education and particularly to those pupils who are especially interested in the subject of music and who wish to continue major music in the high school. This condition will also affect the music in the kindergarten and graded schools of the city if teachers are to be graduated from the normal school who have been denied early music training in the public schools.

The music department is hoping for a readjustment so that this condition will no longer prevail and that the regular classroom music will be restored to the grades affected.

In order that music may occupy its rightful place in the system of education it must be regarded a major subject throughout the schools.

Students of the public schools are being advised by the class teacher to consider a choice of their life work. Many of them are desirous of pursuing music. It is hoped that special provision will be made for such pupils just as the opportunity is being offered to pupils electing other vocations.

Nearly every home in this city affords a piano. As there is a great need for piano tuners, the public schools could supply the demand by introducing into the high and vocational schools an elective course in piano tuning, and insure lucrative employment for the graduates.

The teachers who were solicited for the school year 1917–18 to give free instruction in theory and instrumental music to children of exceptional ability have very graciously continued their work through the year 1918–19. Several of these teachers reported that certain pupils were interested to the point of pursuing their work during the summer months and that marked progress resulted.

There are many other talented children in our schools who can not be reached by the limited number of volunteer teachers. The appointment of a teacher of instrumental music will greatly relieve the situation.

In addition to the regular school work of the year the first activity of the music department was an effort to encourage music appreciation in the community through a song recital. The recital was given November 28 at Dunbar High School for the benefit of the community center and civic department of the public schools. The affair was a success and the net proceeds amounted to $505.97.

On December 23, the third annual Christmas carol service was held at Liberty Hut, Union Station Plaza. This auditorium was secured in order to accommodate the enlarged chorus of 1,000 school children, assisted by the community choir, and to afford a greater seating capacity for the community. The effort was generously supported by the community center department of the public schools and the municipal playground department.

A word of commendation is due the entire teaching force and especially the music teachers generally for their loyal support and faithfulness.

In closing permit me to thank you and other school officials for kindly helpfulness during the year.

Respectfully,

J. E. WORMLEY.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ASSISTANT DIRECTOR OF DRAWING.

JUNE 30, 1919.

SIR: A notable school year has passed into history, leaving many signs of unusual world conditions. New problems confront us for earnest consideration and solution in keeping with the times. The time for sound thinking and doing is at hand. Children throughout the land are being encircled within the range of the common cry for intensive training and higher sentimental development for home, for the State, and for humanity. The mental, physical, and moral fight must continue with concentrated force to offset the horrors committed in the recent past per force of arms.

The drawing department made an effort to respond to the spirit of the times. At the beginning of the school year the epidemic prevented the usual introductory work in the class rooms. During the absence of the pupils from the classrooms, while the schools were closed, the special teachers of drawing were assigned individual topics for study, topics in keeping with current activities and events, as follows: Carrier pigeons, war dogs, Red Cross, Liberty bonds, Boy Scouts, etc.

When classroom duties were resumed in November the special teachers were prepared to introduce lessons in keeping with the above-mentioned topics, which proved to be of interest to pupils and teachers. A very valuable part of this

work came through short talks in connection with the drawing, talks explanatory of the topics. This method led to further development of drawings designed to arouse in the pupils ambition for active employment. The idea of picturing occupations and trades made it imperative that figure drawing should be emphasized. In order to introduce the subject, pupils were asked to make pictures of the occupations or trades they would like. The difference between an occupation and a trade was explained by the teacher. The pupils responded with self-expression, showing results that were crude as to drawing, but which gave evidence of thought and of a desire to tell the picture story in a readable way.

The next step was to impress the pupils with the necessity for ability to draw the human figure fairly well and with the importance of picturing the figure in relation to various activities generally classed as work or play.

First example.—Pupils were asked to draw a picture of boys playing ball. The object was to get the pupil's idea of action, relation, and proportion of various objects.

Second example.—Pupils were asked to draw a picture of a man painting or papering a room. Pupils in the higher grades were allowed to attempt such problems, the results being placed in comparison with their first work in self-expression.

After various examples along this line with definite methods and subjects, the pupils were asked for self-expression with the methods given by the teacher of drawing. Subjects of current importance were given, such as the health crusade.

These pictures were intended to show at least three things: Persons doing something, implements used, and the way they should be used. In addition to the above, other lessons of various current interests were made, such as thrift, war-savings stamps, and the Victory loan. Pictures dealing with the subject of transportation gave very satisfactory results and correlated with the regular studies. Pupils were pleased with this work and were instructed as to the means of transportation through pictures representing human and mechanical ways and means, both domestic and foreign.

School activities, such as playground games, baseball, and other games were also represented pictorially. Pictures representing activities in domestic art, domestic science, carpentry, physical culture, music, drawing, and the regular classroom work were made with delight by the pupils of the various grades.

