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THE TRUANT PROBLEM AND THE PARENTAL SCHOOL

By JAMES S. HIATT
SECRETARY, PUBLIC EDUCATION ASSOCIATION
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CONTENTS.

	Page.
Letter of transmittal	5
PART I.—A study of 100 typical cases of truancy in Philadelphia	7
Nationality of truants	8
Age and sex of truants	8
Progress in school	11
Retardation	11
Mentality	12
Causes of truancy	13
Some typical cases	15
Wasted hours	16
Home surroundings	17
Treatment recommended	17
PART II.—A study of parental schools in 13 cities	19
The schools	20
The school plant	20
Value of plant	22
Maintenance	22
Capacity and enrollment	23
The staff	23
The pupils	25
Commitment and term	26
The curriculum	27
Physical care	29
Discipline	30
Religious training	31
After care	31
Questionnaire used in survey of parental schools	34

FIGURES.

	Page.
Figure 1.—Parentage of truants	9
2.—Percentage of truants at various ages	10
3.—Distribution of truants by grades in school	11
4.—Percentage of truants at various stages of retardation	12
5.—Mentality of truants	13
6.—Causes of truancy in the judgment of the investigator	14

LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, May 29, 1915.

SIR: As society becomes more fully conscious of the importance of giving to all its members the best possible education, it also becomes conscious of the great loss arising from truancy of school children and of the need of finding some better means of dealing with truancy. In all cities and towns, as well as in rural communities, school officers and teachers want information about methods of dealing with truants. In the larger cities they want to know also about methods of organizing and conducting parental schools. For the purpose of giving this information I recommend that the accompanying manuscript, prepared by Mr. James S. Hiatt, secretary of the Public Education Association of Philadelphia, as a result of a study of truancy in Philadelphia and of parental schools in 13 cities, be published as a bulletin of the Bureau of Education.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.

THE TRUANT PROBLEM AND THE PARENTAL SCHOOL.

PART I.—A STUDY OF ONE HUNDRED TYPICAL CASES OF TRUANCY IN PHILADELPHIA.

The school of to-day has not done its full duty in merely offering each individual a chance to enter the doors of learning. It must bring home to him the fact that his opportunity lies in making use of this privilege.

The State offers free instruction not only for the sake of the individual, but for the safety of the State. Therefore, says Supt. Brumbaugh, of Philadelphia:[1] "The insistence of the school that children attend regularly and punctually all the sessions is one of the fundamental principles of the educational system."

In Philadelphia, besides the usual attempts of teachers and principals to accomplish this end, the formal task of requiring regular attendance is placed on an organized basis in a department of compulsory education. This department has by recent investigation been shown to be one of the best organized and most efficient in America. By this organization children are not handled as through a machine, but individual cases are given special care. When absence is due to parental neglect, the parents are sought and, if necessary, prosecuted. When the family is found to be in distress, the case is reported to a social agency for relief. When chronic truancy or incorrigibility is shown, the juvenile court intervenes.

Every possible measure is used to secure prompt and regular attendance, and yet there are some cases where the utmost efforts are of no avail. The special attention of school principals and teachers, the visiting of attendance officers, the prosecution of parents, the juvenile court—nothing seems to have the desired results, and chronic truancy continues.

In order to find out the cause for such truancy, and to suggest a possible remedy, the Public Education Association of Philadelphia, in cooperation with the chief of the bureau of compulsory education, undertook an impartial study of 100 cases of the most flagrant and persistent offenders. Ten cases were selected from each school district. These, it is believed, represent typical conditions throughout the city. The cases were chosen at random, 103 individuals being

[1] Governor of Pennsylvania since January, 1915.

studied, and 100 complete records returned; 65 of the children attended public schools, and 35 parochial schools.

The investigation was begun with volunteer investigators, but later it was deemed advisable to secure the services of a trained social worker, who could follow up each case with more definite care. In each case the school was first visited, and the facts in regard to age, grade, mentality, physical condition, and attendance, were secured. Afterwards the investigator visited the home, and later held a personal conference with the boy or girl in question. Finally a consultation was held with the various social agencies which had had connection with the child. Thus the problem was viewed from four angles—the school, the home, the child, and society.

The findings were not compared with the data on file in the compulsory attendance bureau until after the records were completed, so that the investigation might rest on an independent basis, and the results be uniform throughout the city.

NATIONALITY OF TRUANTS.

When we consider that, of the total population of the city of Philadelphia, 69 per cent are of white American parentage, with 24 per cent foreign and 7 per cent Negro, the fact may be significant that only 32 per cent of the fathers of the truants investigated, and 30 per cent of the mothers, were of American birth, while 54 per cent of the fathers and 56 per cent of the mothers were foreign, 14 per cent of each being Negro.

The distribution of the parentage by races is shown in the following table. Since there were an even hundred cases, the figures in this and in all tables represent both individuals and percentages.

Nationality.	Father.	Mother.
American	32	30
German	4	5
Irish	26	28
Italian	9	9
English	2	0
Negro	14	14
Miscellaneous	13	14
Total	100	100

These relations are graphically represented in figure 1.

AGE AND SEX OF TRUANTS.

Of the cases studied, 95 were boys and 5 were girls. This seems to bear a definite relation to the usual distribution of truants noted in the school records. A recent investigation of all cases of chronic

truancy in the city of Chicago gives approximately the same figures, 96 per cent being boys and only 4 per cent girls.

The ages of these children and the relation of their ages to their school progress is especially significant. Thirty-five per cent of the

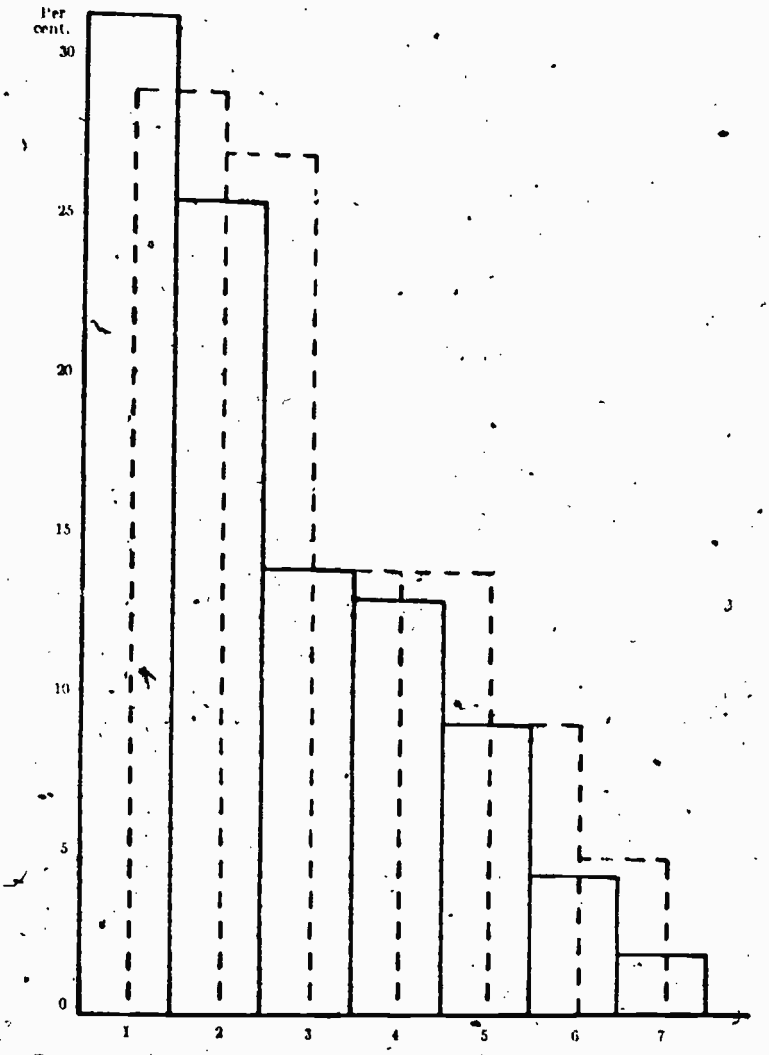

FIG. 1.—Parentage of truants: 1. American. 2. Irish. 3. Negro. 4. Miscellaneous. 5. Italian. 6. German. 7. English. Solid lines—father; dotted lines—mother.

cases studied were between 12 and 13 years of age, 14 per cent were 11 years of age, and 17 per cent were 14 years old. Indeed the number of children reported seems to bear a direct ratio to their ages, since

4 were found under 9 years, 7 were 10, 14 were 11, 20 were 12, 33 were 13, 17 were 14, and 5 were 15 years old.

