

**BOX  
021  
FOLDER  
189**

**Education, Board of**

**1913, July-  
Aug.**

*Mr. Matthews*

THOMAS W. CHURCHILL  
PRESIDENT

BOARD OF EDUCATION  
THE CITY OF NEW YORK  
OFFICE OF THE PRESIDENT  
500 PARK AVENUE

JMB

July 8, 1913

Hon. William J. Gaynor,

Mayor, The City of New York

Dear Sir:



Under date of June 27, 1913, your Executive Secretary transmitted to me a letter from David E. Jones, No. 1332 Herkimer street, Brooklyn, in reference to the treatment of his son by a teacher in P. S. 155. I referred the matter to District Superintendent Benjamin Veit for investigation, and am in receipt of the following report from him dated July 7, 1913:

"Regarding the case of the Jones' boy from P.S.No.155, I beg to report as follows:

"It appears that on the afternoon of the school commencement, to wit, June 25th, the boy had acted in a disagreeable manner toward a substitute named Goldstein. The boy, according to the class teacher has a reputation for surliness, and at times his manner is very aggravating. His own class-teacher handled him well during the term and his rating was satisfactory, entitling him to promotion.

"The principal of the school who investigated the matter states that he does not believe that the boy was kicked. The teacher did admit that he slapped the lad, and because of his breach of the by-law, the principal of the school immediately relieved him of work and sent him away.

"The principal likewise states that the father of the boy came to the school building with the intention of beating the teacher, and further states that the teacher was unduly excited over the father's appearance.

"The said Goldstein has a substitute's license, and I am informed is a medical student who has no intention of entering the system. I am unable to procure his attendance as he is out of the city and I do not know his address."

In view of the fact that the teacher complained of is a substitute, I have advised the City Superintendent that he should not be employed in the schools again.

The letter of Mr. Jones is returned herewith.

Yours very truly,

*Thomas W. Churchill*  
President, Board of Education

ENCLOSURES

RESOLVED, That the Board of Estimate and Apportionment be, and it is hereby, respectfully requested to transfer the sum of \$300 within the Special School Fund for the year 1913 and from the item entitled "Salaries, Regular Employees, Administration, 3439, Offices of the District Superintendents", which item is in excess of its requirements, to the item entitled "Salaries, Regular Employees, Administration, 3436, Office of the Secretary", which item is insufficient for its purposes.

*W*  
A true copy of resolution adopted by the Board of Education on July 9, 1913.

*H. E. Baer*  
Secretary, Board of Education.

~~Mr. Greene, on behalf of the Committee on Finance, offers the following:~~

RESOLVED, That the Board of Estimate and Apportionment be, and it is hereby, respectfully requested to transfer the sum of One thousand one hundred and sixty-eight dollars (\$1,168) from the Special School Fund, 1913, Maintenance, Bureau of Buildings, Division of Repairs, Tax Levy and Corporate Stock Force, No. 3444 F O, Tax Levy Allowance, which item is in excess of its requirements, to the item also contained within the Special School Fund for the year 1913 entitled "Personal Service, Salaries of Regular Employees, Administration, No. 3441, Office of the Superintendent of School Buildings, which item is insufficient for its purposes.

*W. W.* A true copy of resolution adopted by the Board of Education  
on July 9, 1913.

*Chas. Palmer*  
.....  
Secretary, Board of Education.

WHEREAS, In accordance with Section 1066 of the Greater New York Charter, as amended, there has been deposited in the City Treasury, the sum of One thousand and five and 40/100 Dollars (\$1,005.40), representing proceeds realized from the sale of products of the Manhattan Trade School for Girls, for which a receipt has been received from the City Chamberlain and placed on file, a copy of which is as follows:

"No. 40,524

\$1,005.40/100

"CHAMBERLAIN'S RECEIPT, THE CITY OF NEW YORK

July 5, 1913

"Received from Henry R. M. Cook, Auditor, Board of Education, One thousand five 40/100 Dollars as per statement rendered this day.

"R. R. Moore, Chamberlain."

Therefore be it

RESOLVED, That the Board of Estimate and Apportionment be, and it is hereby, respectfully requested to appropriate the sum of One thousand and five and 40/100 dollars (\$1,005.40) to the Special Trade School Fund, in accordance with Section 1066 of the Greater New York Charter, as amended by Chapter 35 of the Laws of 1913.

*WJW*  
A true copy of preamble and resolution  
adopted by the Board of Education on July 9, 1913.

*J. G. Baer*  
Secretary, Board of Education.

RESOLVED, That the Board of Estimate and Apportionment be, and it is hereby, respectfully requested to recommend to the Board of Aldermen in accordance with the provisions of Section 56 of the Greater New York Charter that the following grades of positions be established for the Department of Education in addition to the grades now existing:

Bookkeeper, \$2,600 per annum, for one incumbent

Examiner of claims, \$2,100 per annum, for one incumbent.

*WLU*  
A true copy of resolution adopted by the Board of Education on July 9, 1913.

*A. E. Palmer*  
Secretary, Board of Education.

"RESOLVED. That the Board of Estimate and Apportionment be, and it is hereby, respectfully requested to recommend to the Board of Aldermen that the compensation of janitors of public school buildings be fixed in accordance with the following list, taking effect on the date indicated in each instance:

**Temporary Assignment**

<u>Name</u>	<u>Assigned to P.S.</u>	<u>Compensation</u>	<u>Taking Effect</u>
John Fleming	18, Brooklyn	\$2,520 less \$221	June 25, 1913

**Changes in Compensation**

<u>School</u>	<u>Present Compensation</u>	<u>Proposed Compensation</u>	<u>Taking Effect</u>
1. Manhattan (on account of electric pump and hot water heater)	\$4,020	\$4,044	March 1, 1913
44. Manhattan (on account of electric pump)	3,114	3,120	September 1, 1912
40. Brooklyn (on account of three new furnaces)	2,376	2,424	December 1, 1912
45. Brooklyn (on account of one new furnace)	2,712	2,736	November 15, 1912
53. Brooklyn (on account of electric pump)	2,916	2,964	February 8, 1913
123. Brooklyn (on account of electric pump)	4,608	4,632	February 3, 1913
20. The Bronx (on account of new addition)	3,048	3,924	May 26, 1913
39. The Bronx (on account of the occupancy of the Beek street wing of the new addition)	3,260	3,216 (temp.)	May 12, 1913

Charles Boyle, janitor of Public School 92, Queens, \$100 per month, for the period from February 13 to March 9 (inclusive), 1913."

A true copy of a resolution adopted by the Board of Education on July 9, 1913.

*A. E. Palmer*  
Secretary, Board of Education.

TO THE BOARD OF EDUCATION:-

The Committee on Finance respectfully reports that it is in receipt of a communication from the Secretary of the Board of Education, under date of July 7, 1913, as follows:

"I have the honor to advise you that at a meeting of the Committee on Buildings held on the 7th inst. Mr. C. M. Morgan, Deputy Superintendent of School Buildings for the Borough of The Bronx, reported that there were no funds available for ~~the~~ new furniture, blackboards, shades and curtains for the Evander Childs High School annex located at Olinville avenue, near Magenta street, The Bronx.

"The Superintendent of School Buildings reported that there was a balance of \$5,000 available from the amount authorized for furniture equipment for new Public School 44, The Bronx, and it was ordered that the Committee on Finance be requested to present a resolution to the Board of Education asking the Board of Estimate and Apportionment to make available the sum of \$1,000 from said balance for the purpose of providing the necessary equipment for the above-mentioned annex."

There is submitted for adoption the following

RESOLUTION:

RESOLVED, That the Board of Estimate and Apportionment be, and it is hereby, respectfully requested to amend the resolution adopted by it on January 26, 1911, authorizing the Comptroller to issue Corporate Stock of The City of New York to the amount of Sixteen thousand five hundred dollars (\$16,500), for the purpose of providing means to defray the cost of furniture equipment for new Public School 44, The Bronx, by striking therefrom the figures \$16,500 and inserting in place thereof the figures \$15,500, and by inserting the figures \$1,000 for the purpose of providing means to defray the cost of new furniture, blackboards, shades and curtains for the Evander Childs High School annex located at Olinville avenue, near Magenta street, The Bronx.

