



**Proposed School Locations  
for the state of Massachusetts  
United States of America**

**August 2018**

**for Silver Wolf Wushu**

**using SAITO software version 2.2.7.0 08/17/2018**

title page image: the state dog of Massachusetts is the Boston Terrier. We were not especially inspired by the other state symbols. Originally, the Boston Terrier was created by breeding an English Bulldog with a White English Terrier. There are three official color patterns: black (on the title page) and brindle (below) are both black and white dogs



while seal (below) is brown and white with reddish accents in certain lights.





# Geography

Our SAITO software views Massachusetts state as a rectangle 160 miles wide (average east to west) and fifty-five miles high (north to south) plus an area roughly 80 miles wide by forty miles high with two major islands – Nantucket Island and Martha's Vineyard. Inside SAITO we have embodied a dislike for obliging people, with or without disabilities, to travel long distances, so the size of Massachusetts, the density of its population (second only to New Jersey – unless one includes Washington D.C. and Puerto Rico) and the seasonal severity of the weather imposes some constraints on the solution.



Although there are school districts in the United States that allow students to be transported across county and even state boundaries SAITO treats states and provinces in isolation. SAITO ignores the marine border with New York state in southwestern Massachusetts because water must be crossed. This also means any possible schools in, for example, Nashua in New Hampshire, Canaan in Connecticut, Bellows Falls in Vermont, Pawtucket in Rhode Island, Hillsdale in

New York and so on would be ignored.

Massachusetts State is home to several First Peoples administrative areas. For those populations we are not knowledgeable about the frequencies of the 1400 genes we currently find of interest. Nor do we have any knowledge about education code specifically or special needs generally for those populations.

## Demographics

We believe the state population is about 7,000,000 and that it has been growing at about 1% per year. The larger cities, towns and census-defined places are

Boston	617,660
Worcester	181,045
Springfield	153,060
Lowell	106,519
Cambridge	105,162
New Bedford	95,072
Brockton	93,810
Quincy	92,271
Lynn	90,329
Fall River	88,857
Newton	85,146

It has NOT been established that the medical conditions we find of interest are uniformly distributed, so Massachusetts could have anywhere between zero and 350,000 people with the disabilities we find of interest. We used 280,000 as a state-wide estimate. The SAITO software reduces that prevalence to compensate for people who are too remote, cannot walk, are not interested, prefer to take vitamin B-13 and so on.

For school locations the SAITO calculated recommendations are

1. Boston – 3 schools; includes Newton
2. Worcester – 1 school
3. Springfield – 1 school
4. Lowell – 1 school
5. Cambridge – 1 school
6. New Bedford – 1 school
7. Brockton – 1 school
8. Quincy – 1 school
9. Lynn – 1 school
10. Fall River – 1 school

Probably dependent on subscriptions

11. Pittsfield - Stockbridge
12. Greenfield
13. Fitchburg
14. Gloucester
15. Provincetown
16. Hyannis
17. Martha's Vineyard
18. Nantucket Island