The object was to stimulate school work in a general way. Under the head of "Labor" many interesting pictures were made representing all of the leading trades. Simple labor posters typifying regularity, punctuality, faithfulness, cooperation, etc., were made, with credit to the pupils, the object being to emphasize the characteristics mentioned while picturing persons doing various kinds of work, thus arousing ambition for good citizenship. "Safety first" furnished an excellent subject for thought and pictorial expression. "Back to school" was treated as were the other subjects mentioned above. Gardening came in for general treatment from the lowest to the highest grade. Story drawing proved to be interesting and profitable. Pupils were asked to name some boy or girl and state his or her ambition. Example: James Mason, 16 years of age, was ambitious to become a carpenter. The pupils were allowed to start James on his career. The first pupil said James visited his father's carpenter shop for observation. This statement gave an imaginary picture, which the pupil drew. Other pupils followed, continuing the story in the same way, until a very interesting series of pictures was produced.

The object was to cultivate a definite aim in life. When the story mentioned above was completed and the pictures placed in sequential order, the pupils

were able to read the imaginary history of James Brown. This feature proved to be interesting and profitable. Further development along this line was carried out by means of simple commercial cards, on the order of those seen in street cars and stores. This kind of art should be encouraged.

In closing my report I wish to call attention to the normal-school work in connection with the grade work. Drawing in the normal school has for its primary aim the development of quick perception of form and color, and the power to express in graphic terms drawing as a subject, or drawing to be used incidentally in connection with regular lessons as a means of impressing or emphasizing the subjects taught. Its correlative value when used in this way is of great importance, but the limited amount of time allotted the subject of drawing prohibits sufficient training to prepare students to do this useful branch of drawing as it should be done.

The general aim of this subject for normal pupils is development of good methods to be used in grade-school drawing. The pupils were very much interested in their work and did it with credit to themselves. The teacher's greatest compensation was the hearty response of the students. It is interesting and profitable to note the development of the pupils in the regular classes and in the training classes, and to follow their career in the grade schools.

During the past year a museum was installed in the normal-school building containing many exhibits valuable historically. The museum has been used with pleasure and profit by the normal classes and by the training-school teachers. The year has been one of work and pleasure. Teachers, both regular and special, have been sincere and helpful in developing a satisfactory year's work.

To all officials I extend my grateful thanks for encouragement in the development of my work.

Very respectfully, yours,

T. W. HUNSTER,
Assistant Director of Drawing.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ASSISTANT SUPERVISOR OF MANUAL TRAINING.

JUNE 30, 1919.

SIR: Immediately after the opening of the schools in September of this school year a request was received from the draft board of the District of Columbia for the supplying of 75,000 tongue depressors to be used in the examination of men for the National Army. These tongue depressors were not at that time purchasable, the supply in the hands of the medical examiners having been exhausted. In spite of the closing of the schools during the month of October, due to the influenza epidemic, the teachers succeeded in having the boys make 20,000 depressors before the signing of the armistice. These were inspected and found to be excellently made. A great deal of interest was manifested by the boys in this work.

A call from the department of development of the American Red Cross for 60 inkstands, to be made in accordance with plans and specifications submitted, was met.

The making of the kitchen cabinets for the department of domestic science was continued. Each shop was asked to make two. The group system was employed and as many boys as could conveniently do so were required to make some part of the cabinet. This served in the place of the purely formal exercise.

The extension of the manual arts work down into the fifth grade has been started. Most of the boys are very small but are able to handle the lighter tools successfully, gaining a valuable knowedge of tool operations before their entrance into the sixth grade. This early acquaintance with tools and materials is of great importance.

The teachers have entered into the spirit of the work and met the many demands made upon them in spite of the discouraging salary schedule and the many tempting offers of higher remuneration for work other than teaching.

Two teachers served in the National Army during the war. First Lieut. P. L. Robinson served with the Three hundred and sixty-eighth Infantry in France and has returned to the schools after being absent on military leave for two years. W. S. Walker, the most recent appointee, served at the Howard University training camp.

The self-sacrificing devotion of the teachers is greatly appreciated.

O. W. McDONALD.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ASSISTANT DIRECTOR OF DOMESTIC SCIENCE.

JUNE 30, 1919.

SIR: I have the honor to make report concerning the work of the domestic science department of the 10 to 13 divisions for the year ending June, 1919.

There is a question in my mind as to whether this year, with the great break and distress caused by the influenza epidemic, with the temptation before teachers of positions paying higher salaries and fields of broader service opened up to them, with the great task of keeping the children in school and of supplying substitutes, was not as hard as the preceding year with all of its uncertainty and horrors.

Work had but started when the terrible influenza made its appearance. The domestic-science teachers offered their services and assisted in making and distributing nourishment from the emergency health stations that were established at that time. Many teachers found their first-aid training very valuable in helping to relieve the prevalent suffering.

With the signing of the armistice came the lifting of the restriction on the use of certain foods. But along with this came the call for continued economy in order to send food to the suffering and starving. Lessons of economy and thrift were continued and, in after hours, many teachers prepared themselves to meet the call to service along reconstruction lines.

In the schoolroom much stress was laid upon the planning of simple meals. Many substitutes for the high-priced meats were taught as being much better for children. The use of fruits and vegetables was urged; vegetables cooked and served with milk sauces or in the form of salads; fruit raw and cooked, instead of puddings and pies; milk and cocoa, instead of tea and coffee. Much of this kind of work was done in the seventh and eighth grades and in the high schools. Two housekeeping centers have been fitted up and in these the sixth-grade girls will be taught the care of the home.

