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Boston School Committee

ANNUAL REPORT OF SCHOOL COMMITTEE

CITY OF BOSTON

1912



SCHOOL DOCUMENT NO. 10, 1912

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BOSTON BOARD OF COMMISSIONERS

May 18 1912

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TABLE OF CONTENTS.

	PAGE
Advance Payments, Evening Schools	58
Age and Schooling Certificates	84
Age Limitations for Teachers	90
Annuities	95
Appendix	114
Arithmetic	20
Athletics	73
Boston Industrial School for Boys	36
Boston Normal School	53, 110
Boston Teachers' Retirement Fund	95
Card Record System	96
Children Going to Work	84
Children Required to Attend School	12
Choice of Occupation	83
Classes for Stammerers	29
Classification of Pupils, Elementary Schools	107
Clerical Assistance, Elementary Schools	110
Conclusion	113
Continuation School	32, 111
Cookery	24
Corporal Punishment	79
Cost of the Public Schools	101
Dancing Classes	63
Deaf and Dumb Children	30
Department of Practice and Training	91
Development of the School System to Meet Needs of Public	105
Different Roads through the School System	11
Discipline	78
Disciplinary Classes	79
Do the People of Boston Spend Enough on Their Schools?	105
Drawing and Manual Training	64
Early and Modern School Buildings	106
Elementary School Diploma	13
Elementary Schools	15
Elementary Schools, Classification of Pupils	107

	PAGE
Elementary Schools, Clerical Assistance	110
Elementary Science	26
Employment Certificates	84
Evening Centers	62
Evening Elementary Schools	58
Evening High Schools	59
Evening Industrial and Trade Schools	61
Evening Schools	56, 112
Extended Use of Public Schools	62
Fathers and Mothers of Boston	7
Finance Commission Investigation of Schools	105
Fresh Air Classes	77
General High Schools	40
Geography	23
Girls' Latin School	51
Grades, The	16
Gymnasium Classes	63
Health of Pupils	72, 109
High School of Commerce	42
High School of Practical Arts	45
High Schools, General	40
High Schools, Reorganization of	111
History	24
Horace Mann School for the Deaf	30
Household Science and Arts	24, 45
How the School Committee Secures and Trains Teachers	87
Janitor Service	113
Kindergartens	14
Latin School, Boys'	52
Latin School, Girls'	51
Lectures	63
Length of School Term	98
Licensed Minors	86
Manual Training	67
Mechanic Arts High School	47
Meetings of School Committee	100
Military Drill	75
Minors' Licenses	86
Model School	55
Morals, Manners and Discipline	78
Music	71

	PAGE
Newsboys' Trial Board	86
Normal School	53, 110
Normal School Graduates	90
Nurses	75
Occupation, Choice of	83
Open Air Classes	77
Parents' Associations	92
Penmanship	19
Pensions	94
Physical Training	72
Physiology and Hygiene	26
Playgrounds	74
Preventive Medicine	76
Pre-Vocational Centers	69
Publicity	100
Public Latin School	52
Questions for Pupils	115
Reading	17
Recommendations	107
Retirement Fund	95
Roxbury High School	49
Savings by Pupils	80
School Buildings, Care of	113
School Committee and the Public	100
School Committee Meetings	100
School Nurses	75
School Roads a Boy May Travel	11
School Roads a Girl May Travel	11
School Savings Banks	80
School System, its Stockholders, Directors and Dividends	10
School Term	98
Service of the Teacher to the Community	93
Sewing	25
Short Term, Trade Schools	111
Sight and Hearing Tests	78
Special Classes	28
Stammerers	29
Standardization	109
Steamer Classes	27
Summer Excursions	75
Summer High School	50
Supplies	112

	PAGE
Teachers, Age Limitations	90
Teachers, How Secured and Trained	87
Teachers, Improvement of	110
Teachers' Pensions	94
Teachers' Retirement Fund	95
Teacher's Service to the Community	93
Term, Length of	98
Three R's	17, 19, 20
Trade School for Girls	38
Truant Officers	97
Truants	97
Ungraded Classes	27
Vocational Education	109
Vocational Information	82
What the Public Schools Cost and Where the Money Goes	101
Why Do Children Leave School	80
Wireless Telegraphy	107
Woodworking	67
Work Certificates	84
Writing	19

REPORT.

To the Fathers and Mothers of Boston:

This report is made to you. There are more than 104,000 of your children in the public schools of Boston in whose welfare you are deeply interested, and for whose benefit many of you are making great sacrifices in order that they may be properly educated and have greater advantages, perhaps, than you have enjoyed yourselves. The School Committee is also sincerely and deeply interested in these boys and girls, and is trying to do its part in educating them properly and as you wish them to be educated. It believes that the duties you elect it to perform are fully as important, and are probably more important than those discharged by mayors, or city councils, or courts of justice, because the schools profoundly influence the children who in a few years will carry on the affairs of Boston, elect national, state and city officials, and determine, directly or indirectly, very largely under what conditions and laws they wish to live.

Boston has a population of approximately 720,000 people, and about one-seventh of all the people are always in the public schools. While there are thousands of men engaged in various professions and in different kinds of business, and thousands of women who are also employed in business, and other thousands of women who spend their lives in the home, there is always one-seventh of the entire population, consisting of children, in the public schools. It is upon these children, the way they are brought up at home, and the kind of education they receive, that the future of Boston largely depends.

The various kinds of schools your children may attend, such as kindergartens, elementary, high, Latin, Normal, continuation, industrial and evening, have been established because the people themselves have made it plain in various ways that they desire their children to have the different kinds of education these schools afford. The courses of study have been prepared largely by committees of experienced principals and teachers who meet your children day by day, and thus become acquainted with the capacity of the children and the opinions of their parents; and the subjects selected for these courses and the amount of time to be devoted to each subject are decided upon wholly with a view of meeting the needs of the children and the wishes of the community. Of course, there must be differences of opinion in such matters, but the object of the public schools is to give sound, practical training, first in what are deemed the essentials, such as reading, writing, and arithmetic, and then in such other subjects as the people wish taught in their public schools.

Thus the School Committee endeavors to do everything that thought and skill and the wise expenditure of money can accomplish to give your children the best possible kind of education to fit them for the future, whatever that future may be.

The School Committee also tries by all means in its power to come into as close personal touch with the fathers and mothers of the children as is possible, through the principals and teachers in the schools as well as by other means, and it now sends you this report in which it attempts to tell you some things about your great public school system; the opportunities it offers your children to obtain an education; the many different kinds of schools to which they can go,

so that every boy and every girl may have an equal opportunity; and, finally, some of the additional things the School Committee wishes to do because it believes they will be of advantage to you. Some of these things will cost money, others will not, but they are all sound and practical, and will help to improve the school system.

The School Committee believes that your public schools are as good in all respects as any other public schools in the country. It also believes that they are better in many respects than the schools in other cities. But good as they are, they can be improved still more, and the School Committee in this report tells you about these improvements, and asks for your cooperation and support in making them.