*WLS*  
A true copy of report and resolution  
adopted by the Board of Education on July 9, 1913.

*A. E. Palmer*  
Secretary, Board of Education.

TO THE BOARD OF EDUCATION: -

The Committee on Finance respectfully reports that it is in receipt of a communication from the Secretary of the Board of Education, under date of July 8, 1913, as follows:

"I have the honor to advise you that the Committee on Buildings at a meeting held on the 7th inst. had under consideration the following communication from the Superintendent of School Buildings, dated June 7, 1913:

" 'On June 17, 1913, an ordinance was passed by the Board of Aldermen stating that four hours on any Saturday, during the months of July and August, shall constitute a full day's work for all employees in any Department or Bureau in The City of New York.

" 'In making up the Budget for 1913 request was made for an appropriation for the per diem men covering their annual compensation, excluding all holidays and allowing but one-half day's pay on Saturdays.

" In order to cover the additional amount involved, due to the aforesaid ordinance, recommendation should be made to the Committee on Finance of the Board of Education to request Special Revenue Bonds to the amount of \$1,038.71, same to cover the additional salaries for the months of July and August, 1913."

"It was ordered that the Committee on Finance be requested to ask the Board of Aldermen to authorize an issue of Special Revenue Bonds in the sum of \$1,038.71 for the above-mentioned purpose."

There is submitted for adoption the following

RESOLUTION:

RESOLVED, That the Board of Aldermen be, and it is hereby, respectfully requested to adopt a resolution requesting the Board of Estimate and Apportionment to authorize the issue of Special Revenue Bonds to the amount of One thousand and thirty-eight and 71/100 dollars (\$1,038.71), pursuant to the provisions of subdivision 8 of Section 188 of the Revised Charter, for the purpose of providing means to defray the cost of additional salaries of the per diem employees for the months of July and August, 1913; and that the Board of Estimate and Apportionment be, and it is hereby, respectfully requested to authorize such issue upon the request of the Board of Aldermen.

*WHS*  
A true copy of report and resolution adopted by the Board of Education on July 9, 1913.

*A. A. A. A.*  
Secretary, Board of Education.

THOMAS W. CHURCHILL  
PRESIDENT

BOARD OF EDUCATION  
THE CITY OF NEW YORK  
OFFICE OF THE PRESIDENT  
500 PARK AVENUE

JMB

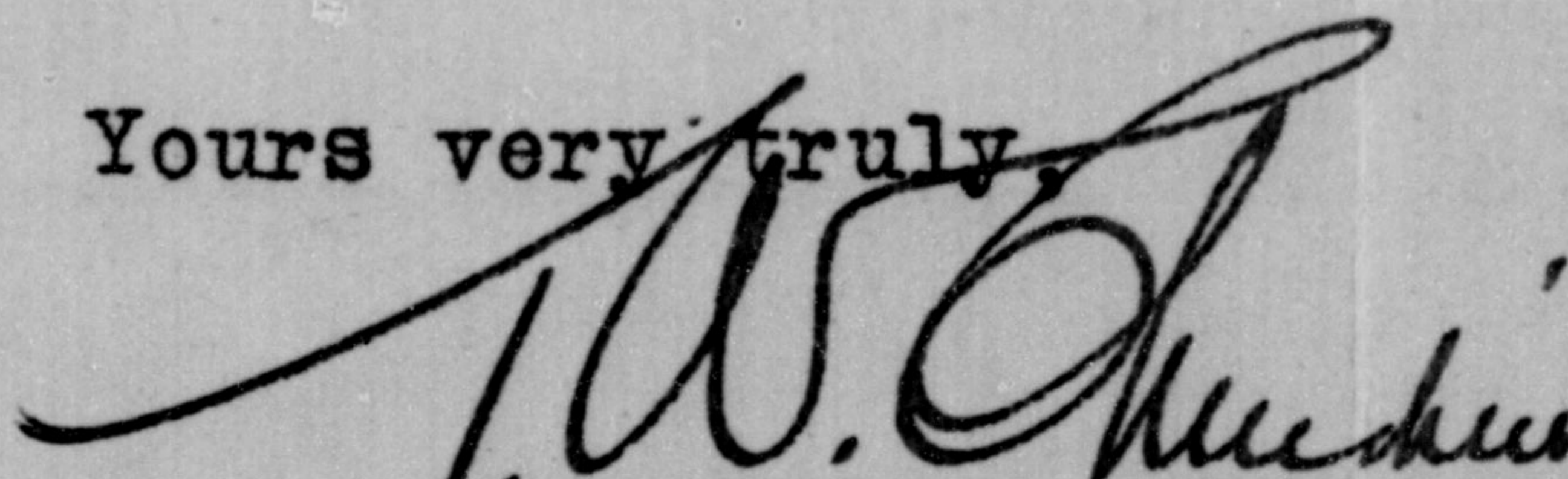
July 11, 1913

Hon. William J. Gaynor,  
Mayor, The City of New York.

Dear Sir:

Supplementing the letter which I sent you on July 8th, regarding the complaint of David Jones, I beg to advise you that I am informed by the City Superintendent that the license of the substitute teacher named Goldstein will expire on April 1, 1914, and that his license will not be renewed.