The establishment of prevocational classes for some of the sixth, seventh, and eighth grade classes in the eleventh and twelfth divisions, which work will be described by the principal of the school, presented an opportunity to extend the work down to a few fifth-grade classes and to a few more ungraded and atypical children. When we realize that all women, no matter what her station in life or her occupation, must necessarily have something to do with food, shelter, and clothing, it seems but fitting and right that the schools offer as many opportunities as possible for training.

With the offering of these opportunities comes the demand for teachers. Among the 37 teachers sent out from the Miner Normal School this year, three had fitted themselves for this particular form of school work. One received a special diploma in both domestic science and domestic art, the other two in domestic science. These two girls are graduates of the Armstrong Manual Training School and measured up to a high degree of efficiency.

Meetings held by the Industrial Arts Club, a local organization composed largely of special teachers, and by the Interstate Industrial Arts Association, composed of teachers and interested persons in Washington, Maryland, and Pennsylvania, were a source of great inspiration to our teaching corps. Among the speakers at these meetings were Dr. George E. Haynes, of the Labor Department; Miss Mary Van Kleet and Mrs. Helen Irvin, of the Woman in Industry Service Section of the Labor Department. The many opportunities being opened up in the industrial world, the great need of trained leaders and workers, and the responsibility of the industrial teacher in this crisis was brought forcibly to the attention of the teachers.

The devoted service of the teachers in the domestic science department and the loyal cooperation of the graded teachers has made for any success that has been achieved this year. The courtesy and help that I have received from my superior officers has been a great factor in securing the response that I have from my coworkers.

Very respectfully,

JULIA W. SHAW,
Assistant Director Domestic Science.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ASSISTANT DIRECTOR OF DOMESTIC ART.

JUNE 30, 1919.

SIR: The demands upon the department of domestic art for the year just closed were very pressing. We were all impressed with the necessity for saving and thrift.

For the first time all seventh and eighth grade girls of the tenth division were accommodated in the sewing centers. It is hoped that it may soon be possible to extend this work through all seventh and eighth grades. Provision had not been made for supplying these additional pupils with material, so mothers' garments were cut over and made into dresses and undergarments for children. Garments were also made from new material bought by the children in spite of the soaring prices. The result of this innovation was most gratifying.

The work of the Red Cross was continued. The making of 868 pieces for layettes and 700 refugee garments being the result of this activity. In order to accomplish this it was necessary for the teacher and pupil, in many cases, to work after regular school hours. Although the demand for this emergency was extremely pressing, the regular course was carried out in addition thereto.

It was due largely to the close application on the part of the teachers and their loyalty that made it possible to carry through the above plans successfully. To them much credit is due.

EVA F. WILSON.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ASSISTANT DIRECTOR OF PHYSICAL TRAINING.

JUNE 30, 1919.

SIR: The year 1918–19 has been a memorable one. Every person connected with the school system has had his own problems to work out in perhaps different methods from those used in previous years.

The report of the Surgeon General of the Army, following statistics gained from the examination of draftees, has showed up physical defects toward which we can no longer be indifferent. Following the publicity of the military statistics, examinations of school children in certain parts of the country added its list of deficiencies to those of the draftees.

The reports and agitations along this line has awakened a keener interest in physical training all over the world. In order that better results may be obtained for children in our schools this interest must be shown by every one connected with the system so that the work may be properly correlated.

At a special meeting called early in the school year to decide the best means of making up the time lost during the "flu" epidemic, the order was given that physical training was the one subject that must lose none of the time allotted to it. Notwithstanding this I can not but feel, from the results reached this year, that the daily 15-minute period was often lessened and sometimes not used for physical training by some teachers.

The most serious condition relative to physical training existing is the loss of any form of exercise to all children electing the prevocational course, except the very few who may decide to take the work after school. The attractive Dunbar gymnasium and swimming pool with a high-school teacher in charge was not sufficient to induce a greater number than about 25 out of the 300 girls attending the O Street center to take advantage of the opportunity offered.

And so this brings me to the much-needed compulsory law in connection with physical training. France has already, because of the defects found, started a movement to reorganize its whole educational system which includes compulsory physical training and athletics. Seven States have enacted such laws and many other States are giving this matter serious consideration.

A subject having for its aim the development of health, strength, good posture and grace, the development of such qualities as cooperation, leadership, courage, and courtesy ought have more time allotted to it than 75 minutes a week and the subject should be compulsory.

With the end in view that teachers have a more definite idea of the correct posture in children, arrangements were made with the American Posture League by which each teacher could for a very small sum purchase the posture chart. The charts were hung in the front of the room and the desire on the part of the children to overcome the unhygienic postures which are so common among children was greatly helped.

The slides rented by the Posture League were shown and explained to all pupils in the normal school. The lack of lanterns made it impossible to make the demonstration as general as it should have been.

The appointment of a special teacher of physical training to the Garnet-Patterson-Phelps group has demonstrated just how much a trained teacher can accomplish with daily lessons. The exhibition given by Miss Jordan showed a finish in detail seldom reached by the regular classroom teacher.

