

446

**ANNUAL REPORT OF
SCHOOL COMMITTEE**



446

**PROVIDENCE, RHODE ISLAND
1953-1954**

446

446

REPORT

OF THE

SCHOOL COMMITTEE

FOR THE YEAR

1953-1954

PROVIDENCE, RHODE ISLAND



IN CITY COUNCIL

JUL 7 1955

READ:

WHEREUPON IT IS ORDERED THAT
THE SAME BE RECEIVED.

D. Everett Whelan
CLERK

PROVIDENCE
THE OXFORD PRESS
1955

CONTENTS

	PAGE
REPORT OF THE SUPERINTENDENT.....	5-39
REPORT OF THE SECRETARY.....	40-114
SCHOOL CENSUS OF JANUARY, 1954—GRAND TOTAL.....	76
SCHOOL CENSUS—1948-1954	77
SCHOOL CENSUS FOR 1954 BY AGES AND CENSUS TRACTS.....	78
MAP OF CENSUS TRACTS OF PROVIDENCE.....	79
SCHOOL POPULATION CENSUS TAKEN IN JANUARY.....	80
CHILDREN ATTENDING PUBLIC SCHOOLS—AGES 5 TO 18 INC.—YEARS 1941-1954	81
CHILDREN ATTENDING PAROCHIAL SCHOOLS—AGES 5 TO 18 INC.—YEARS 1941-1954	82
CHILDREN ATTENDING PAROCHIAL AND PUBLIC SCHOOLS—COMBINED—AGES 5 TO 18 INC.—YEARS 1941-1954.....	83
GAINS AND LOSSES IN CITY CENSUS TRACTS RESULTING FROM CHANGES IN RESIDENCE	84-85
ENROLMENTS, AVERAGE MEMBERSHIP, AVERAGE ATTENDANCE.....	86
NET ENROLMENTS, BY DEPARTMENTS FOR THE FIRST QUARTER.....	35
COMPARISON OF PERCENT OF NON-PROMOTIONS.....	87
COMPARISON OF PERCENTAGE OF ATTENDANCE.....	87
AGE AND EMPLOYMENT CERTIFICATES.....	87
CENTRAL EVENING HIGH SCHOOL.....	88
Per Capita Cost.....	88
MISCELLANEOUS STATISTICS	89-90
SUMMARY OF EXPENDITURES FOR SCHOOL YEAR ENDING JUNE 30, 1954.....	91
MAINTENANCE AND PER CAPITA COST FOR SCHOOL YEARS.....	91-97
Day School Pupils.....	92
Senior High School Pupils.....	92
Junior High School Pupils.....	93
Elementary School Pupils.....	93
Kindergarten Pupils	94
Special School Pupils.....	94
Vocational School Pupils.....	95
General Expenses Day School Pupils.....	95
Evening School Pupils.....	96
Percentage of Total Cost of Various School Divisions.....	96
Books and Supplies Day Schools.....	97
Several Senior High Schools.....	97
STATISTICS FOR FISCAL YEAR.....	98-104
Receipts	98
Expenditures Under the Several Apportionments.....	99
Detailed Expenditures	100-104

CONTENTS

	PAGE
MAINTENANCE OF SCHOOLS FOR SCHOOL YEAR.....	105-114
Central High School.....	105
Classical High School.....	106
Hope High School.....	107
Mount Pleasant High School.....	108
Providence High School Stadium.....	109
Gymnasium	109
Central Heating Plant.....	109
Junior High Schools.....	110
Elementary Schools and Kindergartens.....	110-111
Schools for Backward Children.....	111
Schools for Crippled Children.....	111-112
Physically Disabled in Homes.....	112
Fresh Air Schools	112
Sight Conservation Schools.....	113
Central Vocational School.....	113-114
Evening Schools	114
Central Evening High School.....	114
Central Vocational Evening School.....	114
SALARIES AND NUMBER OF TEACHERS.....	<i>Inserts</i>
Junior High Schools)	I
Senior High Schools)	II
Elementary Schools	III
Special Schools	IV
Special Subjects	V
Summary	

ANNUAL REPORT
OF THE
SCHOOL COMMITTEE

REPORT OF THE SUPERINTENDENT OF SCHOOLS
TO THE HONORABLE THE SCHOOL COMMITTEE OF THE CITY OF PROVIDENCE:

This report for the school year 1953-1954 is divided into six parts:

- I. A MAJOR PROBLEM: TEACHER RECRUITMENT AND SELECTION.
- II. THE EDUCATIONAL PROGRAM. IMPROVING INSTRUCTION THROUGH THE PROFESSIONAL GROWTH OF TEACHERS AND THE PROVISION OF BETTER INSTRUCTIONAL MATERIALS. THE WORK IN THE SCHOOLS.
- III. THE OPERATION AND MAINTENANCE OF THE SCHOOL PLANT.
- IV. SPECIAL SERVICES TO CHILDREN: A FAMILIAR STORY THAT CAN STAND RE-TELLING.
- V. THE PUBLIC AND THE SCHOOLS.
- VI. UNFINISHED BUSINESS.

I. TEACHER RECRUITMENT AND SELECTION

The shortage of teachers throughout the state and nation has resulted in competition for good teachers. To meet this competition, it has been necessary in Providence to modify some phases of the established selection procedure. For two appointments, it was necessary to waive it.

For many years the Providence school system has required of candidates a minimum of one term of supervised practice teaching after graduation from college. It also required all candidates to take the National Teacher Examinations. Appointments have been made in numerical order from a list in the preparation of which the scores on these tests were an important component.

During 1952-1953, and in a greater degree in 1953-1954, it has been necessary because of a scarcity of qualified candidates to modify this procedure. In 1952, the requirement of a post-graduate term of practice teaching was eliminated for those elementary-school candidates who had completed a full term of practice teaching in the elementary grades as undergraduates; in 1953, elementary-school candidates in the upper half of their class at the Rhode Island College of Education were excused from the National Teacher Examinations; and in 1954, all elementary-school candidates with a satisfactory record in undergraduate practice teaching of one term's duration were eligible for appointment without examination.

The method of selecting senior and junior high school teachers has also been modified. Except for two appointments, one in physical education and one in machine shop practice, it has been possible to select candidates from the eligible lists prepared from National Teacher Examination Scores and other ratings. It has been necessary to reduce the practice teaching requirements.

It has not been possible to hold to the requirement of a full term of post-graduate practice teaching. The scarcity of candidates has made it necessary to employ a number of teachers 1) with undergraduate practice teaching of one full term instead of post-graduate practice teaching; 2) with undergraduate practice teaching of 180 hours instead of a full term; and 3) with previous satisfactory teaching experience elsewhere in lieu of practice teaching.

As the schools open for the new year, there have been added to the teaching staff the following:

Probationary Appointments	
Elementary	22
Elementary (January, 1954).....	7 (one on leave)
Junior and Senior High.....	22
Physical Education	2
Long-term substitutes	
Elementary	2
Junior and Senior High.....	17
Physical Education	2
Home Economics	1

Annual Basis Teachers

Elementary (new appointments).....	14
Elementary (from 1953-54).....	49
Teachers married and continued in service	3
Junior High School Ungraded.....	2
Physical Education	6
Temporary Teachers (College graduates for training.)	8

While as school opens, a teacher is provided for every class, the situation presents some serious problems:

Problem 1: Most of the seventeen long-term substitutes in the junior high schools are in real vacancies. There are no candidates on the lists in the subjects they teach; namely, mathematics, science, home economics, physical education, music, or shop.

These long-term substitutes in the junior and senior high schools are paid \$2,775.00 per year, while annual-basis teachers in the elementary schools receive partial credit for their teaching experience, and, in consequence, substantially higher salaries, in addition to progress on the salary schedule. This is, of course, a relatively new development, but the obvious injustice with its effect upon morale and recruiting ought to be corrected as soon as possible.

Problem 2: The status of the married woman teacher, employed on an annual contract basis and at a salary less than her unmarried colleague with the same teaching experience, needs to be examined carefully.

Up to the present, it has been possible to engage a sufficient number of married women teachers on an annual basis at reduced salaries. Neighboring communities are beginning to induce them to leave the Providence schools by offering tenure and greater credit for teaching experience than the Providence plan affords. In addition, the number of married women, former teachers, seeking employment in Providence, is diminishing. There are now on our lists no candidates for these annual contract positions with scores higher than the minimum score established for eligibility.

Some of these married women teachers already employed are outstanding in teaching ability, and in any competition for their services, the present policy is not attractive enough to hold them.

Problem 3: In the years immediately ahead a diminishing supply of teachers and an increased demand for them call for modifications in the method of recruiting and selecting teachers.

The number of graduates of the Rhode Island College of Education for each of the next three years, compared with 1954, is as follows:

1954	112
1955	85 - 90
1956	95
1957	132

(Each year, beginning in 1955, there will be an additional group of approximately twenty-five candidates completing a special course for college graduates.)

In all senior and junior high school subject fields and in the special subject fields there is a shortage of well qualified candidates.

The shortage of teachers of mathematics and science is especially serious as we cannot compete salary wise with industry for candidates with special training and aptitude in these subjects. The national need for scientific and engineering students makes this shortage critical.

Until very recently, the junior and senior high school enrolment has been declining, and it was possible to absorb teaching positions when teachers resigned or retired. We have now reached the stage where it is no longer possible to absorb positions, and it will be necessary to replace every teacher who resigns or retires in the junior and senior high schools.

It is difficult to predict enrolment trends in an industrial city like Providence because of the movement of families to the suburbs and the large parochial school attendance. In 1954-1955, we expect an increase in the first, second and third grades with the increase gradually progressing through the schools, and a slight

growth in the junior high school grades. This increase will create a need for an additional number of teachers, although the number will not be large. More teachers will be needed, however, to reduce class size throughout the city.

To complete the picture, I am listing the number of teachers who for various reasons left the system during the past two years, and during the current year.

They make recruiting and selecting teachers a continuous task.

	April 1, 1952 to March 31, 1953	April 1, 1953 to March 31, 1954	April 1, 1954 to Sept. 1, 1954
Senior High School.....	13	12	11
Junior High School	11	7	7
Elementary	30	24	17
Trade	2	1	..
Principals	4	2	1
Supervisors	2	3	..
Directors .....	..	..	1
Annual Basis Teachers.....	..	6	9
Leave of absence.....	3	8	4
Home Visitors	1	2	..
Psychological Examiners ....	..	..	1
	66	65	51

Providence is at a disadvantage in competing for teachers in the following respects:

a) *Salaries*

In attracting young teachers, beginning salaries are an important consideration. In this area, salaries are as follows:

	Year				Years from Beginning to Maximum	
	1	2	3	4	Maximum	
Providence	2775	2925	3075	3225	5175	16
Warwick	2900	2900	3000	3150	4600	14
Cranston	2900	2950	3000	3050	4700	17
Barrington	2904	3048	3192	3360	4725	11

b) *Teacher lists.*

Providence requires a candidate for a secondary school position to take the National Teacher Examinations and to be rated by a committee of supervisors on personal fitness for the purpose of determining his place on a list.

Neighboring and competing communities which require no examinations or lists are naturally more attractive to candidates, who can also be assured of positions much more quickly than in Providence, where test results must be secured and lists prepared.

c) *Delay in decisions.*

In some neighboring communities, superintendents are authorized to make firm offers to candidates before submitting names to school committees. The advantage of an immediate, decisive, on-the-spot offer often clinches an engagement where the prospect of delay leaves a candidate uncommitted and uncertain.

d) *Handicaps in employing teachers from other school systems.*

The present policy is to allow a maximum of five years' credit for successful experience in other school systems. Candidates with less than six years' experience and more than one year's experience receive credit for one year *less* than their years of service, a provision devised to equalize their salaries with Providence teachers, who previous to 1953, were required to have city training, as post-graduate practice teaching was then called.

Regardless of the reasons, and they are real, it ought to be possible for Providence to attract experienced successful teachers from other school systems, even if it required giving them full credit for teaching experience, or at least an increase over the salaries paid in the towns in which they are now teaching.

The Providence teaching corps is now made up of regularly appointed teachers, annual contract teachers and long-term substitutes with varying salary rates and conditions of employment. Its composition renders difficult the organization of the schools and any long-range in-service program designed to improve instruction and staff morale. It is important to note that there are not enough

qualified young teaching candidates available in the foreseeable future to correct this situation.

RECOMMENDATIONS

a) *Salaries*

Effective September, 1955, amend the salary schedule to have the first two steps \$3,000 and the third step, as at present \$3,075 or

from 1 year \$2,775 to \$3,000

2 years \$2,925 to \$3,000

3 years \$3,075 to \$3,075

It would be necessary to adjust salaries of teachers with one year's experience credit to conform to this.

This action would remove the competitive disadvantage with other communities that now prevails.

b) *Teacher Lists.*

Suspend for one year the National Teacher Examination program. Base nominations upon college records, evaluation of practice teaching or teaching experience, references, interviews, recommendations of previous employers, and special fitness for the vacancy.

It is possible to make National Teacher Examinations available to candidates who wish to take them. They should be invited to submit their scores as evidence of desirability as candidates.

These scores, however, would be merely evidence and would not establish priority on a list.

c) *Commitments.*

Work out a plan to permit the superintendent to be more definite regarding commitments to candidates.

d) *Attract Teachers from Other Systems.*

Liberalize the credit given teachers for experience in other school systems. It may be necessary to adjust the salaries of a small number of teachers now in service, but the effort to place teachers on their proper steps on the salary schedule will lessen this difficulty.

While Providence has its share of older teachers, it would be helpful to add a few outstanding teachers with distinguished service records in other communities.

e) *Secondary School Training Program.*

Establish a training program for secondary school candidates similar to that in effect for elementary candidates.

The recruitment of superior teachers is a responsibility that will in large measure determine the quality of our schools. The present situation requires vision and decisive action.

f) *Married Women Policy.*

Reconsider the abolition of the discrimination against married women teachers.

II. THE EDUCATIONAL PROGRAM

Improving instruction through the professional growth of teachers and the provision of better instructional materials.
The work in the schools.

The Improvement of Instruction.

A distinguishing feature of programs to improve instruction in big-city school systems is the comprehensive approach to curriculum change and the widening participation of teachers in steps to up-grade instructional methods and materials. Such a comprehensive program is in effect in Providence, where in addition to general and special subject supervision there is continuous, cooperative curriculum research on both a city-wide and individual-school basis. It is difficult to list or describe the many fronts on which efforts are being made to improve instruction in this system. The in-service program for new teachers, supervision and rating of all teachers in training and on probationary appointment, the achievement testing program, study of the holding power of schools, standing curriculum committees, curriculum projects under the leadership of the director of curriculum research, workshops, teachers released for visitation or investigation, conferences on teachers in need of special supervision, faculty meetings, the supervision by department heads, studies of textbook needs under the direction of

the junior high school supervisor—are but a partial listing of the many activities which go to make up the comprehensive program of improving instruction in the schools.

The shift from traditional supervision on an individual basis in American schools to a team approach that undertakes to develop a broad program within which many different kinds of enriching activities are carried forward is reflected in the Providence pattern. The innumerable curriculum projects functioning under the leadership of the director of curriculum research and the large numbers of teachers directly involved in such activities as BIE Day, EBI Day, Careers Day, Junior High School Visits to Industries, travel by teachers, release from classroom duties to visit schools, Concerts of the Rhode Island Philharmonic Orchestra, and the like typify the comprehensive aspects of a modern program.

One rewarding feature of the Providence program is that it permits opportunities for active participation on the part of all school personnel. The degree of autonomy given to principals, the important role played by committees, and the freedom to experiment individually enjoyed by teachers are important elements in the comprehensive approach.

In-Service Activities During 1953-54.

The in-service program included a lecture series for newly-appointed teachers and the release from classroom duties of 197 teachers for a total of 252 days for the purpose of visiting other schools and making educational investigations.

1. New Teacher Orientation Series.

A series of hour-long sessions devoted to various phases of the school program was conducted for teachers in training and on probationary appointment. The following subjects were discussed:

Our Educational Philosophy	Dr. Hanley
Budgetary, Statistical and Accounting Procedures	Mr. Foley
The Elementary School Program	Dr. O'Brien
The Secondary School Program	Mr. Smith
The Problem of Beginning Reading	Miss Monahan
The Problem of Social Studies Instruction	Miss Thornton

The Problem of Curriculum Development	Mr. Quinn
Health and Physical Education	Miss Cooper
Art	Miss Kenyon

2. Teachers Released for Visitation and Investigations.

To permit teachers to observe new instructional practices in other schools and to allow them to participate in conferences designed to better instruction, a release policy was followed. During 1953-54, 197 teachers were given permission to leave classes for a total of 252 days for purposes of investigation.

Curriculum Research.

The year 1953-54 was a year of definite progress for the Department of Curriculum Research; its most important achievement was the establishment of a course in science for the elementary schools. Two impressive curriculum guides have been published, one for grades 1-3, and the other for grades 4-6. These spell out the elementary program in science.

Among the projects undertaken during the year were the following:

1. Junior High School English.

The revision committee has completed about one-third through the project of revising the course of study in English for the junior high schools.

2. Senior High School English.

The revision committee is up-dating the course of study in English for the senior high schools originally produced in 1942.

3. Junior High School Science.

The committee is making plans to revise the present science course with a view to bringing it into harmony with the newly-introduced elementary-schools' science course.

4. Senior High School Science.

The three comprehensive senior high schools are experimenting with a course in basic science for non-college students.

5. Junior High School Foreign Language.

The committee is exploring the possibility of introducing the teaching of foreign language in the elementary school.

6. Elementary School Social Studies.

The committee is undertaking research with a view to revising present materials. One of its meetings featured the consultative services of Dr. Gertrude H. Lewis of the United States Office of Education.

7. Junior High School Music.

Work on the course to be published by this committee continued. It is expected the course will be ready for experimental use by the close of the next school year.

8. Senior High School Commercial Subjects.

A handbook of business education, describing the content and requirements of all courses offered, has been started.

9. Senior High School Home Economics.

Twelve of twenty-eight units in the curriculum guide in home economics planned for publication have now been completed. They will be used experimentally in the fall term.

10. Civil Defense Materials.

Civil defense has become a regular part of the safety program of the schools. During last term a complete manual describing official procedures in event of disaster was completed. It will be distributed to all school personnel in September, 1954.

11. Cooperation with Community Agencies.

The committee cooperated with the World Affairs Council, Junior Red Cross, Chamber of Commerce Clean-up Committee, and the Big Brothers Program.

School Curriculum Councils.

The year 1953-54 marked the fourth year of operation of the School Curriculum Councils—committees organized in individual schools to carry on study and experimentation at the "grass roots" level. The description of the Providence school curriculum coun-

cils, contained in the department publication, "Patterns of Progress", issued last year, brought praise from the official publication of the Association for Supervision and Curriculum Development in its March, 1954 "Educational Leadership". The purpose of the councils is to bring about desirable changes in instructional practice in local schools through wide teacher participation.

As an example of the work of curriculum councils, the project undertaken during the school year by the Bridgham Curriculum Council may be cited. The Council in this school held monthly meetings with the principal and Dr. John Battle of the Curriculum Research office frequently in attendance. The problem chosen by the Council for the year's work was "The Development of Qualitatively and Quantitatively Adequate Mimeograph Material for the Improvement of English Usage in All Grades." After setting standards for usage work in the grades, committee members, devised a series of tests and exercises which it chose to call "ten experiences" in English usage. Each of the experiences involved choice of correct English in some fifteen situations; every error cited or corrected was heard or seen in the school by council members. Exercises were given in the homeroom period and a statistical tabulation of results prepared. Council members believe that the project had several desirable outcomes: it focussed the attention of the school on usage errors in need of correction; it provided teachers with materials for both diagnosis and remediation; it succeeded in improving speech and writing habits in the school.

The curriculum council activities at the Gilbert Stuart Junior High School are also worthy of note. The project chosen for 1953-54 was "Education for Democratic Citizenship". The committee conducted, via the group dynamics method, a series of faculty discussions on these topics:

1. Current democratic practices in pupil-teacher relationships
2. Current democratic practices in teacher-teacher relationships
3. Current democratic practices in pupil-pupil relationships
4. Current democratic practices in principal-teacher relationships
5. Current democratic practices in supervisor-teacher relationships

6. Current democratic practices in school-public relationships

Each discussion group had a resource chairman, a discussion leader, and a recorder. A bibliography was produced for each topic under discussion.

Two projects of the Roger Williams Junior High School council merit attention: one is the publication of an attractive folder, "Welcome to Roger Williams Junior High School" to orient new pupils and two, the publication of a report on juvenile delinquency.

The suggestions made by the committee are of interest to all schools. In part, these say: "There are several things a school can do on its own. It can welcome back to the fold a child who has been absent without leave without making him feel that he has committed an unpardonable sin. If a child finds it easy to return, he may not stay away so long the next time. It can encourage a child to find a confidante among his teachers, one whom he trusts, and to whom he can turn for help with both school and outside problems.

"It can foster the idea among its teachers that saying a few kind words may make a child feel that someone does care whether he is around or not.

"It can urge its teachers to use sound judgment and common sense in handling minor infractions of the rules so that the child will not feel that he is being singled out for punishment or unfavorable notice because of his past record.

"It can encourage anecdotal reports on the child which will give us an overall picture of him, showing not just his faults, but some of his good qualities, too.

"It can help develop in the child a feeling of responsibility for his own actions. It can try to make him see that he is an individual in his own right, and that an unhappy situation cannot be remedied by lawlessness.

"Best of all, it can try to secure the full-time help of a social worker, who may be able to do for the child some of the things teachers would so gladly do were it not for the many pressing demands upon their time.

"The school can encourage the cooperation of home and community through its social workers, its principals and teachers."

Experiment in Advanced Standing.

One of the most interesting activities of the school year 1953-54 was the participation of Hope High School in the nation-wide experiment entitled, "The School and College Study of Admission with Advanced Standing", financed by the Ford Foundation and involving 12 liberal arts colleges and about 15 leading secondary schools.

Colleges connected with the project are Brown University, Bowdoin, Carleton, Haverford, Kenyon, Massachusetts Institute of Technology, Middlebury, Oberlin, Swarthmore, Wabash, Wesleyan and Williams.

Participating high schools include: Andover; Boston Latin; Bronx High School of Science; Brookline, Mass. High School; Brooks School, North Andover, Mass.; Horace Mann School, New York; Newton, Mass. High School; New Rochelle High School and Hope High School.

Working with 12 leading liberal arts colleges, these schools propose to prepare highly qualified students so well in certain subjects that they will be able to achieve advanced standing when they enter college. Freshmen so prepared will be able to skip freshman courses in languages, mathematics, science, composition and literature by virtue of their superior preparation, and will be able to go on to courses at a higher level. College credit will be given for the freshman course even though it was completed in high school.

Students may accumulate credits sufficient for graduation within three years instead of four, thus allowing an earlier start on advanced degrees and professional training. If advanced standing is achieved in only one or two courses the student will still be able to enrich his college program with more courses, thus broadening his background substantially.

Thirty-one students participated in the Hope project, 13 boys and 18 girls, all but eight of them in the first half of their senior year.

Subjects offered were English, physics, French, mathematics, and German. Eighteen of the students took one advanced course, eleven two, and the remaining two carried three courses. All carried full academic schedules and almost all were engaged in extra-curricular activities.

A steering committee headed by Dr. Wood spent the spring and summer preceding the opening of school going over the records of 428 seniors. Just before school opened, 28 students and their parents were invited to a special meeting at which the project was described.

The experiment was based upon two convictions: that students of high ability can and should undertake more difficult work than they are now required to take and that strong high schools will be willing to adjust their programs to provide enriched courses for these students.

No student is guaranteed admission to any of the participating colleges, either with or without advanced standing, after he completes the special high school courses. Committees are now starting to draw up entrance examinations which will determine how well the student has done, and admission with advanced standing will probably depend in large measure on his scores. Much will also depend upon direct evaluations of the student's intellectual curiosity, initiative and motivation, and emotional and social stability which will be offered to the college by the high school.

Committees of high school and college teachers have worked out complete courses in 11 fields in which advanced work is to be offered: English composition, literature, Latin, French, German, Spanish, history, mathematics, physics, chemistry, and biology.

The instructors at Hope assigned to advanced study classes included Miss Mildred C. Collins, Miss Rose Presel, Miss Dorothy C. Allan, and Robert G. Gurnham.

All students in the program were given advanced standing examinations at the close of the school year; results are not yet available. Dr. Wood reports that parents, teachers, and students involved in the project were most enthusiastic. For the students the

program meant more difficult work and longer assignments. As they worked, students learned college methods of study. Teachers were eager to accept the challenge of offering advanced work to the brighter students. In discussing the program, Dr. Wood emphasizes its democratic aspects:

"The opportunity is there," he said, "for all above average students willing to pay the price in hard study. Far more youngsters have ability to do superior work than ever manifest a willingness to do it."

Study of Extra-Curricular Activities.