Yours very truly,

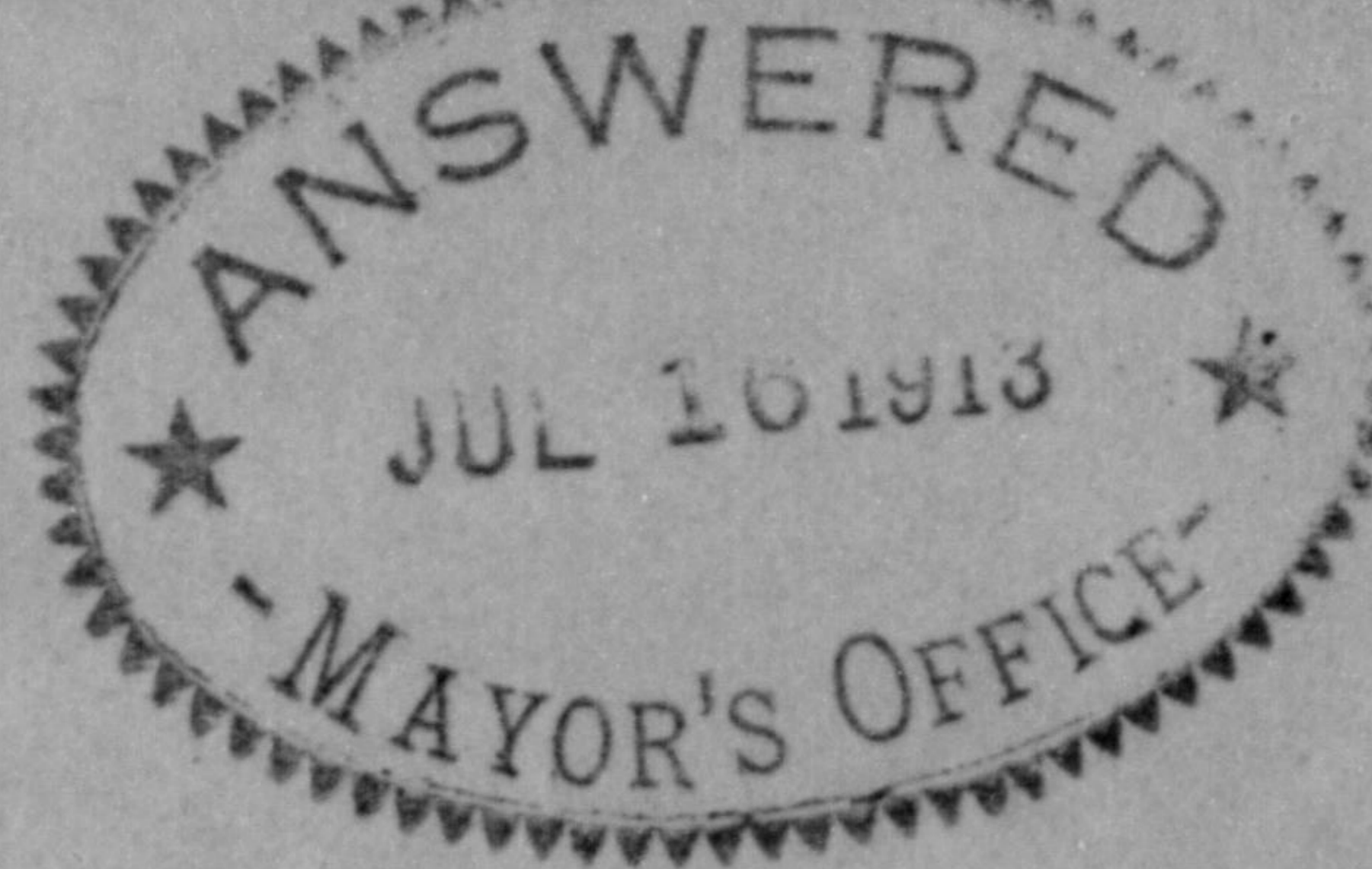


President, Board of Education.

DEPARTMENT OF EDUCATION  
THE CITY OF NEW YORK  
OFFICE OF  
THE CITY SUPERINTENDENT OF SCHOOLS  
500 PARK AVENUE

EDWARD W. STITT  
DISTRICT SUPERINTENDENT

RECREATION CENTRES  
VACATION SCHOOLS  
AND PLAYGROUNDS



July 12, 1913

Hon. Wm. Gaynor

Mayor of the City of New York

Dear Mayor Gaynor:

Yesterday, on behalf of the Board of Education, I had charge of the arrangements in connection with the visit of the Russian Educators to our Public Schools and Playgrounds. In the course of the day we visited schools and playgrounds from Essex Street on the South to 116th Street on the North. Officer Howe of Traffic Squad C had been officially detailed by the Police Dept. to head the procession of auto vehicles in which, through the courtesy of the Merchants' Association, our visitors were conducted from school to school.

The wonderful efficiency, tireless energy and conspicuous merit displayed by Officer Howe in piloting the auto vehicles throughout the streets and avenues of our city were so remarkable that I deem it my duty to inform you of his excellent service. The Russian visitors, including teachers, physicians, lawyers and other professional men, were wonderfully impressed with the efficiency shown not only by this single officer but by many others who at various congested places, were safe-guarding the streets and regulating the traffic..

In my long service as teacher, principal and superintendent

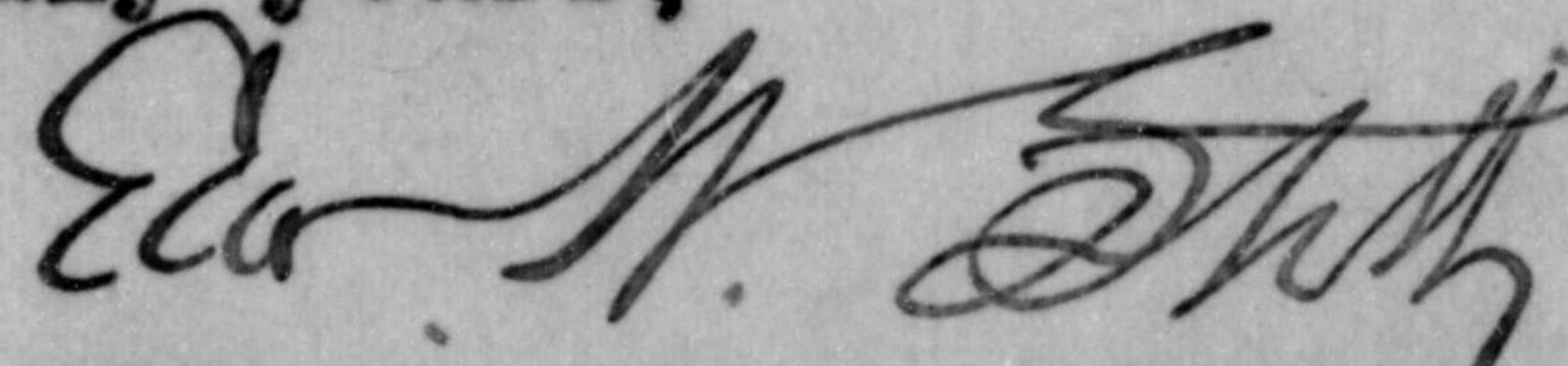
Hon. Wm. Gaynor p 2

I have had sufficient opportunity to judge of the efficiency of the policemen, but never have I seen more satisfactory work rendered than yesterday.

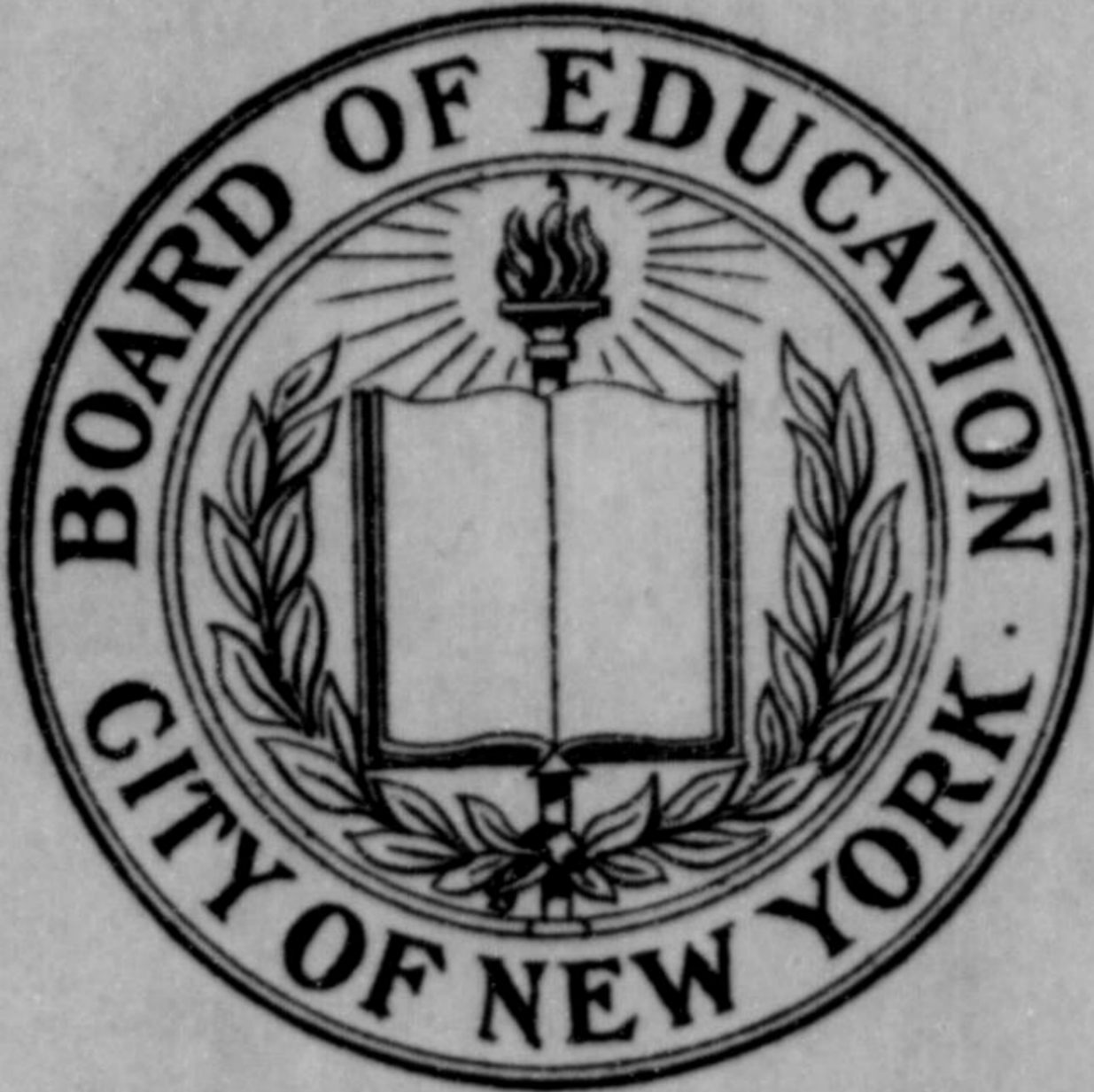
Personally, I thanked **Officer** Howe for his co-operation in making the Educational Day so successful but I deemed it my duty to acquaint you, as head of our city, with the above facts. Officer Howe is evidently a policeman who spells duty with a capital "D" and I strongly urge him as being the type of man who is worthy of promotion to a higher station.