Evidently the years immediately before release from school at the 14-year age limit produce the largest amount of truancy, but it is nota-

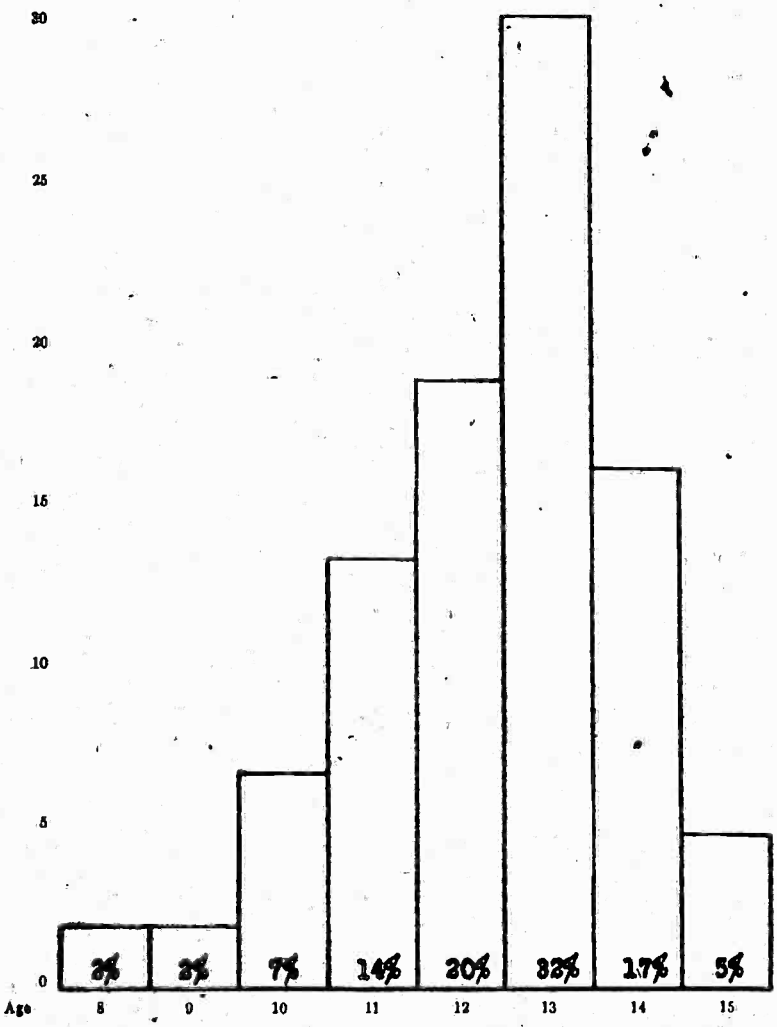

FIG. 2.—Percentage of truants at various ages.

ble that in five cases children were still chronic truants at the age of 15 years—at the very dawn of adolescence.

Figure 2, representing the ages recorded, shows that 53 per cent of those reported were between 12 and 14 years of age.

PROGRESS IN SCHOOL.

That there is an important relation between retardation in school progress and chronic truancy is evident. Twenty-eight per cent of the cases here noted were in the third grade, and only 12 per cent had reached the sixth, while 8 per cent still lingered in the first grade.

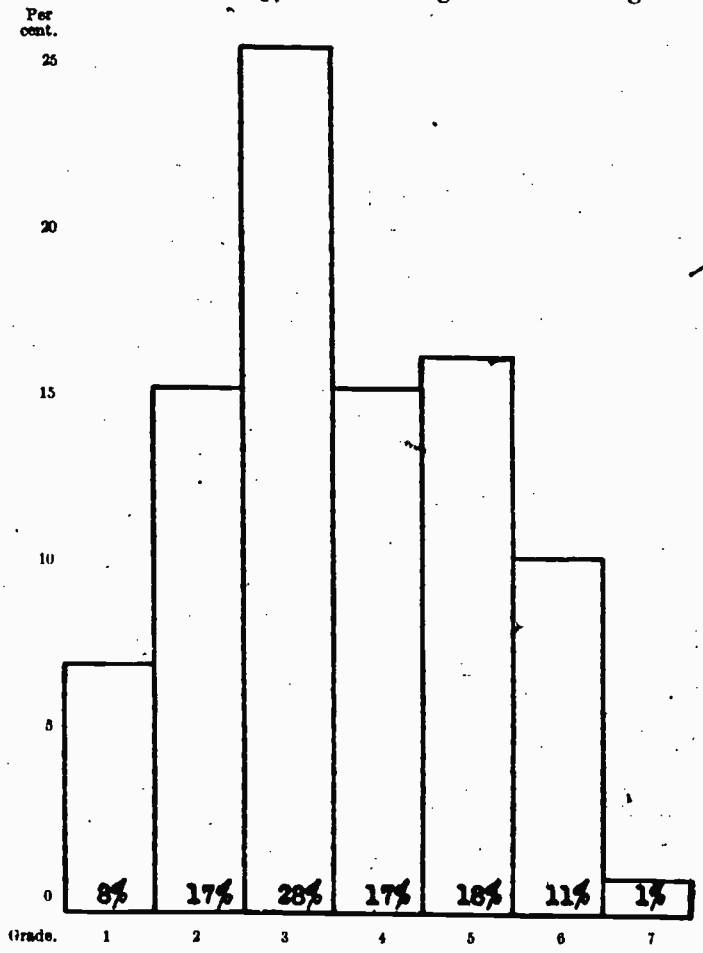

FIG. 3.—Distribution of truants by grades in school.

RETARDATION.

Twenty-one per cent of these children were retarded five years or more, while 51 per cent were retarded three years or over, and only 6 per cent were normal in their grades.

It is interesting to note in this connection that a recent study of delinquent boys in Chicago showed that 72 per cent of the boys

brought into court were retarded at least one year at the time they left school, and most of them much more than one year.

Figure 4 shows the percentage of truants at various stages of retardation.

MENTALITY.

In spite of the large amount of retardation, 68 per cent of these children, in the judgment of the teacher, were of normal mentality, 26 per cent were backward, while but 6 per cent seemed really men-

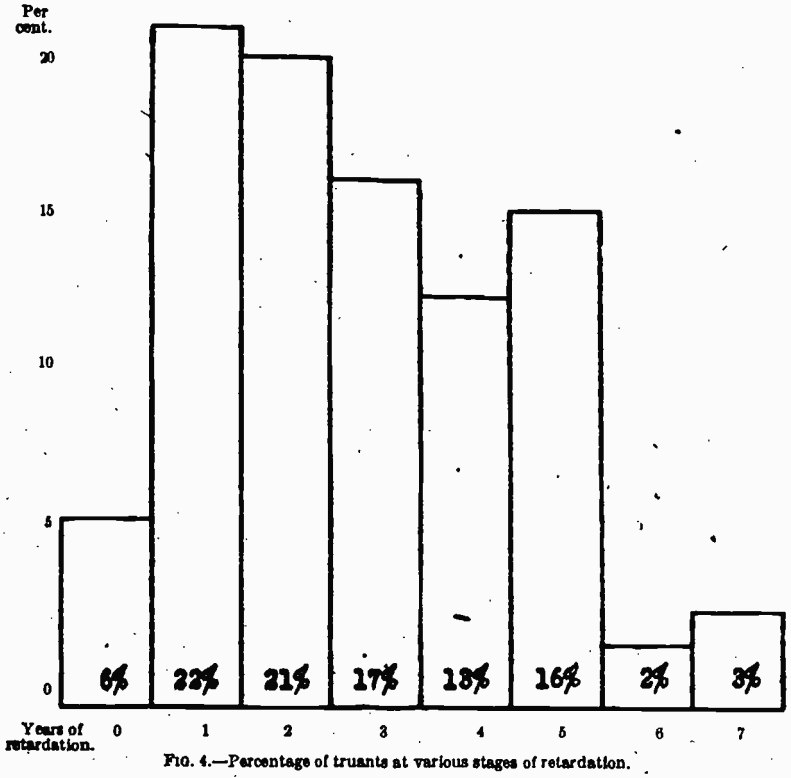

FIG. 4.—Percentage of truants at various stages of retardation.

tally deficient. That is, while less than a third appeared to be below normal mental keenness, more than a half were over three years behind grade in school. Evidently some other cause is at work. Whether this retardation is due to truancy, or truancy is due to retardation and consequent distaste for school, can not be proved, but in 74 per cent of the cases the principal of the school stated that truancy had a direct influence on the amount of retardation. The fact that 73 per cent of these children had been truant more than one term would bear this statement out.