I can not close without speaking in the highest terms of the work accomplished by the health crusade. The planners of this crusade started out with the most attractive presentations and the children were inspired from the start. The stars, pins, and banners were worth working for even if one

did not consider the physical benefits derived. In a very short time the whole aspect of some schools changed for the better, while in all schools the clean-up of some individuals was most gratifying.

The special teachers of physical training pursued the same methods as in previous years.

Nine people attend to all the physical training for the 18,191 colored children in the District.

Allow me in closing to thank you, Mr. Superintendent, and everyone with whom I am associated for the consideration and assistance given me.

Respectfully submitted.

ANITA J. TURNER.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE ASSISTANT DIRECTOR OF PENMANSHIP.

JUNE 30, 1919.

SIR: I have the honor to submit to you this my third annual report for the school year ending June 30, 1919.

In spite of the many unusual interruptions the year has been one of progress and real achievement. To be permitted to work with the children, to watch them grow, and to have the opportunity to add just a little to their welfare and happiness is, indeed, a great pleasure.

The characteristic features of the Clark system of writing, as outlined for the year's work, have been comprehended under the following points: (1) A real writing movement and its systematic development, swinging and gliding the hand from left to right, a movement that can be successfully taught in any grade. (2) The coordination of all the letters in order, with the development of basic principles. (3) Completeness in the gradation of exercises, drills, and practice work. (4) The practice of position, movement, form, and speed so combined as to fix proper writing habits, building a writing skill corresponding to the growth of the child.

The work accomplished this year has been very satisfactory, due to the persistent and systematic practice of the teachers, who have taught intensively, and some, I am sure, with growing intelligence and broader vision of the subject. The willingness of teachers to give demonstration lessons before classes, the professional appreciation of the subject, and the value placed upon the things fundamental show steady and continuous growth in the art of penmanship.

Pupils are able to write more freely, rapidly, and accurately, which is an accomplishment well worth cultivating. The increased power of the pupils has been shown in correct position, free use of the arm, and the practical application of fundamental principles in all written work.

AIMS OF THE GRADES.

Grades 1 and 2.—Eye training of perceptive stage. Aims: Position and form; maximum amount of board practice and large free writing on paper; good general forms of letters, words, and short sentences.

Grades 3 and 4.—Muscle training stage. Aims: Position and movement. Forms: Plain rather than precise. Speed: Easy and rhythmic.

Grades 5 and 6.—Form and movement stage. Aims: Form and movement; emphasis upon details in form.

Grades 7 and 8.—Review and reconstruction stage. Aims: Good writing; weak points made strong and errors corrected; improvement in quality, application of writing, and individuality in handwriting and speed.

The four phases necessary to acquiring of proficiency in handwriting have been manifested by the students of the Miner Normal School, a sincere desire to become an expert, the determination to excel, the proper start, and persistent daily drill. The observation and practice work in the Normal School has been extremely gratifying. The Clark system has been most helpful in the simplicity by which each new letter is presented, the logical development and method of practice, and the great economy of effort and time in teaching pupils to write with ease and accuracy. Systematic classwork on thrift, the health crusade, food conservation, and the Victory loan has been pursued. A part of the substitute work this year has been performed by members of the senior class. This work was especially helpful to the pupil-teacher, since by throwing them upon their own resources it developed self-confidence and resourcefulness.

The introduction of the Ayres measuring scale for handwriting emphasizes one of the most important movements in modern education, that of measuring immediate results attained by the teaching process. The object of the scale is to substitute exact measurement for guesswork in estimating the value of handwriting. Statements based upon subjective standards are merely opinions, but statements based on objective standards are judgments which every one understands alike.

Another evidence of progress during the year has been the regrading of the Clark Writing Text Book as follows: Book 1, in 1B grade; Book 2, in grades 2 and 3; Book 3, in grades 4 and 5; Book 4, in grade 6; Book 5, in grade 7; Book 6, in grade 8.

The appointment of a teacher of penmanship in the night schools has supplied a long-felt need. It has created new interest and stimulated a desire for better work. Grade meetings for teachers of the day and night classes have afforded excellent opportunity for conference and demonstration work. Aside from these, group meetings were held at such times as would lead to no loss of time.

Deficiency in handwriting has been a common charge made by the business world against the product of our public schools. Next year the following questions will be answered:

1. How well do Washington school children write?
2. Do children improve their quality of writing as they progress through the grades?
3. How do children in this city compare with children in other cities?
4. Is the quality of writing of the average eighth-grade child sufficient to satisfy the ordinary demands of everyday life?

A questionnaire was prepared for the teachers relative to a course of study in penmanship. From the answers received the teachers have decided that a course planning the work by the month would be profitable and helpful. Upon this report a tentative course of study will be submitted for approval next year.

In conclusion I am pleased to thank you, the board of education, and Asst. Supt. Roscoe C. Bruce for the cordial support rendered; and also the supervisors, principals, and teachers who have so fully and willingly cooperated and assisted in all that has been accomplished this year.

Respectfully submitted.