A survey to determine the extent and variety of extra-curricular activities being conducted in the secondary schools was made in April. The results are interesting.

Eleven of the 12 schools were conducting some form of student government. At Classical High School, for instance, a club council includes presidents of all seven classes and a representative from each school club. The Athletic Council at this school has a representative from each homeroom. Typical of student government in the junior high schools is the Student Council at the Samuel W. Bridgham Junior High School, the activities of which were featured in an article in the Providence Sunday Journal on December 6, 1953. The Student Council in this school consists of 25 members representing all grades. Meetings are held twice a month. Samuel W. Bridgham is the only public school in Providence with membership in the National Association of Student Councils. The Council operates under a student-approved constitution. The purpose of the student councils in the eleven schools is to develop leadership in all phases of school life; create better understanding of all school matters among the student body, and to encourage student participation in school and community activities. Practically all act only in an advisory capacity to the principal when specific decisions affecting school life have to be made.

Varsity athletics, as might be expected, show widespread participation in the senior high schools. More than 240 Classical students play on football, track, basketball, baseball, tennis, and fencing teams. More than 370 students of Mt. Pleasant participate in

football, cross-country, indoor track, fencing, wrestling, basketball, baseball, golf, and hockey teams. About 195 Central students are members of the football, basketball, track, baseball, fencing, and wrestling squads. At Hope, more than 400 students are members of the football, track, basketball, hockey, indoor track, wrestling, fencing, baseball, golf and tennis teams. Intramural sports are conducted only at Classical High School where 168 girls are members of bowling teams and 100 participate in swimming.

In the junior high schools, touch football, basketball, and baseball teams are organized in cooperation with the Providence Department of Recreation.

Each of the high schools has a band, orchestra, glee clubs, small vocal ensembles, and in two schools young artist groups. Each of the eight junior high schools has a band and an orchestra and various vocal groups.

Among the clubs conducted at the high school level are the following: College mathematics club, future white caps, future teachers, Spanish conversation group, Y-Teens, Hi-Y, science club, science projects club, German club, French club, Junior Alliance Francaise, forum club, athletic club, Red Cross club, conservatory club, and library club.

Students participate in such volunteer service activities in the senior high schools as library assistants, stage crew, movie operators, cafeteria guards, receptionists, office workers, P.T.A. honor guard, budget collectors, and ushers. Similar organizations exist in the junior high schools.

Three of the four high schools maintain student activities offices with student help conducting business affairs. Each has a dramatic group under the direction of the school coordinator. All publish yearbooks and two publish school newspapers as do several of the junior high schools.

Among extra-curricular activities hitherto unnoted are the social dancing classes for ninth-grade students, the hobbies club and the garden club at Nathanael Greene Junior High School, scientific explorers at George J. West Junior High School, science fair and the auditorium monitors at Gilbert Stuart Junior High School.

Cooperation with the Governor's Committee on the Aging.

On March 8, the School Committee granted a hearing to representatives of the Governor's Committee on Aging: Mrs. Gordon F. Mulvey, chairman; Mr. George F. Moore, Jr., executive director; Mr. T. Edward Burns, chairman of the income maintenance subcommittee and director of the State Division of Employment Security; and Dr. Henry F. Nugent, State Supervisor of Adult Education. The Governor's Committee suggested that the School Committee make available to applicants whom the former committee deemed qualified, opportunities in the schools to get training in basic skills preparatory to employment in business and industry.

Members of the School Committee individually expressed their approval and interest in the project, and it appeared to be the consensus that the School Committee would cooperate with the understanding that lack of funds might be a limiting factor.

At the direction of the Superintendent, the Assistant Superintendent in charge of Secondary Schools shortly after informed the Governor's Committee of the possibility of accepting for training a limited number of qualified applicants in the commercial field, training to be offered in the three comprehensive high schools in existing classes. Screened by the Department of Employment Security, twelve candidates were accepted for training at Central and Hope High Schools in these fields: typing, Ediphone operation, calculating machines, billing and bookkeeping machines, and shorthand. Ten of the twelve candidates successfully secured training, three withdrawing within a six weeks' period to accept employment. Ages of the twelve trainees ranged from 43 to 57 years.

From the point of view of the schools, the candidates fitted well into existing courses, were well-screened by DES, were well received by younger students with whom they learned side by side, and were able to acquire the skills requisite for employment. The training for practically all candidates was in the nature of refresher training, since they have previously received commercial training or had commercial experience of one kind or another.

Improvement of Senior High School Holding Power.

The holding power of the senior high schools continues to show improvement. The five-year study completed last year showed in

1951-52 a student drop out rate in this city appreciably lower than the national average. The number leaving during the school year, 1952-53 was 686 or 15 per cent of the high school population, as compared with 936 or 17.9 per cent in 1949-50. Figures for 1953-54 have not yet been compiled.

As in previous years of the period covered, the majority—447 or 65 per cent—left schools as soon as they were 16 years old, the legal age when they may drop out. In the 17-year group, the percentage of drop-outs was 22.5; 18-year, 7.3 per cent; 20-year and over, 3.2 per cent. About three-quarters of the pupils leaving were in the 10th grade.

More boys—368—than girls—328—left school.

Miss Basso reports that the majority of these high school pupils had "the native ability" to master their high school course. A fourth of them with I.Q's of D or E "could have expected to find academic work difficult," she says.

September was the month in which the largest number left. In addition to other attractions of the long summer vacation is the "great demand for full-time workers in the jewelry trade," she reports.

Mt. Pleasant and Central High Schools had about the same percentage of drop-outs—35.7 and 35.4 per cent respectively. Hope High School had a 28.5 per cent drop out. The number leaving Classical was only 0.3 per cent. "This low figure is due to the fact that students leaving that high school for the most part transfer for another of our high schools rather than quitting school completely," she reports.

About two-thirds of the students who left school preferred to go to work or were not interested in school. Others either were forced to work or were asked to leave.

Other reasons for leaving were to enter the armed services, personal illness or illness in the family, marriage, discouraged because of school failures or were needed at home.

Jewelry Training Program.

A modest but significant program of vocational education courses for potentially skilled workers in the jewelry industry was conducted during the school year, 1953-54. The experiment concluded on June 24th with ceremonies at the Sheraton-Biltmore Hotel at which Governor Roberts complimented the school department and the jewelry industry for launching such a successful venture.

Dr. Michael F. Walsh, commissioner of education, expressed the hope that other industries will follow the example of the jewelry manufacturers in sponsoring vocational training programs. He presented certificates to 15 journeymen toolmakers who had completed six years of apprenticeship and four years of related training, and nine who had completed four years of related training only.

The daytime classes in toolmaking, electroplating and design were inaugurated last September by the New England Manufacturing Jewelers and Silversmiths Association in cooperation with the Providence school system and the state.

They were conducted on a cooperative basis. Firms selected employees to attend classes one afternoon a week on company time. Courses were provided without charge.

Classes were held at Central High School with teachers from the Providence school system in charge.

The first year of the program, reports showed, proved beneficial to the students not only in the form of additional knowledge, training, and skill, but also in aiding several to obtain better jobs.

The program was the first really serious move by any industry here as a whole in the past 10 years to make greater use of public-training facilities as one device for attacking the serious shortage of skilled craftsmen in Rhode Island.

The new program represented the culmination of three years work by a Rhode Island committee of the New England Manufacturing Jewelers & Silversmiths Association, the state education department, the Rhode Island Apprenticeship Council and the Federal Bureau of Apprenticeship.

The electroplating training was mostly theory in electro-chemistry with some basic background in practical application. Joseph A. Smith, Jr., an electro-chemist and sales engineer for the Smith Chemical & Supply Co., was the teacher.

Basic art and jewelry design was taught by Miss Selma Katz who has taught fashion illustration and apparel design at the School of Design and done work for several jewelry firms.

Peter J. Comi, an instructor in the former Providence Trade School since 1920, handled the toolmaking class. He is a graduate of Brown, holds a U.R.I. master's degree, and has experience in industrial drafting and engineering.

Plans are being made to continue the jewelry training program on a wider scale in the term beginning in September, 1954.

Music and Art Activities.

As is customary, the Music department conducted elementary, junior and senior high school concerts at the close of the school year to demonstrate the work carried on in the schools. Music critics of the Providence Journal and Evening Bulletin reviewed these concerts favorably. Excerpts from the review of the junior high school concert follow:

"There were 112 members in the massed orchestra from the eight schools. The precision of the entire ensemble and the uniformity of the bowing in the violin section were notable. There was a pleasing accuracy of pitch throughout the evening and the work of the young people was enjoyable.

The directors deserve credit for the smooth manner in which the students were assembled. The concert was very enjoyable."

An excerpt from the review of the senior high school concert follows:

"We were greatly impressed by the appearance of the participants in this program. They were uniformly well-groomed and serious about the music they were doing. And they played generally very well, and they sang very well entirely from memory. The various directors handled a rather difficult assignment with assur-

ance and with results showing attentive interest on the part of the singers and players, and the accompanists deserve praise for their fine support."

The critic suggested, however, that the formula of these concerts be changed and that an effort be made to encourage larger numbers of parents and adults to attend. A committee is already at work laying plans for a revised formula in accord with his suggestion.

Teachers in the art department made another significant contribution to the curriculum in the cooperative art-music project conducted in connection with the second series of the Children's Concerts of the Rhode Island Philharmonic Orchestra. All fourth, fifth, and sixth-grade pupils were given an opportunity to express in drawings their emotional responses to the music heard. Colleges, montages, and mobiles were added to the flat work produced during the first year of the experiment.

Examples of the work done by pupils were viewed by New England school superintendents at a Boston meeting. Local exhibits were also held including one at the Providence Public Library. The relationship of art to music was described in television and radio programs entitled, "Design to Music", prepared by members of the art and music departments.

Another interesting venture of the Art Department was the outdoor display of the art work of 150 pupils in grades 1 to 3 in the America Street School. From 2:00 to 3:30 P.M., parents and citizens viewed the drawings and paintings on display along the board fence which encircles the school.

Curriculum committees in art are working at the elementary, junior high school, and senior high school levels. Publication of some of these materials is planned for the year 1954-55.

Replacement of Electrical Equipment in Home Economics

Through the courtesy of the Narragansett Electric Company, all electrical equipment—refrigerators and ranges—in the home economics rooms of the 11 junior and senior high schools offering such courses has been replaced by the very latest model. When

schools open in September, 1954, students studying home economics will also have the benefit of kits of small electrical equipment, hitherto unavailable for instructional purposes. It is expected the new equipment will be of great assistance to teachers soon to install new courses of study in this subject.

Television Skyways

Through the cooperation of the New England Telephone & Telegraph Company, a series of non-technical demonstrations of the newest developments in the transmission of network television was presented in the secondary schools. Following the demonstrations, discussions took place in science classrooms.

Using a miniature working model of one of the radio-relay towers, the demonstrators transmitted words and music from one side of the stage to the other. Beams were amplified, twisted, and bent to explain network transmission of televised programs.

III. THE OPERATION AND MAINTENANCE OF THE SCHOOL PLANT

Last January the School Committee authorized a change in the organization and operation of the School Property Department. Under the immediate direction of the Assistant Superintendent in Charge of Business Affairs, there were appointed an assistant in charge of the School Plant, and two supervisors: one in charge of the mechanical division and one in charge of the cleaning division. The position of Director of School Plant Inspection Service, directly responsible to the Assistant Superintendent, was also established.

With an apportionment of \$250,000 for repairs and alterations and a reorganized and augmented staff, the department has made substantial headway in attacking the backlog of needed repairs resulting from a combination of old buildings and inadequate funds.

Some of the highlights in the department's work since its reorganization are as follows:

1. PERSONNEL

Policy. The changes directed by the School Committee are now in full operation. Under this policy applicants for original appoint-

ment, transfer or promotion undergo a physical examination and thus far sixty-five men have been examined. This practice will be extended gradually until all employees have been examined.

Twenty-three men have been promoted or transferred under the policy governing the posting of vacancies. Twenty-five men and five women have been hired. The total number of employees is as follows:

Labor	47
Custodial	170 (as of June 26, 1954)
Women	98 $\frac{3}{5}$

Training. Plans are being made to hold a training course in the fall to improve the efficiency of present workers and to give new employees a good start.

Relations with Personnel. The number of grievances presented for adjudication have fallen considerably, resulting in only two meetings with the union grievance committee. Efforts have been made to cull out doubtful complaints by individual consideration, thus leaving policy matters only to be discussed at meetings.

The check-off is now in operation, and one hundred forty members of the union have requested deductions.

It is believed that the morale of the department is improving, and will improve more as working conditions are studied and wages adjusted.

2. RELATIONS WITH OTHER DEPARTMENTS

Schools. Every effort is being made to bring principals into the picture in the control of their buildings. Under the law they are responsible for all aspects of the administration of their schools.

It is doubtful if all principals are completely aware of their legal responsibilities in the operation of their buildings. This is especially true where inspection of the building might uncover safety or health menaces. In a tort action the principal must prove that he has foreseen emergencies and taken reasonable measures to correct sources of danger both to the lives of occupants or the soundness of the structure.

City Government Offices.

A. Public Buildings Department: The great bulk of the dealings with the City Government is done with the Public Buildings Department. In accordance with the School Committee's policy, all work charged to the Repairs and Alterations account is sent to the Public Buildings Department for budget estimate. After final approval of these estimates by the School Committee, the work is ordered done.

At this writing a long list of approved projects is under way. (See School Committee Resolutions 96 and 155.) Naturally, the impact of the large amount of work, and the limited time available for much of it, has caused some delay in getting certain jobs started. This will smooth out as time goes on.

The method wherein custodians kept a record of time spent by city mechanics has been discarded with the operation of the new system. A little difficulty is being experienced in procuring monthly schedules promptly, and in getting estimates soon enough to evaluate them properly before submission to the School Committee.

a) Projects: A total of sixty-eight projects were sent to Public Buildings between February 1 and July 23. These range from large projects such as replacing the roof of Nathan Bishop, to small items such as repairing a conductor pipe.

b) Light Survey: The Narragansett Electric Lighting Company, under the supervision of the Public Buildings Department, is presently making a survey of lighting and wiring of those schools slated for retention under the Master Plan of the City Plan Commission. In two schools, where the service requires increased capacity (Sackett and John Howland) the needed work is being done now. The actual large scale operations will start after the bond issue is approved.

c) Other Modernization Plans: Considerable other study of an engineering nature has already been done in preparation for the bond issue program. You may be interested to note the following projects under study:

Further work on leaky roofs and walls.

Overhaul of certain heating equipment, notably new steam traps in junior high schools.

Modernization of toilet facilities.

Installation of oil burners in 19 larger schools.

The complete modernization of 7 model classrooms, one in each district.

3. OPERATIONS

Maintenance: The problem facing the new staff (and also its predecessor) was to find ways to keep obsolete or absolescent plant in a modern condition with very limited means. A backlog of repair orders, running into the hundreds, and dating back as far as 1946 is the main obstacle to our keeping abreast of the work. These orders are being culled and assigned priorities.

The policy governing priorities is to give first priority to correction of conditions dangerous to people and second priority to items affecting the safety or weatherproofing of buildings. Esthetic needs and items of convenience only have been deferred. Principals are informed of deferrals and the reasons therefor.

Detailed Operations: Some aspects of maintenance assume major proportions in the course of a year. An example of this is re-setting broken window glass. There are two permanent crews, (a glazier and a helper in a crew), setting glass *continuously*. In a few days a third permanent crew will be added, by transferring men from other duties. From February 1, 1954 to June 30, 1954, 2,286 lights of glass have been installed. Some of these have been re-set several times in that period.

A start has been made on continual care of the Stadium lawns. It was completely dressed and re-seeded this spring. The track has been reconditioned and rolled, and all auxiliary track facilities, such as hurdles, pits, etc., have been installed by the Department. Some new power equipment will certainly be needed to keep ahead of the groundskeeping problems in the future.

The ever recurring item of sash cord replacement is now being regularly cared for by a team of two men. In Central High School alone, these men recently re-corded 118 windows.

One project making for good public relations was the installation of a summer hot water system for the State Nursing School at Oliver H. Perry Junior High School.

Preventative maintenance, compiled with intensive efforts to reduce the backlog of small work orders, is the major consideration. A small paint job, a leak there, radiators to be fixed, in fact a myriad of small, but potentially costly jobs keep every man busy. Some of these seemingly little items such as sprinkler systems, fire alarm and internal telephone work could mushroom into matters of importance.

Heating Problems: Almost without exception, school boilers are old and therefore require considerable maintenance. Consequently for safety and comfort, any expenditure on this score must take a very high priority. (The most powerful boilers are those of the Central Heating Plant—250 H. P., yet two are 30 years old and the other two are 32 years old.) The Department must face up to the fact that replacement of boilers must be done at a rate of several each year. The boiler inspector has already condemned both boilers at Branch Avenue School, and has called for major repairs at other schools.

Fuel cost constitutes one of our biggest expenditures, and continuous studies and inspections are being made to reduce them. The robot eye at Central Heating Plant is an example. Improvement of the quality of coal is another. The installation of fly ash collections at Kenyon Street School will be made before the heating season starts and the results of this pilot installation carefully watched. The analysis of coal and oil will be quite extensive to assure quality as written in the specifications. By the time this report is submitted, several analyses of anthracite coal will have been made.

The bonding of coal vendors has been done for the first time this year. In the fall, during Teachers' Institute, a school for firemen is included in the course being set up.

In the modernization program to be undertaken under bond issue funds, it is planned to install oil burners in about twenty schools and steam traps will be replaced in the junior high schools. All these steam traps are over twenty years old and their poor con-

dition is causing an unwarranted waste. It is believed that replacement of steam traps alone will save 25% of the heating costs in the buildings affected.

The cleaning of boilers throughout the system will be completed by the opening of school. It is very interesting to note that the Public Buildings Department is charging \$8,000 for this job as compared to a bid of \$11,000 by a boiler cleaning contractor.

Parking and Garages: The parking facilities near the Administration Building are overtaxed. A study is now under way to allocate space at Annex B for the Superintendent and Assistant Superintendents.

In the matter of school bus and truck garaging, a survey of available areas has so far not been too successful.

Miscellaneous: Several sidewalks have been condemned by the City Inspectors: Hope High School—Olney and Brown Streets. Asa Messer—Messer Street. Berkshire Street—Berkshire Street. These must be replaced from current funds.

A total of five water meter condemnations has had to be taken care of during the first six months of the year.

A start has been made in the mechanization of janitorial work. To date ten L.H.P. vacuum cleaners have been procured and distributed to the older schools.

Two power spray machines are now in use for roach control and termite control.

A schedule of rental fees has been set up for the Stadium.

A manual for employees is being prepared.

A safety program is in the process of implementation.

Because the School Committee has already approved a list of projects, it is unnecessary to enumerate all of them in this report. Some of the more extensive jobs, either completed or in process are the following:

Interior painting at Roger Williams, Laurel Hill Avenue, Grove Street, Broad Street, and Central High School.

Exterior painting at America Street, Grove Street, Berkshire Street, and Laurel Hill Avenue.

Extensive roof repairs at Roosevelt Street, Hope High, Nathan Bishop, Mount Pleasant High, George J. West, Oliver H. Perry, Roger Williams, Jenkins Street, Sackett Street and Vineyard Street.

Pointing, caulking and waterproofing of exteriors at Broad Street, Berkshire Street, Jenkins Street, Asa Messer, and Roger Williams.

Repairs of fences at Berkshire Street, Carpenter Street, Hammond Street, Grove Street, Lexington Avenue and Althea Street.

Extensive boiler repairs at Samuel W. Bridgham, Sackett Street, Grove Street, Oliver H. Perry, America Street, Mount Pleasant High, Branch Avenue and Benefit Street.

Installation of hot water systems at Academy Avenue and Nelson Street.

New floors at Classical High, Temple Street and Benefit Street.

Repairs to school yard at Sackett Street and Academy Avenue.

Repairs to sidewalk at Berkshire Street.

IV. SPECIAL SERVICES TO CHILDREN

In addition to regular classroom instruction the School Department provides many services designed to contribute to the welfare of children and to help those with special disabilities or needs.

The Department of Attendance staff now consists of four persons from the social work field, one former clinic social worker on loan, one home visitor appointed from the ranks of the school nurses, one teacher, and two home visitors of long experience, in addition to the director and assistant director. During the year there were 8,719 requests, involving 3,731 children, for investigation of cases of non-attendance. Nine hundred and twenty-one or 10.5% of the investigations resulted in findings of truancy. Four hundred and seventeen cases of misbehavior, involving 332 individuals, were referred to the department. Truancy and serious misbehavior in school are indications of some form of delinquency, requiring the

service of professional personnel, trained to look for the causes and conditions contributing to the trouble, and skilled in the application of effective techniques in alleviating or removing these causes.

The department has received high praise from Judge Francis J. McCabe of the Juvenile Court, and is a profitable investment in terms of both economic and human values. If finances allowed, the employment of two or three additional workers, assigned to school social work on a case work basis would pay further generous dividends.

The Junior Placement Office had 853 young people registered in its active files on June 30 last. During the year, 4,512 interviews were held and despite the general decrease in job openings for all groups of workers, it made 1,035 placements. Three hundred and ninety-four of these placements were for full time jobs.

The health services provided by the department had an interesting year. The outstanding event was our participation in the nation-wide Poliomyelitis Vaccine Field Trials as an Observed Control Area. While all first, second, and third grade pupils were asked to participate, only second grade children received the inoculations. Approximately 2,091 second grade public school children, or 75% of those eligible, were vaccinated.

Individual health appraisals were conducted as usual in the Kindergarten, 1B, 4B, 7B, and 10B grades, as well as in all the special health groups. Of the 12,651 children examined, 4,175 or 33% of the children were found to have a total of 5,094 defects. Defective teeth accounted for 55% of the total defects and defective tonsils for another 17.3%. Of the more serious defects, 4.5% were found to have a heart condition and 4.4% had nutritional defects. Individual counsel was given to every child with any significant defect and follow-up for correction of defects was carried on by school nurses. At the Eye Clinic, 147 children were refracted, and glasses ordered for 94. Of these, approximately half were supplied with glasses either free or at reduced cost by Providence Council P. T. A.

The Hearing Service tested 9,267 children. Of these, 394 were diagnosed as having hearing defects. It is interesting to note that the percentage of those with hearing defects (4% of those tested)

remains quite constant over the years, in spite of the fact that many are restored to normal hearing through discovery, follow-up, and medical correction. Last year 75 children were in this way restored to normal hearing. Twenty-three children were enrolled in the hearing program at the Windmill Street School. While ninety-four pupils in regular classes received some training in lip reading, 177 children who could possibly profit by it did not receive this service.

There are several pupils who should attend the Windmill Street center, for whom no transportation is available, and steps should be taken in the near future to provide it for them.

The Dental Clinic Supervisor examined 10,141 children during the year, of whom 68.7% had decayed teeth. At the twelve school dental clinics, 2,386 children made 11,192 visits.

The Mary C. Greene School for Crippled Children enrolled 38 children; approximately 100 home-bound pupils were taught in their homes; 2,101 children were served by the four speech correctionists; classes for backward children, ungraded classes and fresh air classes all continued to serve children whose needs could not be served satisfactorily in regular classrooms. The psychological department gave tests to 1,239 individual pupils, and the remedial reading consultant helped twenty-one pupils with serious reading difficulties.

V. THE PUBLIC AND THE SCHOOLS

The quality of a public school system, in the long run, depends upon how well citizens understand the program of the schools, what good education is and what it can do for people and a community. The American idea of a locally controlled school system, close to the people, implies an obligation to keep the citizens informed, to be receptive to their ideas and ideals, and to invite their help in evaluating and planning the program. If the schools are to be supported adequately, and adapted to meet the needs of a complex society, they must be kept close to the citizens.

While the Providence schools have always been aware of their responsibility in community relations special emphasis has been given them during the past year.

B.I.E. Day and E.B.I. Day. The Providence Chamber of Commerce has a Committee on Education, on which there are three representatives of the public school system. The committee considers the important questions of educational policy that arise during the year, and on many of them it makes recommendations to the Board of Directors of the Chamber. Made up of representatives of business and industry, parochial schools, public schools, and colleges, it affords a forum for the exchange of ideas and an agency for cooperative effort in education.

Business, Industry, and Education Day. On May 6th, approximately 600 Providence teachers visited thirty-seven business establishments in Greater Providence. A sub-committee of the Chamber's Committee on Education planned the visits very carefully. Prior to the visits a bulletin describing the work to be seen and the program to be followed in each firm visited was sent to every teacher, who was asked to indicate four choices, in order of preference. After an opening meeting at Hope High School, transportation was provided to the various plants. Luncheon was served to teachers at the conclusion of the visit, and after lunch, in nearly every case, there was a discussion period during which questions were answered freely by the business representatives.

An inquiry by questionnaire after the visit revealed that the majority of teachers gained information of interest to them personally, and that they could give to their classes. Other important outcomes reported by a great many teachers were a better understanding of the problems of business, a clearer understanding of what business needs in its employees that the schools might supply, and information telling students how their school work can help them in later years.