We used the US Census (2010) data to estimate tribe populations

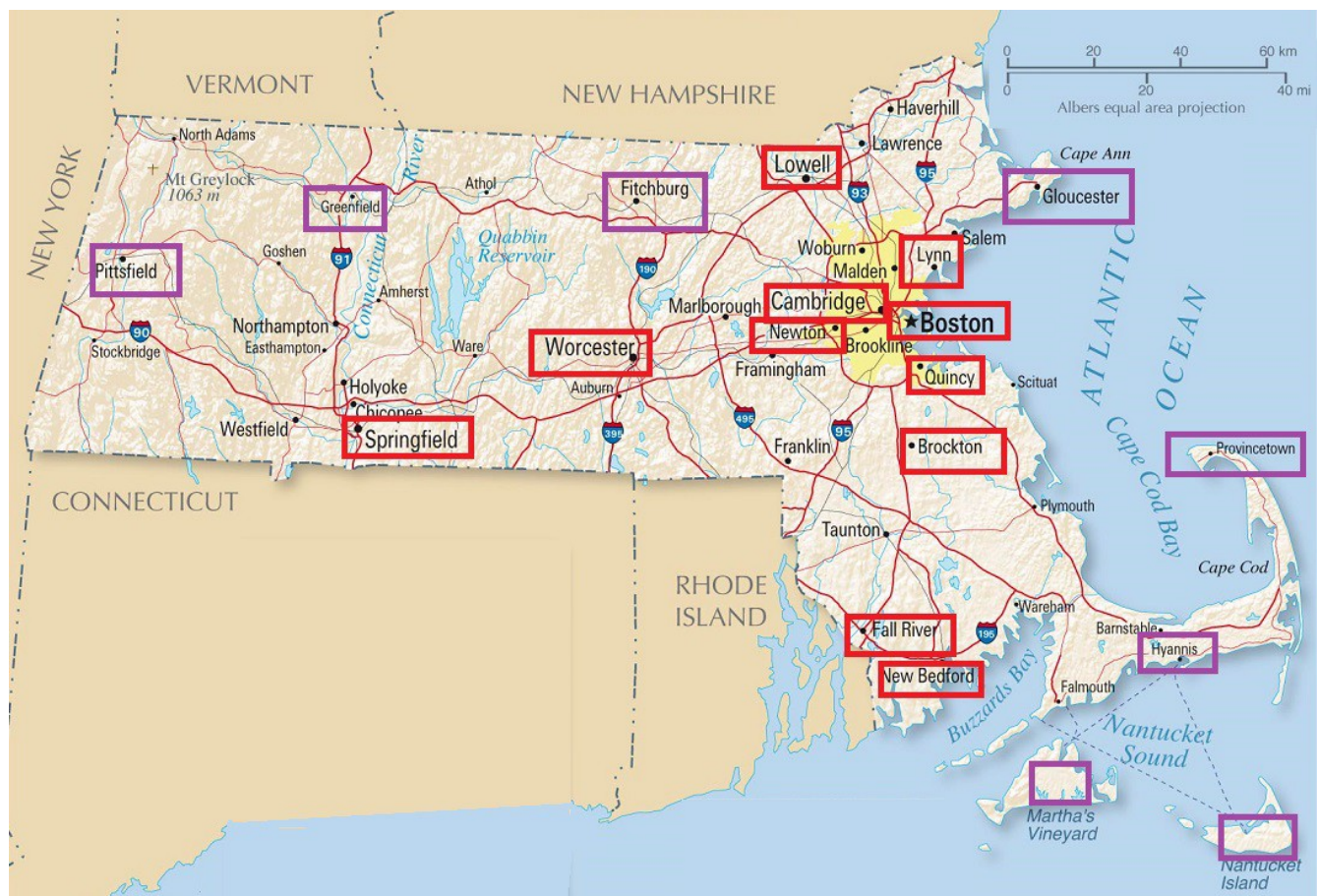
Mashpee Wampanoag Indian Tribe	2,600
Wampanoag Tribe of Gay Head	1,121

We have no appreciation of what interest there might be in our curriculum, and we have no information about population densities on tribal lands and reservations. The following tribes are NOT recognized by the Federal government but are recognized by the Commonwealth of Massachusetts

- Chaubunagungamaug Band of the Nipmuck Nation, Webster/Dudley

- Chappaquiddick Tribe of the Wampanog Indian Nation
- Herring Pond Wampanoag Tribe
- Nipmuc Nation (Hassanamisco Band)
- Pacasset Wampanoag Tribe
- Seaconke Wampanoag Tribe

The SAITO results are



The major determinant for whether a school could or should be built at a smaller town like Fitchburg or Gloucester is whether the tuition can cover rent, utilities and a teacher's salary. If not, it is possible for students to follow an internet broadcast from home, school or day care and send video recordings in to be graded. We would recommend daily filming and grading. Note that if the internet connection for the broadcast is interrupted the student can obtain the class video from the archives. Likewise, winter weather might delay the uploading of daily student videos so some tolerance and patience may be needed.