Even in their present classes, 34 per cent of these boys and girls were doing very poor work, according to their school grades. Sixty-seven per cent ranked poor or lower, and only 3 per cent were good. In the judgment of their teachers their scholarship was graded as follows: Excellent, 0; good, 3; fair, 30; poor, 33; very poor, 34.

Figure 5 (below) shows the mentality of the cases studied.

CAUSES OF TRUANCY.

The real cause of chronic truancy, which extends over from five to eight terms, is difficult to ascertain. In any case it is probably a complex of causes, no one of which seems paramount. Some of the contributing causes may, however, be clearly stated.

In the investigation of a hundred typical cases in Philadelphia an attempt was made to secure the judgment of the school as to the initial causes of truancy, and the judgment of the investigator, after the home had been visited and the child interviewed. These two judgments, taken separately or compared one with the other, have distinct significance.

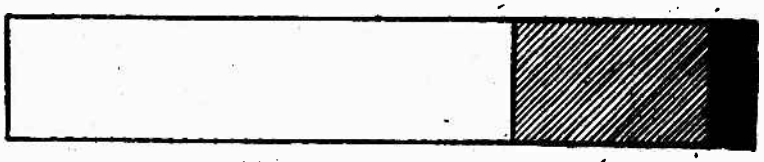

FIG. 5.—Mentality of truants: White, normal; grey, backward; black, mentally deficient.

The comparative judgments of the teacher and the investigator as to the cause of truancy are shown in the following table:

Cause.	Teacher.	Investigator.
Bad companions	26	20
Fault of home	17	29
Dislike of school	14	26
Desire to work	3	10
Illness	3	4
Fault of boy	1	11
Not stated	36	.....
Total	100	100

Graphically shown, the investigator's judgment appears as in figure 6 (p. 14).

In the opinion of the school the initial cause of truancy in 26 out of the 100 cases was bad companions, a whole group or gang of boys spending their time upon the streets and alleys rather than in school. In 14 cases the child definitely disliked school. In 17 instances the principal believed that the difficulty lay in the home, and only one

boy was reported as wholly at fault. It is notable that in 36 cases the school could assign no reason as the initial cause of truancy.

The investigator's judgment would put a far larger burden upon the school as now organized and upon the home. Only 20 out of the 100 cases were charged by the investigator to bad companions. In

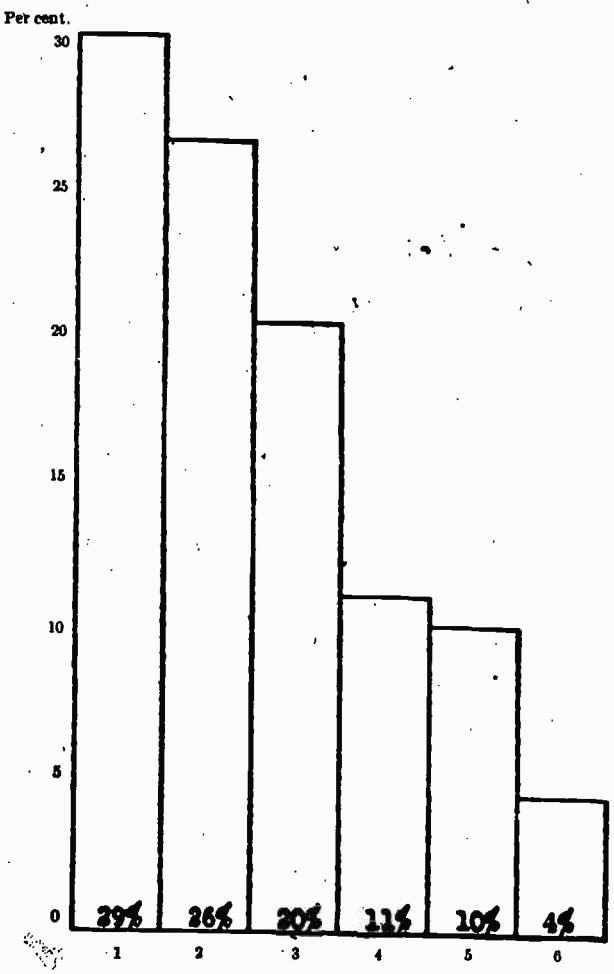

FIG. 6.—Causes of truancy in the judgment of the investigator: 1. Fault of home. 2. Dislike of school. 3. Bad companions. 4. Fault of boy. 5. Desire to work. 6. Illness.

26 cases it is noted that the child definitely disliked school and would escape it whenever possible. In only 10 cases did the child claim that he wanted to be out of school in order to work, while in 29 cases it was agreed that the fault lay either with weakness or shiftlessness or greed or immorality in the home.

SOME TYPICAL CASES.

EDWARD B——.

Edward B——, arrested under charge of "runaway and truancy," was interviewed in the House of Detention. He was glad to tell his tale of woe to any one who was interested.

"Why do you play truant?"

"I don't like me teacher, and she don't like me. She never gives me no time to think over the questions. She just calls on some other boy to recite. No matter how hard I try I don't suit her. I never played truant before, and I wouldn't do it now if I wuz in some other teacher's room."

"What does your father do when you stay home from school?"

"Say! Well, I guess he beats me as hard as ever he kin."

"If you know you'll get whipped, are you not afraid of your father?"

"Yes, but he gives me a lickin' anyway when he's drunk; it don't make no difference what I do."

"How did you come here?"

"One day I didn't go to school. I went fishin'. I'd love to be a sailor. An' me father beat me an' said he was goin' to lick me agin the next day. So the next day I decided to get out of me father's way an' earn me own livin', an' have money to spend as I want. I walked to Bucks County, where we used to live several years ago. When I got there I found the people I knowed wasn't there. I worked for a driver and earned 30 cents. I rode back to the city, but it wuz after midnight when I got here, and I didn't dast to go home. I thought me father'd kill me. So I wuz just a goin' to sleep on somebody's doorstep when the cop pinched me."

Now look into the home, and you will see four other children, half clad, undernourished, and sadly neglected. You wonder if they have ever been washed and cleaned. The mother is a slovenly woman and a poor housekeeper. The father is lazy and goes on sprees frequently. He has lost several positions through drink. A certain social agency has known the family for years, and in spite of all its efforts to reform them the family still remains hopeless.

What training do the children get from a shiftless mother and a parasite of a father? What kind of citizens will they make with such training? In spite of the boy's professed dislike of school, without question the fault of truancy in this case may be laid at the door of the home.

EMILIO.

A typical case where both gang spirit and dislike of school are the cause of truancy is that of Emilio, a confirmed truant and member of a "gang." He has nothing particular against school except that there are too many restrictions—too long a confinement. He "knows it all." "I don't see what you learn in school anyway," he says. "You learn more by goin' to a movin' picture show, and besides it's more fun."

The home in this case is immaculate. The parents, both Italian, are anxious to give the boy a good education. The father is almost distracted over the boy's truancy. He has tried every method of punishment—and failed. The gang has Emilio firmly in its clutches.

"I don't want to send him to the Protectory. He would come out ten times worse by associating with bad boys, and he's not a bad boy; he's just a truant. I'd rather see him dead than in the Protectory. But tell me, what can I do with him, where can I send him? I want him to have a good education."

This father's question is on the lips of many of the parents, but it remains unanswered.

CHARLES.

In the case of American-born children of foreign parents we find that the cause of the trouble may frequently be traced to the inability of the parents to deal with the child because of the difference in nationality.

Charles was 13 years old and had played truant only one term.