This report is to be placed in the hands of the children in the upper grades of the elementary schools, who will be asked to read it and to answer some questions about the schools and the studies they wish to pursue, and thus give the School Committee some useful information about the schools from the parent's and pupil's point of view.

The School Committee asks you fathers and mothers to help your children to get every possible benefit out of the school system, and especially to do these things:

1. To talk with your children about their schools, to ask them what they are being taught and how they are getting along.
2. To visit the schools yourselves, and to become acquainted with the principals and teachers who have charge of your children.
3. To keep your children in school as long as you are able to do so and can influence them to stay, until they have received all the education that the city is willing and able to give them, and thus better fit them to succeed in life.

4. To teach your children to respect the laws, constituted authority, and the rights of others, and to help them to become upright, truthful, self-respecting men and women.

5. To read this report, and thus learn more about the different kinds of schools the city carries on for the benefit of yourselves and your children.

6. To remember that the School Committee is just as interested as you are in the welfare of your boys and girls, and through its principals and teachers, or directly, as you may prefer, is glad to receive from you any suggestions or criticisms that you may desire to offer, and to give them careful and thoughtful consideration.

7. To do your part in helping and supporting the public schools, because a good public school system is of more real value to you and your children than anything else the city can provide.

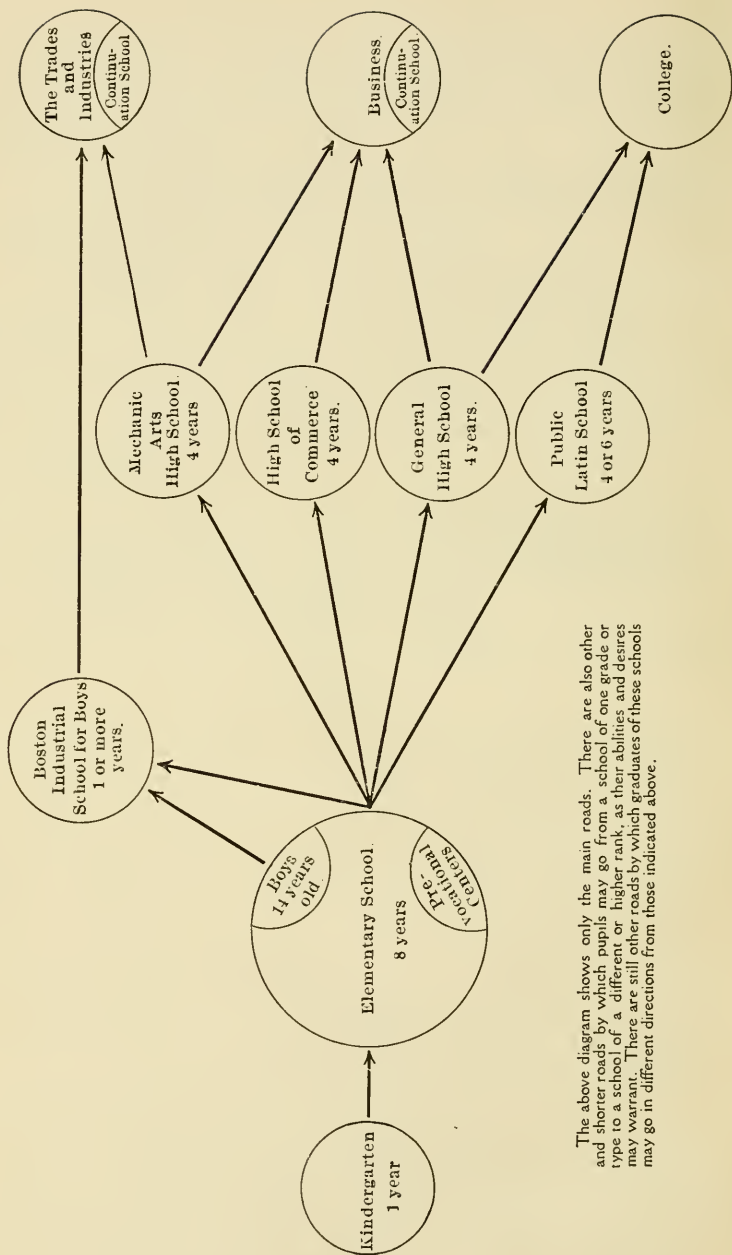
THE SCHOOL SYSTEM, ITS STOCKHOLDERS, DIRECTORS, AND DIVIDENDS.

The people of Boston in their relation to the school system are in very much the position of the stockholders or owners in a great corporation, the directors of which are anxious to pay large and increasing dividends. It rests mainly with the public school stockholders themselves to decide how large dividends they shall draw. Every encouragement is offered them to make these dividends larger and larger. A boy or girl who fails to graduate from the elementary schools draws very small dividends, and the immediate loss does not stop at the time of leaving school, but continues indefinitely, and may, perhaps, never be made up.

Some of the different roads that boys and girls may travel through the public school system are shown between pages 10 and 11 of this report. All along these roads the pupils may draw substantial dividends, not only for themselves but also for their parents;

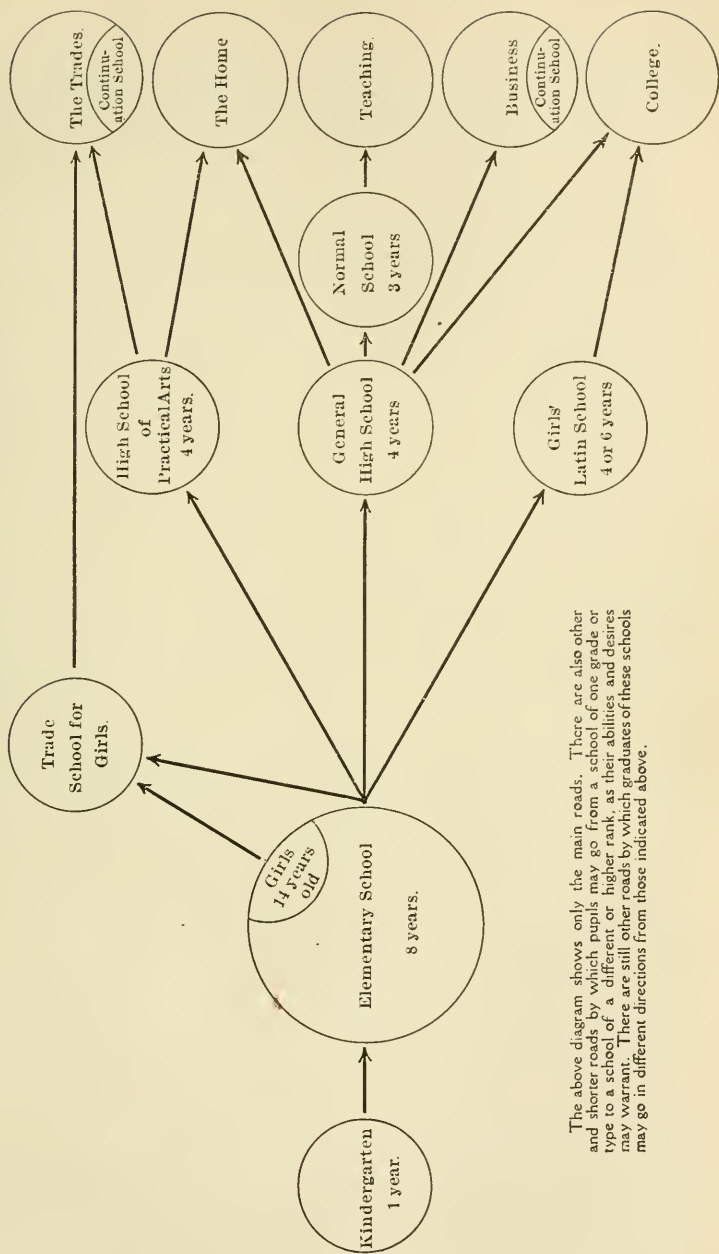
SCHOOL ROADS BOYS AND GIRLS
MAY TRAVEL.