The representatives of industry were equally pleased with the opportunity to meet the Providence teachers, and to explain to them the operation, problems and broader roles of their respective industries.

Education, Business and Industry Day. On May 13th, 133 representatives of business and industry visited the public schools of the city. Again the day was carefully planned, and visitors were

guided to classrooms and buildings where they could see the activities in which they had previously expressed an interest. Scores of letters, and 72 replies to a questionnaire, indicated that the visitors found their visits interesting and profitable. One industrial leader wrote me as follows: "I want you to know that we all now have quite a different idea as to the efficiency and progressiveness of education as administered in the Providence Public Schools."

To the inquiry in the questionnaire: "Which of the following phases most clearly expressed your total reaction to your visit?" the following replies were given:

- 13 Changed your opinion of the schools.
- 41 Strengthened your understanding.
- 29 Clarified your knowledge.
- 42 Surprised you with new knowledge.
- 16 Increased your sympathy.
- 0 Gave you *no* new information.
- 0 Decreased your respect for schools.

Television. Beginning in the fall of 1953, programs arranged in groups to describe the work in the schools were produced in reading, arithmetic, commercial education, industrial arts, music and other fields.

Beginning in January a series of eight programs on child development was presented. As a part of this series, an outline of the eight lectures was offered. About 150 requests came in for the outline, and letters accompanying the requests indicated strong approval for the programs.

During this summer, three teachers have been appearing on programs which occur on Mondays, Wednesdays and Fridays at 12:15 noon. Miss Pauline Mullins appeared on every Monday and on alternate Fridays on a program entitled "Story Time". Miss Eileen O. Ashworth appeared every Wednesday on a program of art and handicraft. Miss Muriel Tetreault appeared on alternate Fridays on a program entitled "Summer Science."

For the first time it has been possible to gauge the interest and coverage of the programs. Miss Mullins has received over 700 pieces of mail in response to her offering of simple word games to accompany her stories, and to her request for children's drawings. Two quotations from this mail are: "My four-year-old son watches your program faithfully and thinks it is wonderful. The mothers of a great many children would be happier if there were more programs of this caliber instead of the routine cowboys, gangsters, and science fiction on television." "Please send games. We enjoy the show and wish it was the year round."

Our Public Schools. This monthly publication has been published regularly. It contains articles, usually written by teachers and in some cases by parents, of interest to the teaching staff, to parents and to the general public. It is sent to every employee in the Providence School Department, and to selected parents and citizens.

Public Hearings. Two public hearings were held on the proposed change to annual promotions, and one public hearing was held on the budget.

Budget Pamphlet. A pamphlet containing the annual budget was prepared and distributed.

Open House Nights to which parents are invited to see the work of their children, parent teacher association meetings, and various school activities have been for many years and continue to be effective instruments of school and community cooperation.

VI. UNFINISHED BUSINESS

An annual report, to be useful, ought to do more than recount achievements. It should point up the problems and the tasks ahead. During the school year beginning this morning, it should be our purpose to maintain our educational program in its strong points, and to strengthen it where it is weak.

Among the problems requiring attention are:

- 1) *The Psychological Clinic.* Here a policy and program for discovering and referring children with serious emotional difficulties is necessary.

- 2) *Plant Modernization.* A bond issue for \$250,000.00 will be on the ballot in 1954, and another of like amount in 1956 for plant modernization.
- 3) *Promotional Plan for Professional Employees.* The current plan needs revision.
- 4) *Public Relations.* The interpretation of the schools to the public and to parents through special pamphlets, annual reports, radio and television programs, films and slides, needs to be extended and constantly improved.
- 5) *Teacher Recruitment.* Treated in Part I of this report.
- 6) *Teachers' Salaries.* A beginning should be made on placing teachers on their correct place on the schedule. If progress on the schedule is to be related to professional growth, the first step is proper schedule placement.
- 7) *Intramural sports program should be developed in all secondary schools.*
- 8) *The Improvement of the Instructional Program.* This requires constant study and continuous effort.

CONCLUSION

To the members of the School Committee for their courtesy and cooperation, for their unselfish service, for the courage and intelligence with which they have faced difficult problems, I express my respect and gratitude.

Respectfully submitted,

JAMES L. HANLEY,
Superintendent of Schools

ANNUAL REPORT OF THE SCHOOL COMMITTEE

REPORT OF THE SECRETARY

SCHOOL SYSTEM

During the past year, day schools were maintained as follows:

Senior high	4
1 annex	
Gymnasium	
Junior high	8
Elementary	53
Special:	
Backward children	14
Fresh air	6
Handicapped children	3
Sight conservation	2
Vocational	1
	— 26
Schools	91
Annex	1
Gymnasium	1

Included in the schools were:

Kindergartens	{ 4 sessions	7
	{ 3 sessions	8
	{ 2 sessions	15
	{ 1 session	12
		— 42

Training schools	City	State	Bryant College	R. I. School of Design	Prov. College
Senior high	0	0	3	1	4
Junior high	1	5	0	1	5
Elementary	5	7	0	1	0
	—	—	—	—	—
Total	6	12	3	3	9

Changes were authorized as follows:

Sept. 21, 1953, closing state training school at Mount Pleasant Avenue Elementary School to date from the beginning of school year 1953-1954.

Oct. 14, 1953, opening city training schools at Webster Avenue, Manton Avenue and Windmill Street Schools, to date from the beginning of the school year 1953-1954.

SENIOR HIGH SCHOOL ENROLLMENT

The September 1954 enrollment in the four senior high schools was as follows:

Central.	989
Classical.	760
Hope.	1,540
Mount Pleasant	1,473
<hr/>	
Total.	4,762

This represents an increase in senior high school enrollment of 12 as compared with the previous year.

AVERAGE NUMBER OF PERSONS EMPLOYED

	1950-1951	1951-1952	1952-1953	1953-1954
Administrative and clerical forces	66	65	67	68
Teachers:				
Day schools	1,139	1,132	1,108	1,120
Evening schools	21	24	19	18
	—1,160	—1,156	—1,127	—1,138
Clerks:				
Day schools	66	66	66	64
Evening schools	3	3	3	3
	— 69	— 69	— 69	— 67
Promotion of health:				
Temporary Medical Supervisor	1	1	1	1
Clerk.	1	1	1	1
Examining physicians	7	7	7	7
Special examining physicians.	2	2	2	2
Supervisor of Nurses.....	1	1	1	1
Nurses.	15	16	16	16
Dental Examiner and Clinic Supervisor	1	1	1	1
Dentists.	9	9	9	9
Dental Attendants	9	9	9	9
Dental Clerk	1	1	1	1
Pianist.	1	1	1	1
	— 48	— 49	— 49	— 49
Care of buildings:				
Janitors:				
Administration bldg.	3	2	3	3
Day and evening schls.	161	163	162	165
Women assistants:				
Day and evening schls.	98	100	100	100
Carpenters, laborers and helpers.	33	33	36	42
	— 295	— 303	— 301	— 310
Chauffeurs.	8	9	9	8
Truckmen.	2	2	2	2
	— 1,648	— 1,653	— 1,624	— 1,642

BRIEF STATEMENT REGARDING FISCAL YEAR FINANCES

The estimate of the School Committee for the year ending September 30, 1954, which was approved June 23, 1953, was \$7,422,093.47. Of this amount it was estimated that \$965,792.00 would come from miscellaneous receipts and \$5,406,301.47 from the current tax levy as required by law; thus making necessary, in order to meet the total estimate, an additional appropriation by the City Council of \$1,050,000.00.

In 1953, the City Council appropriated \$6,456,301.47 from the tax levy for the support of public schools. This amount, together with an unexpended balance of \$10,167.00 at the close of the previous fiscal year, and certain receipts required by law to be expended for public education amounting to \$955,625.00, made \$7,422,093.47 available for school purposes. This was \$96,935.92 more than the amount available for the previous fiscal year.

EXPENDITURES BY CITY 1953-1954

From current revenue:

By school committee	\$7,362,565.20	
By city council:		
Interest:		
Floating debt	\$ 9,574.22	
School bonds	287,735.00	
Sinking funds	71,000.00	
Serial bond payments	348,355.00	
		716,664.22
		<u>\$8,079,229.42</u>

PER CAPITA COST ON EXPENDITURES
FROM CURRENT REVENUE

	1949-1950	1950-1951	1951-1952	1952-1953	1953-1954
Based on average membership	\$270.77	\$279.24	\$282.71	\$302.68	\$300.78
Based on average attendance	294.77	303.64	314.76	332.60	326.63

OUTSTANDING ITEMS TAKEN FROM THE RECORDS OF THE SCHOOL COMMITTEE

At the September 21, 1953 meeting it was announced that bids were received for the transportation of children to the Providence Hebrew Day School from the following:

United Transit Co.	\$3100 per year
Domenico Porreca	100 per week
O'Henry & Sons Bus Co.	19.80 per day

On the basis of 180 school days the United Transit Co. was the low bidder. The awarding of the contract was referred to the Superintendent for action.

On October 14, 1953 the following resolution regarding Trade School was adopted:

Resolved, That in all resolutions pertaining to the Trade School which were in effect on June 15, 1953 the words "Central High School" shall be substituted for the words "Trade School" and that these resolutions shall continue in effect.

At the December 7, 1953 meeting the following report on Teacher Recruitment: A Critical Problem was presented with recommendations by the Superintendent:

To the Honorable the School Committee of the City of Providence:

The problem of securing a sufficient number of teachers for next September is critical and immediate steps should be taken to cope with it.

The situation is as follows:

The elementary schools will need about 46 new teachers, the junior high schools about 25, and the senior high schools about 18. These teachers will be needed to fill vacancies presently existing or expected between now and September, 1954.

Because in the elementary schools the problem is most acute in terms of numbers and competition for available candidates, it ought to be given priority.

A. The Elementary School Problem

Present vacancies in elementary schools (Dec. 1, 1953)	13
Estimated number of resignations and retirements from December, 1953 to September, 1954	28
Teachers needed for increased enrollment	5
	<hr/>
	46

B. Potential Supply of Elementary Teachers

1. Former women teachers, in most cases married, who desire to return to teaching.

Previous to September, 1953, there has been a reserve supply of former teachers, for the most part married women, who served as long-term substitutes.

Last September (1953) fifty-four of these former teachers were appointed to the elementary grades on an annual contract basis, are now filling regular positions, and their continued service is assumed in predicting teacher needs for September, 1954. I believe that the supply of competent candidates remaining in this group is extremely limited.

2. R. I. C. E. Class of June, 1954.

The Rhode Island College of Education is our main source of supply for teachers in the elementary grades. A follow-up of Providence graduates of R. I. C. E. for three years discloses that Providence has attracted but very few of its own residents graduating from that institution.

Here are the figures:

Employed by:	1951	1952	1953
Providence.	5	9	12
Cranston.	5	1	2
Warwick.	6	11	8
Barrington.	1	1	
North Providence	1		
Coventry.	1		
Out of state.	4	4	2
Johnston			2
East Providence			1

In June, 1954, 25 Providence residents including three men and two married women will be graduated from R. I. C. E. prepared to teach in elementary school.

3. Teachers in neighboring school systems.

There are many Providence residents teaching in adjoining communities, who might be attracted to the city. In the past, very few teachers have transferred to the Providence system. The National Teacher Examination requirement and our beginning salary policy have practically shut off this source.

4. Graduates of liberal arts colleges, trained under the temporary-teaching, or practice teaching program, which was inaugurated in 1945.

The number of trainees under this plan has gradually diminished, until this year we have only eight trainees in the schools. I am not certain of the reason for this. It may be the increased certification requirements of the State Department of Education.

As in other parts of the country, the current crop of college graduates, born in the early thirties, when the birth-rate was unusually low, is abnormally small. Competition with other professions may be a contributing factor, among others.

Eight temporary teachers assigned to four training schools will complete this training in January. The training program calls for a critic and two temporary teachers responsible for two classrooms, so that when the training period is over the net gain in available teachers is one for each training set-up. (At

the end of the training period, the critic returns to one of the two classrooms, and the other room requires the appointment of a teacher.)

This term's training program, therefore, will yield four additional teachers.

C. Proposals for one year only.

In view of this critical situation it is proposed that—

- 1) We eliminate the National Teacher Examinations for elementary school positions for those graduates of recognized teacher training institutions or colleges who have taken a major in elementary education which includes 400 clock hours of practice teaching.

Candidates in this category will be selected after study of college records, observation of practice teaching, and personal interviews. Candidates now on the list will be kept on it.

- 2) Elementary school candidates now teaching regularly in other school systems

- a) Will not take the National Teacher Examinations
- b) Must qualify for a Rhode Island Certificate
- c) Must be observed by our supervisors
- d) Will receive a beginning salary as follows:—

With 1 year experience will go on second step of salary schedule. \$2925.

With 2 years experience will get 2 years credit on schedule. \$3075.

With 3 years experience will get 2 years credit on schedule. \$3075.

With 4 years experience will get 3 years credit on schedule. \$3225.

With 5 years experience will get 4 years credit on schedule. \$3375.

With 6 years experience will get 5 years credit. This is the maximum. \$3525.

(\$200 additional for candidates with master's degrees.)

- e) Married women, now teaching regularly, in other communities and appointed in this way, will be elected on an annual basis. Annual basis candidates not regularly employed must take tests and be rated as they were last year.

D. Comments.

If we are to compete with neighboring communities we will have to act quickly. The Providence requirement that candidates take examinations and wait until April or May for our offer, is a handicap in recruitment, since competing systems require no examinations and give contracts much earlier in the year.

The increase in the number of Providence graduates of R. I. C. E. secured in 1953 was due I believe, to the elimination of examinations for those in the upper fifty percent of their class, and to the abolition in 1952 of the city training requirement for R. I. C. E. elementary majors.

Even with the adoption of these proposals it will be extremely difficult, if not impossible, to recruit 46 good teachers from all of these sources.

The proposed schedule of salaries for teachers transferring to the Providence system is more generous than has been our previous policy. Conditions have so changed, however, that I know of no other way of meeting our needs, and it is impossible to maintain a continuous policy in a situation of many variable factors.

Respectfully,

JAMES L. HANLEY,
Superintendent

After considerable discussion the report with the recommendations was approved.

Mr. Capasso disapproved, stating as his reason that he did not feel that the situation was sufficiently critical to warrant the elimination of the examination system, even for one year.

A resolution determining tuition rates was adopted at the December 28, 1953 meeting:

Resolved, That the tuition rates for out-of-town students be as indicated, to date from September 1, 1954:

Senior high schools.....	\$300.00 per year
Junior high schools.....	275.00 " "
Elementary schools	175.00 " "
Kindergartens (one session)	100.00 " "
Evening schools.....	60.00 per year for 4 nights a week
	30.00 per year for 2 nights a week

The following resolution authorizing a salary adjustment was adopted on January 25, 1954:

Resolved, That the Superintendent be and hereby is authorized to pay Francis A. Lennon at the rate of \$500 per year in addition to his salary as a teacher, as compensation for assisting the Assistant Superintendent in Charge of Business Affairs with the reorganization and direction of the School Property Department.

On the same date a resolution amending the salary schedule for custodians and helpers was adopted:

Resolved, That the salary schedule for custodians and helpers be and hereby is amended as follows:

Eliminate:

Director of School Plant.....\$6675.00

and insert:

Director of School Plant

Inspection Service\$6675.00

Supervisor of Mechanical Division.....\$5500.00

Supervisor of Cleaning and Custodial Services.....\$4800.00

A resolution amending the Regulations for the Organization of the Public Schools of Providence was adopted on January 25, 1954:

Resolved, That Article I of the Regulations for the Organization of the Public Schools of Providence shall be amended by adding the following section:

Sec. 10. Under the direction of the Superintendent, the Assistant Superintendent in Charge of Business Affairs shall be in immediate charge of all phases of the operation and maintenance of the physical plant.

The Director of Plant Inspection Service shall be under the immediate supervision of the Assistant Superintendent in Charge of Business Affairs. He shall maintain a continuous survey of the structural condition of the school buildings and of the grounds and make regular detailed reports directly to the Assistant Superintendent concerning repairs needed. He shall be responsible also for the performance of such other duties as may be assigned to him by said Assistant Superintendent.

The Supervisor of the Mechanical Division and the Supervisor of the Cleaning and Custodial Divisions shall report directly to the Assistant Superintendent in Charge of Business Affairs.

PERSONNEL

Said Assistant Superintendent shall maintain in his office complete personnel records of all employees including

- a) Original applications for positions with references and verifications of statements relating to age, education, training and experience.
- b) A certificate of physical fitness from a physician designated by him, the expense of such physical examinations to be paid for by the School Committee.
- c) Records of service, wages paid, sick leave allowances, and the quality of service rendered.
- d) Such other records and reports as may be incident to the maintenance of a complete system of personnel records.

No person shall be employed or discharged, promoted or demoted, without the approval of the Assistant Superintendent in Charge of Business Affairs.

The qualifications of candidates for promotion shall be appraised by the Assistant Superintendent in Charge of Business Affairs.

REPAIRS AND ALTERATIONS

Emergency and routine repairs and maintenance jobs may be performed by the custodial and maintenance staff but all repairs and alterations which are to be charged against the budgetary apportionment for that purpose shall be performed by the Department of Public Buildings in accordance with legal requirements now in effect.

Repairs and Alterations to be performed by the Department of Public Buildings shall be submitted to the School Committee for preliminary approval.

Repairs and Alterations which have been given such preliminary approval shall be submitted to the Department of Public Buildings for cost estimates which should be within 10%, plus or minus, of actual cost. Such Repairs and Alterations, with said cost estimates, shall be submitted to the School Committee for final approval.

On February 8, 1954 a resolution on the financial support for the public schools was adopted:

Whereas, The School Committee, having studied and projected the financial needs of the schools, has reached the conclusion that the formula of 1.1% of the assessed valuation of real and personal property will provide an amount that unless economic conditions change will not meet the needs of the schools in the years ahead;

Therefore, Be It Resolved, That provision be made in the bill for the support of public schools now pending in the Legislature for the School Committee to be given the authority to direct the City Council to conduct a referendum at any time after December 31, 1954, allowing the people to approve or reject a higher percentage of said assessed valuations for the support of public schools; and further

Be It Resolved, That the Superintendent be authorized, in cooperation with the City Solicitor, to prepare such a provision, and to cause it to be presented for consideration to the proper legislative committee.

Mr. Kapstein was recorded as voting against this resolution.

Mr. Capasso was recorded as not voting on this resolution.

A resolution expressing interest, sympathy and cooperation with respect to the program of the Governor's Committee on Aging was adopted on March 8, 1954:

Resolved, That, subject to budgetary limits, the Superintendent is hereby directed to cooperate with the Governor's Committee on aging in the matter of training older people for positions in business and industry and to submit a report to the School Committee with respect to this matter.

On March 22, 1954 a resolution on by-laws and regulations of the School Committee was adopted:

Resolved, That the School Committee shall study the existing by-laws and regulations and make revisions if necessary, this study to be made by the full committee with the Superintendent and the Secretary of the School Committee advising;

Further, That this study shall be completed within six months from date of passage of this resolution.

Two public hearings were held on the matter of annual vs. semi-annual promotions of children in the Providence Public Schools. Following are the minutes of these hearings:

PUBLIC HEARING, APRIL 1, 1954

Chairman Gordon F. Mulvey opened the Public Hearing on the Annual Promotion Plan at eight o'clock p. m. in the auditorium of the Administration Building, 20 Summer Street. The following members of the School Committee were present: Mr. Mulvey, Mr. O'Halloran, Mr. Capasso, Mrs. Fogarty, Mr. Fricker, Mr. Kapstein, Mrs. Kelly. The Superintendent of Schools and the Secretary of the School Committee also were present.

There were about 50 persons in attendance, including teachers and principals. Parents representing 24 families were included in this total.

Chairman Mulvey requested Superintendent Hanley to explain the proposed annual promotion plan. Superintendent Hanley stated that the plan proposed:

1. Beginning in September, 1954, pupils will be admitted to kindergarten and the first grade only in the fall of each year.
2. Pupils who are in the B grades in the elementary schools in the term beginning February 1, 1954, will be accelerated one-half year in June, 1954, unless a parent requests that his child not be accelerated.
3. In those instances in which the school does not believe acceleration is wise, a conference will be held with the parents.
4. This means that all students in the elementary schools will be in B grades in September, 1954, since any pupils in the B grades this term who are not accelerated will be retarded one-half year.
5. Beginning in September, 1954, entrance to the junior high schools will be annually in September only. The last mid-year entering class will be, therefore, the group which entered in January, 1954. The last mid-year entering class in senior high schools will be three years later, on January, 1957. Following that date, entrance to senior high schools will be annually in September.
6. It is expected that a planned and extensive program of adjustment will be set up to help all pupils cover the work of the half-year missed.

He further stated that with respect to the requirements regarding entrance age, the following regulations should be established:

1. If annual promotion is adopted, children to be eligible for kindergarten must be 5 years of age on or before December 1.
2. Children to be eligible for grade one must be 6 years of age on or before December 1. Children who will not be 6 years of age by December 1st but who will be 6 by January 1 will be permitted to enter the first grade in September if a test shows that they have mental ages of at least six years and six months.

3. Children already in kindergarten with the normal expectancy of entering the first grade under existing regulations will be permitted to enter the first grade in September, 1954, even though their age is not 6 by December 1, 1954.

Many questions and considerable discussion followed the Superintendent's explanation of this plan. The questions, objections and counter-proposals were as follows:

1. Should 2B children be in the same room with older children? Would this not involve a danger of the younger children developing inferiority complexes, or other emotional disturbances?
2. A child could be 6 years and 8 or 9 months old before he could enter the first grade. (A child who might become 6 years of age on December 2 or January 2, for example. The child who became 6 on December 2 might be admitted if a test showed a mental age of 6 years and 6 months, but the child who became 6 on January 2 would not be eligible for such a test.)
3. A kindergarten child who did not reach the age of 5 until December 2 would not be able to enter kindergarten until he was 5 years and 9 months old. He might have no kindergarten experience at all since at that time he might be eligible to enter the first grade if a test showed he had a mental age of 6 years and 6 months.
4. This plan places a premium on mediocrity since the slow child is retarded one year while the bright child could pick up a grade but could not make up a whole year.
5. Give the child who will be 5 between December 1 and January 1 an intelligence test to permit entrance to kindergarten if the results so warrant. This would parallel the practice of giving the six-year olds such a test.
6. Make annual promotions only in the junior and senior high schools.
7. Semi-annual promotions are better since in cases of personality conflicts between pupils and teachers the duration of such conflicts is shortened under the present system.
8. It is better for the child to have contact with more teachers than a lesser number. He derives greater enrichment from this experience.
9. How can you give the average child the extra six months of education that he would lose if this plan went into effect? A three-year transition period would be better than the present proposal to put the entire plan into effect at once.
10. Put the annual promotion plan into effect for the elementary grades but not for the junior and senior high schools.

Mr. Sherwin J. Kapstein, a member of the Providence School Committee, asked the audience if they would approve the principle of annual promotion if a good plan were devised such as the staggered or developmental method which

would extend over a 12-year period. This would, of course, he explained, lessen the impact of the proposed plan and would cause the transition to be scarcely noticeable.

Mr. William T. O'Halloran, another member of the Providence School Committee, advised the audience that they should carefully weigh the opinions of the professional educational staff before arriving at an answer to this question.

In answer to questions from the audience concerning the operation of the plan which Mr. Kapstein suggested, Mr. Kapstein gave the following explanation:

"According to this staggered or developmental plan, annual promotions would be achieved over a 12-year period. In the first year and in subsequent years of its operation, entrance to kindergarten and to the first grade would be in September only with no mid-year promotions for these groups. Gradually, year by year, as the grades progressed through the system, mid-year promotions would be eliminated. By this method it would take 12 years to effect a complete transition from the present system to the annual promotion system.

"I suggest that of the methods of transition we are considering, this method is best because:

"1. No children would be hurt emotionally or educationally by 'acceleration' or 'retardation' and there would be less impact on them, on teachers and on parents because of this.

"2. There would be less shifting of teaching personnel and the cost for books and other teaching devices would be less if those children who are now in school were allowed to make regular progress through the grades according to the present system.

"3. Whatever shortcomings there might be in annual promotions could be worked out gradually and with a minimum of confusion.

"4. It would be wise to delay the date of initiation of this method (or any other method) for a year or two. A great deal of planning by administrators, supervisors, principals and teachers would be necessary to make this transition from semi-annual to annual promotions work properly. This suggested plan allows sufficient time for teachers and parents especially to be informed about the mechanics of the transition and the purpose of the change.

"5. Schools are not temporary institutions and it would seem more important to take 12 years to put this system into full operation and thereby minimize or eliminate the difficulties, problems and heartaches that might be occasioned by a hasty transition. No new problems, either scholastic or emotional, will be faced by our youngsters. Their educational life will go on as is."