C. E. MARTIN.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE PRINCIPAL OF MYRTILLA MINER NORMAL SCHOOL.

JUNE 30, 1919.

SIR: I have the honor to submit my report as principal of the Miner Normal School for the school year ending June 30, 1919.

A YEAR OF NOTABLE ACTIVITIES.

The Red Cross teaching center equipped a room in the Miner Normal School for the purpose of holding classes in first-aid and home nursing. Nineteen students (15 juniors and 4 seniors) took the course in first aid under Dr. T. Edwards Jones. All students completed the course and received certificates. Special mention should be made of Miss Clara Waugh, a senior, and Miss Nellie Jarvis, a junior, who received 100 per cent in the examination.

Twenty-two students (20 juniors and 2 seniors) completed the course in home nursing under the direction of Miss Mae Irvin, superintendent of nurses, Freedman's Hospital. All received certificates, and the lowest average in the examination was 82 per cent.

GARDENING.

Gratifying, indeed, has been the result of the experiment in school gardening under the direction of Dr. Hough. Thirty-seven students planted individual gardens for home use and enthusiastically attended the large school garden situated at Eighth and Euclid Streets. Not only students but parents expressed the hope that each year will see an appreciable growth in the department of nature study.

REORGANIZATION OF CURRICULUM.

Our organization of the curriculum is shaping itself into a spiral formation, with teaching as the very center. I wish to repeat a recommendation that I have recently made to you, namely, that the normal school year be divided into three terms of 12 weeks each, and that a third year be added to the school curriculum.

A MODEL SCHOOL OF OBSERVATION.

1. Living at the Capital of the Nation, where the environments as to climate and school population are satisfactory and normal, where visitors, and especially educators, come daily to observe our wonderful city and to take back to their respective homes the fruits of their observation, I recommend that the present practice schools in the Miner Normal School be reserved solely for observation and demonstration, where pupil-teachers, city teachers, and visitors may come and observe expert teaching.

2. That the regular program in these schools be undisturbed, except when a theory teacher in the unfolding of her subject finds need for the practical demonstration of some points. This arrangement will enable the student to deduce the method of instruction best suited to develop power of mind in the children with due regard to individual differences. You will thus see that I am to do away with special methods and teach the subject matter from the angle of the teacher.

3. That a faculty composed exclusively of able practical teachers, neither too old nor too young, of sufficient experience, exceptional education, and devoted to the principles of the new pedagogy, be engaged, presided over by the normal school principal.

4. That the Observation School have nine grades (kindergarten to eighth grade, inclusive), all subjects being developed with the aid of the prescribed natural, rational methods continuously from the kindergarten through all the grades, more especially with manucerebral culture and ethical training.

SCHOOLS OF PRACTICE.

I also recommend that a group of the near-by schools (kindergarten, sixth grade inclusive) be turned into a training school for normal students.

2. That the practice teaching be done exclusively in this training school, that all members of the theory department keep in touch with the activities of this school, and that the supervisor of practice direct the work, make all assignments of student teachers, keep a close eye upon their work, and hold daily conferences with individual students and weekly critiques with the students and the teachers in training.

In submitting this report I desire especially to express my sincere appreciation of the cordial support and cooperation given me by the Miner Normal School faculty. Every teacher (permanent, probationary, and temporary) has rendered splendid and willing service. They have done real team work, which accounts for the notable activities and progress this year. As a body they are of superior excellence, and I consider it a great privilege to work with them in the training of the future teachers of the District of Columbia.

In conclusion, I would express to the president and members of the board of education, superintendent of schools, and the other officials my abiding sense of gratitude for their sympathetic support and interest in the work for the school during this unusual and difficult year of adjustment.

Very respectfully,

LUCY E. MOTEN,
Principal.

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE PRINCIPAL OF DUNBAR HIGH SCHOOL.

JUNE 30, 1919.

SIR: I have the honor to submit the following report of work at the Paul Laurence Dunbar High School for the year 1918–19:

According to your instructions detailed educational reports are being submitted by the heads of departments. These reports concern themselves with the courses of instruction and the character of work accomplished for the year.

My own desire is to place before you the results of two lines of new work conducted by Dunbar this year—an investigation of the high-school boy's study and work and the intensive course. In this connection I take the liberty of quoting at length teachers who have been very successfully engaged in these two lines of educational effort.

Opportunities for employment resulting from America's participation in the war proved to be powerful attractions to high-school pupils—girls and boys. The large scale of employment outside of school hours among our pupils induced the office to refer the matter to Miss Mary E. Cromwell, expert social-science worker and member of our faculty, for investigation and report. True, her report deals only with a cross section of boys. Her investigation will finally cover the case of every "work pupil" here. But the fact that the health of one of our boys has been this year seriously impaired by overwork outside of school hours not only seems to justify the investigation of working conditions among students generally but is in itself a powerful argument for the adoption of definite plans for guidance and control along these lines.

HOW HIGH-SCHOOL BOYS STUDY AND WORK.

"The purpose of this study is twofold: To ascertain the school activities of a group of boys who do outside work so as to determine whether or not the

the work is detrimental to their scholarship and development and to recommend the best means of conserving health, scholarship, and character of the boys.