SCHOOL ROADS A BOY MAY TRAVEL



The above diagram shows only the main roads. There are also other and shorter roads by which pupils may go from a school of one grade or type to a school of a different or higher rank, as their abilities and desires may warrant. There are still other roads by which graduates of these schools may go in different directions from those indicated above.

SCHOOL ROADS A GIRL MAY TRAVEL



The above diagram shows only the main roads. There are also other and shorter roads by which pupils may go from a school of one grade or type to a school of a different or higher rank, as their abilities and desires may warrant. There are still other roads by which graduates of these schools may go in different directions from those indicated above.

meanwhile the Board of Directors (the School Committee) from time to time lays out new roads, improves the old roads, and places a skilled guide at every step of the way to help over the difficult places.

DIFFERENT ROADS THROUGH THE SCHOOL SYSTEM.

Before taking up the various kinds of day schools, their purposes, and the subjects taught in them, it will be interesting to note the different roads boys and girls may take in passing through the public school system; how they may go from one school to another school of higher rank; how they may choose the particular direction they wish their studies to take; and how the various schools lead to business, to the trades, to college, to teaching; in fact, in almost any direction a boy or girl may wish to go. The two diagrams you have just examined show some of these roads very clearly, and all along the way the pupils will find principals and teachers willing and anxious to help them by every means in their power.

After looking at these diagrams it will be much easier to understand the rest of this report, and the reasons why certain subjects are taught in one school or group of schools and not in others. It will also be clear that it is of great importance for a boy or girl who graduates from an elementary school, and who intends to enter a school of higher rank, to choose such a school with a definite purpose in mind, or, if that is not possible, to select a school that will come the nearest to meeting the tastes and ambitions of the pupil and the wishes of the parents.

Of course, mistakes in selecting schools will be made, and it is the purpose of the School Committee to make the correction of these mistakes as easy as possible, and if a boy or girl happens to get into the wrong school, to provide means by which a transfer may be made with but little loss of time and effort.

CHILDREN REQUIRED TO ATTEND SCHOOL.

* The law of the state requires that every child between seven and fourteen years of age, and every child under sixteen years of age who cannot read at sight and write legibly simple sentences in the English language, shall attend some public day school during the entire time these schools are in session, but the attendance of a child upon a public day school is not required if he has attended for a like period of time a private day school approved by the School Committee, or if he has been otherwise instructed for a like period of time in the branches of learning required by law to be taught in the public schools, or if he has already acquired such branches of learning, or if his physical or mental condition is such as to render such attendance inexpedient or impracticable.

It is the duty of the School Committee to enforce this law, and it does so mainly through its principals, teachers, and truant officers, all of whom, as well as the School Committee itself, are engaged in carrying out the wishes of the parents as expressed by law, because the law is really made by the people themselves through their representatives in the Legislature. Something will be said later in this report about the truant officers, and the manner in which they endeavor to act as friends of the children and of their parents in seeing that every boy and girl of school age has an opportunity to get the education the law provides.

Most of these children who are required to be in school attend what were formerly called the primary and grammar schools, and are now called the elementary schools. Many children never go beyond these elementary schools, and it is of the greatest importance to the children themselves, to their parents, and to the entire

* This paragraph is merely a brief summary of the principal provisions of the law.



City of Boston

This is to Certify that

*has honorably completed the regular course
of instruction in the
Elementary School*

*In testimony whereof this Diploma
is awarded to _____ by authority of the School
Committee Boston - June 12 1891*

Daniel Ellis

Superintendent of Schools

Witness



community, that the children in these schools, whether they intend to go to work as soon as they are allowed to do so, or to go to schools of higher rank, shall get the best possible education the schools can give, especially in speaking and writing English correctly, in penmanship, and in arithmetic. These schools really offer a great deal more instruction in other subjects that a child will find of great use to him in after life, and if he takes full advantage of all they have to give, the diploma he receives on graduation will represent a really substantial amount of honest achievement. He will be well fitted to enter a high or a Latin school, or if he must leave school and go to work, he will be qualified to go to one of the many evening schools and in that way fit himself for advancement in whatever business he may be engaged.

Under almost any circumstances a boy or a girl should not leave school before completing the elementary school course of study, and receiving a diploma of graduation, such as is illustrated on the preceding page. This diploma has an interesting history. It was first issued in the year 1867 and bears the portraits of Benjamin Franklin and of Josiah Quincy, the latter being mayor of the city in 1823-28, and afterwards, 1829-45, president of Harvard University. The market generally known as "Quincy Market" was established during Mayor Quincy's term of office. Statues of Franklin and of Quincy are placed in front of City Hall on School street. Boston was probably the first city in the entire country to give diplomas to graduates of its public schools, and the form of this diploma has never been changed, but is the same to-day as it was forty-five years ago. A boy or girl who has earned a diploma may well be proud of it, and feel encouraged to remain longer in school and make still more progress toward a good education.

KINDERGARTENS.

The first step in the day-school system is known as the kindergarten, of which there are 124 in this city. The sessions of these kindergartens are but three hours in length, and are held between nine and twelve o'clock in the morning, although there are a few kindergartens having afternoon sessions, but, of course, with different pupils from those attending in the morning. These kindergartens are not nurseries where working mothers may leave their children for the day to be fed, amused and given a nap, nor are they schools where children are given a sort of hot-house training which forces the mind and body because it overstimulates.

What is a Kindergarten?

Kindergartens are bright, attractive rooms where little children from four to six years of age are learning to take the transitional step from the freedom of the home to the necessary restraint of school life. Here the child's right to wholesome, happy play is recognized and provided for. His right to be taught obedience, courtesy, and kindness are also recognized. And so the children who are too often either spoiled by over-indulgence or hardened by excessive discipline are brought into a community of equals, and are taught how to work and play together; how to cooperate for some desired end. They are taught the meaning of kindness by being led to do kindly deeds; the meaning of unselfishness by a training in consideration for their playmates. They are taught to be polite to each other, and to obey that invisible third factor, which is neither the teacher nor the individual's will,—but the moral law. And this is done so simply, so naturally, in a true kindergarten that the children do not know they are being educated in right living.



AT WORK IN A KINDERGARTEN.

Physical Training.

The child's body also is trained through games and plays, through simple manual work, giving him muscular control, skill, and grace.