"Why don't you go to school?"

"I started to play truant because I didn't like my teacher. I'm in a special class now and like the teacher very much."

"But you still play truant, don't you?"

"Yes."

"Why?"

"My mother don't give me no money to spend, and I stay away until I get the money."

Upon visiting the home, it was found to be clean and comfortably furnished. The mother could not speak English, but through the aid of an interpreter she told the following story:

"Lady, we had five children, and they all dead, only this one. My husband laborer, make very little money, but we try hard to give boy anything he wants. I give him money to take cornet lessons two times week. I give him pennies to go school, but now he want 10 cents and quarter, and I no can give him quarter all the time."

"What does he do when you don't give him money?"

"He go upstairs and break everything, and throw them out of the window. When I see he no go school, then I give him so he go; but when I not got he no go."

"Do you want to send him away?"

"No. We no want to send him away. He good boy, my only boy. I no want to send him away. I want to give him good education." And she burst out crying.

The poor mother had lost all control over the boy. He thought she was ignorant because she knew no English. In the case of foreign truant boys this is almost invariably the situation.

HENRY.

In a number of cases there seems to be no definite cause except that the child is a "misfit" in the school system. In other cases oversize for class can be assigned as a distinct reason for truancy.

Henry was a 14-year old lad, much larger than the average boy of his age. For two years he felt uneasy in the classroom, and for two years he played truant. He thought he ought to be in a special class. He would simply stay away from school and sit on his doorsteps and read.

The mother was an intelligent woman and the home was well furnished and clean. She was the mother of nine children, five of whom were in school and attending regularly.

Henry is now working for the Adams Express Co., and is successful and happy. Why should he have suffered for two years in a school which did not fit his needs? He had a right to an education, but why not to an education in the right place and of the right kind?

WASTED HOURS.

The way the truants spend their time out of school throws some additional light upon possible causes of their absence from school. Eleven were permitted to remain at home, either doing odd chores or in desultory loafing, while 61 agreed that they spent their time at baseball games or merely idling on the street. Thirty-nine earned

some money outside of school; eight gathered junk, one was a caddy at a golf club, and two played in roving bands. Sixty-one had no kind of employment.

HOME SURROUNDINGS.

That the home surroundings of these children have a large bearing upon their truancy is definitely shown by the facts gained. Thirty per cent of these youthful vagabonds lived in poor neighborhoods, and 32 per cent in poor, neglected, squalid surroundings. Twenty-five had no father in the home; 20 of the fathers had died, 5 had deserted, while 3 were in prison. Eleven of these children were motherless, while 40 had mothers who were regularly employed, and therefore but little in the home. Twenty-eight of the fathers were addicted to drink, and 20 of the mothers had similar habits. Fourteen mothers were found to be ignorant, neglectful, and of low mentality. Nine refused to cooperate in any way with the authorities, and eight were reported as positively vicious. In 15 of the families there were other truants than the cases being investigated. Thirty-three per cent of these parents had been prosecuted before magistrates for permitting the truancy of their children.

Some significant facts in regard to the parents of truants are shown in the following table:

	Father.	Mother.
Deceased	20	10
Deserters	5	1
Intemperate	28	20
Noncooperative	5	9
Employed (mother)		40
Not employed (fathers)	4	

This picture of squalid, ignorant, vicious home surroundings can not but impress one as being the largest contributory cause of lack of prompt and regular attendance in school. The only wonder is that so large a proportion of children living in such so-called "homes" do regularly find their way into the schoolroom.

TREATMENT RECOMMENDED.

That the home conditions of the truants investigated in Philadelphia are typical may be seen from the fact that an investigation of the homes of delinquents in Chicago has shown that in 50.5 per cent of the cases studied the parental conditions of delinquent children were not normal, the home relation being marred by death, desertion, divorce, by intemperance, poverty, insanity, and degeneracy. Obviously in most cases the home could not or would not assume the responsibility for the development of the good citizenship potential in these boys.

Therefore, as the responsibility must be assumed, it is wiser and more economical for the State to step in and form the characters of these boys before they become criminals than to spend millions for reform purposes when it is almost impossible for them to retrace their steps to manhood.

The institution which could and should undertake the care of these boys is not the reform school, nor the detention home, but the public school system, whose function is educational and constructive, not penal. If it is necessary to take charge of these boys for 24 hours every day for a year or more, until they are set on their feet as independent citizens, it should be done, with no taint of criminal record attached to them.

That the school as at present organized has done all in its power to correct these conditions may be seen from the fact that 70 per cent of the cases noted, after prolonged treatment in the individual school and through the district attendance office, were reported to the central compulsory education bureau, and that in 33 per cent of the cases the parents were prosecuted before magistrates, and in five instances more than once. Warrants were sworn out through the juvenile court for 9 of these boys, 9 were placed on probation, and since the investigation by the Public Education Association began, 16 have been committed to the House of Refuge or some other institution.

That some other method of treatment must be developed is further evidenced by the fact that in only four cases out of the hundred did principals believe that the habits of these truants could be corrected or appreciably improved under ordinary school conditions, and in only eight cases did they believe that transfer to special disciplinary classes would be effective. In four other cases the combined judgment seemed to be that further pressure brought to bear upon the parents might produce results, but in more than half of the instances noted the only hope for the child seemed to be to remove him from his home or other faulty environment.

There are three possible ways of producing this result: First, by boarding the child out in a normal home. That this method at present is ineffective can be seen from the fact that in only one case was a child transferred to the care of the Children's Aid Society. Second, by bringing the child before the juvenile court and eventually committing him to some reformatory institution where he will associate with other delinquents charged with crimes and other offenses much more serious than that of truancy. It is pitiful to note that in many cases the parents seem perfectly willing for this, when they urge that the boy should be "put away."

The third possibility is to develop some method under the direction of the public schools by which the child may be taken care of for 24 hours in the day, 365 days in the year, until such moral habits may be instilled as to place him firmly on the way to decent citizenship.

PART II.—A STUDY OF PARENTAL SCHOOLS IN THIRTEEN CITIES.

Various cities at different times have undertaken to solve the problem of their chronic truants and delinquents by the establishment of institutions or schools for their more or less permanent care. In many cases a type of school is apparently necessary which will take care of the child for 24 hours in the day, supply the needed family discipline, and give the individual touch which he fails to receive elsewhere. Such an institution a number of cities have found in the parental school.

The various schools of this character throughout the United States conform to two main types. The older schools were built generally on the congregate plan, which gathers the entire institution under a single roof. Where this plan is followed the school consists of but one large building. The modern tendency, however, is to get away from institutional life and substitute for it as near an approach to family life as can be secured. In accordance with this principle, many of the newer institutions use the segregate or cottage system. A number of small houses have been constructed, each large enough to accommodate a group of from 10 to 20 children. The "family" thus constituted, with its own master and matron, is a unit in itself, and supplies the much needed family life, for lack of which many of the children have been sent to the parental school.

Most of the schools where this system is in use have about 7 or 8 buildings in all, Boston having as many as 11. In some cases the children meet in a central dining room, though recently a strong movement has developed in favor of separate domestic establishments, complete in themselves, and many of the most up-to-date institutions have a kitchen and dining room in each cottage. The cottage system, which gives the advantage of family life and develops more normal social relations, is now generally considered the best plan.

There is a wide variation in the organization and management of these truant schools, and they range from the thoroughly organized institutional agencies, which are practically identical with the usual reform schools, including uniforms, guards, and confinement, to the freer farm school, where no institutional system is apparent.

In order to ascertain the methods at present in practical use in different cities in the United States, and, if possible, to develop a standard practice which might offer the most practicable remedy for this type of case, the Public Education Association of Philadelphia undertook a study of the existing schools.

Bulletin No. 14 for 1911 of the United States Bureau of Education, prepared by Dr. Van Sickle, Dr. Witmer, and Dr. Ayres, on "Provision for Exceptional Children in Public Schools," was used as the

basis for the study. In this bulletin 24 cities are mentioned as maintaining parental or residential schools for exceptional children. To all of these, and to a number of others, the questionnaire appended at the close of this report was forwarded.

Four of the schools thus mentioned proved to be merely day schools for truants. Thirteen cities were found to maintain schools which might be strictly called parental schools, and on the answers received from these 13 cities the facts contained in this study are based.