"Although for some time investigations have been carried on by individual teachers for individual students, it is only recently that attempts have been made to organize and develop these findings in a special department so as to promote the best interests of the school.

"The basis of this information is obtained from conferences with the boys and from first-hand information of conditions under which the boys work and study.

"Thinking that the withdrawal from school of a large number of boys is due to discouragement through failures and to overwork, this investigation is undertaken to see if such is the case.

"During the present year there have been 384 boys enrolled. The number has been distributed as follows: First year, 180; second year, 91; third year, 59; fourth year, 54.

"If we consider these figures as the average for every year the mortality from the first to second year is 49 per cent, second to third year 35 per cent, third to fourth year 8 per cent, and first to fourth year 70 per cent.

"Since the mortality is greatest in the first year, it is necessary for the students of that year to have special supervision. To take a concrete case: In a first-year section of 28 boys 6 withdrew and 5 were irregular in attendance, thereby leaving only 17, or 60 per cent, with normal attendance at the end of first eighth part of their high-school course.

"For this particular study 50 boys have been interviewed. They were not picked, but are those who have come in direct contact with the writer for the last year. They are distributed as follows: First year, 5; second year, 17; third year, 16; fourth year, 12.

"As less than one-third of the entire number of boys enrolled do regular systematic work, the group studied represents nearly one-half of the boys who work. Hence, the information obtained and conclusions drawn about the 50 may be true of the entire school.

"The boys work as follows:

Government employees	16	Assistant to fathers	2
Waiters	12	Barbers' attendants	2
Elevator operators	5	Night porter, printers' assistant, chauffeur, inventor, and paper vender, each	1
Messengers (private)	5		
Special letter carriers	2		

"Of the 16 boys who did Government work, 2 withdrew from school, 3 stopped work, and 2 had school studies decreased—thus 7 out of the 16 were detrimentally affected by the outside work. Six of the 16 are self-supporting, receiving no support from other sources. They work 7 hours, with a mean average of $70 a month. The kind of work is unskilled and messenger service, requiring no particular ability, and not preparatory to a trade or profession. Twelve of the 50 boys waited on table for 4 hours a day for $30 a month. Of this number, 4 are self-supporting. Of these twelve, 1 stopped school, 4 others said that the work interfered with their school studies, thus making 5 out of 12 realize that they needed more time for their studies.

"Five boys run elevators, working for 7½ hours for $35 a month. The hours are either from 5 to 12 or from 4 to 11 p. m.

"The remaining boys work on an average of two hours per week day and eight hours on Saturday. The work has not materially affected their attendance or scholarship at school.

"Twelve students admit that working has a detrimental effect on scholarship. Four of these students stopped school for the rest of the semester, as they found out that it was impossible to work and study. Eighteen students need the advice of teachers who would prevent the students from engaging in too many activities.

"From this report a number of conclusions may be drawn. The present positions of the students do not either relate to school life or work after graduation; the only incentive is to make money. There is a tendency on the part of students to think that inferior school work will be accepted if they can give work as an excuse. Not enough time is given to wholesome recreation. Withdrawals of first-year students are too numerous. To counteract the pernicious influences of unsystematic supervision of students' work activities the following recommendations are made:

"1. Registration of all students who work.

"2. Examination of student's capabilities.

"3. Regulation of maximum hours to correspond with study hours.

"4. Faculty advisors for students without guardians.

"5. Reports by employers and visits of inspection by school officers.

"6. Special supervision of students by school officials.

"Each student who desires to work should register with the special department so as to have his work arranged to give time for study and recreation. If necessary, his study period may cover five years. In no case must school work be secondary to boys' interest in outside work. As far as possible work should be chosen which might have bearing on future life work. In order to prevent the great mortality of first-year students special investigation should be held to ascertain the reasons of withdrawals from school. Generally one of three reasons may be attributed for students stopping school; discouraged over failures, economic pressure, or mental inactivity. Discouragement through failures may be minimized by bridging the gap from the eight grade to the high school. Too much freedom in high-school procedure in contrast with rigidity of graded school often causes students to take advantage of this apparent freedom. There is not enough follow-up work and the boys are thrown too much on their own resources.

"The adjustment of the students to the schools often implies the adjustment of the home to the school. A visiting teacher may remove many obstructions to school progress caused by an abnormal social environment. A knowledge of a student's home environment may be helpful to the school to further the student's best interest. It is impossible to form an accurate judgment of a student's capabilities, ambitions, and possibilities without a knowledge of his home environment, which can only be gained by visits. The one making these visits should have social insight and sympathy.

"The department having charge of this supervision, whether department of adjustment, visiting teacher, placement secretary, or vocational guidance, will be able to direct school activities in terms of individual expression and service to society.

"MARY E. CROMWELL."

The Intensive Course.

The intensive course was established primarily to give boys approaching the draft age an opportunity to complete their high-school work at periods that would make it possible for them to fit into the military courses in the several colleges. The course, however, proved to be very popular with girls preparing for the normal school. This meant the recasting of courses on the 12-weeks plan. The course embraced American history, higher mathematics, English, and sciences.