Mental Training.

Without placing any undue strain upon the child's mind, the kindergarten prepares for primary school work. The children build with blocks of various forms and sizes, make things with bright colored papers, model with clay, cut with scissors; and while it all seems a happy play they are learning to observe, to use their hands skillfully, to know the joy of achievement, and are beginning to learn how to hold their attention to a definite task.

As they count their blocks and other materials, string their beads in numerical combinations, they are being trained for later number work.

Looking at and interpreting pictures, listening to stories and trying to tell them again, the foundation for language work is laid.

Through these experiences and the care of pets and gardens, through excursions out into nature with the teacher, the children are gaining a fund of general information which greatly helps when they begin to read books.

ELEMENTARY SCHOOLS OR GRADES.

The next few pages are particularly important to the children in the schools and to their parents as well. They contain plain, brief statements of the aim and purpose of the work done in the elementary schools, especially in those subjects that every one recognizes as being absolutely essential; of the practical ways in which these subjects are taught; and show how important it is that every boy and girl should at least graduate

from an elementary school. In fact, this whole report is not an educational essay; it has no concern with educational theories, but is a plain, simple explanation of some of the things the public school system does for its pupils, and suggests how they may take advantage of the opportunities offered them.

The Elementary Schools.

The early schools of this grade were called primary and grammar schools. The term "Primary" seems to have begun in the French Revolution. The French Constitution of August 22, 1795, said: "There are in the Republic, primary schools where scholars learn to read, to write, the elements of arithmetic, and those of morals." The origin of the term "Grammar Schools" does not appear to be plain. Until 1827 the laws of Massachusetts applied this term to Latin schools, but it would seem that Boston used it in connection with the schools immediately above the grade of primary schools as early as 1820. At any rate, this designation appears to have started in Boston, and to have been generally accepted. In 1906, the School Committee included the kindergartens, primary and grammar schools under the general term "Elementary Schools" and this practice has since been continued.

The Grades.

The classes known as the grades form perhaps the most important part of the entire school system. Here begins, and perhaps ends, all the schooling many children are to receive during their lives. Entering the first grade at the age of five or six years, the ordinary normal pupil should be graduated at about thirteen or fourteen years of age, properly qualified to enter the secondary or high schools. Or if he must or is *determined* to leave school as soon as he reaches the age of fourteen, and

if nothing has happened to delay his progress through the grades, he is likely to remain but a single year in the high school while he is awaiting the attainment of his fourteenth birthday.

Here, then, is the backbone of the entire system. Here, if ever, must be learned those fundamental subjects upon which success or failure in after life must largely depend. And besides these, and of no less importance, is the great opportunity to profit by the moral influence of the carefully selected, highly educated, and skilled teachers whom the city employs.

Reading. (Spoken and Written English and Spelling.)

Boston school children have never had a better chance to learn to read than they have to-day. Large sums of money have been spent, especially in the last two years, to make sure that every pupil may read through several books each year. As soon as children are old enough to use and take care of them, these books are loaned, one at a time, for desk use. So thousands of children enjoy and learn from these books every school day.

The School Committee furnishes a wide variety of good books for reading in the elementary schools. There are about seventy different titles on the list of text books authorized for use in these schools, and about four hundred additional titles for supplementary reading.

Quite a portion of the young child's school time is spent on this important subject. In the first year, half of all the school hours are spent in learning to read. In the second and third years, reading uses about one-third of the time. So our children get a good start in reading in the primary grades. It can be safely said that Boston school children have never read as well in their first school year as they are now doing.

It used to require about one year to learn the letters of the alphabet. Not many years ago to read six books in the first year was thought very creditable. To-day many of our children read fifteen or more books in their first year in school.

Spoken and written English is given more school time, reading and literature excepted, than any other subject. As every one knows we use our mother tongue a thousand times, or perhaps ten thousand times as much in speaking as in writing, therefore, the course of study calls for much spoken language, so that the pupil may have exercise and practice in making his thoughts understood by others.

Beginning in the middle grades many drills are given on lists of commonly mispronounced words, such as Arctic, chimney, clothes, drowned, February, library, sphere, picture, government, and hundreds of others. Throughout the course children are schooled in exercises to fix correct language forms in their minds and, little by little, the slipshod expression is crowded out by the approved.

The old bugbear of former school days — composition — is gradually losing its terrors for children because the pupil of to-day is asked to write about something which is of interest to him and on which he has some knowledge, and, consequently, some words to express his thoughts. Pets, games, animals, plants, heat, cold, rain, snow, pictures, heroes, battles, discoverers, inventions, building a fire, harnessing a horse, building a shanty, making a loaf of bread, patching a garment, washing dishes, darning stockings, weaving a mat, etc., are subjects on which he has something to say and, consequently, something to write.

It is claimed that after schooldays the only written work that ninety-five persons out of every one hundred are called upon to do is to write a letter. The immense

importance of the letter is recognized by the course of study. In the lower grades the simple forms of a letter are taught. Sensible examples of genuine, childish letters are furnished to pupils for study and imitation. In the higher grades business letters and letters asking for recommendations, letters of invitation, of excuse, of congratulation, of sympathy, etc., are written.

The main object throughout the entire course is to teach the pupil to observe, to think, to speak his thoughts in fairly correct and reasonably clear phrases, and then to put his thoughts on paper in such fashion that what he writes may be clearly understood by the reader.

Writing.

The demand of business men that graduates of the public schools shall be able to write clearly, legibly, and rapidly has been insistent and continuous. The importance of good handwriting is probably as great as it ever was, notwithstanding the introduction and widespread use of the typewriter.

Until about four years ago the efforts made by the public schools to improve the handwriting of the pupils were confined practically to the changing of systems. Twenty years ago we had the so-called Spencerian system, with its graceful curves and flowing outlines. The arm movements of this system gave opportunity to some teachers to produce a few good writers, but the majority failed. Then came the vertical system, which was so severely criticized by business men because it was slow, and, in the eyes of many, objectionable in appearance and homely. After that the medial system was tried, but still without entirely satisfactory results.

About four years ago the present and uniform plan was adopted, and it is not too much to say that it has accomplished more in producing good handwriting among public school pupils than anything that has been done

in the past, and there is every reason to hope and to expect that the penmanship of the pupils will continue to improve steadily in the future.

The system adopted is clear, legible, and rapid, and is written by what is called the muscular arm movement. But the essential merit of the plan is simply that the teachers as well as the pupils are required to master it. Two years ago about two hundred teachers had qualified in this system. To-day more than a thousand teachers have qualified. This means that the teachers throughout the public schools are rapidly becoming competent to teach this particular system, and a child going from grade to grade, or from one school to another, loses nothing by the transfer so far as instruction in hand-writing is concerned.

It is safe to say that the hand-writing of the pupils generally has distinctly improved throughout the city during the past two or three years. Of course, all the improvement desired has not yet been attained by many pupils, but the whole tendency is encouraging, and as more teachers qualify, the hand-writing of their pupils will improve, and in another two years it is confidently to be expected that the results will be highly satisfactory to the pupils themselves, to their parents, and to business men.