THE SCHOOLS.

The institutions investigated are as follows: The Baltimore Parental School, the Boston Parental School, the Dole Street School for Truants in Buffalo, the Industrial School at Butte, Mont., the Chicago Parental School, the Cleveland Boys' School, the McAnne Parental Home of Kansas City, Mo. (situated at Independence, Mo.), the Newark Parental School (at Verona, N. J.), the New York Parental School (at Flushing, N. Y.), the Seattle Parental School, the Spokane Parental School, the Tacoma Parental School, and the Jefferson Farm School at Watertown, N. Y.

The earliest boarding schools for truants in this country were those in Cleveland, founded in 1850, and Newark, in 1874. Both of these are reform institutions, however, to which children are committed for criminal offenses as well as truancy, and commitment must be made by the juvenile court. The first real parental school was established in Boston in 1896. Buffalo followed in 1897, the Jefferson Farm School at Watertown, N. Y., was founded in 1898, the Seattle school in 1900, and the Chicago Parental School in 1902. Four schools, in Baltimore, Kansas City, Spokane, and Tacoma, were started in 1907 and 1908, and the most recent is that in New York, established in 1909.

THE SCHOOL PLANT.

Two of the schools investigated are situated in the city, three in the suburbs, and eight in country districts. The size of the grounds varies from one-half an acre, in Cleveland, to 107 acres, in New York. Other large schools are situated at Kansas City (100 acres), Newark (100 acres), and Spokane (80 acres). The size of the grounds is, as a general rule, large, especially in the country schools, although four schools have practically no ground around them.

As has been stated previously, the cottage system predominates, especially among the newer schools. A number of institutions are still built on the congregate plan, however, probably owing to the fact that the cottage plan is more expensive to maintain. The

average cost of maintenance per child for the six congregate institutions studied was found to be $221.26 per year, while for the seven cottage institutions investigated it reaches the sum of $262.75. The following table shows the system used in the various schools, with the per capita cost of maintenance in each institution:

School.	System.	Per capita cost.
Baltimore	Congregate	$166.59
Boston	Cottage	300.00
Buffalo	Congregate	275.00
Butte	do	215.00
Chicago	Cottage	264.68
Cleveland	Congregate	286.00
Kansas City	Cottage	180.00
Newark	do	275.00
New York	do	267.19
Seattle	Congregate	177.00
Spokane	Cottage	250.00
Tacoma	do	302.41
Watertown	Congregate	208.00
Average		243.35

The cottage system particularly increases the expenditure for salaries, as it requires additional matrons and caretakers, to take charge of each family group. An investigation of institutions of this character made by the Russell Sage Foundation shows the average expenditure for salaries per child to be $57 per year in the segregate institutions studied, and only $37 in those built on the congregate plan. On the other hand, the cost of provisions was kept down in the cottage institutions, as the same study shows, averaging in them only $40 per child, as against $54 in the congregate schools.

Many congregate institutions are overcrowded, and the reduced per capita cost is often gained at the expense of the health and comfort of the children. This is clearly shown in the difference between the playroom and sitting room conditions revealed by the two methods. Experience proves that there is a great civilizing influence in neatly furnished sitting rooms, where children may sit quietly with their books or games. This influence can not be secured by the use of a schoolroom furnished with desks, or by the use of a bare playroom with benches around the edge.

Several of the newer schools have cottages built upon the most up-to-date plans, with every modern convenience, while others are planning the erection of new buildings in the near future. Tacoma, Wash., already has under way a complete new plant, with a view to ultimate accommodation of 300 boys. The first cottage, which has been built, is a three-story brick building, with all the comforts of a modern home, including fireplaces, shower baths, and room fitted for the care of the sick. Baltimore has recently purchased ground and a new school is now in process of erection.

VALUE OF PLANT.

The value of the total plant shows a wide range in the different cities, varying from a minimum of $12,000 to a maximum of $750,000 (New York), the buildings alone of the latter being valued at $670,000. Chicago has the most expensive grounds (worth $100,000), situated on the outskirts of the city; New York ranks next, at $80,00 . With the exception of the latter, the schools with the largest grounds are by no means the most valuable, as they are generally situated in the country where land is cheaper. In one of the largest schools (Kansas City, 100 acres), the land is valued at only $15,000. Besides New York, which has the finest buildings, other valuable schools are located at Chicago (buildings, $400,000), Boston (buildings, $260,000), Newark, and Kansas City.

The following table shows the size and value of the school plant in the various cities in question:

School.	Land.	Buildings and equipment.	Total.	Acreage.
Baltimore		Not completed		7
Boston	$60,000	$260,000	$320,000	30
Buffalo	2,000	10,000	12,000	1.5
Butte			77,000	9
Chicago	100,000	400,000	500,000	70
Cleveland	10,000	80,000	90,000	5
Kansas City	15,000	180,000	195,000	100
Newark	40,000	185,000	225,000	100
New York	80,000	670,000	750,000	107
Seattle	50,000	45,000	95,000	17
Spokane	20,000	10,000	30,000	80
Tacoma	18,000	23,000	41,000	81
Watertown	3,000	14,000	17,000	54

MAINTENANCE.

In nearly all instances the parental schools are supported entirely by the board of education or the municipality. In Tacoma the State contributes 40 cents per day per pupil, and in Watertown, N. Y., the State pays $125 per year per pupil. No others receive any support from the State, except as part of the general State appropriation for public schools. In Watertown, in addition to the State appropriation for the school, each school district sending boys pays $4 per week for each boy, the board of education of the community contributing only $1,000 for the maintenance of the school.

In a few instances (Kansas City, Newark, etc.), parents pay a small amount, according to their ability. In several others (New York, Tacoma, Chicago, Baltimore), the parents furnish all or part of the children's clothing. In Cleveland and Spokane children admitted on petition of the parents pay their board.

In no case is a school dependent upon private funds to any appreciable extent for support.

CAPACITY AND ENROLLMENT.

The largest parental school in the country is in Chicago, and it is filled to its utmost capacity, somewhat over 300. Other large schools are those at Cleveland, Boston, New York, while the schools at Baltimore, Spokane, Tacoma, and Watertown accommodate only from 30 to 40 pupils each. It is noticeable that in nearly all cases the total enrollment per year is very largely in excess of the average enrollment, showing that in many cases pupils stay much less than a year. This is of course particularly true in the Cleveland Boys' School and the other institutions which take delinquents as well as truants.

The following table shows the capacity and enrollment in the different schools.

School.	Capacity.	Total enrollment per year.	Average enrollment.
Baltimore	40	71	35
Boston	300	305	127
Buffalo	60	300	50
Butte	100	160	27
Chicago	312	750	312
Cleveland	250	892	225
Kansas City	160	289	160
Newark	175	270	183
New York	216	549	192
Seattle	100	150	95
Spokane	40	54	30
Tacoma	30	32	20
Watertown	30	45	26

THE STAFF.

With the exception of those in Boston and Newark, all of the institutions noted are a definite part of the public-school system and have the same relation to it as any other school. The Boston school is under another department of the city of Boston but maintains close relations with the school system, even to the extent that the superintendent of the school must be acceptable to the school committee, and the institution is inspected frequently by the superintendent of schools or his representative. The school at Newark maintains relations with the public-school system only through close cooperation.

In 6 of the 13 schools studied the superintendent or principal of the parental school ranks as a regular school principal. In most of the others he ranks as a special school principal. In nearly all cases he is required to be a man of superior attainments, with adequate college or normal school training and large experience. The principals of the schools at the present time are nearly all men of middle age, with at least 15 or 20 years' teaching experience. In many

instances they have had advanced social training and institutional experience as well, though in some cases they are chosen for particular ability and fitness from among the best of the principals in the regular schools. They are usually chosen by the board of education and the superintendent of schools, often by competitive examination, and receive salaries varying from $1,200 to $3,000, with board for themselves and frequently for their families. The average salary received by the parental school principal is about $1,700 (and board).

In most of the schools the class-room instruction is given by a comparatively small number of teachers. Six have only one or two academic instructors each, in addition to the principal. Chicago has the largest number with 10, New York and Boston are next with 8 each, and Kansas City has 6. The average number of pupils per teacher in all of the schools is 10.7. This, however, includes the industrial classes as well as the academic.