Mr. Kapstein posed the following questions which should be answered before any plan is put into effect:

1. What will be the effect of annual promotion on pupils who are absent because of illness?

2. What will be its effect where a poor teacher-pupil relationship exists?
3. Will a definite curriculum program covering the adjustment period be set up?
4. How would vacation schedules be affected?
5. How would the testing program be affected?
6. How would the backward, slow, and handicapped pupils be affected?
7. What will be the policy for skipping a whole grade?
8. Doesn't semi-annual promotion give more opportunities to pupils to participate in class plays, class officers, leadership activities and the like?
9. Will small classes be eliminated?
10. What will be the emotional and psychological effect on pupils who are held back?
11. What will be the impact on the mentally able but physically small pupils?
12. How will athletics be affected?
13. Will special attention be given to those retarded?
14. Will double grades in elementary schools be decreased? Will academic classes under annual promotion be larger?
15. Would the present financial condition of the schools warrant deferring the adoption of annual promotion?
16. Would it be better to introduce the plan in 1955 instead of 1954?
17. It has been said the school day is crowded now. What will happen if the plan is adopted?
18. Mid-year graduates enter the labor market at an advantage. Wouldn't this be lost under annual promotion?
19. What do elementary principals think about annual promotion?

The Superintendent announced the receipt of several letters opposing either the annual promotion plan he suggested or the entrance age requirements as proposed. These letters came from the following persons:

Mrs. L. E. Siegel, 209 Eighth Street,
Mrs. Frank A. Sisto, 44 Grape Street,
Mrs. Milton Horvitz, 35 Sargent Avenue,
Mrs. Cyril Berkelhammer, 287 Doyle Avenue,
Mrs. Julius Freedman, 67 Savoy Street,
Mrs. Norma Mushnick, 114 Ivy Street,
Mrs. Shepard J. Freed, 13 Elmway Street,
Mrs. Harold Buckley, 7 Earl Street,
Mrs. John Russillo, Corresponding Secretary, Ralph Street, P. T. A.

Chairman Mulvey assured the audience that their suggestions had been very helpful and the School Committee would give its earnest consideration to all objections and suggestions presented.

The hearing was adjourned at 10:30 p. m.

PUBLIC HEARING, MAY 10, 1954

Chairman Mulvey opened the second public hearing on the Annual Promotion Plan at 9:00 P. M. The following members of the School Committee were present: Mr. Mulvey, Mr. O'Halloran, Mr. Capasso, Mrs. Fogarty, Mr. Fricker, Mr. Kapstein, Mrs. Kelly. The Superintendent of Schools and the Secretary of the School Committee also were present.

Approximately 200 persons were in attendance.

Chairman Mulvey advised the audience that this second public hearing was being held because of the poor attendance at the first hearing. He stated that questions and suggestions were invited and that he hoped that there would be a full and free discussion of the issues involved. At his request Superintendent James L. Hanley explained the plan.

Effective September 1954 children who would be five years of age on December 1st of that year would be admitted to kindergarten in September. Children who would be six years of age on December 1st of that year would be admitted to the first grade. Children who would be six years of age after December 1st but prior to January 2nd, 1955 would be admitted to the first grade in September 1954 if a test showed a mental age of 6½ years. Entering classes in February in the elementary grades would be eliminated.

Several of those in attendance expressed their views in favor of or in opposition to the plan. Many asked questions. A summary of the views expressed ran as follows:

Views in Opposition:

1. Entrance age to first grade delayed too long in many instances.
2. Transition too abrupt.
3. Children are being rushed. Let them be children a while longer.
4. Half year courses in senior high schools might be jeopardized.
5. Failures would have to repeat a full year.
6. Some students might have to go five years in order to graduate.
7. Many children would be cheated out of six months of education.
8. In view of demands of military training and other demands education already occupies too much time.
9. The six months of educational loss involved in the transition might not be made up.
10. Wouldn't it cost more money?
11. Wouldn't teachers have fewer pupils?
12. Had twelve years experience with an annual promotion plan in another city. New resident here. Prefers semi-annual plan.
13. Some children would be deprived of kindergarten.
14. Many more students would drop out when they reached 16 rather than repeat a whole year.
15. Where is there going to be time to make up the six months education that children will lose?
16. There should be a referendum on the plan.

17. A student who transferred from La Salle to Hope prefers semi-annual plan.

18. Likes January graduation from high school because it enables students entering college in Fall to work during summer time and to accumulate some money.

19. No money saving, no better education, children won't gain anything.

Views in Favor:

1. Most other communities are on an annual promotion basis. We should have it here.

2. Summer vacations for B grades are bad. Continuity of education impaired.

3. January high school graduates now have to wait six months before they can enter college.

4. It would be a good thing for the majority even though there might be some transition pains.

5. Children can make the adjustment.

6. Why can't junior high schools have the plan?

Many others spoke in favor of the plan without giving specific reasons for their attitudes.

Superintendent Hanley read the following list of questions submitted by Committeemen Luigi Capasso and Raymond F. Fricker. He answered these questions and there was discussion concerning some of them. The questions follow:

1. What general benefits can be derived from the adoption of the new plan?
 - a. For students?
 - b. For the educational system?
2. If there are any merits in this new plan will they compensate for the efforts and difficulties involved in its adoption?
3. Will there be any additional cost involved in its adoption?
4. Will not the educational standards of the present system suffer due to the modification of the curriculum?
5. Will the students who are accelerated suffer mentally or physically from the added pressure?
6. Will the students who are detained suffer mentally or physically?
7. Will they develop complexes due to their inability to maintain the standards set by themselves relative to their classmates?
8. Will the new system encourage difficulty and confusion by placing students with older or younger students?
9. Could this new system discourage the student who is detained, from pursuing his full high school course and contribute to his desire to leave school at the age of 16?
10. Does not the January graduation offer the student two distinct advantages?
 - a. Greater opportunity of employment because of less competition.
 - b. Ample time for post-graduate work towards college certification.
11. A few facts that I believe will testify to the efficiency and high standards of ability now achieved under our present educational system: \

- a. 33% of the Providence High School graduates go on to college while the national figure is less than 25%.
 - b. In 1952, 123 of the 136 graduates of Classical High School were accepted in 125 different colleges. In addition, two were admitted to Annapolis and one to West Point.
 - c. Hope High School sent, in 1952, 195 graduates to over 50 institutions of collegiate standing.
 - d. Central and Mount Pleasant High School sent about 100 more students into various colleges.
 - e. In the graduating class of 1951-1952 at Brown and Pembroke 100 members received their degrees with distinction. Of these, 23 were graduates of the four Providence High Schools. This same pattern follows in many other colleges that receive our graduates.
12. This record is surely an enviable one—one which the people of Providence can look to with great pride, and is, indeed, a tribute to the Superintendent, his staff, and the teaching force of the Providence Public Schools. While these are but a few of the facts they are, however, facts and this being the case I ask my final question:
Can we afford to disturb such an excellent record?

Mr. Sherwin J. Kapstein, a member of the School Committee, stated that, in his judgment, a referendum would be impractical. He again suggested the staggered or developmental method which he had explained in detail at the previous hearing.

Chairman Mulvey closed the hearing at 10:50 P. M.

On June 7, 1954 a special meeting of the School Committee was held for the purpose of considering and taking action upon the proposed annual promotion plan for children in the public schools.

The Superintendent gave a concise explanation of the plan, and stated that the essence involved changes in the entrance ages, to kindergarten and to the first grade and the elimination of February entering classes.

There was considerable discussion by all the members of the Committee concerning the advantages and disadvantages of the proposed plan.

Mr. Sherwin J. Kapstein, a member of the School Committee, read the following statement to the members:

"Observations on annual versus semi-annual type of promotion and other comments," by Sherwin J. Kapstein, member, Prov. School Committee, June 7, 1954

How should important questions of educational policy be decided? Who decides that there shall be changes and why? When?

I think these and similar questions are pertinent to our consideration of this question of annual versus semi-annual promotion tonight.

There is no question in the field of educational practice and procedure that one of the most important powers of the school committee is to decide questions of educational policy by a vote of the majority.

However, it is the right and duty of the executive agent of the school committee, the Superintendent of schools, when, in his professional opinion he thinks it is appropriate to suggest a change in educational policy himself, or at the suggestion of a school committee member, for him to so recommend a change. Past history of the committee, in most cases, indicated, that it was the Superintendent who initiated action which ultimately resulted in the school committee's final vote to decide for or against the adoption of the policy recommended by him.

The Superintendent is most certainly within his rights to suggest any change he considers beneficial to our school system. As a matter of fact it is his duty to do so, and it is expected that he assume such educational leadership.

The school committee should carefully study all aspects of his recommendations and further it should seek information from other competent, qualified and recognized sources. After a reasonable length of time for study followed by frank discussion, we should be ready to act upon the Superintendent's proposals. Let us not procrastinate and act in an indecisive manner! Let us come to a decision tonight!

It is obvious that I respect the right of the Superintendent to suggest a change in our educational policy. Nevertheless, I want it clearly understood that I will not accept his, or anyone's proposals, without asking questions and without adequate discussion. I don't believe our Superintendent wants a school committee of head-waggers who mechanically nod in the affirmative while sitting around this table listening to him. As we know I have asked a good many questions concerning his proposals.

Tonight we have under consideration a number of proposals made by the Superintendent concerning a change from semi-annual to annual promotion, changing the entrance age, the method of transition to use in changing to annual promotion, and when to start this transition.

I'd like to discuss first, the proposal of annual promotion. I approve the principle of annual promotion because of the following:

Mr. Kapstein then read questions from a number of sources recognized as competent and qualified, and made pertinent observations on them indicating the reasons why he favored the adoption of a policy of annual promotion. He also commented on the method of transition to be used in the changeover from semi-annual to annual promotion, the date of the start of the whole program and the entrance age.

The following are the sources of information quoted by Mr. Kapstein:

1. Superintendent Hanley's Report of March 31, 1954.
2. The Griffenhagen & Associates Report of December 1, 1951.
3. The National Education Association Research Bulletin, Vol. XXVII, No. 1, February 1949.

4. "Excerpts from the annual vs. the semi-annual promotion plan, Elementary Division, San Francisco Public Schools, January 1954."
5. "ANNUAL OR SEMI-ANNUAL PROMOTIONS Which Plan is Better for the Schools of Norfolk?" A Brochure Presenting the Advantages of Annual and of Semi-Annual Promotion Periods prepared at the Direction of Superintendent J. J. Brewbaker and at the Request of the Norfolk Councils of Parent-Teacher Associations, Norfolk, Virginia.
6. "A SURVEY OF CURRENT PRACTICES IN LARGE CITIES OF THE UNITED STATES RELATING TO ANNUAL AND SEMI-ANNUAL PROMOTION, AGE OF SCHOOL ENTRY INTO KINDERGARTEN AND FIRST GRADE, AND PROMOTIONAL POLICIES." Prepared for Dr. Mark C. Schinnerer, Superintendent of Schools, Cleveland Public Schools, Prepared by Gertrude Hawkins Luther, Assistant to Chief and James C. Adell, Chief, Bureau of Educational Research, Bulletin No. 52, October 14, 1953, File No. 1-08-03.
7. National Education Association of the United States, Research Division, May 1949, "PROMOTION PLANS IN 67 CITIES OVER 100,000 IN POPULATION, 1937-38 and 1947-48".
8. "Encyclopedia of Education Research, 1950".

Mr. Kapstein also remarked that from personal conversations with various individuals and from his observations at the two public hearings on the question, it was his opinion that generally, the people of this community approved the principle of having annual promotion in our public schools.

Concerning the method of transition and the date of initiation of the transition, Mr. Kapstein reiterated his position as stated in the school committee record of April 1, 1954.

Finally, on the question of age of entry into school, Mr. Kapstein requested the Superintendent to read the names of the authorities who were responsible for the following statement found in a report entitled, "Recommendations for the Admission of Children to Kindergarten and First Grade" prepared by the Rhode Island Association of School Superintendents and the Rhode Island Department of Education, 1951: "Any worthy study looks ahead to estimate the effect of any changes to be recommended. One is reminded again that individual patterns of growth continue in any individual and do not end with the child's promotion from the first grade. Any admission policy will therefore affect the adjustment each child makes to all subsequent school grades."

"Starting school too early may penalize a child by causing frustration and a sense of defeat which, in turn, may well follow him through his entire life. In fact, this sense of failure may not be fully realized until the pupil has advanced several grades."

"Each day of his life every child is ready for some new experience. From the moment of birth he is a mature being in his own particular stage of development. The child must live each stage of development fully and richly. He

must not be forced to attempt tasks too difficult for him. He should be challenged but not overwhelmed."

"Considerable harm has been reported by educators when children have been admitted to school too young. In the experience of the Rhode Island educators who participated in this study, no child has ever been harmed physically, socially, or mentally by waiting a year."

The Superintendent read the names which can be found in the front of the report under the section called, "COMMITTEE ON STUDY OF CHILD GROWTH IN RELATION TO KINDERGARTEN AND PRIMARY SCHOOL WORK."

Mr. Luigi Capasso, a member of the School Committee, read the following statement to the members:

Two public hearings have been held in connection with the proposed annual promotion plan, one on April 1, 1954 and the other on May 10, 1954. The purpose of these hearings was to give the parents an opportunity to support or oppose the discontinuance of the semi-annual plan, that is, promotion twice a year, to substitute therefor the promoting of children in the elementary schools once a year, meaning thereby that all students in elementary schools will be in B grades in September, 1954. This plan will result in the acceleration or retardation of youngsters for one half year. A member of the administrative staff, at one of these hearings, and in answer to a question about "skipping" grades, stated that the School Department does not encourage acceleration. Yet, annual promotion does just that abruptly and without consideration for the child's emotional reaction. In my opinion there should be no experimenting, no tampering, with the child's immature mind. The child's development of mind and body is a slow, tedious and painstaking process. The responsibility in the development of the child's mind and the care necessary in maintaining the emotional stability of a youngster is awesome. The danger of harming the child is ever present, and the harm that might be done can be irreparable and permanent, even to the point of destroying his future. This annual promotion plan, on the basis of the facts as submitted to us by the school administration, appears to be carried out on an experimental basis, and if, as a result of this hit-or-miss process, one single child should be harmed, the transition is both unwarranted and inexcusable.

Much has been said about what benefits or what losses the child will gain or suffer from this change, but very little, if anything, has been stated as to what exactly is wrong with our present system. Merely changing because "it is the trend" is not sufficient reason for the drastic change. Trends are temporary and at most are nothing more nor less than experimental, and experimenting with the minds of youngsters should not be tolerated by anybody connected with the School Department.

It may not be significant of anything, but the report submitted to us by

the administration shows that the advantages of annual promotion to the child are eight in number; that the advantages to the teacher are nine in number; that the advantages to the administration are twelve in number. Thus, it would seem that the child who is to benefit the most benefits the least.

I am assuming that we are dealing with the child possessing a high I. Q., with the average child, and with the ungraded child, so-called.

I am not particularly disturbed about the child with the high I. Q., because he can get along without any trouble.

I am assuming that there are more average children than especially bright, and I am particularly concerned about this average group, because this group would be the one affected most by this change. Acceleration or retardation can do great harm in either case.

The plight of the ungraded child should be of much concern to us. Under the present system, these youngsters have two chances for advancement. Under the proposed system, they have one chance, and then eventually they may become the forgotten youngster. I say this, because no definite clear-cut program has been presented to our committee as to the manner in which the change is to be handled or supervised. The mass, hit-or-miss, trust-to-luck procedure, without a definite program, can, I believe, prove disastrous to the child.

To permit this change would be sanctioning a plan which would force immature and emotional children into a maze of uncertainties, and it may well be that the survivors will be badly and cruelly bruised and wrecked mentally. Their future could be a tragic one, and their failure could be placed at our very doorsteps.

In my opinion, the mind of a child is very sensitive, and his emotions may become easily disturbed and injured.

Such drastic and abrupt transition should not be for the elementary grade child, but rather for that group of youngsters who have attained a level of mental stability, a stage where they can recognize the challenges confronting them, and which they are trained to meet with understanding.

We have been told that the administration has studied this plan for a long time, and yet the school committee is expected to vote on it immediately without delving into all the intricacies involved in this change. There has been no evidence presented that this proposed system is superior to our own system; there is no evidence presented as to whether this system has been tried elsewhere and rejected. The only information we had is based on statements that other communities have adopted this system and were satisfied with it. This, it would seem, is not sufficient justification for our adopting a new system, especially in view of the fact, as I have stated, that this administration has not presented a working program which we might study with them in an effort to find something that is workable, with no harm whatsoever to the youngster who up to this moment seems to be the guinea pig because of some national trend. I make this statement because it has been stated as follows: "It is ex-

pected that a planned and extensive program of adjustment will be set up to help all pupils cover the work of the half year missed." It is quite clear from this paragraph that the administration itself is not prepared to handle this matter with care and with understanding and with the exact knowledge of the ultimate results of this experiment.

Further, in a report to the members of the school committee, the following statement was printed: "When the change occurs, additional junior high school books and supplies will be necessary. I prefer to postpone an estimate of the cost of these additional books and supplies until a detailed study can be made." Up to the present time no detailed study of costs has been presented to us, and to vote for this promotion plan without knowing what the cost would be is of itself sufficient reason to reject the plan at this time.

My considered opinion is that we may be subscribing to and underwriting an additional expenditure of at least fifty thousand dollars over and above what is now spent for the plan now in existence. There may be a vigorous denial of this, but I can readily change my opinion if the administration would present facts and figures in detail and without any guess work which would prove me wrong. If the committee merely intends to follow a recommendation without having given this transition serious consideration, then it should do so cautiously, being sure in their own minds, and without reservation, that they are doing a thing which will not be harmful to the children. This is not a recommendation that should be followed blindly. It is one thing to follow a recommendation without knowing why a person is doing so, it is quite another thing to follow a recommendation with full understanding and knowledge of the subject matter.

One of the reasons given as an advantage of annual promotion to the child is "fewer adjustments to new situations and new teachers." It is difficult for me to accept such a statement in view of the fact that we all are adjusting or are trying to adjust ourselves to new situations in our daily lives, and that when you take away from a child an effort to adjust himself to constant changes in situations, you are depriving him of challenges which he should meet in his daily life; with reference to fewer adjustments to new teachers, that part may be all right if all teachers with whom a child will have to stay for a whole year can adjust themselves to their having the same class for an entire year, without personality clashes between teacher and child.

Much is being made of the so-called enrichment plan, but up to the present time no member in the administration has stated either at the public hearings or to the committee in chambers exactly how a child will make up the time and make up the course from which he is taken for such enrichment; for example, if you take a child away from reading so that he might be enriched in some other course, how will the reading be made up? So far there is no answer, and it is because of such instances as this one that I cannot support this change. I would want more facts, and a clear, thoughtful and well-defined program, as I have previously stated. It appears to me that an average child will fall by the wayside if accelerated, and will be emotionally injured if re-

tarded, because it might well happen in the latter case that a child will develop an inferiority complex from which he may not recover for the rest of his life, and which may materially affect him in his career in the future.

I still do not know what the size of the classes will be under the new plan; whether a youngster who fails under this new plan will be compelled to repeat a whole year instead of a term, as he now does; whether or not more students will be leaving school earlier under the new plan; why, as stated in the report to us by the superintendent, there will be fewer failures than now, and on what basis that statement is made; why there will be better activities for high school pupils, as stated in a report to us by the school department; what plan has been devised "to be sure that children accelerated will miss none of the fundamental processes in reading, arithmetic, language and spelling. The report to us further states that "a great deal of planning at the junior high school level will be necessary." This is another instance which clearly shows that the administration has no plan by which it may proceed under this proposed annual plan.

At one of the public meetings certain questions were submitted by Mr. Raymond F. Fricker, a member of the School Committee, relative to the proposed annual promotion plan, and up to the present time there has been no substantial answer to these questions which, in my opinion, are quite vital in assisting the members of the school committee in their thinking and in their decisions.

I respectfully submit that this whole annual plan as presented to us is speculative in nature and in fact, and speculation with young minds should not only be discouraged but forbidden as well.

I am not prejudiced in my decision as to whether or not the annual plan is or is not superior to the present plan, but there has been no evidence presented in any manner as to what is wrong with the present plan, and why it is necessary to change it now. We should not be changing from semi-annual to annual promotions because neighboring towns have an annual plan, nor should we be changing because it has become a fad to do so. Some of the spectators at our hearing, who have themselves been educated under the annual promotion plan, have submitted that their children who are being taught in our system under the semi-annual plan are receiving far greater benefits than they, the parents, received under the annual promotion plan in some other city. I therefore respectfully submit that I am opposed to the annual promotion plan at this time, and until such time as the administrative staff of our public school system will present in writing a plan that is not speculative. Let us have no more confusion than is necessary by such unwarranted experiments.

Personally, I welcome progress in education, but it must be the kind of progress that will with certainty help the child rather than endanger his mental processes.

Mr. Kapstein suggested that attention be centered upon the following four questions, and that an attempt be made to determine the answers to

these questions. He thought that if this were done it might enable the Committee to reach a more speedy conclusion with respect to the plan.

1. Do we approve the principle of annual promotion?
2. What should be the proper age of entrance?
3. What should be the type of transition to the annual promotion plan?
4. When should it start?

Raymond F. Fricker, a member of the School Committee, read the following statement to the members:

In a genuine effort to reach a decision on the annual promotion plan I have carefully considered all the facts that I have been able to accumulate through the various avenues available to me, namely: two public hearings, April 1st and May 10th; School Committee meetings; some discussion with the Superintendent and some of the staff; some principals of schools and teachers and members of P. T. A. organizations and other citizens of the City of Providence. I have arrived at the conclusion that the new suggested annual plan will deprive the children of the Providence Public Schools of over 50% of the many privileges and advantages that they now enjoy under the present system, while it offers nothing in its place, and to do this to the youngsters in our school system who are my first consideration would be grossly unfair and extremely unwise. I am also convinced that to adopt the new plan would necessitate some additional expenditure of money and this at a time when we can least afford to experiment something of unknown quantity would also seem unsound. Our present fiscal problem is sufficiently difficult while we deal with established facts and figures.

I am at a loss to understand why the administration should be so ready and willing to discard a system that is presently working so well and that continues to enjoy outstanding distinction through the accomplishments of its students both graduates and undergraduates. There are many facts and figures to substantiate this claim, all of which make the present system much too valuable to discard for one of experimental nature, and I doubt that any public school system of comparable size can produce any better record than ours; and all this while we operate on a semi-annual promotion plan.

I am also convinced that the suggested plan during the transition period could do irreparable or permanent damage to many of the youngsters in a great many ways such as developed complexes due to the inability of some to maintain the standards set by themselves as compared to their classmates; create confusion and resentment by placing students out of their age bracket; deprive the child of development by keeping him with one situation or one teacher too long; disturb the emotional stability of the child who would be unable to keep pace with acceleration or completely discourage a child who would be retarded; remove from the life of the pupil the goal of promotion every six months; discourage a child who, through misfortune, had to repeat a whole year; and discourage also the older student from completing the high school course and send him out to seek employment at 16 years of age; deprive others who

might use the six months from February to Fall to earn money or seek credits for college entrance. Here may I state that we send 33% of our graduates into college. This compares with a national figure of under 25% and I believe the semi-annual promotion plan contributes greatly to this factor. It is my desire that we maintain a high standard of education, but it is also essential that we make it as inviting as possible and thus discourage any contribution to juvenile delinquency.

It has been suggested that there is a trend toward annual promotion. This, of course, is not a substantial reason for its adoption and I don't think it would even answer as a good excuse. Trends are transient at best and to follow this suggestion could have us changing back and forth every few years, and with this I cannot agree.

I, therefore, respectfully submit that I am opposed to the annual promotion plan because I believe it is my responsibility to protect the rights and privileges of the children of the Providence Public School System and I cannot condone any plan that would require a sacrifice of any of these rights or privileges.

Raymond F. Fricker

Following this, there ensued a general discussion among all of the members concerning the plan.

The Superintendent then introduced the following resolution and the accompanying statement:

No. 134. (Res.) Resolution amending the Regulations of the School Committee.

Resolved, That ARTICLE VII, Section 1 of the Regulations of the School Committee be and hereby is amended to read as follows:

Section 1. Beginning in September 1955, children may be admitted as pupils in the kindergarten at the beginning of the school year if they will reach the age of five on or before December 1st of that year;

And Further, That ARTICLE VII, Section 2 of the Regulations of the School Committee be and hereby is amended to read as follows:

Section 2. Beginning in September 1955, children may be admitted as pupils in the first grade at the beginning of the school year if they will reach the age of six on or before the first day of December of that year;

And Further, That beginning in September 1955, there will be no regular admissions to kindergarten or first grade other than in September.

No. 135. Superintendent's Statement to accompany Resolution No. 134.

It is my present intention to have this transition take place over a twelve-year period. However, I reserve the right at some future time to make proposals concerning the transition period to the Committee if it seems wise to do so.