Arithmetic.

In the popular mind, reading, writing, and arithmetic are grouped together as the three principal subjects, of equal importance, to be well taught in the elementary schools. Both parents and employers, however, have less patience with errors in arithmetic than with faults in other directions, probably because they are more apparent and of more practical application. The spelling and pronunciation of words may alter, but the processes and results of arithmetic remain unchanged.



CLASS IN APPLIED ARITHMETIC, MODEL SCHOOL.

Two and two still make four, and if a column of figures is added incorrectly, the result is not capable of satisfactory explanation. In arithmetic things are right or wrong; there is no middle ground where authorities may differ.

Complaint is frequently made that the schools do not teach arithmetic as well as they did formerly, and that boys and girls who are graduated from the elementary schools are unable to perform simple arithmetical problems correctly and quickly; that they are not able to assist their parents in household accounts, in questions of insurance, in a hundred different ways where a knowledge of figures is required. The schools are blamed for the failure.

This complaint, however, is not new. Thirty-five years ago employers were complaining that boys and girls who left school to go to work could not cipher with accuracy. Yet by taking questions in arithmetic that were given to boys and girls of certain ages forty years before that time, and examining boys and girls of the same ages on the same questions, the percentage of accuracy was found to be much greater than at the former examination. It is hardly probable that the instruction in arithmetic has not progressed and improved during the last thirty or forty years, and that in this subject alone the schools have stood still. In the present day teaching of the subject, more than ever before, the problems are being made more practical, and such as may be easily applied to the everyday life of the children. In such work as manual training, the attempt is made to impress the ideas of measure and relation upon the child's mind so clearly that they will never be lost.

If the average man, before criticising his child's lack of skill in arithmetic, could accurately recall his own school days, less complaint would be offered. Com-

paratively few persons really remember their lack of judgment, their inability "to think out" an example in elementary school days. They are likely to read into what they suppose was their childish mind of twelve or fourteen years their present experienced mind of forty or fifty years.

Then again, much of the real trouble lies in the pupils themselves. Children between the ages of twelve and fifteen years are less inclined to accuracy than they are during their earlier years, and this period of inaccuracy comes just at the time when a great part of the instruction in arithmetic is given, and when the pupils are being graduated from the elementary schools. The situation in Boston in this respect does not differ from that in other cities, and it will generally be found that as the child matures this tendency to inaccuracy will in a large measure disappear.

A most interesting series of tests is now being made in a large number of schools, with some fifteen or twenty thousand children. From these tests, known as the Courtis tests, much is hoped. Their purpose is to establish a standard of accomplishment in arithmetic by which an accurate estimate of the work done by the children may be obtained. It has been found that children, as well as grown people, differ very widely in their abilities to do promptly and accurately various simple problems in arithmetic. For example: One child may add easily and accurately but have difficulty with subtraction; another has little trouble with multiplication, but cannot do exercises in division with equal ease.

When, in the near future, these tests are completed and the resulting standards established, and as more attention is given to the individual child in helping him to overcome his particular difficulties, whether they are in addition, subtraction, or other arithmetical process, it is expected that still further improvement will result.

Geography.

Whatever we may know about geography is probably of more use to us every day of our lives than we realize. Some knowledge of this subject is essential if we are to read intelligently the world's news in the daily paper. We read of the loss of the "Titanic," and our knowledge of geography gives us some idea of where the disaster occurred. We are interested in the progress made in completing the Panama Canal, and again our acquaintance with this subject tells us something of the location of the canal, the oceans it is to connect, and of the probable effect it will have upon the commerce of the world. We are told of great developments that are to be made of our port, of new steamship lines coming to our city, and again geography helps us to understand what this may mean to Boston. Of course our first acquaintance with this subject comes to us in school days, and it is the object of the course in geography to make this acquaintance useful and practical.

Geography is the description of the earth as the home of man. The child is taught first to draw a map or plan of his own school room, then a ground plan of the schoolhouse and yard, and then of his neighborhood. By this means he is led to an early understanding of what maps mean, and how to read them. He comes to understand that a knowledge of geography is essential to a man's well-being; that it has to do with the things he eats and wears, with commerce and the industries; and that man, lacking knowledge of geography, is surrounded by an unknown world. Early in the course the child's attention is called to the world as a whole. Then his attention is called to the globe relations of the large masses of land and water. Then comes home geography, and the geographical facts connected with the child's school; from the school to the home, then

to the city; from the city to the state, then to the entire country; and so on, the successive steps leading gradually from the known to the unknown.

All the subjects in geography can be reduced to three simple elements: What is it? Where is it? Why is it? And it is the purpose of the schools to make all the instruction given in this subject definite and practical, interesting and progressive.

History.

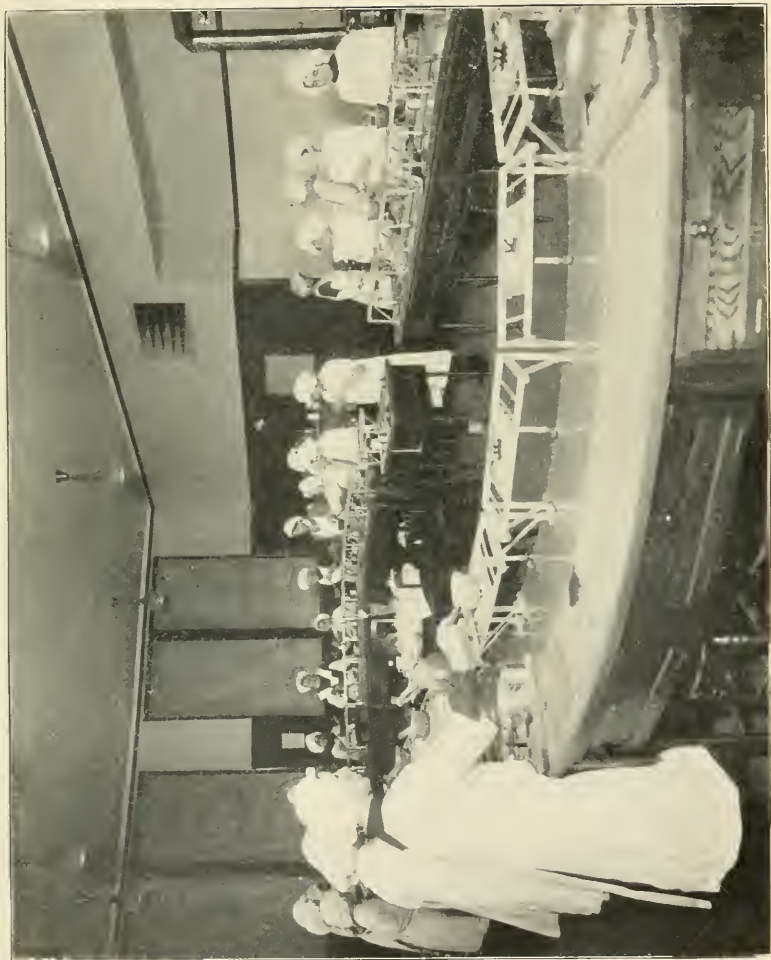
The formal study of history does not begin until the sixth grade, when the children are about eleven and twelve years of age, but two years before this the study is really begun in connection with the course in English. The younger pupils are first interested in the lives of some of our great patriots, and their deeds. Then comes the history of the country, its greatness, and how it has progressed to a place among the great nations of the world. Through the study of this subject, the teachers try to impress on the minds of their pupils the duties and obligations that rest upon American citizens, and how the welfare of a country depends upon the virtue and intelligence of its inhabitants.