With all best wishes, I am,

Very truly yours,

A handwritten signature in cursive script, appearing to read "Edw. M. Egan".

District Superintendent.



*Thomas W. Churchill, President.*  
*John Greene, Vice President.*  
*A. Emerson Palmer, Secretary.*  
GJS

*Board of Education*  
*Park Avenue and 59<sup>th</sup> Street*

*New York* July 15, 1913.

Hon. William J. Gaynor,  
Mayor.

Dear Sir:

I have the honor to transmit herewith certified copies of reports and resolutions adopted by the Board of Education at a meeting held on July 9, 1913, as summarized below:

1. Relative to the transfer of \$300.00 within the Special School Fund for the year 1913.
2. Relative to the transfer of \$1,168 within the Special School Fund for the year 1913.
3. Relative to appropriating \$1,005.40, proceeds realized from the sale of products of the Manhattan Trade School for Girls, to the Special Trade School Fund.
4. Relative to the establishment of two positions of bookkeeper and examiner of claims.
5. Relative to the compensation of the janitors of various school buildings.
6. Relative to making the sum of \$1,000, Corporate Stock heretofore authorized, available for the purpose of providing means for new furniture, blackboards, shades and curtains for the Evander Childs High School annex.
7. Relative to the issue of Special Revenue Bonds to the amount of \$1,038.71 for the payment of additional salaries of per diem employees for the months of July and August, 1913.

Respectfully yours,

*A. E. Palmer*  
Secretary, Board of Education.

Enclosures.

63 WALL STREET

July 17, 1913

Dear Mayor Gaynor:-

Enclosed is  
the Report Submitted  
to the Board of Edu-  
cation covering the  
work of the last several  
months. I hope you  
may find time to  
glance through it.  
Yours truly  
T. W. Churchin

Ans. W. J. Gaynor

BOARD OF EDUCATION, CITY OF NEW YORK

DOCUMENT NO. 7—1913

SEMI-ANNUAL REPORT OF THE  
PRESIDENT

*Presented to the Board of Education of The City of New York, July 9, 1913.*

HALL OF THE BOARD OF EDUCATION,  
NEW YORK, July 9, 1913.

*To the Members of the Board of Education.*

LADIES AND GENTLEMEN: Considering the large number of important matters to which you have addressed yourselves with industry and care during the school year just closed, some appreciative summary of your service and some epitome of continuing needs seem desirable.

EDUCATION A FUNCTION OF A BOARD OF EDUCATION

When you began your work of the present year there was existent in this building a time-honored tradition that a Board of Education should not presume to deal first-hand with education itself, but should be confined to matters of finance, equipment and perfunctory voting upon measures perfected by those whom it was a usage to designate as educational experts. Some years of adherence to this theory had built up a system so unsatisfactory as to result in a compulsory investigation of the schools and in published declaration of their formalism, rigidity and obsolescence. In a review of the investigators' findings, the head of the commission concluded the service of education in this city to be seriously defective and the Board of Education at not sufficiently close quarters with its work. But several months before the publication of these criticisms you, from your own experience and from your own desire of progress, had anticipated them by coöperative action in taking up, considering and passing upon vital questions directly concerned not only with sites, buildings and supplies, but with the actual training of children.

In accordance with this policy you have provided for a special committee to represent you in the preliminary steps leading to the nominations of District Superintendents. Your High School Committee has performed a similar service affecting the nomination of high school principals. In both of these changes you have realized that your responsibility to the city is not fulfilled by a perfunctory vote, but that, as you are held ultimately responsible, your judgment should find the freest exercise in important matters of this kind and early enough in the proceedings to escape embarrassment through desire to avoid personal disparagement of candidates nominated without consulting you.

PROMPT CONSIDERATION OF RECOMMENDATIONS

There had grown up a usage of printing long and discursive reports from members of the supervising force, often arbitrarily edited for the omission of matter not in accordance with a predetermined but unproved policy of administration. Recommendations intended for this Board were withheld until the most opportune time for their consideration had passed. You have, this year, reduced delay and addressed yourselves to prompt and efficient consideration of proposed measures as no Board before you has done since the consolidation of the city. There is still need for this ordinary business promptness. The tendency of educators to

produce literature for academic display, to linger over the compilation of voluminous reports until a good part of the next year has passed away, is as wasteful as it is unnecessary. The committees of the Board should devise ways of clearing their calendars. This Board should continue to require that the reports of its agents be made promptly, based upon real observation rather than upon personal surmise, and exhibit of proper economy as to type and paper.

The work of your Committee on By-Laws in taking from the general calendar and committing with power various routine matters to the Committees on Care of Buildings, on Elementary Schools and on High Schools has worked so well that your extension of this practice is recommended.

By increasing the membership of the Committees on Finance, Vocational Schools, Studies and Athletics you brought more members of the Board in direct touch with important activities.

REDUCTION OF CLERICAL WORK

You have considered and secured important economies in the amount of clerical work permitted in the school system. In the abolition of merely the voluminous "estimates of graduating attainments," you have removed from the busiest time of the teachers' year a real incubus. In the attempt to reduce the work of the inventory of supplies you have taken a step forward. But there is an appalling amount of statistics and reporting still hampering the work of our schools. This diverting factor requires your serious consideration at the earliest possible moment. It is commonly charged that the New York public school system is more heavily weighted with the burden of reports than any other educational system in the world. This matter is of such gravity as to warrant separate treatment. I intend to submit early in September a fuller statement on this particular subject, as well as upon the part-time problem, alleged forced promotions, and other important topics.

TEACHERS' COUNCIL

One of the most effective agencies for reducing the amount of clerical work would seem to be the teachers themselves. No one knows better the amount of time consumed by bookkeeping; no one is more desirous of ridding our system of it. It was this idea, together with numerous other improvements needed in the system, that led to your encouragement of a plan whereby the talent and experience of the great teaching force could be more economically utilized for the benefit of large policies in administration. It has been your view that the life and progress of the schools would be advanced by free use of more ideas from principals and teachers. Your encouragement to that idea during the year has led the teachers to take steps toward forming a thoroughly representative body, able to discuss and formulate in a broad way not only propositions which they will transmit to you, but questions which you will

refer to them. I am not one of those who fear the narrowness of the class teacher. If she is ever in any degree narrow-minded, we have particularly ourselves to blame for keeping her in a system so mechanical as to limit too much the exercise of her initiative and invention. Truly, a sincere invitation to teachers to become regular purveyors of good to the entire school system, and not to be timid protestors in a far corner, will give us the benefit at first hand of the opinions of those who are the real educators.

#### ADAPTABILITY OF SERVICE

From such an influence you will expect year by year the valuable aid which in remarkable measure you employed this year in revising the course of study in the elementary schools. A problem from which previous boards shrank with trepidation, a duty which a Board of Superintendents confessed itself impotent to perform, has been met by you and attacked with intelligence and high purpose. It is not to be believed that you have evolved a perfect course of study, but you have pushed aside that honored stumbling-block of inviolate belief in the product of the brain of the educational expert. You have reformed the course in the interest of our children and not for the glorification of your own cleverness. You have welcomed advice from sources heretofore contemned, and you have offered a scheme of studies simpler, more intelligent and more acceptable than New York has had so far. But, better than that, you have not sealed it with twenty years' prohibition against change. On the contrary, you expect it to grow as the experience and needs of those for whom you made it are developed.