This resolution was placed on the calendar.

At a subsequent meeting on June 14th, the resolution was adopted, but the Superintendent's statement was withdrawn. At this same meeting Mr. Fricker presented the following statement:

Supplement to Original Statement on Annual Promotion Plan by Raymond F. Fricker:

I am satisfied that we now have a very attractive plan of educational procedure in the semi-annual promotion plan, and further, that it functions with the highest degree of efficiency.

This statement is made on the basis of established facts in the form of records of achievement of the students of the Providence Public Schools, both graduates and undergraduates, and I consider this to be a valid criterion on which to change a school system. Further, in all fairness to the people of Providence, I cannot approve a plan that would deprive them of the many privileges and advantages they now enjoy under our present excellent form of school operation and particularly in view of the fact that as yet we have not had any evidence presented to us as to the cost of operation or any substantial improvement to be gained. In the absence of this we are expected to render a well-calculated opinion. This, of course, is impossible.

I have attached a number of questions, the answers to which we are entitled to know before we pass judgment on this matter. I request that the Superintendent institute a survey and supply this information before June 1, 1955.

1. What will it cost to install the new plan?
2. What would be the additional cost of operation?
3. Will we need additional teachers? If so, how many?
4. How many children will be refused admittance in February?
5. How many cities in the last ten years have tried the annual promotion plan and changed back to the semi-annual plan, and why?
6. In cities of comparable size now on annual promotion, what percentage of the students enter college?
7. What percentage complete high school?
8. What percentage leave at 16 years of age to enter employment?
9. What is the percentage of failures in elementary grades?
10. What is the percentage of failures in secondary schools?
11. What records of achievement have been attained by the graduates under this system who enter college?
12. How would these records compare with ours?
13. What records of distinction have the pupils (in school) accomplished as compared to ours?
14. What about scholarships as compared to ours?
15. What can we expect to happen to the hundreds of children denied admission into the February classes?
16. How will this affect our enrollment?

17. What plans have been made for the improvement of the problem or ungraded child?

18. Do we not have a legal and moral obligation to the people of Providence to continue in effect such rights and privileges that they have come to believe is rightfully theirs?

19. This being a public school system, supported by public funds, do we not have a legal and moral obligation?

On April 12, 1954 Mr. Brooks A. Sanderson, Professor in the College of Business at the University of Rhode Island, made the following presentation to the School Committee:

THE REASONS WHY PARENTS SEEK THE REINSTATEMENT OF A
VOLUNTARY EXTRACURRICULAR PROGRAM OF GIRLS'
ATHLETICS

We believe the request and petitions concerning the reinstatement of a voluntary extracurricular program of girls' athletics including varsity competition are justified for the following reasons:

- 1—We as parents, having received the benefits of a voluntary athletic program, feel that sound minds should be housed in sound bodies. Remembering the success which voluntary athletics for girls in our city schools enjoyed in previous years, the cessation of this program some years ago has not been fully realized by parents but it is very evident that our children do recognize this serious lack of opportunity. A program of this type channels the interest and energies of the girls into healthy and worthwhile activities which seem to be part of the American tradition.
- 2—The process of living is essentially competitive. Those of us who have boys are well aware of the thrill of sports competition and the value that it has morally in developing their sense of fairness, understanding, self-control and discipline, teamwork and cooperation with others.
- 3—Whereas it has always been felt that a competitive athletic program is a necessity for boys, we as parents feel that a similar voluntary competitive program is just as necessary for the girls in secondary schools for the full development of a reasonable educational program and is necessary to give them equal opportunity for growth and development.
- 4—The leaders of tomorrow are not only going to come from the present generation of boys but also from our girls. This is becoming increasingly evident as women accept their responsibilities of full citizenship. In all fairness to the girls it seems they should be well prepared for the challenge of living by not only scholastic and academic experience but also those values derived from competitive sport. The girls should not be brought up as second class citizens deprived of the privileges and right of a well rounded program seemingly granted automatically to boys.
- 5—The program will not be an expensive addition. Even with suggested intramural activities program the total cost has been estimated to be approxi-

mately \$4,300 to \$4,400 for all the city senior high schools. We feel that a varsity program which would cost much less than this amount and might serve as a pilot program for a future intramural program, and would assure its success.

Mr. Sanderson transmitted to Chairman Mulvey a petition signed by 277 parents of Classical High School students. Mr. Mulvey advised Mr. Sanderson that the School Committee would give consideration to this petition.

RESOLUTION OF THE CITY COUNCIL

No. 165

Approved April 1, 1954

Resolved, That the time within which the School Committee of the City of Providence shall file its budget with the City Council for the fiscal year beginning October 1, 1954, be and the same is hereby extended until April 30, 1954.

A true copy,

Attest:

(Signed) D. Everett Whelan,
City Clerk.

On April 12, 1954 the Chairman read the following letter from Dr. Laufer, Director of the Bradley Home:

Emma Pendleton Bradley Home
Riverside 15, Rhode Island

Maurice W. Laufer, M. D., Director

April 3, 1954

Mr. Gordon F. Mulvey, Chairman
Providence School Committee
Administration Building
20 Summer Street
Providence, Rhode Island

Dear Mr. Mulvey:

This letter, though rather delayed, has been stimulated by the newspaper report of your testimony before the Providence Juvenile Delinquency Study Committee, quoting you as calling for a "full-time psychiatrist to work with emotionally disturbed children in these schools". The proper role of psychiatry, psychology and social work within a school system is a matter in which I have had a great interest for a long time and this interest is even greater since I have been giving a course for teachers at the Rhode Island College of Education. I have also had the advantage of being able to discuss this with Dr. Hanley, who has been kind enough to listen to me on a number of occasions, but who may or may not agree with the points I am about to make.

There are a number of practical points involved in the psychiatric treatment of emotionally disturbed children which are not generally appreciated. When

the children are really emotionally disturbed, an absolute minimum of treatment requires that the child be seen at least one hour a week by the same doctor for a prolonged period of time. Rarely would this period be as short as three months. More often, it would be six months, nine months or even longer. I think it might be fair to say as an average that it would be six months. The next point is that most psychiatrists are trained primarily to work with adults and that it actually takes special preparation to work with children. This means ideally that not just any psychiatrist but only a child psychiatrist should be selected to undertake this work. Such individuals are quite scarce and if one were to think of hiring such an individual on a full-time basis, it would probably be necessary to consider a salary range of \$8,000-\$12,000 a year.

With some time off for lunch, if the psychiatrist worked from 9:00 to 4:00, saw a child an hour and took a few minutes for recording what had gone on, this would mean that six children a day could be seen. This, of course, is on the basis of going full-speed ahead seeing the children and not taking any time to confer with parents, social workers, etc. On the basis of a five-day week, this would mean that thirty children could be seen a week, and that would mean that the same thirty children would have to be seen week in and week out. If every single one of them were cured by three months of such effort (a most unlikely assumption), that would mean that in a nine-month school year, ninety such children could be treated. If they took longer, of course far less could be seen. We might strike an average and say that perhaps seventy children could be treated in the course of a year. That would mean that the School Department would have to spend from \$8,000.00 to \$12,000.00 for the salary of a psychiatrist who would spend all his time treating just seventy children and I wonder whether the School Committee would be willing to consider such an expenditure.

Actually, I think that there are reasons other than financial ones which argue against such a practice. I do not see why it should be regarded as a requirement for the School Department to treat the emotional disturbance of children who are pupils within it. For instance, by health examinations, observations of teachers, etc., we hope that the School Department would be able to pick up cases of tuberculosis, etc., among the pupils. However, we do not expect and I think that the School Department does not expect that it should treat such tuberculosis. Instead, we hope that it will find such cases and then refer such children to the community agencies equipped and designated to carry out such treatment. In the case of emotionally disturbed children, the community agency primarily designated and set aside for this purpose is the Providence Child Guidance Clinic. The School Department could be very helpful at this time by emphasizing the needs which it expects the Child Guidance Clinic to meet.

I think it has been the experience of many communities who have attempted to provide treatment facilities within the School Department for emotionally disturbed children that such treatment agencies become overwhelmed with the service function which they are asked to carry out and as a result are of little

assistance to the School Department in carrying out its own basic, important functions of teaching the children and also helping them to function successfully in group living and as citizens of a democracy. I trust that psychiatry, psychology and social work have a great deal to offer to teachers and school administrators in the carrying out of these functions and they simply cannot do this if they become bogged down by treatment responsibilities.

I think that from the point of view of our professions these are the things that we can legitimately expect from the school system. We believe that as far as possible they should not create emotional difficulties within the children. We think that they should be able to recognise and identify the children who are in need of help because of emotional disturbance. We think that in a surprisingly large number of cases, these children can be helped within a school system by the school personnel with the aid and advice of the professions mentioned above. We think that where this cannot be done, it should be possible for the school system to refer these children to other agencies for treatment in a way which is constructive and which strengthens the child-parent relationship rather than putting further stresses upon it.

There also seems to be a number of areas in which these professions can help the school teachers and administrators to discharge better the responsibilities placed upon them by the School Committee. These include: methods of communication and administration within the school system; assistance in creating the best possible milieu for learning within the classroom; better understanding by the teachers of themselves and of the children and of the psychological mechanisms which operate in each; better understanding of the laws of learning; and the creation of a better, more cooperative rather than a hostile and antagonistic relationship between teachers and parents.

We have submitted a number of proposals to Dr. Hanley as to ways in which these might be brought about, such as a cooperative arrangement among the Providence School Department, Boston University School of Social Work and Bradley Home, and hope that these may have your sympathetic consideration.

Sincerely yours,

(Signed) Maurice W. Laufer, M. D., Director

MWL:MD

On April 29, 1954 a resolution authorizing the Superintendent to conduct a course in related training for apprentices was adopted:

Resolved, That the Superintendent be and hereby is authorized, in cooperation with the State Department of Education, to conduct a related training course for apprentices, to be conducted without cost to the School Department for books, instructional salaries, or additional equipment; the salary of the instructor to be determined by the Superintendent; and

Further, That this resolution shall be effective from April 26, 1954.

On April 29, 1954 Chairman Mulvey read the following communication from Congressman John E. Fogarty:

Congress of the United States
House of Representatives
Washington, D. C.
April 14, 1954

James H. Foley, Asst. Supt.
Department of Public Schools
20 Summer Street
Providence, R. I.

Dear Mr. Foley:

I've been withholding an answer to your recent letter in the hope of being able to give you a good indication of what the Ways & Means Committee intends to do about coverage under Social Security for City and local municipal employees. Unfortunately, after talking to various members of the Committee together with some of the professional staff I find that the matter has not, as yet, been resolved. There has been a great amount of conflicting testimony produced in the hearings from the various organizations and associations. Some of the groups are strong for coverage and others demand that restrictions and guarantees be written in before they will accept it. Past policy of the Committee has been to bring in only those groups which want coverage but I don't know whether the same policy will prevail this session.

I'm sorry to be unable to bring more definite information to you. I will, however, try to keep abreast of the situation and should I hear of anything which might be of particular interest to you I'll send it directly to you.

With kindest regards, I am

Very sincerely yours,
(Signed) John Fogarty,
John E. Fogarty, M. C.

On May 10, 1954 the following letter from the Council of Community was read by Chairman Mulvey:

COUNCIL OF COMMUNITY SERVICES
of Providence, Cranston and Vicinity
100 North Main St.
Providence 3, Rhode Island
May 7, 1954

Mr. Gordon F. Mulvey, Chairman
Providence School Committee
20 Summer Street
Providence, Rhode Island

Dear Mr. Mulvey:

A serious situation confronts our youth serving agencies seeking to use the facilities of Providence public schools. Boy Scout and Girl Scout troops, ath-

letic teams and other youth groups have had to forego using public schools because they cannot meet the cost of custodial service not otherwise available during the hours when these groups need school facilities. More and more, the leaders and members of youth serving agencies feel that the public school facilities which they need are just not available to them.

The Council of Community Services, made up of representatives of 97 organizations active in health, welfare and recreation, is always concerned to bring together representatives of all groups having a stake in a community problem. Accordingly, the Group Work Division convened a conference representative of parents, teachers, principals, custodians, School Department and youth serving agencies to explore this problem and study possible solutions. You will be interested to know that the youth serving agencies most concerned are: Boy Scouts, Camp Fire Girls, Catholic Youth Organization, Department of Recreation, Girl Scouts, Jewish Community Center, John Hope Community Association, Smith Hill Girls' Club, Y. M. C. A. A Committee was established which has worked on this community problem for the past two years.

The unique service offered by the youth serving agencies is trained youth leadership. Their resources are concentrated upon making this leadership available to as many boys and girls as they can reach. They look to the community to provide meeting places and other physical facilities. Some of these agencies have national policies by which the responsibility for meeting places is left with the individual groups and troops. Although the School Department makes no charge to such agencies for heat and light, the cost of custodial service alone is enough, in many instances, to prohibit use of public school facilities. A recent survey showed that for this reason five of these agencies were unable to use facilities for 20 of their groups in 13 different schools. Only recently a number of youth serving agencies expressed to us renewed concern for a solution to the problem.

It is unthinkable, at a time when on all sides we hear of the need for guidance of our young people that we should deny to them the use of public school facilities. The youth serving agencies are ready with programs and leadership.

The community has already invested 50 millions of dollars in school plant. It would take very little money to open the doors of some of these buildings at times when they are needed by youth serving agencies so that we will not be denying hundreds of boys and girls the opportunity to participate in constructive leisure time activities. The attitudes and skills acquired in these programs contribute significantly to the work of the schools. For this reason many cities make public school facilities available to youth serving agencies without charge.

The increase in school child population, which is making progressively heavy demands upon our schools, is also making heavier demands upon our youth serving agencies. After all, the same children are served by both.

After careful, extensive consideration of the problem, we urge the School Committee to include in its budget for the next fiscal year an amount which

would make it possible for some of the school buildings to have custodial service on at least one evening per week during the school year. We ask for the opportunity to have representatives present at the public hearing on your budget so that we might express directly to the Committee the seriousness of this problem.

Very truly yours,

(Signed) Margaret D. R. Langdon

Mrs. John Langdon, Chairman

Committee on the Use of Public School Facilities

ML:lb

A resolution amending the plans and specifications of the Fox Point Elementary School was adopted on June 14, 1954:

Resolved, That the School Committee hereby approves changes in the plans and specifications of the Fox Point Elementary School so as to provide:

1. On East Street and George M. Cohan Boulevard a complete regrading, a drainage system, and a paved parking area for 39 cars.
2. An increase in the school site by acquiring part of the wide portion of Wickenden Street with an area approximately 200' by 30', this area to be re-curbed, re-graded, drained and resurfaced for a children's milling area.
3. A rearrangement of the playground area, as shown in Drawings No. 76 and 80.

It is understood that the cost of these three changes in plans and specifications shall not exceed \$32,000.00.

On June 14, 1954 a resolution authorizing dues deductions from salaries or wages was adopted:

Resolved, That all custodial and maintenance employees of the Providence School Department who are members of a Union, an Association or similar employee organizations shall have the privilege of authorizing dues deductions from their salaries or wages in a manner and under regulations to be approved by the Superintendent for a one-year period to date from July 1, 1954; and

Further, That all other employees who are members of similar organizations or associations shall have the same privilege for a one-year period, the commencement date to be determined by the Superintendent;

And Provided Further, That any employee who so authorizes such dues deductions can revoke this authorization at any time.

A Public Hearing on the Tentative School Budget for 1954-1955 was held on June 21, 1954:

Chairman Gordon F. Mulvey opened the Public Hearing on the Tentative School Budget for 1954-1955 at eight-thirty o'clock P. M. in the auditorium of the Administration Building, 20 Summer Street.

The following members of the School Committee were present: Chairman Mulvey, Vice-Chairman O'Halloran, Mr. Capasso, Mrs. Fogarty, Mr. Fricker, Mr. Kapstein, Mrs. Kelly. The Superintendent of Schools and the Secretary of the School Committee also were present.

Chairman Mulvey requested the Superintendent to explain the tentative budget for 1954-1955. The Superintendent, with frequent reference to charts which were prominently displayed on the stage of the auditorium, explained the various sections of the budget, with particular reference to the salary items, the non salary items, pupil-teacher ratios, class sizes, extended services and special services. He explained in detail why some apportionment items in the tentative 1954-1955 budget were higher than those in the budget for the current year and also why some items were lower.

He stated that the new formula for school support, 1.1% of the assessed valuations of real and tangible personal property, would not provide sufficient revenue to do all of the things which were either necessary or desirable.

Following the Superintendent's explanation of the budget questions were invited and the following members of the audience expressed their views: Mrs. John Langdon, Chairman of the Committee on the Use of Public School Facilities for the Council of Community Services; Mr. H. Cushman Anthony, representing the Boy Scouts; Mrs. Paul Gould, Chairman of the Group Work Division of the Council of Community Services; Father Charles McConnell, Director of the C. Y. O. These people spoke on behalf of youth organizations and urged the School Committee to underwrite the cost of providing meeting places for these youth groups in some of the school buildings during the evening hours.

Miss Mary K. Joyce and Mr. John J. McDonnell of the Providence Teachers Union, urged the School Committee to give consideration to placing teachers at their proper experience levels on the salary schedule.

An unidentified speaker urged the School Committee to consider the requests of 150 parents for special educational facilities for retarded children.

Professor Brooks A. Sanderson, a Providence resident and Professor in the College of Business at the University of Rhode Island, urged the School Committee to set aside a small amount of money for a physical education program for girls in the secondary schools.

Mr. Sherwin J. Kapstein, a member of the School Committee, commented, in effect, that those people pleading special cases and especially those interested in securing the use of school property for after-school activities, should be commended for their unselfish effort on behalf of community services.

He stated that he felt school property should be used, not only from 9:00 to 3:00, but after those hours for community activity purposes.

Mr. Kapstein pointed out, however, that it appears that when the new 1.1% formula was decided on, those who arrived at this formula just allowed for a sum of money which would take care of minimum educational needs only, and did not allow for a sum of money which would have permitted the School De-

partment to provide for those necessary community services involving the use of school property after 3:00 p. m. It is obvious, he said, that it costs additional sums of money over and beyond normal operating expenses to use the schools after regular school hours.

He noted that some people spoke up on this point—maybe, if more had done so the results would have been different—at a hearing on the proposed new school finance formula in the last session of the general assembly when the new 1.1% formula was voted.

He cautioned the audience that this incident should alert all citizens and community organizations interested in education and in the use of school properties by community service organizations, that all of us need to speak up in the future, if and when more money is needed by the School Committee to properly operate and maintain our school system.

Chairman Mulvey thanked the audience for their interest and their suggestions. He stated that the requests of the representatives of various groups present would be given serious consideration by the School Committee before the adoption of the budget.

The hearing was adjourned at 10:30 p. m.

Chairman Mulvey presented Resolution No. 174 on behalf of the Committee.

No. 174. (Res.) Resolution commending school employees.

Resolved, That the Providence School Committee wishes to commend the Administration and all school employees for their unselfish devotion to duty in the recent hurricane disasters which struck our city.

Each member of the Committee seconded the resolution.

Resolution No. 174 was adopted unanimously.

On September 29, 1954 Mr. Mulvey read the following communication:

PROVIDENCE CHAPTER AMERICAN RED CROSS

150 Waterman Street
Providence 6, Rhode Island

September 20, 1954

Mr. James H. Foley
20 Summer Street
Providence, R. I.

Dear Mr. Foley:

This is the first opportunity I have had to extend my personal thanks and those of the Providence Chapter for the splendid manner in which you and your committee functioned during the recent emergency. It is extremely gratifying to any disaster chairman to know that he can count on such prompt and efficient cooperation when the occasion demands.

As you know, all of the schools which were opened for shelters in Providence were not needed for this purpose although several of them did shelter approximately one hundred persons at various times. However, had we been less fortunate and Edna more destructive, it is conceivable that they all might have been full and the very fact that they were available was indeed comforting not only to us but to the general public.

We are most indebted to the Providence School Department not only for the use of these schools but for the staffing of them with their personnel. May we again say thank you to you personally and perhaps through you, to the school department.

Sincerely yours,

(Signed) Arnold L. Hayes, Jr.,
Chairman, Disaster Preparedness & Relief

ALH:lj

ORGANIZATION MEETING

In accordance with law, the School Committee met for reorganization on December 1, 1953.

The Secretary read the certificates of election of the following:

Mr. Sherwin J. Kapstein, from District A,
for a term of six years.

Mrs. Kathryn R. Kelly, from District D,
for a term of six years.

Mr. Raymond F. Fricker, from District F,
for a term of six years.

The oath of office was administered to the members-elect by Secretary James H. Foley.

The Committee organized by electing Mr. Gordon F. Mulvey as Chairman, and Mr. Luigi Capasso as Vice-Chairman.

Mr. Capasso tendered his resignation as Vice-Chairman.

At a subsequent meeting Mr. William T. O'Halloran was elected Vice-Chairman.

SCHOOL CENSUS OF JANUARY, 1954

Grand Total

AGE	Attending Public School	Attending Parochial School	Attending Private School	Not Attending Any Day School	Total Enumeration
Under 1.....				4,815*	4,815*
1.....				4,118	4,118
2.....				4,000	4,000
3.....				3,781	3,781
4.....	24	19	25	3,816	3,884
5.....	2,385	226	52	1,339	4,002
6.....	3,009	1,110	78	112	4,309
7.....	2,449	1,393	45	14	3,901
8.....	2,060	1,135	43	15	3,253
9.....	2,009	1,124	38	15	3,186
10.....	2,212	1,201	51	10	3,474
11.....	2,322	1,217	51	13	3,603
12.....	1,855	979	48	10	2,892
13.....	1,827	926	48	14	2,815
14.....	1,938	837	54	5	2,834
15.....	1,985	740	69	7	2,801
16.....	2,058	600	57	43	2,758
17.....	1,348	498	68	857	2,771
18.....	1,031	318	164	1,244	2,757
19.....	382	60	336	1,848	2,626
20.....	190	18	339	2,150	2,697
Total.....	29,084	12,401	1,566	28,226*	71,277*

*Estimate.

SCHOOL CENSUS

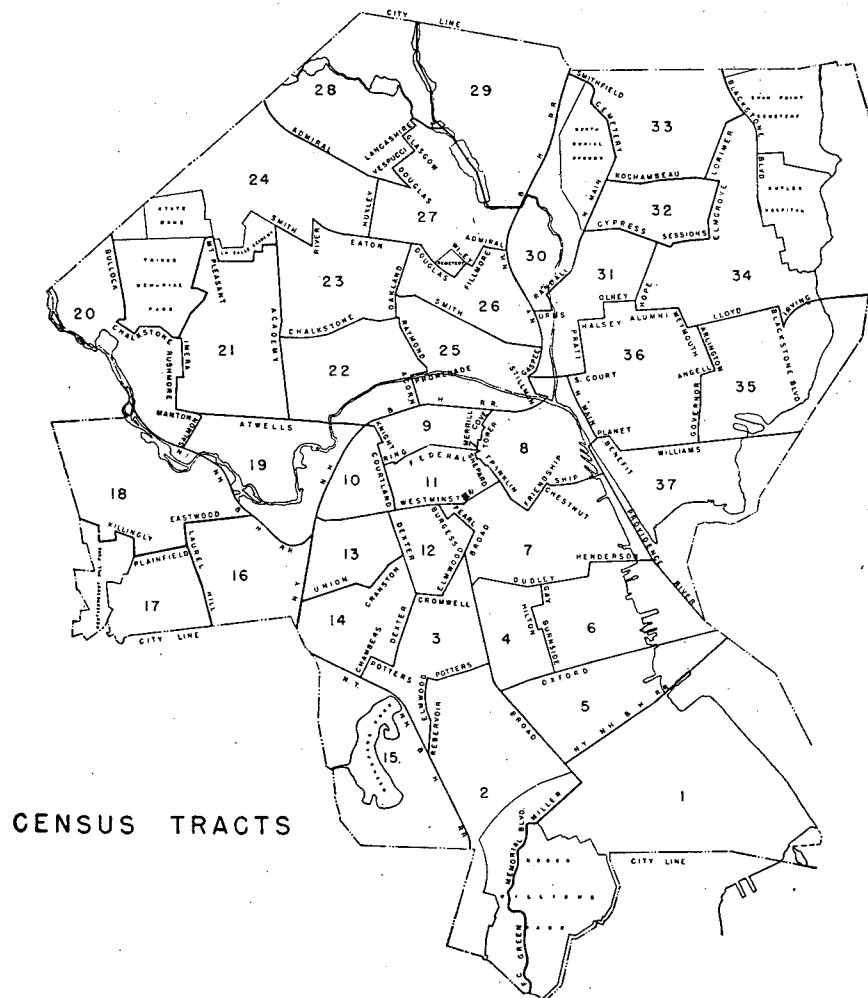
Under 1 yr. to 20 yrs. inc.