The instructors are chosen in the same manner as the principal or superintendent from eligible lists, usually by the board of education. Nearly always some experience in teaching is demanded. Cleveland and Kansas City require that teachers shall be among the most experienced in the city, and in most instances they are selected for particular ability in dealing with difficult cases. In Baltimore they must have had experience in manual training as well as academic work.

As handwork and physical training receive especial attention, many of the schools have a large and well-organized corps of instructors in these subjects. New York employs nine manual-training teachers in addition to its academic staff, Newark has seven, Seattle five, Cleveland four, Buffalo three, Butte, Kansas City, Spokane, and Tacoma one each, and in Boston and Baltimore instruction in manual training is given by the regular teachers.

The instructors in industrial branches are selected in the same manner as the other teachers—for peculiar fitness, skill in teaching, special ability in dealing with boys, and talent for discipline. They are required to have had training in their respective subjects and generally experience in teaching them. Practically all have had experience in industry as well. They are usually transferred from the public schools or from institutions where they have had experience in teaching.

The salaries of teachers in the parental schools are usually slightly higher than those of teachers in the regular graded schools. They run highest in New York, where the maximum is $1,800. The salaries of manual-training teachers are much the same as those of the academic instructors, although in a few cases—Cleveland, Newark, etc.—they are considerably higher. In New York and Seattle only are they lower.

The following table shows the salary schedules for teachers in the parental schools. It must be remembered in connection with salaries of all employees that board is included.

School.	Principal.	Academic instructors.		Industrial instructors.	
		Minimum.	Maximum.	Minimum.	Maximum.
Baltimore	$1,600	$600	$1,020	.....	.....
Boston	2,000	500	1,272	.....	.....
Buffalo	1,200	950	1,150	.....	.....
Butte	1,020	1,020	1,020	$1,020	$1,020
Chicago	(1)	(2)	(2)	.....	.....
Cleveland	1,800	550	1,050	1,200	1,650
Kansas City	2,400	750	1,100	750	1,100
Newark	2,000	480	480	850	850
New York	3,000	900	1,800	600	600
Seattle	1,500	900	1,020	480	720
Spokane	1,200	500	750	600	600
Tacoma	1,200	900	1,200	900	1,200

[1] Salary same as elementary principal. [2] Salary same as elementary teacher plus $5 per month.

The larger schools employ in addition to the staff of teachers a number of other employees, caretakers, matrons, truant officers, etc. Chicago has 16 such employees, Boston 15, Kansas City 12, while the smaller institutions have one or two each. In Newark each cottage has a master and matron who are man and wife, selected for their special fitness for training pupils in the proper mode of family life. The 16 officers in Chicago, one in charge of each cottage, are in addition to the class-room teachers, and are denoted "family instructors."

THE PUPILS.

All of the schools studied receive boys only. The percentage of girl truants is so small (only about 5 per cent as against 95 per cent boys), as to lead all special schools for truants to close their doors against them, the benefits accruing from receiving girls not being sufficient to offset the numerous difficulties which would arise in connection with coeducation. Neither has the number of girl truants in any city been sufficiently large to warrant opening a special school for them.

The school at Seattle takes children of any age up to 15, Butte up to 16, and Cleveland any age from 3 years up, although it is probable that very few children below school age are committed, even for other misdemeanors than truancy. In the rest of the schools the age limit begins at 7 or 8 years and runs up to 16 or 18. The usual limits are from about 7 to 16 years of age, although three institutions admit children as old as 18 years.

A large proportion of the children committed are foreigners. With the exception of Kansas City, which places the figure at 25 per cent, Baltimore with 48 per cent, and Seattle, which reports but a few, all have over 50 per cent foreign, and most of them as many

as 75 or 80 per cent. Butte, Mont., states that 90 per cent of the children received are of foreign parentage, and Tacoma states that practically all are foreign. Boston places the proportion at 67 per cent, New York at 75 per cent. The number of foreigners in all the schools averages 63 per cent.

School.		Foreign.
Baltimore	per cent.	48
Boston	do	67
Buffalo	do	75
Butte	do	90
Cleveland	do	80
Kansas City	do	25
Newark	do	80
New York	do	75
Seattle	do	10
Spokane	do	50
Tacoma	do	100
Watertown	do	60
Average		63

COMMITMENT AND TERM.

Five schools, in Baltimore, Boston, Buffalo, New York, and Watertown, take truants only. The rest of the schools studied take delinquents as well. In all cases commitment may be made by the juvenile court; in Chicago, Cleveland, Kansas City, Newark, New York, Spokane, and Watertown by the school authorities also, although in some instances petition must be made by them to the court. In Buffalo, Newark, and Spokane children may be admitted on petition of parents as well.

In most of the schools commitments are made for indefinite periods of time, and the term is dependent upon the conduct and progress of the child while in the school. In Newark the commitment is made for the full term of minority, and the boys are under the jurisdiction of the school until they are 21 years old, although they may be placed on parole and enjoy a considerable amount of freedom one year or more after commitment. Other schools have a maximum limit of commitment of one or two years. The minimum term runs as low as 20 days (in Kansas City). In Chicago it is only 30 days, in Butte and Buffalo four and six weeks, respectively.

In most cases the children are automatically released when they reach the age of 15 or 16, but it is notable that in most cases unless the commitment is made at a rather advanced age release is accomplished long before they reach the age limit. Of all the schools, Boston alone states the average time of detention to be more than a year. Cleveland, Spokane, and Tacoma give one year as the average time. Frequently it is much less, running as low as six months in Chicago, Butte, and Watertown.

The terms of commitment and length of detention are shown in the following table:

School.	Period of commitment.	Average time of detention.	Legal limit of detention.	
			Minimum.	Maximum.
Baltimore	Indefinite	8–9 mos	Indeterminate	16 years old.
Boston	do	1½ years	do	Indeterminate.
Buffalo	do	2½ mos	6 weeks	2 years.
Butte		6 months	4 weeks	16 years old.
Chicago	Indefinite	6½ mos	30 days	14 years old.
Cleveland	1 day–7 years	1 year		
Kansas City	2–4 years	7 months	None	None.
Newark	Minority		21 years old	21 years old.
New York	2 years	7 months	None	None.
Seattle	Indefinite	8 months	None	16 years old.
Spokane	do	1 year	None	None.
Tacoma	15 years old	do	1 year	15 years old.
Watertown	3 months–2 years	6 months	3 months	2 years.

Only in Cleveland, Kansas City, and Tacoma are pupils allowed to leave the school for Saturdays and Sundays and holidays. In Tacoma this privilege is dependent upon their conduct and is determined by the head teacher. In no other places are they allowed to make visits to their homes or elsewhere during the period of commitment.

THE CURRICULUM.

The children remain on the school premises the entire 24 hours of the day and night, and the masters are always presumed to know just where they are and what they are doing. Their occupations and pastimes are not prescribed for the entire day, however, and they are left to amuse themselves or do whatever they like for a certain number of hours, varying in the different institutions. A much larger portion of the day is spent in school work than in the regular day schools, most of the extra hours being devoted to industrial and manual work or outdoor exercises.

The length of the school day and the amount of time devoted to different kinds of activities is shown in the following table:

School.	School day—hours.	Academic work—hours.	Industrial work—hours.
Baltimore	5	4	1
Boston		5	
Buffalo	6½	3½	3
Butte	7	5½	1½
Chicago	6	4	2
Cleveland	7		
Kansas City	12	6	6
Newark	6	3	3
New York	6	3	3
Seattle	7	5	2
Spokane	6	5	1
Tacoma	5	4	1
Watertown		5	

The figures here given, it must be remembered, represent, in most cases, only the hours given to actual classroom instruction or shop work. In nearly all of the schools a large amount of additional time is given to out-door work in farm or garden, or in work about the house, as well as to physical training and athletics.

The grading of the regular public schools is followed in the main and the academic subjects taught are without exception the same as in the regular elementary school curriculum, sometimes slightly abridged or condensed to make room for more industrial or manual work. In all of the schools the latter field is emphasized. The aim is to appeal to the restless and indifferent child, the child who does not like book learning and wants to do something "useful." It is from this class that the largest percentage of truants come. When the attempt to appeal to him through books has failed, his always-ready interest in "doing things" is turned into useful currents, employing eye and hand.