Your changes in the course of study have been for flexibility, interest, less formalism, more simplicity, shifting the centre of importance from a syllabus to a boy or a girl. Your advance has been hailed with acclaim by parents and teachers. Your new course will need your care to see that it is administered in the spirit which brought it forth. It needs especial attention at the two ends.

We start our children with professed recognition of the principles of Froebel. Suddenly they find themselves in a system marked by many traditions of ultra-formal and military discipline. In the kindergarten you find childish freedom in surroundings where child nature confessedly determines procedure. In the next grade you find a system constructed out of an adult's conception of propriety, silence, obedience, order, discipline. The transition is too abrupt. Your little bantling, encouraged and taught to refresh his soul with exhilarating play, is pushed into an atmosphere of work and business where play is a common cause for punishment. With bewildered minds the children wonder what the change imports. You need a more natural transition from the kindergarten to the grades.

At the upper end of the elementary course you find another violent transition. In the grades, the boy and girl find influences at work to keep them in school even to the extent of sending an agent to restore them if

necessary. In the high school, too often they meet with unmistakable desire to keep them out. We hear some of our high school teachers advocating examinations to exclude all children save those whom the high school teachers are willing to teach. We meet suggestions that the ninth to twelfth year of our public school course should be reserved for that portion of the city's children who are what some high school principals are pleased to call "fit for high school work." As if these upper grades should not be made to minister to the needs of our entire school population of from fourteen to eighteen years of age, whatever their aptitudes, the absurd plea is put forth that a type of school in imitation of pay academies fitting for colleges should be maintained at public expense. Your attention is called to the desirability of bringing the high schools into the system, of bridging the gap between them and the other schools, of adding to schools a ninth and tenth year, that remote districts may not be deprived arbitrarily of an extended schooling, and of so obliterating unnecessary boundary lines between high schools and others as to bring our isolated secondary organizations to a sense of oneness with us and of a desire to serve all the adolescent children of New York, rather than to worship a traditional ideal of high scholarship and aristocratic standards.

As a decided step in this direction your new course of study for the sixth, seventh and eighth years is to be commended.

#### HIGH SCHOOL CHANGES NEEDED

In a similar manner and with the aid of suggestions from similar sources you should address yourself to the work of our high schools. "Undemocratic, old-fashioned, decidedly narrow, unwisely and unjustly inflexible, utterly neglectful of the needs of individual pupils," are the phrases used in the newspaper characterizations of our high schools as a summary of findings of the investigators. You heard a distinguished world publicist, Henri Bergson, tell our municipality this year that our high schools ought primarily "to inculcate common sense." You note that the prevailing complaint voiced at high school parents' meetings is a lack of common sense in the requirements of the schools as to the burden of work to be carried by growing boys and girls.

You have found the government of these high schools so absurdly dominated by rule rather than by reason that you were obliged to suspend the By-Laws of the Board of Education to prevent a lad who was distinguishing himself by his proficiency in a high school from being sent back to the school below. We have a system of credit and promotion in our high schools famed as more complicated than any in the world. No parent knows what the requirements for a high school diploma are. I am told that few of the teachers in the high school understand them, and that no one entering upon a high school course knows what juggling of requirements as to examinations and demanded studies may be made from term to term. On the one hand, we have the positive declaration of the State Department of Education that its examinations are not for the purpose

of determining promotion and graduation. On the other hand, we have our high schools declaring that the State examinations shall determine graduation and promotion to the training school.

The Hanus reports and the newspapers remark the waste of pupils' and teachers' time by an elaborate system of Regents' examinations thrust into the high school programme twice a year, two or three weeks before the close of the term, disorganizing an orderly progress of studies, removing from your own system to a central office at Albany decision upon such questions of promotion and graduation as should properly depend upon our own teachers. They, from several years' daily observation of their own pupils, may be relied upon, as in other cities, to determine fitness without the elaborate formality of three-hour written tests assuming to cover several years of daily work. Too many educational authorities condemn the outside examination to warrant this Board in following the lead of their predecessors who abandoned home rule in the management of their high schools for the avowed purpose of securing a subvention from the State. There is serious doubt whether the State bonus for taking these examinations is as great as merely the financial loss resulting from the withdrawal of high school pupils from instruction five or six weeks each year while their teachers are marking papers, all of which, at State expense, are re-marked at Albany.

I recommend a thorough inquiry into the worth of the Regents' examinations.

The high schools are propounding queries as to the cause of their mortality of membership. The youngest clerk in Cooper Union or a Y. M. C. A. could tell why the boys drop out of school. You need to suggest to a number of your high school principals that "high school problems" are not the mysterious and occult questions some would fain believe. A high school boy is still a member of the public school system. He is worth more than the preservation of the high school standard. We are not maintaining high schools for any abstract or imported doctrine, but for the training of boys and girls of older growth to those propensities of mind and body which will enrich the city with sane and efficient workers for its best interests. Other cities have infinitely more adaptable courses for this purpose; infinitely more liberty for their principals and faculty to serve the individual needs of their students. Little towns in Massachusetts with less than half a dozen teachers are offering a variety of instruction to their students and serving them for a number of terms in a way that should put our hide-bound high schools to the blush.

#### TRAINING SCHOOLS

No part of our system suffers more from arbitrary and unintelligent glorification of rules than the training schools for teachers. With the apparent purpose of preventing the entrance of unfit teaching material, an elaborate prescription of preliminary high school studies is made and

an extensive use of Regents' examinations is required. A common charge is made that, by acknowledged refusal to exercise judgment as to the fitness of candidates to take up training, young women are remanded to the high schools for an additional five months on trivial pretexts and then admitted to the training school, confessedly not so desirable material for training as before, after being subjected to needless expense and delay. The excuse that for the sacredness of a rule these absurdities must be repeated year after year assumes that this city is not entitled to an exercise of common sense and deliberative and defensible judgment upon such matters. It does not justify an absurdity to say "this is my rule." You would do well, in my opinion, to examine at an early date the regulations for entrance to the training school and the prescribed studies in the training school and leading up to it. You should determine how far these prescriptions are depriving the schools of talented and well-educated girls, intelligent enough to experience a sincere antagonism to some of the studies required.

#### EXAMINATION OF TEACHERS

Not only the training of teachers is a matter worthy of your inquiry, but the entire system of their examination and certification. Your special committee to inquire into the methods of the Board of Examiners found the methods of oral examinations, the procedure in determining "superior merit," the high opinion of the Examiners as to the value of their methods untested by subsequent performance of teachers, the general belief of teachers in the fortuitous outcome of the examinations, all indicative of the need of a method of appraisal more productive of respect for its findings. It is certainly within your province and your ability to devise a more economical and more respectable way of passing upon the fitness of teachers. The usages complained of are: teachers fresh from the training school going to classes of the last two years of the elementary schools while experienced teachers hold the lower grades; high school classes going without teachers because of exhaustion of eligible lists; spasmodic filling of lists and consequent reorganization of schools and upset of classes in the middle of the term; first assistants' places vacant the entire year from failure of the Board of Examiners to examine the answer papers. For explanation we are told that the Examiners are overworked. A survey of the field discloses that the burden is not chiefly upon the Examiners, but upon the schools which must limp along in crippled condition; it is upon teachers who must do their own term's work and repair that of the previous term in which no efficient teacher was supplied. It is not beyond the possibilities brought out by previous experiences that our Examiners are consuming their energies in much work that need not be done at all. In hundreds of cases teachers already examined and licensed at the expense of the State are re-examined in the same subjects by our local Examiners at great

waste of time and expense, upon the assumption that our local Examiners constitute a superior body to that of the State at large. Without any demonstration of the superiority of our tests to those of the State, we continue to maintain for selecting teachers a system so complex as to produce perpetual misunderstandings and appeals, so slow as to leave classes unprovided with teachers.