The study of history does not now consist of committing to memory mere lists of places and dates, but is rather an interesting opportunity to learn of events in the past that have profoundly influenced the course of human events, and is a training for future citizenship.

History is no longer a study of the wars, but of causes and events which have led to conditions as they are. Commercial and industrial history is taking the place of disconnected statements of political facts.

Cookery.

The aim in the teaching of both cookery and sewing to girls in the elementary schools is to make the



AN ELEMENTARY SCHOOL KITCHEN.

instruction absolutely practical and useful. Explanation is brief and to the point and goes hand in hand with practice.

There are about 1,000 girls in the seventh and eighth grades who are given instruction in cooking two hours a week during each of two school years. In this limited time only the first principles of the subject can be taught, but the teaching of these principles is thorough and practical.

In the fifty-three school kitchens the girls are taught all kinds of housework, such as sweeping, dusting, the care of floors, the building and care of fires, care of lamps, and washing dishes. They are also given practical and simple instruction in the selection, cost, cooking, and serving of food, including fruits, cereals, vegetables, milk, butter, cheese, eggs, meats, fish, sauces, gravies, salads and sandwiches. They are told something of food values, and how to plan, cook and prepare meals for the home and for invalids. Special attention is given to the using up of left-overs, and to the proper serving of all foods. Lessons are given in table setting, table manners and waiting on table. One lesson in candy making is given during the week preceding Christmas. The course is intended to help the girls to become practical home-makers, or at least to give them a good idea of the best way to perform the various details connected with the care of a home, and an appreciation of the importance of plain, wholesome food, properly selected and prepared.

Sewing.

Sewing is taught by fifty-seven teachers to about 1,700 girls in the fourth, fifth and sixth grades, and each girl in the elementary schools has a chance to sew about 225 hours during the three years she spends in these grades. The course is of an extremely practical character, beginning with the simple sewing stitches,

and including instruction in all forms of patching, mending, and darning. The stitches taught are applied to the making of useful articles and garments, such as sewing bags, aprons, flannel petticoats, cotton skirts, drawers, corset covers, handkerchiefs, combination underwear, simple wash dresses, etc. Samplers are introduced each year, containing all the stitches taught in each grade. The pupils are also instructed in habits of order, neatness, exactness, and economy.

In some of the schools the girls are encouraged to bring articles from their homes that need repairing, and this is done in the school under the direction of the teachers, thus making the course even more direct, practical, and useful for the home.

(For *Manual Training for Boys*, see pages 67 to 69; see, also, *Drawing and Manual Training*, page 64.)

Physiology and Hygiene.

A few years ago the teaching of physiology was largely confined to studying the bones, muscles, and organs of the human body anatomically. To-day this is entirely changed, and instead of the instruction in this subject being largely theoretical it has become practical. Emphasis is laid upon the hygiene of the body, of the home, and of the city. The pupils are instructed as to the functions of the body, and how they may best care for their health, instead of learning anatomical facts.

The old books on physiology are no longer of much value. New books have been introduced, and, what is of more value, teachers have come to view the subject in its practical applications to the children, and instead of physiology being a dead subject it is now full of life and interest.

Elementary Science.

There remains one other subject in the elementary school course of study on which a word may be added, namely, elementary science. The purpose of the study

of this subject is to train the children into habits of independent observation and thought. It teaches them simple facts about common animals, about the weather, temperature, clouds, dew, frost, trees, the seasons, etc. It shows children how plants grow and encourages them to study developing seeds and bulbs in gardens of their own. It tries to interest young people in the great governing laws of the natural world, and to inspire them with love for the wonders and beauties of different forms of life.

The first three grades spend a half hour a week on elementary science, the next four, three-quarters of an hour, and the graduating grade studies the subject one hour each week.

UNGRADED CLASSES.

A few years ago the term "Ungraded Classes" applied to those classes in the various schools which were composed of backward children from different grades. To-day, in Boston, it means generally classes for children who do not understand the English language. The foreign children as they land in this country are put immediately into our schools. The first effort is to make them more or less familiar with the English language, and if you would take the trouble to visit these schools you would find the pupils earnest, wide-awake, and progressive. These "Steamer Classes" receive children direct from the steamers and the eagerness with which they apply themselves to learning the language, and the rapidity with which they progress, is remarkable.

As soon as these children understand something of the language they are put into a higher class where they are taught the elements of other subjects as well as of the English language, and as soon as possible they are transferred to the regular grades whence they are sent forward as fast as their abilities permit. Of course, their progress through the grades depends very much on

whether or not they have attended school in the old country. The teachers of these classes are earnest, wide-awake, and progressive, especially fitted by training and experience for the difficult work of making citizens as rapidly as possible out of this mass of children from all parts of the world. The teachers visit other schools and classes of similar character three times a year for the purpose of getting new ideas, and from time to time attend institutes provided by the city for their benefit, where they discuss the many problems connected with their work, as well as new ideas for the improvement of their methods of teaching. The demand at the present time is that special effort shall be made to teach these young immigrants practical civics, that they may realize their duties as citizens in their adopted country. From these classes have gone out in recent years many who have distinguished themselves in the high schools and in colleges, and many more who have become valuable workers in the business world.

SPECIAL CLASSES.

There is still another class of children who are slow of mental development and who need much individual attention. Such children are first given a careful medical examination by an expert, and if, in his opinion, special training is advisable, the child is placed in one of the special classes where each group of fifteen children is in charge of a teacher especially trained for this work. Definite instruction is given in reading, writing, spelling, language, arithmetic, music, and drawing, and the work is carried on as far as the mental status of each child will permit. In general, the work is based entirely upon the pupil's immediate experiences in and out of school, and special care is taken to suit the work to the child's needs. The teacher holds the attention of the pupil and fixes the



AN ATTRACTIVE ROOM OCCUPIED BY A SPECIAL CLASS.

subject matter in the latter's memory by use of concrete objects, by stories which illustrate the point, by comparisons and contrasts, and by much individual attention. Handwork, such as basketry, sewing, cane seating, hammock making, and other forms of manual training are used, the work being so planned that the pupil gradually progresses from the easy to the more difficult forms. Games and play also form a part of the course, as they arouse, stimulate and direct activities, develop the spirit of fair play, self-control, unselfishness, and cooperation. Physical training furnishes corrective exercises as well as relaxation, enjoyment, and mental discipline. Those children who show improvement are replaced in the regular grades of the elementary schools as quickly as possible.

Two daily sessions of these classes are held corresponding to the sessions in the elementary schools, and, where necessary, the pupils are provided with street car transportation.

CLASSES FOR STAMMERERS.