According to the testimony of teachers, and the facts support their testimony, the intensive course was a great success at Dunbar. Scholarship was of a very high grade. Six weeks were saved by each of the six pupils graduating December 31, 12 weeks by each of the 17 pupils graduating April 4. The best evidence of the success of the course is the unanimous recommendation of teachers that the course be continued next year.

The following extract from the report on intensive English by the head of the department of English is characteristic both of the attitude of teachers of intensive work and of the pupils in the courses:

"One new feature of the English work this year was the formation of intensive classes. In September two intensive classes in fourth year English were formed, one in 4a numbering 32 pupils, another in 4b numbering 21.

"Early in the semester 5 pupils in the 4a group, fearing that they would not be able to keep up, withdrew and returned to the regular course. Two others of this group failed to return to school after the influenza subsided. At the close of the term, on December 31, 24 pupils remained, 23 of whom were promoted, 1 only failing to meet the requirements for advancement. This group continued the intensive work in 4b English until April 4, when 22 of them finished satisfactorily, 2 having been obliged to enroll in a regular class on account of conflicts in programs.

"Of the 4b class, which started in September, 2 withdrew to return to the regular course on account of not being able to reach school at 8.15 a. m., the hour of assembling. The remaining 19 completed satisfactorily the term's work on December 31.

"Both of these intensive groups worked enthusiastically and faithfully from the beginning to the end of the course, and seemed to feel the responsibility of living up to their contract to perform the task set for their accomplishment in a term of 12 instead of 18 weeks. The loss of time caused by the October closing was largely counterbalanced by more strenuous efforts and closer application to studies. Necessarily assignments were larger and more exacting, but these were accepted willingly by the classes. The success of the course may be attributed as largely to absence of breaks in the recitation periods and to careful planning of the work as to the enthusiastic and earnest spirit of the class. By eliminating as far as possible all waste of time in recitation, by beginning and ending promptly at the appointed hour, by permitting no morning assemblies, no reading of notices, or other distractions to interfere with classroom work, the pupils developed a power of concentration and determination to perform obligation voluntarily undertaken. At the end of the term pupils and teacher both felt that the intensive experiment had been well worth trying and that the results justified their strenuous efforts."

THE BUSINESS DEPARTMENT.

The department of business practice shows a steady increase in enrollment for the year 1918–19. Specifically stated, the facts are these:

Total enrollment, 1917–18	242
Total enrollment, 1918–19	285
Increase	43

More important than increased enrollment, however, is the gradual improvement in scholarship in this department. This is brought about through (1) closer cooperation among teachers of business branches, (2) better correlation

of courses, (3) the strengthening of the course in business English, and (4) an evident improvement in the attitude of the pupils toward their work.

The formation and successful operation of a students' council in connection with the business department this year is a significant move in the right direction. Under its auspices a lecture course by successful busines men of our local community was conducted. Thus to a limited extent, at least, the pupils were brought into closer touch with business and successful business men. The work of the business council is evidence of progress among the students of this department toward the correct mental attitude toward "business." It ought to be comparatively easy next year to extend their operations to cover work in the field. Already, in recognition of the council's work for this year, the Standard Life Insurance Co., through its local agent, Mr. Percy Bond, has appointed one of our pupils as cashier and clerk, and in addition has offered cash prizes to pupils for proficiency in several lines of study and original investigation. No better method of stimulating work and effort in this department offers itself than that of bringing these children of our own blood and tradition thus directly in touch with business.

Respectfully submitted.

G. C. WILKINSON, *Principal.*

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE PRINCIPAL OF THE ARMSTRONG MANUAL TRAINING SCHOOL.

JUNE 30, 1919.

SIR: I have the honor to submit the following report of the Armstrong Manual Training School for the school year ending June 30, 1919:

1. The general work of the school was conducted as in previous years with the exception that an intensive program allowing 10 periods per week was arranged for the manual training subjects. This proved very successful, both from an administrative as well as an educational point of view. I consider it by far a better arrangement than the old one. An improvement on this will be to permit pupils desiring to prepare for special work to devote during the third and fourth years of the four-year course, and during the second year of the two-year course, 20 periods per week to manual training subjects.

2. The work in the free-hand drawing department, for girls, was correlated with that of the sewing department. Considerable progress was secured and both departments were benefited.

3. A course in automechanics was organized which has developed into a valuable adjunct to the school. The effort in this work is to get away from formal exercises and to make each lesson the solution of some practical problem actually encountered in daily practice. No small model work is attempted.

4. The work of the vocational guidance committee is entitled to more than passing attention. This committee has very successfully pursued work along the following lines:

(*a*) A follow-up plan for the purpose of keeping pupils in school.

(*b*) The securing of employment for those who on account of necessity must leave school, thus launching them in, as far as possible, suitable employment.

(*c*) The securing of employment for those who must help themselves through school and a follow-up course with this class of pupils, and

(*d*) The proper selection of electives.

Respectfully,

ARTHUR C. NEWMAN,
Principal.

REPORT OF THE PRINCIPAL OF THE CARDOZO VOCATIONAL SCHOOL.