#### EDUCATION OF TEACHERS

You may well consider the question of the propriety of a condition in which those who supervise and rate the teachers also give lessons for pay in institutions which solicit fees from those teachers in return for those lessons. However worth the fee these lessons may be, there should not exist the possibility of a teacher claiming that her rating is low because she failed to contribute to her supervisor's income by taking his course. You can remove this condition by forbidding your officers to receive reward for teaching outside of your system, or you can, as in other cities, provide for free instruction of those teachers who commendably desire to broaden their accomplishments.

#### FREER PROMOTIONS OF TEACHERS

Your work in the past year in advocating removal of useless restrictions upon the choice of men and women for promotion to the higher positions in the system has inspired the entire force. Almost the only argument for paying a superintendent, or a high school principal, or the incumbent of any of the more remunerative positions more salary than to others is that there shall be an added lure to efficient effort throughout the entire system. If, however, you permit the higher positions to be closed by rule and usage to all except a small, favored class of candidates, your higher salaries are wasted. For no one can prove that in usefulness or talent or actual service the work of a superintendent is superior to that of a schoolmaster or a teacher, or that the work of a high school principal is more valuable than that of the head of a primary school. We have, therefore, perpetuated an economic absurdity by excluding our principals and teachers from promotion to corresponding positions in high schools and our high school teachers from promotions to superintendencies. There should be the greatest freedom of promotion vertically and diagonally through the system in order that the service to be done and the talent ready for it may be brought together. In a system with 82 per cent. of its workers women, no discrimination against them is justifiable. In a system characterized, after extensive investigation, as static, narrow and unprogressive, no means should be spared to enrich various divisions by promotion of talent from other branches of the system.

#### VOCATIONAL EDUCATION

Your determination to take up this phase of training and to seek ideas outside of the channels which for ten years have been the self-constituted

avenues of educational movement, is to be commended. The co-operation of merchants who sent their employees to Public School 4, the assistance of employers in maintaining the vocational bureaus in high schools, are entitled to appreciative acknowledgment. There are in New York, as in Boston and Chicago, fully as public-spirited organizations of citizens as are to be found anywhere. As there is, if rightly encouraged, a great fund of valuable experience of teachers available for your use in improving the schools, so is there, almost ready to your hand, an incomparable body of fact and conclusion bearing on the type of business and industrial worker wanted in New York. To equip your children in accordance with the best demand of the market, in order that they may attain the highest places to which industry and training may lead, is one of the immediate duties of your Board. That you can do it by the academic and restrictive methods encouraged by educational experts is too doubtful to risk it. For the work of the world you must use the advice of the world's workers.

#### RELATIONS WITH THE BOARD OF ALDERMEN

On another side your intentions to preserve paramount the free exercise of your duties toward the schools is threatened by action of the Board of Aldermen. By undertaking to cut out appropriations, the Board of Aldermen virtually determine that you shall not teach this or that subject. Thereby they constitute themselves an appellate Board of Education, a step utterly out of harmony with the fundamental duty devolving upon you by statute. In February of this year I had the honor to sum up your policy in such a situation when I said we should recognize and respect the function of the fiscal authorities of the city to insure economy of expenditure, but that we should not delegate to others, whether within or without the Department of Education, duties essentially our own.

#### THE BOARD OF ESTIMATE AND APPORTIONMENT

The year has shown what in previous years many had surmised to be true, that quarrels with the Board of Estimate are unnecessary and wasteful. The Board of Education, by delegating so many of its duties to subordinates, had lost touch with the real needs of the schools and had found itself unable to understand or to demonstrate to the Board of Estimate the needs of the schools. Subordinates will confer freely with the Board of Education and substantiate, by a less reluctant exhibition of records, statistics and facts, their propositions. As a result you will gain, in the opinion of the Board of Estimate, your rightful standing as a body conversant with the needs of the schools, a body economical in requisition for those needs, and a body determined in accordance with the laws to be the factor to decide as to how the Department shall be conducted.

#### LEGISLATION

Your general purpose to resume the duties properly devolving upon you found expression in your approval of legislation which became known as the McKee bills. The most important of these measures restores to you

the duty of insuring to the children of the city such training as they need. The other bills we are advised are covered by a wider measure known as the home rule bill.

#### THE PENSION FUND

During the year actuarial investigation of the retirement fund has been made. The secretary of the Board of Retirement reports reduction of the fund from \$1,626,077.73 in December, 1909, to \$1,377,263.82 in January of this year, a growth of outgo over income in the last three years increasing from an excess of \$29,000 to \$137,000. He reports the immediate need of steps either to increase the fund or to curtail the retirements. These problems will demand your early attention. President Winthrop took steps during his administration to secure definite information on this subject. The actuaries employed promise to present their report in a short time.

#### PIECEMEAL REPAIRS

In your correction of some of the most glaring defects of the schools you have been met with a charge of "piecemeal" legislation. You have received the suggestion of a secretary of a public education association that another commission be appointed to investigate the work of the last investigators and to propose, on new lines, an entire educational system. You are too familiar with the history of similar propositions to be reminded of what such a suggestion means. Commissions form and meet and draft their theories. Beyond a printed report they come to naught. To propose to you that needed repairs in our fabric must wait until this whole great structure shall be rebuilt is the height of absurdity. When you discover a leak in the roof, repair it. If a side wall is cracked, mend it. Piecemeal correction of each abuse as you discover it is so distinctly the common sense way of improvement that I commend it to you as a regular method of progress. We are not ambitious to pose as system-builders. We are content to right the obvious wrongs, that have existed too long in the schools.

#### SUMMARY OF ENACTMENTS

For your convenience the following brief table of work done is submitted:

1. The Board of Education has been clothed with full power in regard to courses of study, by Chapter 749 of the Laws of 1913.
2. A report advocating very extensive changes in the course of study for elementary schools was adopted on June 25th, and is now under consideration by the Board of Superintendents.
3. On the same date, by an amendment to the By-Laws, the Committee on Studies and Text-Books was authorized to secure the co-operation of the supervising and teaching staff in regard to courses of study, and to hold public hearings thereon.
4. Action that may prove of far-reaching importance has been taken looking to the establishment of a Teachers' Council to give information and advice to the Board of Education and the Board of Superintendents.

5. An interesting and successful part-time educational experiment has been conducted in Public School 4, Manhattan, several manufacturers permitting a number of their girl employees to attend school on alternate weeks, and paying them wages while doing so.

6. Power has been given to the Board of Education to direct the enforcement of the Compulsory Education Law.

7. By Chapter 534 of the Laws of 1913 (Silverstein Bill), Section 1091 of the Charter was amended so as to provide for male teachers in the 7th and 8th years appointed prior to January 1, 1912, salaries in accordance with Schedule VII.

8. Closer co-operation between the Board of Education and the Board of Superintendents has been secured.

9. The inventory of text-books and supplies prepared by the principals has been simplified.

10. The By-Laws have been amended in several respects so as to give standing committees more power and relieve the Board from the necessity of passing upon matters of minor importance.

11. Preparations have been made for an investigation of the value of vocational guidance as related to the school system.

12. The reports submitted to the School Inquiry Committee of the Board of Estimate and Apportionment have been referred to standing and special committees of the Board of Education, and the various recommendations are being carefully considered by these committees, and also by committees of principals and teachers.

13. The establishment of two additional high schools, one in Manhattan and one in The Bronx, has been authorized, and the new schools will be opened in September.

14. It has been determined to discontinue the Nautical School in October next, and a State Nautical School will be established instead.

15. An Evening School of Industrial Art is to be opened in the autumn, and also two additional evening high schools, one in Manhattan and one in The Bronx. There will be an evening trade school in the Bushwick High School.

16. Contracts have been awarded for seven new school buildings and additions. The total number of contracts awarded for buildings, equipment, improvements, alterations, etc., up to June 25th, was 461.