Last spring the attention of the School Committee was called to an expert in the matter of curing stammerers. Here was another opportunity for the public schools to serve the community, and the services of this expert were promptly engaged for the remainder of that school year. It was found that there were several hundred children, scattered through the various schools, in need of help of this kind, and a large number of them were placed under the charge of this expert. The result was extremely satisfactory, nearly all the cases showing prompt and marked improvement. The School Committee then selected one of its regular teachers who was interested in the work and sent her to New York to study the subject under one of the greatest experts in the country.

Early in the fall, four classes for stammerers were opened, under her general supervision, with a membership of ninety children, and in November, eighty other children needing such instruction were on the waiting list.

The work is progressing splendidly. It is proposed to give other teachers opportunities for practice and experience in helping children having speech defects, and as fast as possible to open other centers of instruction or classes in different parts of the city.

The schools are sometimes accused of putting in "fads and fancies," but the father or mother of a child who stammers, and seems destined to go through life under a heavy handicap of this kind, is bound to appreciate fully the care and attention that extends to cases of this kind, and the personal and direct interest the school system takes in every class of children under its charge.

HORACE MANN SCHOOL FOR THE DEAF.

This school admits children of all degrees of deafness — those born deaf and those totally or partially deaf from any cause. This includes the so-called "deaf and dumb" who, having never heard speech, are dumb until they are taught to speak. A special class for children who are dumb but who can hear will be established early in the coming year in connection with this school. No feeble-minded children are eligible for admission to this school.

The Horace Mann School aims to follow the course of study of the elementary schools of the city, except in music, but its pupils must naturally spend more years in school than the ordinary child in order to complete the course. Pupils of good ability and regular attendance usually graduate in eleven or twelve years and a few have done so in a less number of

years. Individual attainment in the subjects of the curriculum and in fluency of speech depends upon health, constant attendance, and mental endowment. In many instances the same serious illness which produced deafness has also retarded the mental development of the child.

Graduates may return to the school for one year of "post-graduate" high school study, and a few of the graduates have entered the general high schools of the city. The School Committee has recently passed an order providing special help in the high schools for such pupils, and it is hoped that a greater number will thus be enabled to acquire a higher education. Many of the girls enter the Trade School for Girls, and it is expected that the State of Massachusetts will soon offer to the deaf additional opportunities to fit themselves for varied and suitable industries.

The teaching is entirely oral, and as the classes are very small each pupil receives much individual attention. Children who have learned to speak before becoming deaf are taught to keep and increase their power of speech, and those who have no speech are taught to speak. No signs or finger spelling are allowed, but writing is used freely throughout the course. Parents often ask if deaf children can ever "learn to talk like other people." The voices of those born deaf can never sound like the voices of hearing people, but most deaf children can learn to talk so as to be readily understood by their families and intimate friends, and painstaking strangers can understand them with no more difficulty than attaches to the comprehension of English spoken with a strong foreign accent.

The terms and vacations are the same as for other Boston public schools. The hours are from nine until two o'clock, and there are cooking, sewing and sloyd classes after school hours. Opportunity for instruction in silver

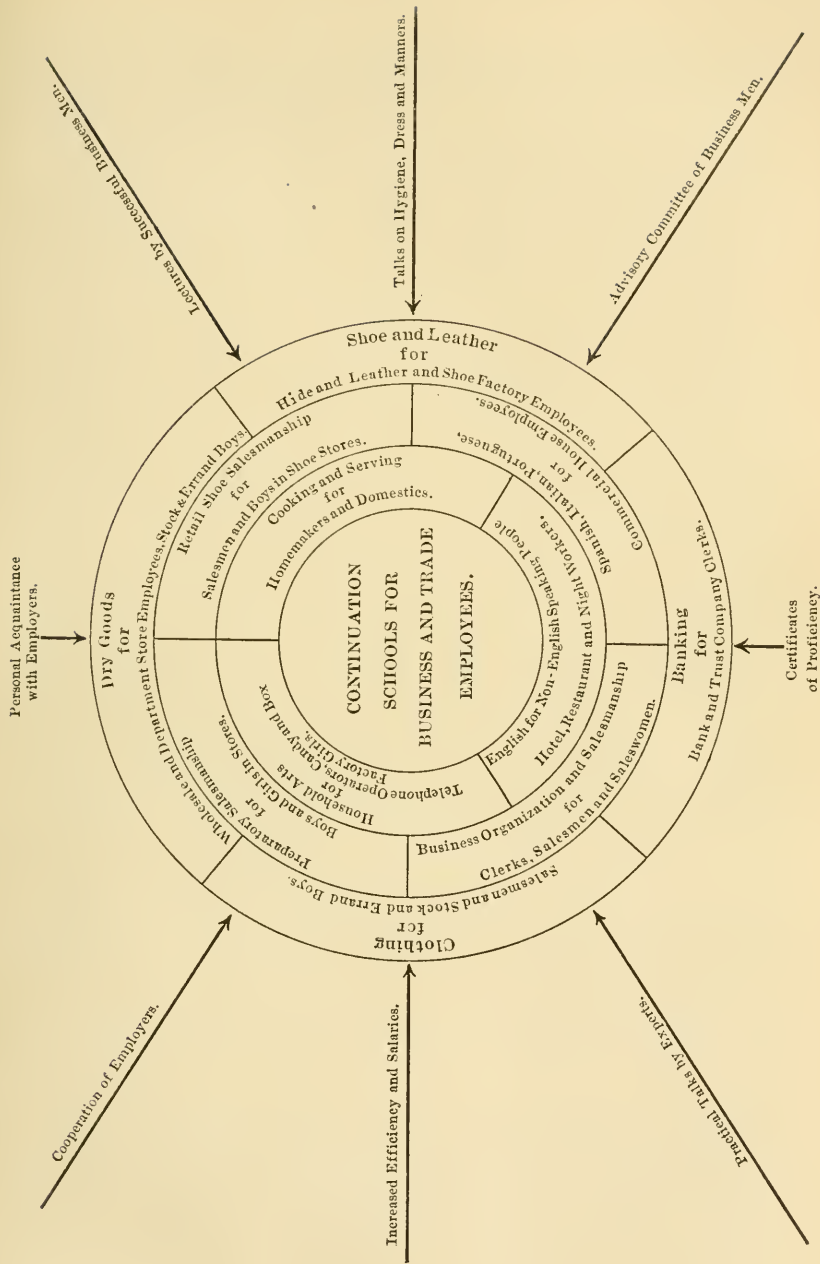
smithing, dressmaking, millinery and embroidery is offered, outside of school hours, by friends of the school.

Parents or guardians desiring admission for their children may apply to the Massachusetts State Board of Education in Ashburton place, or to the principal at the school. They are required to answer certain questions concerning the child's deafness, and to furnish a birth certificate and a doctor's attestation to the fact of deafness. Pupils are admitted at any time during the year. There is no expense whatever connected with admission, and the state pays all car fares and railroad fares for pupils attending the school. Arrangements are often made whereby young children are met at the station and taken to the school by a matron.

The school is located at 178 Newbury street, near Copley square, and admits pupils who reside in Boston or elsewhere in the state.