Some of the schools (Baltimore and Kansas City) merely give an increased amount of attention to the ordinary manual training work taught in the regular grades. In these schools the work is of the most elementary character, and includes willow, reed, raffia, and basketry for the younger children and wood turning and the various branches of woodwork for the older boys. Other schools teach definite trades to a sufficient degree of skill that upon leaving the school the boys apprenticed to various concerns can take up the regular work in their respective vocations. In Newark, in addition to the ordinary branches of manual training, instruction is given in masonry, printing, shoemaking, tailoring, farming, and laundry work. In New York printing, plumbing, tailoring, carpentry, laundering, and cooking are taught. The school at Butte teaches cabinetmaking, and Boston, Buffalo, and Cleveland likewise give instruction in one or more trades. This instruction, it must be remembered, is of necessity of rather an elementary character, because the boys do not usually remain in the school long enough to become finished artisans.

In addition to the shop work, in nearly all instances boys are taught farm work and gardening, and a large amount of time each day is spent in the culture and practice of this useful and healthful occupation. Gardening in some form is taught in the parental schools in Boston, Chicago, Cleveland, Kansas City, Newark, New York, Seattle, Spokane, Tacoma, and Watertown. In Boston careful attention is given to the care of stock and poultry.

The various branches of farming receive especial attention in the Jefferson Farm School at Watertown, N. Y., where it is hoped to develop an elementary school of agriculture. It is intended to construct a large poultry house in the near future, and make quite a thorough study of poultry raising. It is also hoped to develop a

small dairy. Acting on the supposition that the boys sent there are not fitted for life in cities, the aim is so to conduct the school as to arouse in them a liking for agricultural pursuits, and thus make useful citizens of them.

It is the object in all of the parental schools to keep the children busily and usefully employed in doing the things which they naturally like to do, and at the same time make them feel that they are accomplishing something. The methods learned in the shop are put into practice in keeping the school plant in perfect working condition, and in simple repairs on the buildings and machinery. Frequently a large part of the housework is done by the children, and there is no branch of this form of service which boys, in some of the schools, are not taught to do. Cooking and baking are taught in Boston, Buffalo, and New York, and in other places cleaning and scrubbing, bed making, and dish washing are a part of the day's work, while in Tacoma the boys even do a part of their own washing and mending.

PHYSICAL CARE.

In all of the schools careful attention is given to physical care and training. Regular examinations are made by a physician (in many cases resident in the school) upon entering and leaving, and usually at frequent intervals throughout the school term. In New York, Seattle, and Watertown these examinations are made as often as once a month, in Spokane, three or four times a year, in Boston twice a year, and at irregular intervals in the various other schools.

In the schools situated within the city limits much attention and time is given to gymnastic work—as much as 14 hours a week in Buffalo and Butte. In the country schools, however, outdoor work is substituted for gymnastics, which receive little or no attention, the pupils spending all of their exercise periods in farm work and gardening, apparatus work on the playground, and athletic sports.

Psychological tests for mental deficiency are made before admission whenever necessary, although it is noticeable that no school makes such tests a requirement for admission, or makes them in all cases. All children whose mental ability seems doubtful, however, are tested, and deficient, or feeble-minded children are usually rejected. If a child proves to be feeble-minded after admission, he is at once sent to some other institution, usually the State school for the feeble-minded. In some schools this transfer is a legal process, and must be done with the consent of the court.

Two institutions are exceptions to this rule. Buffalo takes an unusual attitude in regard to feeble-minded children. We quote as follows from the statement made by the superintendent of the school:

It is to the advantage of subnormal to be with normal children. Truants and delinquents are often found in depleted physical condition, owing to unhygienic conditions

of home life, extending over a long period of time. Poor food, irregular hours of sleep, bad air, very often have such enervating effects as to indicate feeble-mindedness. We find that by giving some children hygienic conditions they become normal children. This is also borne out by the report of the State Asylum for Feeble-Minded Children and Idiots at Rome, N. Y.

To hurry off into an institution for the feeble-minded a child who is not mentally alert because of an unhygienic past life is committing an unspeakable wrong upon the child. Such a child should be placed in a parental school and built up physically.

In accordance with this idea, deficient children, though rarely sent to the school, when received are retained and given special individual care and attention. Kansas City also receives deficient children in some instances where the case is not too extreme, and trains them with normal boys. While it may be admitted that this policy is for the best good to the subnormal child, it is doubtful whether it is in accordance with the principle of "the greatest good to the greatest number," and its wisdom is therefore questionable.

While feeble-minded and deficient children are almost universally rejected by these schools, particular care and attention is invariably given to backward children. In Boston the work is always adapted to the child. He is not only classified according to age and mentality but "especial attention is given to those who respond more readily to hand education." Other institutions have special forms of training for backward children, with a variable curriculum fitted to the needs of each case, more time being given where advisable to industrial and handwork. The tendency, however, is rather toward special attention, with individual help and instruction, rather than any different form of training.

The attempt is made in all cases, whether backward or normal, to develop the individual. It is the constant aim of principal and teachers, matrons and caretakers, to study the individual child, catch his interest and appeal to the bent of his mind, and by giving steady encouragement to all that is good, to bring out the very best that is in him. To fit the system to the child, not the child to the system, is the basic principle of the parental school.

DISCIPLINE.

The discipline in most of the schools is strict, although the attempt is first made to appeal to the reason of the child, and punishment is only resorted to where absolutely necessary. The boys are usually kept under careful surveillance, night and day, although in most cases all possible means are used not to render them self-conscious or make them feel that they are being watched.

Seven of the schools use corporal punishment, though four of these state that they use it very occasionally and only when everything else fails. Denial of food, especially of desserts, and the substitution of plainer and less appetizing food, is also a favorite method, in use in

five schools. Deprivation of privileges and loss of playtime are among the modes of punishment most frequently employed.

The following table shows the methods of discipline used in the various schools investigated:

School.	Methods of discipline.
Baltimore	Moral suasion, denial of food, isolation, deprivation of pleasures.
Boston	Demerit, stand on line, deprivation of desserts and playtime, corporal punishment occasionally.
Buffalo	Denial of part of meals, corporal punishment very occasionally.
Butte	Corporal punishment, deprivation of privileges.
Chicago	Substitution of food, extra duty.
Cleveland	Corporal punishment occasionally.
Kansas City	Same as in any public school.
Newark	Loss of merit marks, corporal punishment occasionally.
New York	Denial of privileges, loss of uniform, extension of time, quiet room, school work during industrial sessions.
Seattle	Military exercises, denial of certain articles of food.
Spokane	Moral suasion, military exercises.
Tacoma	Denial of food, solitary confinement, corporal punishment.
Watertown	Corporal punishment.

RELIGIOUS TRAINING.

Religious exercises are held in all of the schools on Sunday, except in Butte, where the law of the State of Montana forbids such exercises in public schools. Many of the schools hold daily chapel exercises as well. In no case is preference given to any denomination, the services being either undenominational in character or conducted by representatives of different denominations in turn. In three instances they are conducted by the principal or one of the teachers, in the rest by volunteers from the Young Mens' Christian Association or elsewhere, or by visiting clergymen of different faiths. In Baltimore, Boston, and Newark, instruction is provided for children of Jewish and Roman Catholic parents in their own faith, with services in the various Protestant denominations for children of Protestant parents. In six of the institutions the children are allowed to attend churches outside. In Baltimore, Boston, Buffalo, Chicago, Cleveland, Kansas City, Newark, New York, and Seattle, attendance at religious services is compulsory, while it is optional in Spokane, Tacoma, and Watertown.

AFTER CARE.

Upon dismissal from the parental school, the children are usually sent back to their own homes, and if they have not reached the legal age limit, to the school from which they came. If their own homes are unsuitable, a home which will meet their needs is found for them. In most cases this is the extent of the social responsibility assumed by the school. In Boston and Newark visits are made to the home, and an attempt is made to correct evil conditions; in other places, if it is deemed that such attention would be of service, the case is referred

to a social agency. But in most instances the school has little opportunity for such work.