JUNE 30, 1919.

SIR: I have the honor to submit the following report concerning the work of the Cardozo Vocational School for the year ending June 30, 1919.

With the recent closing of school came what may be properly termed the first real results from your prevocational organization. These results manifested themselves in two definite ways: First, by the large number of eighth-grade boys who elected to enter the Armstrong Manual Training School in September in order to continue their shopwork on a higher plane; and, second, by the number of boys who elected to enter this school this year for the purpose of taking definite trade instruction. Though the latter group was small in comparison with the first one, it showed that as a feeder for vocational classes, whether they be in this school or the Armstrong, that the organization was functioning.

Notwithstanding the many handicaps met in securing materials, much success was had with the work of all of the shops. The building-trades department constructed a building 18 by 24 feet, 1 story high, which will be used in the future by the auto shop. Our biggest experiment and success was the printing of a monthly paper—the Vocational Echo—by the boys in the printing department. This paper, absolutely the work of the boys in every detail, did much to show to the public the possibilities of well organized prevocational instruction.

During the year 1917–18 we began to use daily programs of shop talks with each class. At the end of that year each teacher, with the aid of these programs, was able to write a syllabus of lectures and lessons for his shop. It is to the using of these syllabuses that I attribute in a very large measure the success of the teaching in the school this year. They not only insured definite, systematic, and progressive instruction, but also provided a means for the carrying on of the instruction in the absence of the regular teacher. In one shop where the regular teacher was absent for six weeks the substitute, with the shop-talk program and syllabus, was able to carry on the instruction in a most satisfactory and successful manner.

Through the transfer of a teacher from the Armstrong School to this school, we were able to offer boys instruction in both automechanics and light machine-shop practice, heretofore the course offered being automachine-shop practice.

With sincere appreciation of the friendly and helpful interest shown this school by the superintendent and the other administrative officials, I am,

Respectfully, yours,

F. E. PARKS, Jr., *Principal.*

To the SUPERINTENDENT OF SCHOOLS.

REPORT OF THE PRINCIPAL OF THE O STREET VOCATIONAL SCHOOL.

JUNE 30, 1919.

SIR: I have the honor to submit the following report of the work of the O Street Vocational School for the year 1918–19:

During this year the many handicaps prevented the school from continuing as a purely vocational school. The long interrupted beginning caused by the influenza gave opportunity for employment to the larger number of students enrolled. The great need for labor brought by the World War and the demand for increased income, due to the advance in the cost of living, prevented a number of students from giving up employment to return to school. This condition gave opportunity for the inauguration of prevocational education for girls from the sixth through the eighth grades.

PREVOCATIONAL EDUCATION.

Nine-tenths of the American youth take up rightly or wrongly industrial careers. Many of the misfits in industry are the results of a lack of vocational guidance and practical industrial training. The present elementary school curriculum offers to the youth a liberal education along academic lines that is valuable, but it fails to give him practical knowledge of the industry. Prevocational education aims to awaken in the youth an appreciation for industry and an industrial career; it offers definite opportunities for vocational guidance and affords some definite preparation for the youth who must go to work early.

PROCEDURE.

The prevocational student upon entering the trade school is assigned to a trade for a semester, at the end of which time she is transferred to another activity, and so on, until she has had experience in all that the school offers, unless her special aptitude, interests, and ability are found before trying all; then she is allowed to remain in the trade of her choice to pursue higher branches of the trade.

ACCOMPLISHMENTS.

Various methods of determining the best possible means of successfully carrying on the prevocational training have been tried this year. It has been found that each child gains wonderfully when allowed to work independent of another classmate. It throws on her the responsibility of the exercise, and she is absolutely confident as to whether the success or failure of the particular assignment is hers. In the practical cookery department one class was permitted to try the individual method, and the other group method. As a result, the students using individual practice were able to work more independently and get better results because of repeated practice of preparing an exercise from beginning to end. I feel to formulate a plan which will put the study of food on the meal basis will be more advantageous to the student than the present method of preparing one dish. Most students seem capable of preparing one dish in a lesson, but their training has not made it possible for them to successfully prepare and cook a simple meal. An attempt to this end has been tried with much success. This method is somewhat expensive, but with the privilege granted to sell products would make the work soon self-supporting and would inspire carefulness on the part of the student, as she would realize that it was to be served to others perhaps more critical than herself. The results that have been gained in all of the classes to the extent of making the work through drill so understood by the student as to be applied independently is due to methods of concentration on one activity day after day, instead of the 90 minutes per week plan. Children do not carry over their knowledge so successfully.

NEEDS.

I feel the imperative need of additional trades to the present curriculum in order to stimulate interest and develop the latent powers of the student. These trades should be housed in spacious quarters, with adequate equipment. The equipment should be the type that is most commonly used locally. Larger building designed for the teaching of trade work. Present condition is, indeed, crowded.

In conclusion, I wish to express my appreciation of the support given by yourself, Asst. Supt. Roscoe C. Bruce, and the board, making possible the degree of success which has been attained.

Respectfully submitted.

E. N. BROWN.

To the SUPERINTENDENT OF SCHOOLS.