AGE		1954	1953	1952	1951	1950	1949	1948
Under	1.....	4815*	4788*	4955*	4704*	5085*	5213*	5777*
	1.....	4118	4181	4053	4381	4546	4913	4726
	2.....	4000	3848	4124	4405	4767	4488	3736
	3.....	3781	4010	4164	4601	4328	3580	3688
	4.....	3884	4024	4412	4190	3498	3550	4063
	5.....	4002	4395	4189	3505	3536	4024	4264
	6.....	4309	4049	3444	3472	3945	4152	3371
	7.....	3901	3333	3365	3775	3993	3277	3173
	8.....	3253	3285	3696	3875	3182	3120	3128
	9.....	3186	3575	3784	3099	3058	3116	3080
	10.....	3474	3693	3022	2986	3031	3025	3026
	11.....	3604	2940	2929	2976	2983	2952	3064
	12.....	2891	2869	2941	2907	2895	3007	3071
	13.....	2815	2875	2875	2869	2969	3050	2994
	14.....	2834	2835	2850	2901	3015	2981	3235
	15.....	2801	2818	2903	2996	2947	3216	3368
	16.....	2758	2842	2949	2893	3168	3321	3427
	17.....	2771	2862	2828	3071	3248	3353	3676
	18.....	2757	2735	2997	3144	3250	3569	3555
	19.....	2626	2840	3059	3125	3443	3421	3810
	20.....	2697	2894	3038	3298	3225	3630	3780
Total.....		71,277	71,691	72,577	73,173	74,112	74,958	76,012

*Estimate.

SCHOOL CENSUS FOR 1954 BY AGES AND CENSUS TRACTS

Census Tracts	Under 1 Yr.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Totals	Census Tracts
1	64	132	123	127	95	119	139	109	96	74	95	108	69	63	71	77	80	75	76	67	77	1,936	1
2	84	130	144	117	115	120	151	111	108	109	96	116	96	83	99	83	67	100	62	78	85	2,154	2
3	72	111	107	98	95	102	108	99	89	82	88	77	70	81	69	75	76	65	85	63	60	1,772	3
4	101	164	140	116	137	144	147	122	109	94	103	116	102	94	86	108	101	102	95	89	81	2,331	4
5	100	168	184	169	200	214	193	204	188	158	166	187	145	139	147	138	125	128	107	109	88	3,237	5
6	83	109	102	118	91	102	113	113	112	98	96	98	98	95	81	68	75	73	80	57	58	1,920	6
7	122	140	199	165	189	165	190	180	127	129	127	132	109	110	106	120	122	132	124	105	107	2,900	7
8	6	11	10	13	15	10	12	17	2	8	7	16	13	7	6	9	9	15	10	12	11	219	8
9	97	163	149	125	127	166	161	163	125	126	141	148	109	118	115	103	110	106	104	101	102	2,659	9
10	63	109	98	92	97	98	115	111	98	90	84	109	72	67	71	75	55	82	73	64	89	1,812	10
11	71	111	131	126	120	102	111	96	83	73	83	102	72	56	74	71	64	91	72	62	80	1,851	11
12	75	142	131	136	125	116	124	94	95	93	102	93	92	76	56	77	80	63	63	77	58	1,970	12
13	87	122	123	108	118	102	104	97	80	78	95	92	77	61	76	72	84	74	86	76	75	1,887	13
14	93	167	147	146	140	140	152	132	91	106	128	111	86	110	77	92	91	98	98	88	96	2,389	14
15	49	73	66	54	70	76	76	79	58	68	59	56	30	54	55	66	60	41	46	47	53	1,256	15
16	96	159	136	122	147	140	136	119	85	102	103	113	81	81	82	79	85	90	77	75	95	2,203	16
17	55	75	98	86	73	78	99	81	74	67	90	84	47	48	61	53	61	46	50	47	53	1,426	17
18	37	84	63	56	75	79	70	65	61	63	72	62	55	52	66	48	58	57	58	41	69	1,291	18
19	110	153	158	148	137	145	179	166	128	126	131	140	100	121	106	110	91	100	108	102	100	2,659	19
20	54	78	79	78	84	88	93	76	63	59	74	68	62	46	58	56	41	42	38	38	34	1,309	20
21	81	159	144	137	121	145	146	144	107	127	150	134	106	134	123	102	132	112	101	111	122	2,638	21
22	76	128	130	88	102	104	106	86	70	85	81	84	61	62	65	48	74	61	83	54	65	1,713	22
23	60	100	75	78	81	74	88	81	76	56	87	102	56	69	71	62	60	64	78	75	73	1,566	23
24	47	70	70	75	50	91	107	95	79	82	119	95	108	95	98	93	75	83	82	86	85	1,785	24
25	44	66	65	45	63	65	54	71	59	59	40	53	47	51	46	35	56	46	53	42	41	1,101	25
26	87	119	106	124	115	132	131	152	110	99	120	104	111	74	92	89	94	114	106	111	92	2,282	26
27	75	155	147	129	148	128	162	133	110	104	124	136	93	89	85	102	86	68	82	58	59	2,273	27
28	99	127	119	124	137	130	142	137	86	97	82	104	67	62	90	72	56	63	68	64	68	1,994	28
29	82	125	114	127	132	129	120	111	101	117	105	118	98	88	83	87	76	80	76	73	87	2,129	29
30	49	66	64	72	73	84	79	74	78	67	63	65	43	65	48	52	48	49	51	59	44	1,293	30
31	73	106	126	112	117	127	143	145	101	103	116	114	98	107	102	110	92	87	90	79	101	2,249	31
32	57	82	68	73	78	76	90	71	68	60	66	77	54	48	66	53	69	51	75	68	56	1,406	32
33	46	84	92	88	85	83	92	76	67	60	79	81	82	77	73	65	63	75	59	69	75	1,571	33
34	44	75	54	61	85	85	98	80	74	71	84	80	74	73	63	81	55	66	66	85	72	1,526	34
35	41	83	70	70	81	72	71	72	54	45	73	67	45	44	49	58	64	61	43	68	54	1,285	35
36	45	55	45	42	42	47	48	31	35	44	34	47	41	30	36	28	27	38	37	36	40	828	36
37	77	117	123	136	124	124	159	108	106	107	111	113	102	85	82	84	96	73	95	90	92	2,204	37
Totals	2602	4118	4000	3781	3884	4002	4309	3901	3253	3186	3474	3604	2891	2815	2834	2801	2758	2771	2757	2626	2697	69,064	



SCHOOL POPULATION
Census Taken in January
AGES 5 TO 15 INC.

YEAR	School Census	Attending Public Schools	Attending Parochial Schools	Attending Private Schools	Not Attending School
1910.....	40,653	29,244	5,685	441	5,283
1915.....	43,123	32,455	5,997	455	4,216
1920.....	47,668	35,461	6,679	626	4,902
1925.....	51,088	39,033	7,523	768	3,764
1930.....	52,193	39,479	9,373	815	2,526
1935.....	50,305	38,289	9,820	624	1,572
1940.....	43,929	32,769	9,647	534	979
1945.....	37,035	25,994	9,497	604	940
1946.....	36,018	24,953	9,478	633	954
1947.....	35,529	24,199	9,797	633	900
1948.....	35,774	23,901	9,963	699	1,211
1949.....	35,920	23,637	10,297	640	1,346
1950.....	35,554	23,185	10,583	649	1,137
1951.....	35,361	22,985	10,547	633	1,196
1952.....	35,998	23,329	10,574	587	1,508
1953.....	36,677	23,854	10,849	577	1,397
1954.....	37,069	24,051	10,889	577	1,552

BIRTH TO 20 YRS. INC.

YEAR	School Census	Attending Public Schools	Attending Parochial Schools	Attending Private Schools	Not Attending School
1935.....	87,866*	47,665	11,127	1,450	27,624*
1940.....	81,823*	43,175	11,197	1,527	25,924*
1945.....	75,936*	33,127	11,232	1,523	30,054*
1946.....	74,168*	31,979	11,250	1,656	29,283*
1947.....	73,289*	31,637	11,748	1,837	28,067*
1948.....	73,491*	30,983	12,007	1,835	28,666*
1949.....	72,573*	29,839	12,375	1,748	28,611*
1950.....	71,766*	29,095	12,538	1,720	28,413*
1951.....	71,227*	28,544	12,436	1,680	28,567*
1952.....	70,223*	28,670	12,343	1,613	27,597*
1953.....	69,508*	28,963	12,550	1,612	26,383*
1954.....	69,064*	29,084	12,401	1,566	26,013*

*Does not include an estimate of children born after the enumeration in August.

CHILDREN ATTENDING PUBLIC SCHOOLS

Ages 5 to 18 inc. — Years 1941-1954

Age	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954
18	1905	1839	1622	1321	1214	1261	1366	1308	1295	1230	1166	1107	966	1031
17	2628	2625	2132	1810	1772	1873	1799	1726	1591	1555	1503	1357	1352	1348
16	4026	3817	3546	3303	3204	2830	2836	2470	2405	2335	2079	2194	2096	2058
15	3711	3501	3256	3228	2837	2817	2474	2315	2264	2031	2103	2007	1990	1985
14	3417	3169	3126	2803	2817	2450	2346	2208	2008	2051	1934	1937	1939	1938
13	3140	3069	2772	2814	2462	2347	2212	1989	2059	1938	1887	1935	1917	1827
12	3064	2760	2800	2495	2413	2225	2021	2061	1965	1892	1933	1938	1842	1855
11	2745	2766	2510	2426	2249	2036	2096	2016	1933	1979	1944	1873	1903	2322
10	2795	2535	2414	2267	2089	2156	2048	1981	2013	1951	1881	1953	2372	2212
9	2566	2430	2315	2138	2225	2093	2035	2064	2031	1930	1983	2452	2290	2009
8	2483	2336	2153	2257	2167	2130	2165	2077	1976	2059	2506	2384	2084	2060
7	2426	2186	2308	2225	2237	2238	2178	2055	2176	2612	2440	2163	2152	2449
6	2368	2429	2313	2332	2366	2375	2311	2451	2968	2769	2421	2446	2837	3009
5	2131	2047	2040	1994	2132	2086	2263	2684	2244	1973	1953	2241	2528	2385
Total	39,405	37,509	35,307	33,413	32,184	30,917	30,200	29,405	28,928	28,305	27,733	27,987	28,268	28,488

CHILDREN ATTENDING PAROCHIAL SCHOOLS

Ages 5 to 18 inc. — Years 1941-1954

Age	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954
18	301	307	296	298	329	346	390	390	424	429	425	395	331	318
17	444	456	448	488	547	530	560	597	614	556	543	498	508	498
16	671	663	705	749	742	757	791	825	785	727	699	649	655	600
15	827	850	859	811	861	859	903	936	873	833	805	816	760	740
14	975	944	911	903	929	953	970	938	896	879	890	847	830	837
13	999	969	936	954	1004	982	973	927	923	953	911	880	898	926
12	1005	966	959	1031	988	965	961	944	974	936	915	948	971	979
11	998	982	1008	985	972	961	964	989	963	947	978	1002	986	1217
10	1008	995	993	980	958	944	1001	933	957	1032	1045	1014	1259	1201
9	999	986	942	939	927	974	957	957	1038	1064	1059	1265	1221	1124
8	987	931	919	899	950	924	944	1001	1079	1065	1299	1247	1141	1135
7	898	894	839	931	890	878	972	1054	1043	1309	1268	1128	1120	1393
6	714	674	704	719	688	707	775	761	988	1020	883	830	1025	1110
5	341	362	353	333	330	331	377	473	563	545	494	597	628	226
Total	11,167	10,979	10,872	11,020	11,115	11,111	11,538	11,775	12,120	12,295	12,214	12,116	12,333	12,304

CHILDREN ATTENDING PAROCHIAL AND PUBLIC SCHOOLS—COMBINED

Ages 5 to 18 inc. — Years 1941-1954

Age	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950	1951	1952	1953	1954
18	2206	2146	1918	1619	1543	1607	1756	1698	1719	1659	1591	1502	1297	1349
17	3072	3081	2580	2298	2319	2403	2359	2323	2205	2111	2046	1855	1860	1846
16	4697	4480	4251	4052	3946	3587	3627	3295	3190	3062	2778	2843	2751	2658
15	4538	4351	4115	4039	3698	3676	3377	3251	3137	2864	2908	2823	2750	2725
14	4392	4113	4037	3706	3746	3403	3316	3146	2904	2930	2824	2784	2769	2775
13	4139	4038	3708	3768	3466	3329	3185	2916	2982	2891	2798	2815	2815	2753
12	4069	3726	3759	3526	3401	3190	2982	3005	2939	2828	2848	2886	2813	2834
11	3743	3748	3518	3411	3221	2997	3060	3005	2896	2926	2922	2875	2889	3539
10	3803	3530	3407	3247	3047	3100	3049	2964	2970	2983	2926	2967	3631	3413
9	3565	3416	3257	3077	3152	3067	3042	3021	3069	2994	3042	3717	3511	3133
8	3470	3267	3072	3156	3117	3054	3109	3078	3055	3124	3805	3631	3225	3195
7	3324	3080	3147	3156	3127	3116	3150	3109	3219	3921	3708	3291	3272	3842
6	3082	3103	3017	3051	3054	3082	3086	3212	3056	3789	3304	3276	3862	4119
5	2472	2409	2393	2327	2462	2417	2640	3157	2807	2518	2447	2838	3156	2611
Total	50,572	48,488	46,179	44,433	43,299	42,028	41,738	41,180	41,048	40,600	39,947	40,103	40,601	40,792

**Gains and Losses in City Census Tracts Resulting from Changes in Residence of Children
Under Twenty-one Years of Age—January to December 1953 Inclusive**

Census Tract	School Census Birth—20 Inc. 1953	School Census Birth—20 Inc. 1954	Gain or Loss	Moves into Tract	Moves from Tract	Gain or Loss	Moves into City	Moves from City	Gain or Loss	Moves Total Net Gain or Loss Per Tract
1.....	1,939	1,936	— 3	171	87	+ 84	60	174	— 114	— 30
2.....	2,126	2,154	+ 28	176	145	+ 31	93	162	— 69	— 38
3.....	1,771	1,772	+ 1	227	185	+ 42	90	188	— 98	— 56
4.....	2,371	2,351	— 20	337	372	— 35	78	138	— 60	— 95
5.....	3,301	3,257	— 44	321	320	+ 1	43	188	— 145	— 144
6.....	1,994	1,920	— 74	282	255	+ 27	39	138	— 99	— 72
7.....	3,088	2,900	— 188	341	546	— 205	98	209	— 111	— 316
8.....	291	219	— 72	36	66	— 30	5	10	— 5	— 35
9.....	2,799	2,659	— 140	175	392	— 217	16	82	— 66	— 283
10.....	1,935	1,812	— 123	135	194	— 59	13	76	— 63	— 122
11.....	1,916	1,851	— 65	250	296	— 46	27	65	— 38	— 84
12.....	1,944	1,970	+ 26	228	268	— 40	39	103	— 64	— 104
13.....	1,899	1,887	— 12	207	194	+ 13	17	83	— 66	— 53
14.....	2,420	2,389	— 31	228	192	+ 36	37	160	— 123	— 87
15.....	1,240	1,256	+ 16	82	74	+ 8	20	64	— 44	— 36
16.....	2,206	2,203	— 3	122	125	— 3	18	103	— 85	— 88
17.....	1,460	1,426	— 34	96	107	— 11	11	58	— 47	— 58
18.....	1,292	1,291	— 1	82	54	+ 28	7	45	— 38	— 10
19.....	2,696	2,659	— 37	213	248	— 35	46	119	— 73	— 108

20.....	782	1,309	+527	500	44	+456	65	49	+	16	+	472
21.....	2,593	2,638	+45	172	123	+49	18	78	—	60	—	11
22.....	1,772	1,713	—59	107	158	—51	36	69	—	33	—	84
23.....	1,558	1,566	+8	112	89	+23	34	79	—	45	—	22
24.....	1,736	1,785	+49	94	44	+50	23	57	—	34	+	16
25.....	1,023	1,101	+78	152	80	+72	25	67	—	42	+	30
26.....	2,347	2,282	—65	226	250	—24	28	100	—	72	—	96
27.....	2,298	2,273	—25	153	157	—4	11	74	—	63	—	67
28.....	1,962	1,994	+32	132	103	+29	31	104	—	73	—	44
29.....	2,154	2,129	—25	59	60	—1	19	57	—	38	—	39
30.....	1,458	1,293	—165	59	202	—143	7	56	—	49	—	192
31.....	2,295	2,249	—46	169	272	—103	78	76	+	2	—	101
32.....	1,353	1,406	+53	90	56	+34	24	47	—	23	+	11
33.....	1,569	1,571	+2	77	58	+19	27	70	—	43	—	24
34.....	1,506	1,526	+20	81	28	+53	31	37	—	6	+	47
35.....	1,327	1,285	—42	62	73	—11	35	72	—	37	—	48
36.....	825	828	+3	46	57	—11	13	47	—	34	—	45
37.....	2,262	2,204	—58	109	135	—26	35	86	—	51	—	77
Total.....	69,508	69,064	—444	6,109	6,109	0	1,297	3,390	—2,093	—2,093	—2,093	—2,093
Families.....				2,724	2,724	0	639	1,736	1,097	1,097	1,097	1,097

This is the fifth School Census of the revised thirty-seven tracts and the fourth comparison of the gains or losses by census tracts. The moves within the same census tracts of 1,469 families with 3,234 children are not included.

Enrolments, Average Membership, Average Attendance

Year	Gross Enrolment	Net Enrolment	Average Membership	Average Attendance
1910-1911.....	39,391	34,960	29,042.6	26,572.2
1915-1916.....	43,005	37,556	32,240.0	29,673.7
1920-1921.....	46,625	40,042	36,285.4	33,639.5
1925-1926.....	50,764	44,003	39,151.4	36,553.0
1930-1931.....	57,545	46,357	41,696.6	39,419.1
1935-1936.....	*74,354	45,393	41,820.0	38,262.8
1940-1941.....	*63,330	39,565	36,263.1	33,568.4
1945-1946.....	*49,160	31,713	28,439.7	25,925.8
1946-1947.....	*48,880	31,490	28,236.4	25,848.6
1947-1948.....	*47,092	30,684	27,767.2	25,544.9
1948-1949.....	*45,796	29,565	26,699.2	24,433.2
1949-1950.....	*45,398	28,937	26,327.8	24,184.4
1950-1951.....	*45,083	28,548	25,818.4	23,743.5
1951-1952.....	*45,346	29,186	26,231.2	23,560.6
1952-1953.....	*46,859	29,498	26,486.3	24,103.8
1953-1954.....	*46,789	29,569	26,860.7	24,735.0

*Every room counted as a separate school.

Net Enrolment by Departments for the First Quarter

Year	Special	Kinder- garten	Primary	Grammar	High	Total
1910-1911.....	259	2,047	15,189	9,821	2,658	29,974
1915-1916.....	429	2,556	17,120	10,401	3,526	34,032
1920-1921.....	644	2,499	18,539	11,002	3,767	36,451
1925-1926.....	1,312	2,855	18,110	12,913	5,941	41,131
1926-1927.....	1,310	2,930	17,899	12,984	5,992	41,115
1927-1928.....	1,586	3,084	17,723	12,916	6,398	41,707

Year	Special	Kinder- garten	Primary	Grammar	Junior High	Senior High	Total
1928-1929.....	1,629	3,039	17,400	11,796	1,257	6,492	41,613
1929-1930.....	1,650	3,092	17,385	9,986	4,338	5,916	42,367
1930-1931.....	1,696	3,127	17,511	10,198	4,940	6,258	43,730

Year	Special	Kinder- garten	El'm'ntary (Exclusive of kn.)	Junior High	Senior High	Total
1931-1932.....	1,544	2,873	25,359	7,858	6,221	43,855
1936-1937.....	1,525	2,621	21,029	10,726	7,233	43,134
1940-1941.....	1,394	2,515	16,281	9,686	7,944	37,820
1945-1946.....	908	2,471	13,654	6,885	5,571	29,489
1950-1951.....	697	1,907	13,858	5,635	4,686	26,783
1951-1952.....	676	2,197	13,823	5,572	4,557	26,825
1952-1953.....	632	2,387	14,250	5,432	4,596	27,297
1953-1954.....	514	2,274	14,500	5,328	4,600	27,216

COMPARISON OF PER CENT OF NON-PROMOTIONS

Grade	1949		1950		1951		1952		1953		1954	
	Jan.	June	Jan.	June	Jan.	June	Jan.	June	Jan.	June	Jan.	June
P.P.	10.1	10.4	10.7	9.7	11.2	10.6	8.4	7.8	13.1	5.0	7.4	8.98
1B.	7.6	11.6	7.2	10.0	9.5	10.7	8.1	8.8	8.9	8.7	6.9	6.5
1A.	6.8	7.3	5.8	6.8	9.4	7.5	10.2	7.9	7.9	5.7	8.5	6.4
2B.	4.9	8.2	5.2	7.5	6.2	7.1	5.3	9.0	5.9	6.5	4.9	5.4
2A.	9.1	6.5	7.9	6.9	9.5	9.2	8.5	9.8	8.9	7.4	6.4	4.7
3B.	7.3	7.8	5.5	9.3	6.4	7.6	8.0	8.3	4.8	6.6	4.7	6.7
3A.	4.7	6.3	6.4	5.7	7.7	5.5	6.9	6.0	5.9	4.6	4.5	4.4
4B.	3.7	6.6	5.9	6.3	6.3	4.9	4.6	8.5	6.7	6.2	4.8	6.4
4A.	3.2	2.9	5.6	3.1	4.9	3.0	4.9	2.1	2.8	3.9	4.0	3.0
5B.	3.9	4.4	4.5	3.5	4.0	4.1	4.0	3.5	3.8	5.2	3.4	6.0
5A. ....	.6	1.9	2.5	2.2	3.4	2.3	5.7	2.3	5.3	2.1	3.6	1.9
6B.	1.8	2.6	1.97	2.6	1.9	3.5	3.1	3.1	3.8	2.8	1.4	1.95
6A. ....	.15	.2	.15	.5	.45	1.0	1.3	.78	1.1	.98	.92	.89
Av.	4.98	5.9	5.22	5.65	6.4	5.9	6.1	6.0	5.95	5.17	4.8	4.6

COMPARISON OF PERCENTAGE OF ATTENDANCE

	1948-49	1949-50	1950-51	1951-52	1952-53	1953-54
Senior High	93.1	93.1	92.6	92.0	92.7	93.6
Junior High	92.8	92.9	92.7	91.1	91.6	92.0
Elementary.	91.5	92.1	92.6	90.3	91.5	92.8
Ungraded.	90.8	90.4	90.3	88.0	88.9	90.2
Kindergarten.	85.1	85.4	86.2	81.8	85.2	86.8
Prevocational.	91.3	93.7	96.5	....	....	....
Special.	88.7	88.6	88.0	84.8	86.3	87.5
Trade*.	89.1	89.0	86.3	83.3	84.8	88.0
All Schools.	91.5	91.9	92.0	89.8	91.0	92.1

*Changed to Central High Vocational Division in 1953.