17. The efficiency of the work under the direction of the Inspector of Ungraded Classes will soon be increased by the appointment of two physicians for the examination of mentally defective children.

18. The By-Laws have been amended to provide additional assistance for the Director of Physical Training through the appointment of an assistant director and a substitute assistant director of educational hygiene and a medical inspector of open-air classes.

19. The Board of Education revised its Corporate Stock Estimate and asked for \$8,277,350 for new buildings, additions and sites. The Board of

Estimate and Apportionment decided to allow only \$5,818,125 for thirteen new buildings, seven additions, nine sites and thirty portable buildings. Action was taken by the last-named Board on June 12th, and these matters are now pending in the Board of Aldermen.

20. It was decided on June 11th to establish a probationary school in Public School 61, Brooklyn.

21. A resolution adopted on June 25th provided for a committee of members of the supervising and teaching staff to investigate the question of part time.

#### ADDITIONAL SCHOOL ACCOMMODATIONS

Contracts are now running which will provide additional school accommodations as follows:

Manhattan—4 new buildings and 1 addition; 7,163 sittings  
The Bronx—4 new buildings and 1 addition; 8,147 sittings  
Brooklyn—7 new buildings; 10,277 sittings  
Queens—2 new buildings and 1 addition; 2,397 sittings  
Richmond—1 new building; 430 sittings

making a total of 28,414 sittings.

It is expected that new buildings will be opened in September as follows:

Manhattan—1 building and 1 addition; 2,132 sittings  
The Bronx—1 building and 1 addition; 2,534 sittings  
Brooklyn—2 buildings; 3,963 sittings; also the new Bushwick High School

#### REVIVAL OF CIVIC SENSE

As part of your general movement to lift the schools up from a bureaucratic formalized machine to a living and adaptable service, recognition was invited, especially at assemblies of children and citizens, for the larger purposes of the school system, to wit, the equipment of efficient members of the community imbued with a deep sense of duty towards it. It is pleasant to record the enthusiastic response of the schools to this suggestion. It is gratifying to note the co-operation of prominent citizens in the movement. At graduation exercises in many schools the theme of the entire programme was that of duty to the city. No demands of routine or attention to correcting defects in the machinery of the system should be permitted to deflect any longer the energy and talent and devotion of the teaching force of this great city from the fact that system, machinery, obedience to orders, covering a course of study, completion of records, is not the purpose of the teacher's employment. The founders of our common school system cherished an inspiring belief that by universal education a superior race of men on this new continent would be developed. In the vision of the founders of this movement was progress, enlightenment, advance, and all the highest concepts of the human heart. The realization of these hopes can never come by machinery. They are personal qualities to be engendered only by free and confident spirits, untrammelled and untrammelled by rules and regulations. None of your teachers desires the abolition of intelligent guidance; none prays for educational anarchy; but they do desire and deserve the fairest field for their best service. The realiza-

tion of the legitimate purpose for which the people liberally offer of their substance demands that you shall continue your efficient labors to perfect a system under which those who need the strictest governance may be made to give *quid pro quo* to the schools, and at the same time that the great mass of teachers who serve for more than money wages may not be affronted, chafed and debilitated by petty rules and mechanical restrictions. You have undertaken this change; you have made a splendid beginning. The people are behind you; the teachers are with you. You need hardly desire any other propulsive force.

Respectfully submitted,  
THOMAS W. CHURCHILL,  
President.

THOMAS W. CHURCHILL  
PRESIDENT

BOARD OF EDUCATION  
THE CITY OF NEW YORK  
OFFICE OF THE PRESIDENT  
500 PARK AVENUE

E.B.

July 18, 1913.

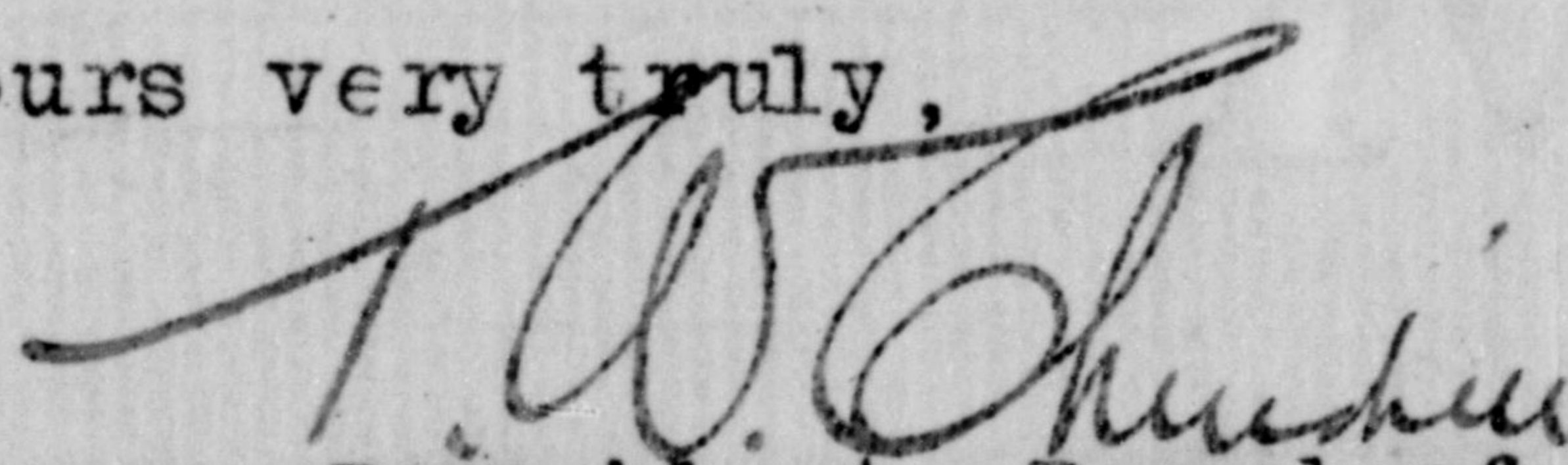
Hon. William J. Gaynor,  
Mayor, The City of New York.

Dear Mr. Mayor:

I have your letter of the 17th instant, enclosing the letter of former Mayor Gillmore of Utica, New York, regarding Seymour McLean, janitor of Public School 73, Manhattan, who desires to be transferred to a school in Brooklyn.

I shall see that the matter is taken up at the first meeting of the Committee on Care of Buildings. No changes can be made however until the opening of the term in September.

Yours very truly,



President, Board of Education.

DEPARTMENT OF EDUCATION

THE CITY OF NEW YORK

LOCAL SCHOOL BOARD

DISTRICT NO. 4

BOROUGH OF MANHATTAN

July 19-1913.

Mr. Howard Madstreet acknowledges  
the receipt of the communication  
of July 7<sup>th</sup> from His Honor, the Mayor,  
in which an appointment is made  
as delegate to the Congress on  
School Hygiene to be held in Buffalo.

He expresses appreciation of  
the honor conferred, and his regret  
that absence from the city has  
delayed acknowledgement and  
acceptance.

His Honor -  
Mayor Wm J. Gaynor -

THOMAS W. CHURCHILL  
PRESIDENT

BOARD OF EDUCATION  
THE CITY OF NEW YORK  
OFFICE OF THE PRESIDENT  
500 PARK AVENUE

JMB

July 23, 1913

Hon. William J. Gaynor,

Mayor, The City of New York.