Supervision of the child does not cease with his return to the home, however. A careful record is kept of every child leaving the parental school. In many cases this is obtained from his home school at regular periods, sometimes by visits to the home, and in Boston the child is required to report once a month at the parental school. In Spokane a report is received as often as once a week, and in many places a monthly record is kept. The Cleveland Boys' School alone, of all the institutions studied, keeps no record of results accomplished.

The fact that the average number of children who are returned to the schools after dismissal is only 24 per cent of the cases dealt with gives some indication of the success of the parental school system. Thus, even allowing for those who are released because they reach the age limit, it is fairly safe to say that in two-thirds of the cases received, and they are without exception the worst cases of truancy in the city, the fault for which they were committed is cured by a residence of a year or more at the parental school.

Of the ultimate success of the children so trained little information is available, as most of the schools have no data concerning them after they reach the age of 16 or 18, but it is agreed by the authorities in charge that only a very small percentage relapse or become criminal, and that approximately three-fourths attain a fair amount of success in their future career. When it is remembered that these boys come usually from homes of degradation and poverty of the very worst type, and are considered practically hopeless cases, it may reasonably be inferred that the training received in the parental school has done something which the regular public school could not do to start them on the way to a useful life.

Statistics of parental schools in thirteen cities.

City.	Location.	Size, acres.	Acres per pupil.	Value of plant.	Cost of buildings per pupil.	Cost of maintenance per pupil.	Supported by—	System.	Teachers and officers.	Average number pupils.	Age limits.	Committed for—	Average time of detention.
Baltimore, Md.	Country...	7	0.2	Not complete.	Not complete.	$166.59	Board of education	Cong..	5	35	8-16	Truancy	8-9 mos.
Boston, Mass.	Suburbs..	30	.8	$320,000	$2,047.24	300.00	City of Boston	Seg....	24	127	7-15	Truancy	1½ yrs.
Buffalo, N. Y.	City.....	1½	.03	12,000	200.00	275.00	Board of education	Cong..	8	50	7-16	Truancy	2½ mos.
Butte, Mont.	Suburbs..	9	.3	77,000	.....	215.00	Board of education	Cong..	7	27	1-16	Truancy and delinq.	6 mos.
Chicag., Ill.	Suburos..	70	.2	500,000	1,250.00	264.68	Board of education	Seg....	27	312	7-14	Truancy and delinq.	6½ mos.
Cleveland, Ohio.	City.....	½	.002	90,000	355.55	286.00	Board of education	Cong..	19	225	3-18	Truancy and delinq.	1 yr.
Kansas City, Mo.	Country...	100	.6	195,000	1,125.00	180.00	Board of education	Seg....	20	160	6-17	Truancy and delinq.	7 mos.
Newark, N. J.	Country...	100	.5	225,000	1,010.93	275.00	City of Newark	Seg....	19	183	8-18	Truancy and delinq.	During minority.
New York, N. Y.	Country...	107	.5	750,000	3,437.44	267.19	Board of education	Seg....	25	192	10-15	Truancy	7 mos.
Seattle, Wash.	Country...	17	.18	95,000	421.05	177.00	County	Cong..	14	95	1-13	Truancy and delinq.	8 mos.
Spokane, Wash.	Country...	80	2.6	30,000	333.33	250.00	Board of education and State.	Seg....	5	30	7-17	Truancy and delinq.	1 yr.
Tacoma, Wash.	Country...	61	3.05	41,000	1,150.00	302.41	Board of education and State.	Seg....	5	20	8-15	Truancy and delinq.	1 yr.
Watertown, N. Y.	Country...	54	2.07	17,000	538.46	208.00	Board of education and State.	Cong..	5	26	7-16	Truancy	6 mos.

QUESTIONNAIRE USED IN SURVEY OF PARENTAL SCHOOLS.

I. THE SCHOOL.

What is the name and address of your school?

When was it founded?

Is it situated in the city or in the country?

How many acres do your grounds include?

What is the number, character, and cost of your buildings? What is the approximate value of your (a) land.....(b) equipment.....

What is the cost of maintenance per child per year?

(a) To what extent is this cost borne by the State?

(b) To what extent by the municipality or board of education?

(c) To what extent by the parents of the children committed?

(d) To what extent by private agencies?

What is the capacity of your school?

What is your total enrollment per year?

What is the average number of children accommodated at one time?

Do you follow the congregate or segregate (cottage) system?

II. THE STAFF.

(1) What is the title of the chief executive officer?

Experience?

Training?

How selected?

Salary?

Is this position ranked as regular school principalship?

What is his relation, if any, to public school system?

(2) How many academic instructors?

How selected?

In general, what preliminary experience and training are required?

Salary? Minimum.....

Maximum.....

Subjects taught?

II. THE STAFF—Continued.

(3) How many industrial instructors?

How selected?

Experience?

Training?

Salary? Minimum.....

Maximum.....

Subjects taught?

(4) How many caretakers other than teachers?

Qualifications?

Salary? Minimum.....

Maximum.....

III. THE CHILDREN.

What are the age limits for commitment of children to the school?

Do you provide for boys?.....

Girls?..... Both?.....

For just what kind of offenses are children committed to your school?

Are delinquent children sent to you?

Are only truant children sent to you?

What per cent of the children accommodated by you are of foreign parentage?

IV. COMMITMENT AND TERM.

By whom are children committed to your care?

Transfer by school authorities?.....

Commitment by juvenile court?.....

By what other method may a child be committed?

What are the legal provisions governing transfer or commitment?

When were these provisions enacted?

Are they regulations of Board of Public Education, city ordinances, or State laws?

For what period are commitments made?

What is average time of detention?

How and by whom is the duration of stay determined?

What, if any, is the legal limit of their stay? Minimum .....

Maximum.....

Are pupils permitted to return to their homes for Saturday and Sunday?

Do pupils leave the school for regular vacation periods?

V. CARE AND TRAINING.

1. Physical care.
   - How often and by whom are the children examined?
   - How much time per week is each child required to spend in gymnastics?
2. Mental training.
   - Are psychological tests for mental deficiency made before admission?
   - What form of special training, if any, is given to backward children?
   - Do you give training corresponding to the regular school grades?
   - What is length of school day? Academic work..... Industrial work.....
   - If a child committed is found to be feeble-minded, is he sent to a place of permanent custody?
   - If so, what?
   - If not, what is done with him?
   - What are the legal requirements in this matter?
3. Industrial training.
   - What kinds of industrial training are given?
   - How advanced is this training?
   - Have the teachers had experience in active industry?
   - How are the children usefully employed—farm work, etc.?
4. Religious training.
   - How often are religious exercises held?
   - By whom are they conducted?
   - Is any denominational preference given?
   - Is attendance at these exercises compulsory?

V. CARE AND TRAINING—Contd.

4. Religious training—Continued.
   - Are pupils permitted to attend neighboring churches?
5. Discipline.
   - What disciplinary measures are used — corporal punishment, denial of food, cell, or other measures?
   - By whom is such discipline administered?
   - To what extent, when, and under what conditions are children free from surveillance? 1. By day?..... 2. By night?.....
6. Individual care.
   - What attempt is made to appeal to each individual child's ambitions, needs, and desires?
   - Under whose supervision is such care?

VI. PROVISION FOR AFTERCARE OF CHILDREN.

- How and where are children placed after leaving the school?
- What attempt is made to correct home conditions during time of child's commitment?
- What methods do you employ for following the children up to see if they are successful?
- What per cent are returned to the school?
- What per cent have relapsed or become criminal?
- What per cent have maintained a fair average of success?

VII. FURTHER REMARKS.

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Please send us copies of your catalogue, printed forms, and records, if you have any. Any additional information will be much appreciated.

_____ _____

[Name and title of official filling out this blank.]

BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Numbers omitted are out of print.]

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No. 58. Educational system of rural Denmark. Harold W. Foght.
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*No. 8. The Massachusetts home-project plan of vocational agricultural education. R. W. Stimson. 15 cts.
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*No. 10. Physical growth and school progress. B. T. Baldwin. 25 cts.
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1915.

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No. 15. Monthly record of current educational publications. Index, Feb., 1914–Jan., 1915.
No. 16. Monthly record of current educational publications, June, 1915.
No. 17. Civic education in elementary schools as illustrated in Indianapolis. Arthur W. Dunn.
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