AGE AND EMPLOYMENT CERTIFICATES

July 1, 1953 — June 30, 1954

	14 and 15 age group			16 and 17 age group			18 and over	Grand Total
	Boys	Girls	Total	Boys	Girls	Total		
July.	28	15	43	136	133	269	8	
August.	23	11	34	69	70	139	14	
September.	33	15	48	97	106	203	15	
October.	19	12	31	65	75	140	11	
November.	10	5	15	54	46	100	2	
December.	11	18	29	41	79	120	6	
January.	14	3	17	14	37	51	7	
February.	11	1	12	34	41	75	2	
March.	7	3	10	24	54	78	1	
April.	7	5	12	24	38	62	2	
May.	4	3	7	38	41	79	2	
June.	25	10	35	84	87	171	4	
Total.	192	101	293	680	807	1487	74	1854
Reissued Certificates		28	14 and 15 years		1948	16 and 17 years	18 and over	2136
							160	

Total number of certificates issued. 3990

PROOF OF AGE

	14 and 15 yrs.	16 and 17 yrs.
Birth Certificate	289	1469
Baptismal Certificate	0	1
Passport	4	13
Other	0	4

CENTRAL EVENING HIGH SCHOOL 1953-1954

Number of classes.....	47
Number of evenings in session.....	96
Number of different teachers:	
Men.....	18
Women.....	15
Total.....	33
Number of different pupils enrolled:	
Male.....	194
Female.....	527
Total.....	721
Average membership.....	322
Average attendance.....	220
<i>Expenses of Instruction</i>	
Salaries:	
Principal.....	\$ 1,001.00
Clerks, helpers.....	1,675.50
Teachers: Men.....	5,031.00
Women.....	4,985.00
Total salaries.....	\$12,692.50
Textbooks and reference books.....	605.22
Supplies.....	1,056.38
Other expenses of instruction.....	191.19
Total expenses of instruction.....	\$14,545.29
Janitors' Salaries.....	2,134.98
Total, including janitors' salaries.....	\$16,680.27

PER CAPITA COST OF EVENING SCHOOL

Based on average membership.....	\$51.80
Based on average attendance.....	\$75.82

MISCELLANEOUS STATISTICS 1953-1954

City population:			
Census	State	1905.....	198,635
	U. S.	1910.....	224,326
	State	1915.....	247,660
	U. S.	1920.....	237,595
	State	1925.....	267,918
	U. S.	1930.....	252,981
	State	1935.....	243,006
	U. S.	1940.....	253,504
	U. S.	1950.....	248,674

School population, census 1954:

	5 to 15 yrs. Inc.	Birth to 20 yrs. Inc.
Boys	18,631	34,930
Girls	18,438	34,134
Total	37,069	69,064

Schools:

Public	24,051	29,084
Parochial	10,889	12,401
Private	577	1,566
Not attending school.....	1,552	26,013
Total	37,069	69,064

Gross enrolment of pupils in public schools

(Every room counted as a separate school)	46,789
Net enrolment (Re-enrolments deducted)	29,569
Average membership	26,860.7
Average attendance	24,735.0
Number of different teachers employed in public schools.....	1,147
Average number of teachers employed.....	1,106.35

Number of public schools:

Senior high	4
1 annex	
Gymnasium	
Junior high	8
Elementary.	53

Special:

Backward children	14
Fresh air	6
Handicapped children	3
Sight conservation	2
Vocational	1
	26

Schools.	91
Annex.	1
Gymnasium.	1

REPORT OF THE SCHOOL COMMITTEE

Assessed value of school property, December 31, 1953:	
Land.	\$ 1,334,460
Buildings.	22,792,270
Total.	\$ 24,126,730
Assessed value of city, December 31, 1953:	
Land.	\$131,169,515
Buildings.	343,966,530
Total real estate	\$475,136,045
Tangible personal	155,825,735
	\$630,961,780
Intangible personal	218,930,642
Total.	\$849,892,422
Tax rate:	
\$31.00 per M. on real estate and tangible personal	
4.00 per M. on intangible personal	
Amount of tax on above valuation.	\$20,435,537.75
Amount of current year tax collected for year ending	
September 30, 1954.	\$19,490,452.70

PERCENTAGE OF CITY TAX COLLECTIONS APPROPRIATED FOR
OPERATION AND MAINTENANCE OF PUBLIC SCHOOLS

Year	Tax Collections*	Appropriation from Tax Levy	Percentage of Tax Collections Represented by Appropriation
1925-1926 ..	\$10,627,608.93	\$3,127,046.06	29.42
1926-1927 ..	11,022,093.72	3,393,753.00	30.79
1927-1928 ..	11,910,149.50	3,574,777.00	30.01
1928-1929 ..	12,399,149.78	3,718,963.00	29.99
1929-1930 ..	12,773,206.26	3,911,156.00	30.62
1930-1931 ..	12,893,343.71	4,118,170.00	31.94
1935-1936 ..	12,077,038.98	3,941,790.00	32.64
1936-1937 ..	12,534,942.17	4,083,244.00	32.57
1937-1938 ..	12,492,460.94	4,281,412.38	34.27
1938-1939 ..	12,853,441.62	4,305,787.00	33.50
1939-1940 ..	12,425,523.10	4,328,850.00	34.84
1940-1941 ..	13,073,131.71	4,419,400.00	33.81
1941-1942 ..	13,088,583.36	4,406,666.00	33.67
1942-1943 ..	13,172,673.30	4,474,411.00	33.97
1943-1944 ..	13,166,990.73	4,453,200.00	33.82
1944-1945 ..	13,294,366.05	4,528,950.00	34.07
1945-1946 ..	13,302,339.06	4,395,459.00	33.04
1946-1947 ..	13,219,881.67	4,623,970.00	34.98
1947-1948 ..	13,398,905.30	5,000,097.00	37.32
1948-1949 ..	14,074,710.45	4,995,000.00	35.49
1949-1950 ..	16,831,287.03	5,257,464.70	31.24
1950-1951 ..	17,179,865.93	5,347,574.69	31.13
1951-1952 ..	18,344,077.38	5,697,211.68	31.06
1952-1953 ..	18,732,999.41	6,264,485.95	33.44
1953-1954 ..	19,901,439.87	6,456,301.47	32.44

*Including back taxes

SUMMARY OF EXPENDITURES
FOR SCHOOL YEAR ENDING JUNE 30, 1954

Expended from current revenue:

By school committee:

General control	\$ 268,807.38
Instruction	5,476,597.53
Operation of school plant	996,621.91
Maintenance of school plant	378,881.80
Auxiliary agencies	204,071.10
Capital outlay	24,056.41
Fixed charges	1,049.00
	<u>\$7,350,085.13</u>

By city council:

Interest	\$ 297,309.22
Sinking funds	419,355.00
	<u>\$ 716,664.22</u>

Maintenance and Per Capita Cost
For School Year Ending June 30

(Not including expenditures by the City Council)

Expenditures are charged to the separate schools, as far as possible; including: salaries of teachers, clerks, and custodians; books, supplies, fuel, light and power, water, furniture, repairs, alterations, and incidentals.

They do not include the general expenses such as salaries of the superintendent and his assistants, directors, supervisors and their assistants, secretary, purchasing agent, truant officer, supervisor of school plant, clerks; and items not chargeable to any school.

1953 — 1954*

Schools	Amount Charged	Average Membership	Cost Per Capita	Cost Per Capita Inc. Gen. Expenses
Senior high	\$1,600,239.53	4,449.7	\$359.63	\$388.75
Junior high	1,694,560.45	5,281.3	320.86	349.98
Elementary	2,693,955.37	14,494.6	185.86	214.98
Kindergarten	216,757.14	2,126.0	101.96	131.08
Special	189,522.00	332.6	569.82	598.94
Vocational	145,674.33	176.5	825.35	854.47
Total day schools	\$6,540,708.82*	26,860.7	\$243.50	\$272.62
General expenses	782,282.94		29.12	
Evening school	16,680.27	322.0	51.80	

*Includes \$600 State Aid Grant.

**Cost of the various divisions of the system
for a series of school years ending June 30**

(Not including expenditures by the City Council)

TABLE I
*Cost for Day School Pupils,
Including General Expenses*

Year	Total Cost	Cost of Evening Schools	Cost of Day Schools	Average Membership	Cost per Capita
1910-11.....	\$962,665 98	\$47,341 62	\$915,324 36	29,042.6	\$31 52 ✓
1915-16.....	1,211,051 36	38,301 51	1,172,749 85	32,240.0	36 37
1920-21.....	2,486,074 95	52,686 94	2,433,388 01	36,285.4	67 07
1925-26.....	3,246,372 52	52,873 68	3,193,498 84	39,151.4	81 56
1930-31.....	4,316,528 41	59,817 92	4,256,710 49	41,696.6	102 09
1935-36.....	4,184,824 11	40,545 46	4,144,278 65	41,820.0	99 10
1940-41.....	4,563,269 91	37,771 22	4,525,498 69	36,263.1	124 80
1941-42.....	4,580,818 91	31,874 08	4,548,944 83	33,756.1	134 76
1942-43.....	4,692,823 30	26,239 26	4,666,584 04	31,476.5	148 26
1943-44.....	4,762,561 14	15,853 73	4,746,707 41	29,871.8	158 91
1944-45.....	4,725,372 28	14,385 13	4,710,987 15	29,158.1	161 57
1945-46.....	4,683,616 58	20,046 10	4,663,570 48	28,439.7	163 98
1946-47.....	4,952,821 40	20,618 62	4,932,202 78	28,236.4	174 67
1947-48.....	5,871,854 67	20,385 04	5,851,469 63	27,767.2	210 73
1948-49.....	6,009,856 09	12,887 29	5,996,968 80	26,699.2	224 61
1949-50.....	6,234,744 68	15,157 86	6,219,586 82	26,327.8	236 24
1950-51.....	6,371,610 82	14,782 35	6,356,828 47	25,818.4	246 22
1951-52.....	6,477,679 03	15,987 31	6,461,691 72	26,231.2	246 34
1952-53.....	7,163,856 49	15,684 72	7,148,171 77	26,486.3	269 89
1953-54.....	7,339,672 03	16,680 27	7,322,991 76	26,860.7	272 62

TABLE II
Cost for Senior High School Pupils, Not Including General Expenses

Year	Cost	Average Membership	Cost Per Capita
1910-11.....	\$202,537 28	2,586.1	\$78 32
1915-16.....	273,632 26	3,378.2	81 00
1920-21.....	514,017 72	3,814.4	134 76
1925-26.....	829,879 29	5,643.9	147 04
1930-31.....	944,378 75	6,182.6	152 75
1935-36.....	929,976 57	6,895.2	134 87
1940-41.....	1,218,675 42	7,467.3	163 20
1941-42.....	1,222,118 39	6,729.8	181 60
1942-43.....	1,236,056 98	5,849.4	211 31
1943-44.....	1,201,477 21	5,407.5	222 19
1944-45.....	1,183,761 17	5,301.0	223 31
1945-46.....	1,154,351 11	5,437.6	212 29
1946-47.....	1,229,190 02	5,618.3	218 78
1947-48.....	1,435,123 40	5,197.5	276 12
1948-49.....	1,440,304 46	4,979.0	289 28
1949-50.....	1,439,099 72	4,685.3	307 15
1950-51.....	1,455,954 63	4,413.8	329 86
1951-52.....	1,451,988 37	4,401.0	329 92
1952-53.....	1,560,483 62	4,415.4	353 42
1953-54.....	1,600,239 53	4,449.7	359 63

TABLE III
*Cost for Junior High School Pupils,
 Not Including General Expenses*

Year	Cost	Average Membership	Cost Per Capita
1928-29.....	\$149,141 45	1,210.6	\$123 20
1929-30.....	612,661 03	4,564.7	134 22
1930-31.....	666,037 20	5,350.9	124 47
1935-36.....	1,027,344 27	10,359.1	99 17
1940-41.....	1,141,550 66	9,393.8	121 52
1941-42.....	1,126,173 58	8,414.1	133 84
1942-43.....	1,169,793 27	7,939.5	147 34
1943-44.....	1,212,018 20	7,485.7	161 91
1944-45.....	1,212,800 77	7,118.1	170 38
1945-46.....	1,170,324 62	6,616.8	176 87
1946-47.....	1,206,363 39	6,126.9	196 90
1947-48.....	1,393,617 42	5,850.0	238 23
1948-49.....	1,422,925 78	5,499.4	259 11
1949-50.....	1,500,241 55	5,486.4	273 45
1950-51.....	1,518,138 31	5,458.2	278 14
1951-52.....	1,541,012 31	5,404.5	285 14
1952-53.....	1,701,699 33	5,274.4	322 63
1953-54.....	1,694,560 45	5,281.3	320 86

TABLE IV
Cost for Elementary School Pupils, Not Including General Expenses

Year	Cost	Average Membership	Cost Per Capita
1910-11.....	\$327,124 57	14,701.9	\$22 25
1915-16.....	414,180 70	16,353.4	25 33
1920-21.....	863,825 09	18,490.6	46 72
1925-26.....	939,315 20	17,075.6	55 01
1926-27.....	1,025,146 91	17,122.2	59 87
1927-28.....	1,099,864 58	17,042.1	64 54
1928-29.....	1,080,515 41	16,470.9	65 60
1929-30.....	1,084,482 97	16,729.5	64 83
Including Grammar			
1930-31.....	1,744,819 87	26,043.9	67 00
1935-36.....	1,439,482 05	21,257.0	67 72
1940-41.....	1,388,045 41	15,848.8	87 58
1941-42.....	1,399,875 66	15,196.6	92 12
1942-43.....	1,428,056 41	14,485.7	105 95
1943-44.....	1,471,110 71	13,939.0	105 54
1944-45.....	1,410,795 70	13,637.4	103 45
1945-46.....	1,384,104 57	13,225.2	104 66
1946-47.....	1,457,978 64	13,025.8	111 93
1947-48.....	1,802,254 58	12,964.0	139 02
1948-49.....	1,967,959 84	13,636.2	144 32
1949-50.....	2,084,693 40	13,701.5	152 15
1950-51.....	2,175,352 63	13,633.2	159 56
1951-52.....	2,224,016 74	13,704.1	162 29
1952-53.....	2,558,971 71	14,151.2	180 83
1953-54.....	2,693,955 37	14,494.6	185 86

TABLE V
Cost for Kindergarten Pupils, Not Including General Expenses

Year	Cost	Average Membership	Cost Per Capita
1910-11.....	\$41,419 26	1,679.6	\$24 66
1915-16.....	51,388 35	2,005.8	25 62
1920-21.....	97,593 09	2,051.1	47 58
1925-26.....	105,829 54	2,253.7	46 96
1930-31.....	125,009 44	2,545.1	49 12
1935-36.....	102,494 65	1,929.5	53 12
1940-41.....	108,247 05	2,209.7	48 99
1945-46.....	130,957 71	2,236.1	58 56
1946-47.....	151,897 67	2,503.9	60 66
1947-48.....	209,591 38	2,955.9	70 91
1948-49.....	165,400 80	1,855.6	89 14
1949-50.....	168,157 94	1,743.7	96 44
1950-51.....	159,236 72	1,696.5	93 86
1951-52.....	186,974 43	2,120.6	88 17
1952-53.....	212,295 54	2,108.6	100 68
1953-54.....	216,757 14	2,126.0	101 96

TABLE VI
Cost for Special School Pupils, Not Including General Expenses

Year	Cost	Average Membership	Cost Per Capita
1910-11.....	\$22,199 41	333.4	\$66 58
1915-16.....	34,838 84	464.4	75 02
1920-21.....	79,852 50	546.7	146 06
1925-26.....	133,502 53	916.9	145 60
1930-31.....	184,613 64	1,254.5	147 16
1935-36.....	141,220 52	1,062.4	132 93
1940-41.....	150,766 43	1,031.7	146 13
1941-42.....	154,057 24	962.6	160 04
1942-43.....	158,089 59	922.5	171 37
1943-44.....	164,071 85	754.0	217 60
1944-45.....	158,532 64	726.3	218 27
1945-46.....	170,140 46	688.3	247 19
1946-47.....	171,013 41	638.5	267 84
1947-48.....	182,191 20	515.6	353 36
1948-49.....	183,241 95	428.8	379 54
1949-50.....	195,988 80	475.1	412 52
1950-51.....	192,207 59	414.8	463 37
1951-52.....	186,728 85	389.3	479 65
1952-53.....	201,458 35	353.5	569 90
1953-54.....	189,522 00	332.6	569 82

TABLE VII

Cost for Trade or Vocational Pupils, Not Including General Expenses. Trade School was in session 12 months thru school year 1951-52.

Year	Gross Cost	Federal Aid	Net Cost	Average Membership	Cost Per Capita on Gross Cost	Cost Per Capita on Net Cost
1930-31	\$75,651.36	\$19,063.00	\$56,588.36	319.6	\$236.71	\$177.06
1931-32	77,681.22	10,030.00	67,651.22	312.8	248.34	216.28
1932-33	66,219.75	11,157.91	55,061.84	317.5	208.57	173.42
1933-34	64,078.93	8,078.07	56,000.86	318.5	201.19	175.83
1934-35	64,600.65	20,383.00	44,217.65	336.7	191.86	131.33
1935-36	67,116.18	13,943.00	53,173.18	316.8	211.86	167.84
1936-37	72,074.77	12,759.75	59,315.02	348.2	206.99	170.35
1937-38	78,712.78	28,733.04	49,979.74	370.8	212.28	134.79
1938-39	80,118.42	30,373.52	49,744.90	337.6	237.32	147.35
1939-40	85,460.61	28,271.78	57,188.83	337.0	253.59	169.70
1940-41	86,473.73	26,882.28	59,591.45	311.8	277.34	191.12
1941-42	86,763.74	28,160.40	58,603.34	301.6	287.68	194.31
1942-43	87,985.14	30,846.42	57,138.72	234.9	374.56	243.25
1943-44	78,116.93	31,937.10	46,179.83	223.8	349.05	206.34
1944-45	83,117.69	25,800.90	57,316.79	204.3	406.84	280.55
1945-46	102,534.44	27,604.49	74,929.95	223.3	459.18	335.56
1946-47	117,672.08	25,244.14	92,427.94	273.6	430.09	337.82
1947-48	122,354.87	38,898.94	83,455.93	239.9	510.02	347.88
1948-49	135,056.53	38,476.53	96,580.00	217.3	621.52	444.45
1949-50	118,951.81	35,650.00	83,301.81	222.6	534.37	374.22
1950-51	146,297.62	45,519.27	100,778.35	201.9	724.60	499.15
1951-52	148,416.64	40,959.02	107,457.62	211.7	701.07	507.59
1952-53	146,076.11	38,111.06	107,965.05	183.2	797.36	589.33
1953-54	145,674.33	39,593.27	106,081.06	176.5	825.35	601.03

TABLE VIII

Cost for General Expenses, Divided Among the Day School Pupils

Year	Cost	Average Membership	Cost Per Capita
1910-11	\$63,085 89	29,042.6	\$2 17
1915-16	78,363 98	32,240.0	2 43
1920-21	181,648 20	36,285.4	5 01
1925-26	307,488 52	39,151.4	7 85
1930-31	516,200 23	41,696.6	12 38
1935-36	436,644 41	41,820.0	10 44
1940-41	431,739 99	36,263.1	11 91
1941-42	452,228 35	33,756.1	13 40
1942-43	479,884 22	31,476.5	15 25
1943-44	495,785 91	29,871.8	16 60
1944-45	534,213 18	29,158.1	18 32
1945-46	546,117 56	28,439.7	19 20
1946-47	580,836 34	28,236.4	20 57
1947-48	674,178 48	27,767.2	24 28
1948-49	655,838 27	26,699.2	24 56
1949-50	694,448 17	26,327.8	26 38
1950-51	709,640 97	25,818.4	27 49
1951-52	722,554 38	26,231.2	27 55
1952-53	767,187 11	26,486.3	28 97
1953-54	782,282 94	26,860.7	29 12

TABLE IX
Cost for Evening School Pupils, Not Including General Expenses

Year	Cost	Average Membership	Cost Per Capita
1910-11	\$47,341 62	3,036.0	\$15 59
1915-16	38,301 51	3,004.2	12 75
1920-21	52,686 94	2,715.6	19 40
1925-26	52,873 68	2,358.5	22 42
1930-31	59,817 92	2,347.3	25 49
1935-36	40,545 46	1,842.0	22 01
1940-41	37,771 22	1,600.0	23 61
1945-46	20,046 10	955.0	20 99
1946-47	20,618 62	546.0	37 76
1947-48	20,385 04	526.0	38 75
1948-49	12,887 29	514.0	25 07
1949-50	15,157 86	470.0	32 25
1950-51	14,782 35	385.0	38 40
1951-52	15,987 31	435.0	36 75
1952-53	15,684 72	351.0	44 69
1953-54	16,680 27	322.0	51 80

TABLE X
Percentage of Total Cost Allotted to Various School Divisions

Year	High	Grammar and Primary		Kindergarten	Special	Evening		General Expenses	
1910-11	21.04		60.88	4.30	2.31		4.92	6.55	
1915-16	22.59		60.66	4.24	2.88		3.16	6.47	
Year	High	Grammar	Primary	Kindergarten	Special	Trade School	Evening	General Expenses	
1920-21	20.68	26.63	34.75	3.92	3.21	1.38	2.12	7.31	
1925-26	25.56	24.34	28.93	3.27	4.11	2.69	1.63	9.47	
1926-27	24.71	25.10	28.24	3.13	4.46	2.07	1.55	10.74	
Year	Senior High	Junior High	Grammar	Elementary	Kindergarten	Special	Trade School	Evening	General Expenses
1927-28	24.26	1.86	23.14	28.89	3.07	4.55	2.08	1.55	10.60
1928-29	24.39	3.78	22.82	27.36	2.95	4.54	1.80	1.63	10.73
1929-30	21.60	14.42	16.85	25.53	2.74	4.35	1.75	1.55	11.21
Year	Senior High	Junior High	Elementary	Kindergarten	Special	Trade School	Evening	General Expenses	
1930-31	21.88	15.43	40.42	2.90	4.28	1.75	1.38	11.96	
1935-36	22.22	24.55	34.40	2.45	3.38	1.60	.97	10.43	
1940-41	26.71	25.02	30.42	2.37	3.30	1.89	.83	9.46	
1944-45	25.05	25.67	29.86	2.70	3.35	1.76	.30	11.31	
Year	Senior High	Junior High	Elementary	Kindergarten	Special	Trade School	Tech. Inst.	Evening	General Expenses
1945-46	24.64	24.99	29.55	2.80	3.63	2.19	.11	.43	11.66
1946-47	24.82	24.36	29.44	3.07	3.45	2.37	.35	.41	11.73
1947-48	24.45	23.73	30.69	3.57	3.10	2.08	.55	.35	11.48
1948-49	23.89	23.93	32.64	2.74	3.04	2.24	.43	.21	10.88
1949-50	23.08	24.06	33.44	2.70	3.14	1.91	.29	.24	11.14
Year	Senior High	Junior High	Elementary	Kindergarten	Special	*Trade	Evening	General Expenses	
1950-51	22.85	23.82	34.14	2.50	3.02	2.30	.23	11.14	
1951-52	22.42	23.79	34.33	2.89	2.88	2.29	.25	11.15	
1952-53	21.78	23.76	35.72	2.96	2.81	2.04	.22	10.71	
1953-54	21.80	23.09	36.70	2.95	2.59	1.98	.23	10.66	

*Changed to Central High Vocational Division in 1953.

TABLE XI

Cost of Books and Supplies Issued to Day Schools

Year	Books	Supplies	Total	Average Membership	Cost Per Capita
1930-31	69,474 68	139,614 81	209,089 49	41,696.6	5.014
1931-32	69,310 31	149,552 99	218,863 30	42,975.9	5.093
1932-33	51,756 50	95,943 08	147,699 58	43,751.5	3.376
1933-34	30,901 54	68,794 47	99,696 01	43,744.5	2.279
1934-35	47,493 91	82,736 19	130,230 10	43,688.2	2.981
1935-36	47,151 16	83,934 46	131,085 62	41,820.0	3.134
1936-37	46,091 87	82,778 53	128,870 40	41,784.0	3.084
1937-38	44,999 40	92,286 11	137,285 51	40,966.8	3.351
1938-39	61,529 94	105,896 81	167,426 75	40,103.5	4.175
1939-40	36,478 17	86,508 44	122,986 61	38,138.6	3.225
1940-41	36,901 89	86,649 96	123,551 85	36,263.1	3.407
1941-42	37,559 33	83,656 96	121,216 29	33,756.1	3.591
1942-43	43,827 83	83,292 18	127,120 01	31,476.5	4.038
1943-44	39,076 98	69,178 01	108,254 99	29,871.8	3.624
1944-45	40,354 62	63,208 50	103,563 12	29,158.1	3.552
1945-46	26,807 84	63,889 73	90,697 57	28,439.7	3.189
1946-47	33,677 82	70,456 80	104,134 62	28,236.4	3.687
1947-48	32,649 00	89,761 56	122,410 56	27,767.2	4.408
1948-49	36,480 83	98,138 58	134,619 41	26,699.2	5.042
1949-50	43,296 38	101,996 54	145,292 92	26,327.8	5.518
1950-51	44,377 44	101,709 55	146,086 99	25,818.4	5.658
1951-52	41,986 59	110,595 79	152,582 38	26,231.2	5.82
1952-53	47,348 99	115,990 48	163,339 47	26,486.3	6.17
1953-54	80,164 48	119,466 13	199,466 13	26,860.7	7.43

TABLE XII

Cost of the Several Senior High Schools 1953-1954

(Not including interest on cost of plant, overhead for Central Heating Plant, and Central Gymnasium, and High School Stadium.)