My dear Mr. Mayor:

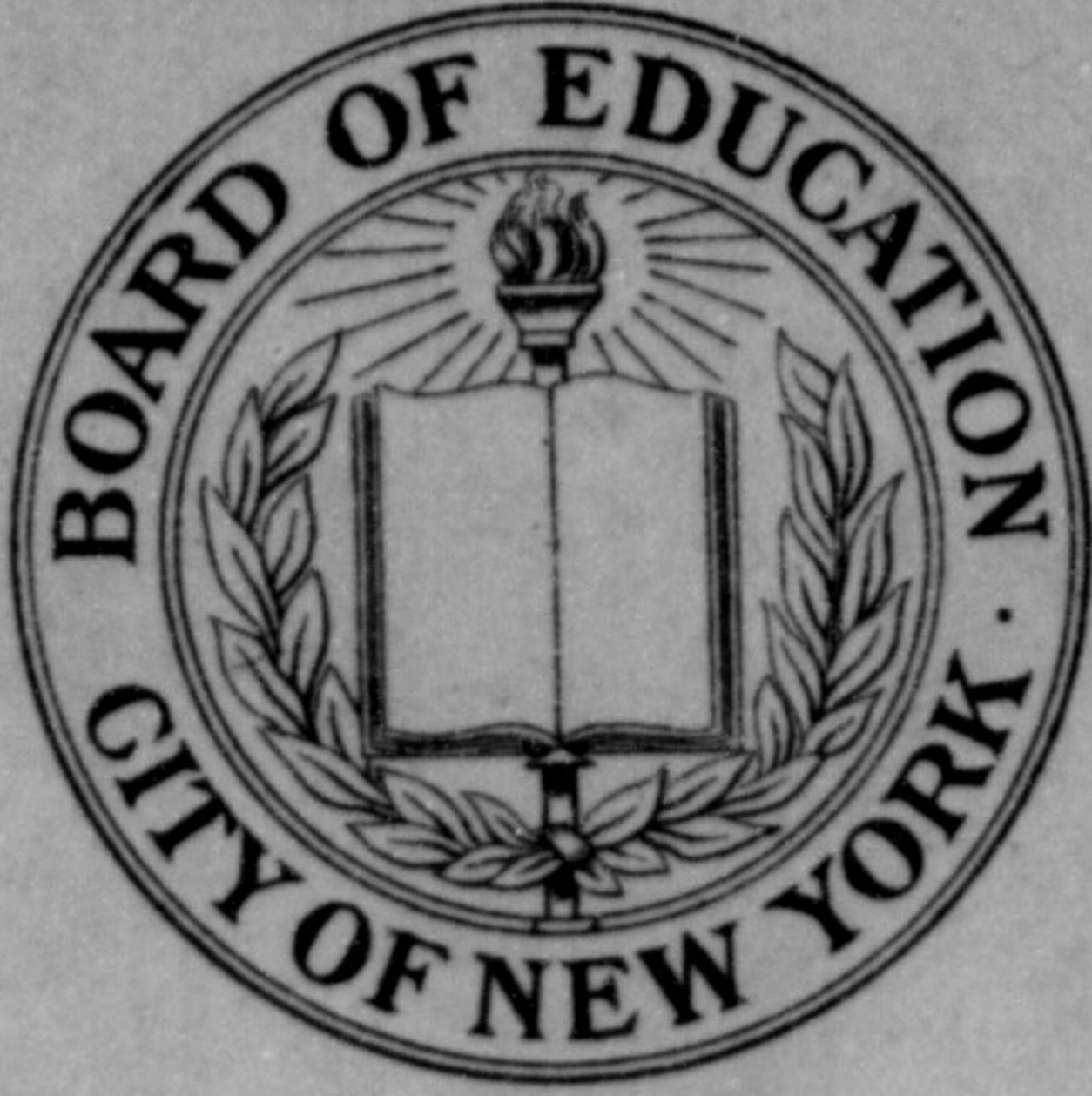
I am in receipt of a letter from your Executive Secretary, dated July 22, 1913, enclosing a letter from George T. Brew, 44 - A Hampton Place, Brooklyn, in reference to the theft of his son's clothing while participating in games at a public school meet in Brooklyn, and beg to advise you that the matter will receive prompt and full consideration.

Yours very truly,

  
President, Board of Education

OFFICE OF THE SECRETARY

DEPARTMENT OF EDUCATION  
CITY OF NEW YORK



*Board of Education*  
*Park Avenue and 59<sup>th</sup> Street*

*Thomas W. Churchill, President.*  
*A. C. Emerson Palmer, Secretary.*

*New York July 24, 1913.*

GJS

Hon. William J. Gaynor,  
Mayor.

Dear Sir:

I have the honor to transmit herewith certified copies of resolutions adopted by the Board of Education at a meeting held on July 23, 1913, as summarized below:

1. Relative to the transfer of \$300 within the Special School Fund for the year 1913.
2. Relative to the transfer of \$200 within the Special School Fund for the year 1913.

Respectfully yours,

*A. C. Emerson Palmer*  
Secretary, Board of Education.

Enclosures.

**RESOLVED,** That the Board of Estimate and Apportionment be, and it is hereby, requested to approve the transfer of the sum of Three hundred dollars(\$300) from the Special School Fund for the year 1913 and from the item contained therein entitled "General Plant Service, Code 3568, Maintenance of Truants in Catholic Protectory," which item is in excess of its requirements, to the item also contained within the Special School Fund for the year 1913 entitled "Motor Vehicle Supplies, Code 3485, Truant Schools," which item is insufficient for its purposes.

*W.S.W.* A true copy of ~~report and~~ resolution adopted by the Executive Committee of the Board of Education on July 23, 1913.

*J. E. Palmer*  
Secretary, Board of Education.

**RESOLVED, That the Board of Estimate be, and it is hereby, requested to transfer the sum of Two hundred dollars (\$200) from the Special School Fund for the year 1913 and from the item contained therein entitled "General Plant Service, Code 3568, Maintenance of Truants in Catholic Protectory," which item is in excess of its requirements, to the item also contained within the Special School Fund for the year 1913 entitled "Motor Vehicle Repairs, Code 3567, Truant Schools," which item is insufficient for its purposes.**

*WEL* A true copy of ~~report and~~ resolution adopted by the Executive Committee of the Board of Education on July 23, 1913.

*W. E. Palmer*  
Secretary, Board of Education.

DEPARTMENT OF EDUCATION  
THE CITY OF NEW YORK  
OFFICE OF  
THE CITY SUPERINTENDENT OF SCHOOLS  
500 PARK AVENUE

VACATION PLAYGROUNDS-SEASON OF 1913  
Borough of Brooklyn.

August 11, 1913.

Dear Friend:

The First Annual Brooklyn Field Day of the Playgrounds of Brooklyn will be held at the Brooklyn P.S.A.L. Athletic Field, Avenue K and East 17th Street, Brooklyn on Tuesday, August 19th, 1913, beginning at 1:30 P.M. sharp.

The special features will be,

1. Track and Field Championships of Brooklyn for boys.
2. Playground Procession.
3. Girls' Drill, Boys' Drill, Combination Drill.
4. Patriotic Ensemble.
5. Aesthetic and Folk Dances by Girls.
6. American Song March.

Hoping that you may honor us with your presence at this fete, I am,

Very truly yours,

Edward W. Stitt,

Enclosure.

District Superintendent.

Additional tickets may be procured by communicating with Eugene C. Gibney, Supervisor of Playgrounds, Brooklyn Board of Education, 131 Livingston Street, Brooklyn.

THOMAS W. CHURCHILL  
PRESIDENT

BOARD OF EDUCATION  
THE CITY OF NEW YORK  
OFFICE OF THE PRESIDENT  
500 PARK AVENUE

FC

August 22, 1913.

Hon. William J. Gaynor,  
Mayor, City of New York.

Dear Sir:

I beg to acknowledge the receipt of a communication from your Executive Secretary, under date of August 13, 1913, enclosing a letter received from R. Caltagirone, of No. 1027 Willoughby avenue, Brooklyn, relative to work done by him at Public School 123 as a sub-contractor for Joseph L. Bergen, which said Bergen refuses to pay.

The bill of Joseph L. Bergen amounting to \$420 was forwarded to the Comptroller for payment on Schedule No. 495 on August 13, 1913. A lien against said work was filed by Vincent Scala in the sum of \$227.20. I have written Mr. R. Caltagirone to this effect, and advised him to deal with Mr. Bergen direct, or obtain redress through the courts as sub-contractors cannot be recognized.

Yours very truly,



President, Board of Education.