School	Total Cost	Av. Membership	Per Capita Cost	Av. Gen. Expenses	Total Per Capita Cost
Central	\$ 363,057 94	767.6	\$472 98	\$29 12	\$502 10
Classical	215,429 71	745.9	288 82	29 12	317 94
Hope	485,951 60	1,466.0	331 48	29 12	360 60
Mount Pleasant	476,115 53	1,464.9	325 02	29 12	354 14
Total	\$1,540,554 78	4,444.4	\$346 63	\$29 12	\$375 75

RECEIPTS FOR FISCAL YEAR ENDING SEPTEMBER 30, 1954

Appropriation from the tax levy	\$6,456,301.47
Balance from 1952-1953	85,982.52

From other sources:

State of Rhode Island:

Apportionment by average attendance.....	\$ 57,715.00
Apportionment by schools.....	4,500.00
Critic teachers.....	2,925.00
Education of handicapped children.....	2,942.34
Evening schools.....	2,875.00
Graded and high schools.....	1,500.00
Medical inspection.....	250.00
Reimbursement for Emma Pendleton Bradley	
Home tuition.....	1,605.56
\$600 salary grant.....	677,503.48
Supervision-superintendent	1,000.00
	\$752,816.38

Federal Appropriation:

Trade school.....	39,593.27
-------------------	-----------

792,409.65

Books and supplies sold.....	\$ 3,912.33
Dog licenses.....	6,441.35
Miscellaneous items.....	3,109.77

Reimbursement for salaries:

Bryant College.....	375.00
Providence College.....	9,610.00
Rhode Island School of Design.....	2,535.00
Reimbursement from Brown University for trans-	
portation—Resolution 126.....	4,518.16
Rental of test scoring machine.....	149.50
Telephone reimbursements.....	432.79
Tuition	144,555.14
Use of buildings.....	7,324.98
	182,964.02

182,964.02

\$7,517,657.66

**EXPENDITURES UNDER THE SEVERAL
APPORTIONMENTS FOR FISCAL YEAR ENDING
SEPTEMBER 30, 1954**

Salaries:	
Administrative	\$ 339,930.44
Day schools	5,258,872.04
Evening schools	12,692.50
Janitorial	823,729.54
	<hr/>
	\$6,435,224.52
Books	\$ 61,984.83
Equipment, new	17,328.07
Equipment, maintenance	23,359.99
Equipment, replacement	40,807.03
Fuel	192,455.69
Lunches	5,167.75
Miscellaneous	1,466.16
Postage	3,159.70
Printing	3,234.63
Rent	3,569.20
Repairs and alterations	175,238.73
Supplies, educational	141,586.57
Supplies, janitorial	18,051.16
Supplies, maintenance	30,487.69
Telephones	27,008.27
Transportation	41,911.82
Traveling expenses	3,390.48
Tuition	24,853.62
Water, light and power	112,279.29
	<hr/>
	927,340.68
	<hr/>
	\$7,362,565.20

**DETAILED EXPENDITURES FOR FISCAL YEAR
ENDING SEPTEMBER 30, 1954**

Salaries:**Administrative:**

Superintendent of schools and clerks	\$ 57,404.95	
Assistant superintendents of schools	17,966.52	
		\$ 75,371.47
Secretary of school committee and clerks		35,385.20
School Committee members		3,229.07
Director of personnel		6,729.09
Director of physical plant	\$ 1,534.21	
Clerk	1,488.36	
		3,022.57
Psychological department:		
Supervisor, psychiatrist, home visitors, regular and temporary clerks		10,079.32
Junior placement:		
Supervisor and clerks		10,898.50
Purchasing department:		
Purchasing agent and clerks	\$ 23,125.39	
Chauffeurs	20,494.33	
		43,619.72
Department of attendance:		
Supervisor, attendance officers and home visitors	\$ 36,615.29	
Clerks	4,056.69	
		40,671.98
School census, clerical work		19,760.74
Promotion of health:		
Director, examining physicians, special examining physicians and nurses and clerks	\$ 69,415.97	
Dental clinics:		
Supervisor	\$1,855.00	
Clinic dentists	9,030.00	
Dental attendants	3,548.00	
Clerk	1,705.33	
		16,138.33
Physicians at games	170.00	
		85,724.30
Central records clerks		5,438.48
		\$ 339,930.44
Day Schools:		
High schools	\$1,261,942.45	
Junior high schools	1,237,517.54	
Elementary schools	\$2,036,976.09	
Kindergarten	170,836.74	
		2,207,812.83

Amounts carried forward..... \$4,707,272.82 \$ 339,930.44

Salaries brought forward.....		\$ 339,930.44
Day Schools brought forward.....	\$4,707,272.82	
Special schools:		
Backward children	\$ 63,591.25	
Crippled children	18,186.96	
Fresh air	30,129.97	
Physically disabled in homes.....	31,266.04	
Sight conservation	10,066.88	
Central vocational auto classes....	595.50	
Central vocational apprenticeship		
class.	771.00	
Central vocational jewelry classes.	2,244.00	
		156,851.60
Teacher of Hebrew.....		378.00
Television broadcasts		1,450.00
Junior placement:		
Counselors.		420.00
Directors, supervisors and special		
teachers:		
Attendance department	\$ 9,982.19	
Audiometry and lip reading.....	13,495.38	
Counselor for hard of hearing....	5,375.00	
Curriculum research	6,774.96	
Civilian defense	5,140.00	
Elementary schools	13,886.13	
Junior high schools.....	6,330.00	
Manual arts	29,776.78	
Music.	37,918.38	
Physical education	75,657.32	
Psychological examiners	19,687.88	
Remedial reading	5,033.72	
Speech correction	20,779.75	
		249,837.49
Total day school teachers' salaries.....	\$5,116,209.91	
Clerks and helpers in the schools:		
High schools:		
Assistant librarians ...	\$ 5,878.75	
Clerks.	35,110.14	
Extra clerical service....	974.33	
Stock clerks	11,635.01	
Student helpers	20.50	
	\$ 53,618.78	
Junior high schools.....	32,631.25	
Elementary schools	44,722.01	
Nature study and visual education	9,969.09	
Pianist, department of physical		
education.....	1,721.00	
		142,662.13
		5,258,872.04
Janitorial:		
Supervisors of school plant and clerks	\$ 14,642.73	
School plant inspection service	6,326.60	
Amounts carried forward.....	\$ 20,969.33	\$5,598,802.48

Amount-brought forward.....		\$5,598,802.48
Janitorial brought forward.....	\$ 20,969.33	
Custodians (includes overtime):		
Administrative offices	\$ 9,627.53	
Day schools	649,551.89	
Evening schools	2,134.98	
		661,314.40
Driver, ash truck	3,478.42	
Labor:		
General	137,967.39	
		823,729.54
Total of all salaries (except evening school teachers and clerks \$12,692.50)		\$6,422,532.02
Books:		
Text and reference	\$ 56,192.05	
Subscriptions	3,014.01	
Rebinding	2,778.77	
		61,984.83
Equipment, new:		
General		17,328.07
Equipment, maintenance:		
General	21,072.79	
Ash truck (except salary of chauffeur)	1,935.49	
Delivery truck (except salary of chauffeur)	351.71	
		23,359.99
Equipment, replacement:		
General		40,807.03
Evening school salaries (except custodians):		
Teachers	\$ 11,017.00	
Clerks	1,675.50	
		12,692.50
Fuel:		
Advertising.	\$ 40.32	
Analysis.	20.00	
Coal.	152,850.94	
Oil.	39,544.43	
		192,455.69
Lunches, special schools.....		5,167.75
Miscellaneous:		
Advertising.	\$ 607.06	
Anthony Medal fund	46.08	
Bond for cashier.....	10.00	
Career day lunches, etc.....	148.00	
Amounts carried forward.....	\$ 811.14	\$6,776,327.88

REPORT OF THE SCHOOL COMMITTEE

103

Amount brought forward.....		\$6,776,327.88
Miscellaneous brought forward.....	\$ 811.14	
Engraving gavel for Mr. Gallogly.....	27.50	
Framing school committee certificates.....	7.59	
Lecturers' fees.....	107.20	
Petty cash fund.....	139.80	
Photographs of school committee.....	16.00	
Policemen at Music Festival.....	16.00	
Physicians' services.....	65.00	
Refunded tuition.....	71.96	
School Committee dinners, etc.....	77.97	
Supper money, clerical overtime.....	50.00	
X-rays.....	30.00	
Registration fees for Attendance Officers.....	30.00	
Released time luncheon.....	16.00	
		1,466.16
Postage:		
Cash for "due" postage.....	\$ 12.00	
General.....	3,147.70	
		3,159.70
Printing.....		3,234.63
Rent:		
Dexter Donation.....	\$ 1,049.00	
Busses and trucks.....	2,254.70	
Driver training cars.....	265.50	
		3,569.20
Repairs and Alterations:		
Repairs.....	\$ 172,726.78	
Sidewalks and sewers.....	1,901.95	
Transportation (automobile allowances).....	610.00	
		175,238.73
Supplies, educational:		
Educational.....	\$ 136,044.53	
Athletic.....	5,542.04	
		141,586.57
Supplies, janitorial:		
General.....		18,051.16
Supplies, maintenance:		
General.....		30,487.69
Telephones:		
Rentals, etc.:		
Administrative offices.....	\$ 13,575.24	
High schools, heating plant and stadium.....	2,177.52	
Junior high schools.....	3,810.85	
Elementary schools.....	7,126.94	
Special schools.....	177.97	
Trade school.....	139.75	
		27,008.27
Amount carried forward.....		\$7,180,129.99

Amount brought forward.....		\$7,180,129.99
Transportation:		
Athletics.....	\$	2,041.66
Automobile allowances.....		18,666.24
Cab service.....		10,985.65
General fares, etc.....		1,346.62
Parking charges.....		660.00
School busses.....		4,491.65
U. T. C. bus.....		3,720.00
		<u>41,911.82</u>
Traveling expenses:		
General.....		3,390.48
Tuition:		
Emma Pendleton Bradley Home.....	\$	3,211.12
Rhode Island College of Education.....		20,687.50
Rhode Island School of Design.....		955.00
		<u>24,853.62</u>
Water, light and power:		
Light.....	\$	91,960.25
Water.....		20,319.04
		<u>112,279.29</u>
		<u>\$7,362,565.20</u>

MAINTENANCE OF SCHOOLS FOR SCHOOL YEAR 1953-1954

(July 1, 1953 to June 30, 1954)

Central High School (including annex)

Salaries:

Teachers:

Athletic Coach	\$ 1,475.00	
Regular.	264,563.99	
Pianist.	950.00	
Driver-Training.	670.84	
		\$ 267,659.83

Clerks:

Assistant Librarian	\$ 2,047.75	
Regular.	7,566.88	
Stock.	2,925.00	
Extra Services	247.63	
		12,787.26

Custodians.	28,648.01
Labor.	3,577.16

Transportation:

Pupils.	1,193.83
--------------	----------

Travel:

Teacher.	18.69
---------------	-------

Books:

Text and Reference.....	\$ 1,360.02	
Subscriptions.	325.50	
Rebinding.	306.05	
Library.	477.27	
		2,468.84

Supplies:

Educational:

Athletic.	\$ 682.40	
Instructional.	8,579.64	
Driver-Training Instructional	6.25	
		9,268.29

Janitorial.	767.16
Maintenance.	1,500.81

Equipment:

New.	\$ 329.82	
Maintenance.	1,668.83	
Driver-Training Maintenance	271.42	
Replacement.	4,558.31	
		6,828.38

Amount carried forward..... \$ 334,718.26

Amount brought forward.....	\$ 334,718.26	
Fuel.	11,201.94	
Light.	5,920.64	
Postage.	155.00	
Rent—Driver-Training.	128.00	
Water.	830.54	
Buildings:		
Repairs.	10,103.56	
		\$ 363,057.94

Classical High School

Salaries:

Teachers:

Athletic Coach	\$ 1,375.00	
Regular.	181,484.37	
Driver-Training.	335.42	
		\$ 183,194.79

Clerks:

Regular.	\$ 5,077.63	
Extra Services	249.13	
Student Helpers	4.50	
		5,331.26
Custodians.		7,306.29
Labor.		1,607.96

Transportation:

Pupils.	\$ 561.40	
Teacher.	14.20	
		575.60

Books:

Text and Reference.....	\$ 3,840.59	
Subscriptions.	99.55	
Library.	454.33	
		4,394.47

Supplies:

Educational:

Athletic.	\$ 1,356.81	
Instructional.	3,105.17	
		4,461.98
Janitorial.		437.20
Maintenance.		281.93

Equipment:

New.	\$ 443.44	
Maintenance.	298.10	
Replacement.	378.41	
		1,119.95

Fuel.	3,825.03	
Light.	2,104.17	
Postage.	50.00	
Water.	429.08	
Building:		
Repairs.	310.00	
		215,429.71

Amount carried forward.....	\$ 578,487.65.
-----------------------------	----------------

Amount brought forward..... \$ 578,487.65

Hope High School

Salaries:

Teachers:

Athletic Coach	\$ 1,775.00	
Regular.	354,662.95	
Hebrew.	355.50	
Pianist.	364.00	
Driver-Training.	1,062.50	
		\$ 358,219.95

Clerks:

Assistant Librarian	\$ 2,120.00	
Regular.	8,737.00	
Stock.	2,884.38	
Extra Services	245.26	
		13,986.64

Custodians.	41,291.39
Labor.	10,402.57

Travel:

Teacher.	13.00
---------------	-------

Books:

Text and Reference.....	\$ 4,792.86	
Subscriptions.	375.60	
Rebinding.	511.80	
Library.	686.54	
		6,366.80

Supplies:

Educational:

Athletic.	\$ 1,595.51	
Instructional.	10,053.53	
		11,649.04
Janitorial.		1,710.13
Maintenance.		2,181.36

Equipment:

New.	\$ 228.51	
Maintenance.	2,428.52	
Driver-Training Maintenance	240.28	
Replacement.	9,664.31	
		12,561.62

Fuel.	8,118.81
Light.	8,525.25
Postage.	249.95
Rent—Driver-Training.	87.50
Telephone.	993.90
Water.	1,394.93

Building:

Repairs.	8,182.76
---------------	----------

Miscellaneous:

Luncheon Expense	16.00
------------------------	-------

485,951.60

Amount carried forward..... \$1,064,439.25

Amount brought forward..... \$1,064,439.25

Mt. Pleasant High School

Salaries:

Teachers:

Athletic Coach	\$ 1,725.00	
Regular.....	353,364.40	
Pianist.....	282.00	
Driver-Training.....	1,890.00	
		\$ 356,261.40

Clerks:

Assistant Librarian	\$ 1,611.00	
Regular.....	8,298.69	
Stock.....	2,925.00	
Extra Services	245.25	
		13,079.94

Custodians.....	46,268.42
Labor.....	4,944.81

Transportation:

Pupils.....	390.06
-------------	--------

Travel:

Teacher.....	11.40
--------------	-------

Books:

Text and Reference.....	\$ 3,609.91	
Subscriptions.....	422.10	
Rebinding.....	155.65	
Library.....	816.40	
		5,004.06

Supplies:

Educational:

Athletic.....	\$ 409.08	
Instructional.....	8,707.19	
		9,116.27

Janitorial.....	1,712.54
-----------------	----------

Maintenance.....	2,178.24
------------------	----------

Equipment:

New.....	\$ 268.85	
Maintenance.....	2,489.97	
Driver-Training Maintenance	246.07	
Replacement.....	1,287.59	
		4,292.48

Fuel.....	11,497.11
-----------	-----------

Light.....	7,880.72
------------	----------

Postage.....	124.00
--------------	--------

Rent—Driver-Training.....	50.00
---------------------------	-------

Telephone.....	915.22
----------------	--------

Water.....	781.65
------------	--------

Building:

Repairs.....	11,459.21
--------------	-----------

Miscellaneous:

Luncheon Expense	148.00
------------------------	--------

476,115.53

Amount carried forward..... \$1,540,554.78

REPORT OF THE SCHOOL COMMITTEE

109

Amount brought forward..... \$1,540,554.78
Providence High School Stadium

Salaries:

Custodians.....	\$	76.03
Labor.....		4,983.55

Supplies:

Educational:

Instructional.....		33.67
Janitorial.....		145.39
Maintenance.....		1,571.86

Equipment:

Maintenance.....	\$	371.93
Replacement.....		316.85

		688.78
Light.....		1,519.69
Telephone.....		131.37
Water.....		426.48

9,576.82

Gymnasium

Salaries:

Custodians.....	\$	10,028.21
Labor.....		877.81

Supplies:

Janitorial.....		641.53
Maintenance.....		353.27

Equipment:

Maintenance.....		83.68
------------------	--	-------

Fuel.....		1,851.57
Light.....		1,189.98
Water.....		208.68

Building:

Repairs.....		2,573.88
--------------	--	----------

17,808.61

Central Heating Plant

Salaries:

Custodians.....	\$	23,197.98
Labor.....		271.74

Supplies:

Janitorial.....		156.69
Maintenance.....		378.13

Equipment:

New.....	\$	3,795.00
Maintenance.....		20.66
Replacement.....		15.80

		3,831.46
Light.....		248.54
Telephone.....		104.24
Water.....		444.24

Building:

Repairs.....		3,666.30
--------------	--	----------

32,299.32

Amount carried forward..... \$1,600,239.53

Amount brought forward..... \$1,600,239.53

Junior High Schools

Salaries:

Teachers:

Itinerant..... \$ 15,988.16
Regular..... 1,218,357.08
..... \$1,234,345.24

Clerks:

Regular..... 32,511.25
Custodians..... 188,812.48
Labor..... 32,191.58

Transportation:

Pupils..... 63.35

Books:

Text and Reference..... \$ 10,843.79
Subscriptions..... 1,067.85
Rebinding..... 45.10
Library..... 2,977.75
..... 14,934.49

Supplies:

Educational:

Athletic..... \$ 1,049.83
Instructional..... 26,721.55
..... 27,771.38

Janitorial..... 6,220.24
Maintenance..... 7,774.49

Equipment:

New..... \$ 6,441.82
Maintenance..... 6,749.47
Replacement..... 3,788.42
..... 16,979.71

Fuel..... 36,211.13

Light..... 29,107.98

Postage..... 290.00

Telephone..... 3,641.71

Water..... 3,714.86

Buildings:

Repairs..... 59,990.56

1,694,560.45

Elementary Schools and Kindergartens

Salaries:

Teachers:

Regular..... \$2,201,664.85

Clerks:

Itinerant..... \$ 39,091.50
Regular..... 8,319.50
..... 47,411.00

Custodians..... 264,681.45

Labor..... 37,801.46

Amounts carried forward..... \$2,551,558.76 \$3,294,799.98

REPORT OF THE SCHOOL COMMITTEE

111

Amount brought forward..... \$2,551,558.76 \$3,294,799.98

Transportation:

Pupils \$ 2,585.90
 Teachers 156.75
 2,742.65

Books:

Text and Reference \$ 49,290.89
 Subscriptions 305.62
 49,596.51

Supplies:

Educational:
 Instructional 47,657.98
 Janitorial 8,569.03
 Maintenance 10,273.66

Equipment:

New \$ 6,516.65
 Maintenance 4,723.01
 Replacement 14,159.83
 25,399.49

Fuel 102,527.73

Light 27,584.51

Postage 246.13

Telephones 6,998.58

Water 11,476.92

Buildings:

Repairs 66,080.56

2,910,712.51

Schools for Backward Children

Salaries:

Teachers \$ 63,287.94
 Custodians 6,372.35
 Labor 876.45

Books:

Text and Reference 196.87

Supplies:

Educational:
 Instructional 853.28
 Janitorial 202.37
 Maintenance 181.86

Equipment:

Maintenance \$ 10.24
 Replacement 2.43
 12.67

Fuel 2,466.88

Light 803.64

Water 317.28

75,571.59

Schools for Crippled Children

Salaries:

Teachers \$ 18,916.47
 Custodians 1,651.20
 Labor 68.56

Lunches 1,238.50

Amounts carried forward..... \$ 21,874.73 \$6,281,084.08

Amounts brought forward.....	\$ 21,874.73	\$6,281,094.08
Transportation:		
Pupils	6,063.40	
Books:		
Text and Reference	109.86	
Supplies:		
Educational:		
Instructional	162.87	
Janitorial	46.95	
Maintenance	39.03	
Equipment:		
New	\$ 75.00	
Maintenance	256.86	
		331.86
Fuel		222.85
Light		172.74
Postage		3.99
Telephone		168.72
Water		39.84
		<u>29,236.84</u>
<i>Physically Disabled in Homes</i>		
Salaries:		
Teachers	\$ 29,334.00	
Transportation:		
Teachers	584.00	
Supplies:		
Educational:		
Instructional	70.08	
Postage	1.50	
		<u>29,989.58</u>
<i>Fresh Air Schools</i>		
Salaries:		
Teachers	\$ 29,647.40	
Custodians	2,549.94	
Labor	497.46	
Lunches	3,215.00	
Transportation:		
Pupils	606.69	
Books:		
Text and Reference	262.60	
Supplies:		
Educational:		
Instructional	273.31	
Janitorial	74.36	
Maintenance	78.82	
Equipment:		
Maintenance	1,315.97	
Fuel	1,132.37	
Light	239.74	
Water	145.58	
		<u>40,039.24</u>
Amount carried forward.....		\$6,380,349.74

Amount brought forward..... \$6,380,349.74

Sight Conservation Schools

Salaries:		
Teachers	\$	10,031.88
Custodians		1,189.72
Labor		270.45
Lunches		446.00
Transportation:		
Pupils		1,480.00
Books:		
Text and Reference		112.67
Supplies:		
Educational:		
Instructional		62.08
Janitorial		46.74
Maintenance		106.18
Equipment:		
Maintenance		256.57
Fuel		444.70
Light		194.95
Water		42.81
		<u>14,684.75</u>

Central Vocational High School

Salaries:		
Teachers:		
Regular	\$	110,156.77
Jewelry Classes		2,004.00
Auto Classes		595.50
		<u>\$ 112,756.27</u>
Clerks:		
Regular	\$	5,724.00
Stock		2,900.63
		<u>8,624.63</u>
Custodians		4,691.05
Labor		1,965.09
Travel:		
Teacher		30.75
Books:		
Text and Reference	\$	332.13
Subscriptions		50.35
		<u>382.48</u>
Supplies:		
Educational:		
Instructional		7,974.18
Janitorial		189.24
Maintenance		422.17
Equipment:		
New	\$	545.03
Maintenance		419.13
Replacement		321.12
		<u>1,285.28</u>
Amounts carried forward.....	\$	138,321.14
		<u>\$6,395,034.49</u>

REPORT OF THE SCHOOL COMMITTEE

Amounts brought forward.....	\$ 138,321.14	\$6,395,034.49
Fuel	4,840.89	
Light	1,424.92	
Telephone	134.63	
Water	249.71	
Building:		
Repairs	703.04	
		145,674.33

EVENING SCHOOLS

Central Evening High School

Salaries:		
Teachers	\$ 11,017.00	
Clerks	1,675.50	
Custodians	2,134.98	
Books:		
Text and Reference	605.22	
Supplies:		
Educational:		
Instructional	891.28	
Equipment:		
New	\$.50	
Maintenance	13.00	
Replacement	151.60	
		165.10
Miscellaneous:		
Advertising	177.44	
Diplomas	3.75	
Postage	10.00	
		16,680.27

Central Vocational Evening High School

Books:		
Text and Reference	\$ 312.24	
Supplies:		
Educational:		
Instructional	348.33	
Equipment:		
Maintenance	26.00	
Miscellaneous:		
Advertising	170.68	
Postage	7.00	
		864.25
		\$6,558,253.34

***SALARIES AND NUMBER OF TEACHERS OCTOBER 29, 1954**

[illegible]

a Heads of Departments (28) *b* Student Counselors (20) *c* Directors of Athletics (4) *d* Athletic Coaches (4) *e* Master's Degree (.89) *f* Doctor's Degree (.3)

** Less than full time position
† Duplicates, not counted in number of teachers.

III

***SALARIES AND NUMBER OF TEACHERS OCTOBER 29, 1954**
Elementary

Elementary

[illegible]

***SALARIES AND NUMBER OF TEACHERS OCTOBER 29, 1954**

Special

a Master's Degree (5) *b* Ungraded.
 **Less than full-time position.
 *These salaries include the \$600 State Aid grant and \$200 for Master's Degree.

***SALARIES AND NUMBER OF TEACHERS OCTOBER 29, 1954**

Directors, Supervisors and Teachers of Special Subjects

SALARY	6375		6275		5775		5675		5375		5175		5075		4975		4875		4575		4375		4125		4075		3975		3925		3675		3600		3075		3000		2925		2850		2775		2775		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**		**	
--------	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	------	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--	----	--

*These salaries include the \$600 State Aid grant and \$200 for Master's Degree. *a* Master's Degree (13). *b* Critics (1). *c* Athletic Coach (1).

*These salaries include the \$600
**Less than full-time position.

V

SUMMARY

Total Number of Teachers and Total Amount of Salaries Oct. 29, 1954*

	M	Salaries	W	Salaries	M & W	Salaries
	†6				†6	
Senior High Schools.....	133	\$ 669,535.00	112	\$ 577,350.00	245	\$1,246,885.00
Junior High Schools.....	84	399,775.00	175	849,225.00	259	1,249,000.00
Elementary Schools	24	92,925.00	505	2,187,100.00	529	2,280,025.00
Special Schools	1	5,375.00	31	145,312.50	32	150,687.50
Directors, Supervisors and Teachers of Special Subjects	14	50,787.50	42	189,337.50	56	240,125.00
	†6				†6	
Total.....	256	\$1,218,397.50	865	\$3,948,325.00	1121	\$5,166,722.50

†Duplicates, not counted in total number of teachers.

*These salaries include the \$600 State Aid Grant, \$400 Doctor's Degree, and \$200 Master's Degree.