CONTINUATION SCHOOL.

There are probably about forty thousand boys and girls in Boston between the ages of fourteen and eighteen years. Of this number perhaps twenty thousand are in the public day schools, and the remaining twenty thousand are engaged in some trade or occupation. School has been left behind, partly from necessity, but in many cases from choice, or rather because of failure to see that education is an asset worth having. Further education of a most desirable and varied character may be freely had in the evening schools, but it is often too great an effort for the young worker, after the labor of the day, to undertake intensive study in the evening. If the thousands of boys and girls who leave school at fourteen years of age could realize that in most cases they are merely exchanging the monotony of school for the drudgery of business, and binding themselves to work hard for low wages, whereas if better prepared for



business they could obtain higher pay, less hard work, and more prospects of advancement, the change would probably look less attractive.

The School Committee believes, however, that the people of Boston want these young workers to have another chance, and to be given an opportunity to make the most of themselves. It realizes that this opportunity must be given in the day time. It has therefore established what it calls the Continuation School, modelled largely on schools of this type which have been in successful operation in other countries, especially in Germany.

The great aim of the public school system is to give an equal opportunity to all, to give as much help to the boy or girl who has left school too soon as to the boy or girl who stays in the day schools. The most the School Committee can do for the boy or girl who has gone to work is less than it can do for those who continue in the schools until they are properly prepared to go out into the world. Much, however, can be done while the boys and girls are at work. Interest in self-improvement may be maintained while adjustment to working conditions is going on, and later, realizing their needs, they may find further opportunity in the evening schools.

The Continuation School has the support and co-operation of many employers who realize that increased efficiency is as valuable to the employer as to the employed, and therefore allow these young workers to attend the school during business hours and without loss of pay.

The sessions of each of the classes in this school and its branches are held on two days each week at such time in the day, and on such days, as best suits the convenience of the pupils. Each session is for two hours. The following courses are conducted by the School Commit-

tee at 48 Boylston street, in the building occupied by the Young Men's Christian Union: Shoe and leather, dry goods, banking, clothing, retail shoe salesmanship, department store salesmanship, preparatory salesmanship, and English for non-English speaking people. The first five courses above-named continue for a period of twelve weeks during the first half of the year, for one group of pupils, and for a similar period the last half of the year, for a second group of pupils. The last two courses named continue for a period of thirty weeks. The courses in household arts are conducted in a house-keeping flat at 52 Tileston street in the North End. Courses in cooking and serving for housewives and domestics are offered in various elementary school buildings.

Courses in Spanish, Italian and Portuguese have recently been authorized and are conducted in one-hour sessions at 48 Boylston street and in certain elementary schoolhouses.

The diagram, opposite page 32, shows some of the advantages connected with attendance at the Continuation School, and the following outlines of the work in each class indicate more fully the character and scope of the instruction:

SHOE AND LEATHER.

The production and distribution of leather; tanning processes; leather manufacture; recognition of kinds, grades and comparative values of leather; manufacture and classification of shoes; salesmanship; efficiency training; visits to industrial plants.

DRY GOODS.

Fibres; cotton and cotton goods; wool, worsteds and woolsens, silk and silk fabrics; linen and linen fabrics; recognition and comparison of mixed fabrics; simple tests for determining quality; coloring materials and color preservation; shrinking; mercerization; non-inflammable fabrics; care of stock; salesmanship; efficiency training.

BANKING.

Brief history of banking; different classes of banks and their relation to each other; department work; correspondence; notes, usury, protest,



HOUSEHOLD ARTS IN THE CONTINUATION SCHOOL.

discount; currency; foreign monetary systems; circulation; credit; clearing houses; stocks and bonds; brokers; the Stock Exchange; foreign and domestic exchange; funds and funding systems; efficiency training.

CLOTHING.

Fibres; processes in manufacture of cloth; kinds and values of cloth used in clothing; processes in the manufacture of clothing; principles underlying cutting and fitting; quality of material and workmanship; design; style; store system; salesmanship; fitting; alterations; efficiency training.

RETAIL SHOE SALESMANSHIP.

Leather; source of, tanning processes, kinds, comparative values. Leather substitutes. Boots and shoes; processes of manufacture; quality of material and workmanship; shape; style; lining; trimming. The human foot; anatomy and hygiene of, variations in shape. Fitting of shoes; store system; salesmanship; efficiency training.

BUSINESS ORGANIZATION AND SALESMANSHIP.

Merchandise,— handling of, care of; the sale; demonstrations with discussion and criticism thereof; store and office organization; efficiency.

COOKING AND SERVING.

Outlines prepared to meet the individual needs of the class.

DEPARTMENT STORE SALESMANSHIP.

Brief review of subjects found under preparatory salesmanship; store system; the psychology of the sale; demonstrations; hygiene; efficiency training.

PREPARATORY SALESMANSHIP.

Commercial correspondence; facility in oral and written expression; store arithmetic; sales slip practice; sources of merchandise and its distribution; raw materials; textiles; penmanship; color and design; hygiene; talks on the fundamental principles of success; salesmanship.

ENGLISH FOR NON-ENGLISH SPEAKING PEOPLE.

Phonics; words; conversation; reading; spelling; writing; civics. The basis of the work is objective and illustrative with the immediate purpose of developing power in oral expression in the new language.

HOUSEHOLD ARTS.

Plain cooking; marketing; home furnishing and decoration; care of the home; household economy; selection and care of clothing; personal and home hygiene; general efficiency.

The conditions of admission to this school are very simple. Any class in the Continuation School is open to

employees of Boston firms or individuals, working at the vocation for which that class gives related instruction, provided the applicants' previous training and experience render them able to profit thereby.

The courses begin early in September in each year, and continue for a period of thirty weeks.

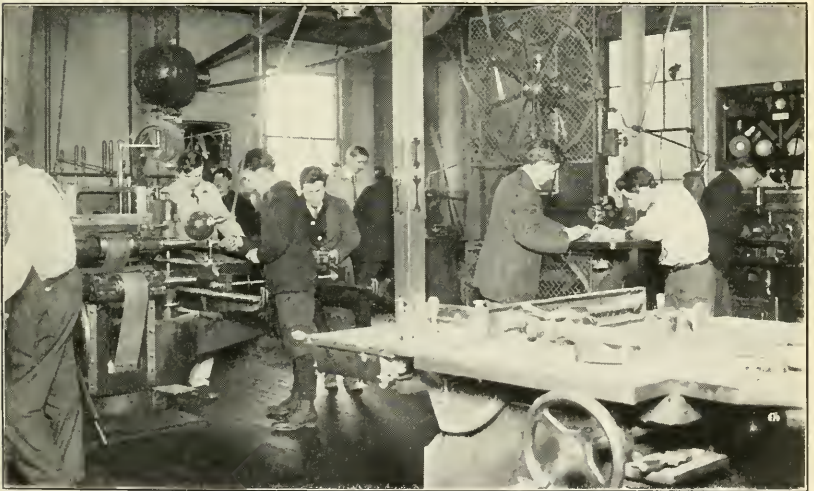
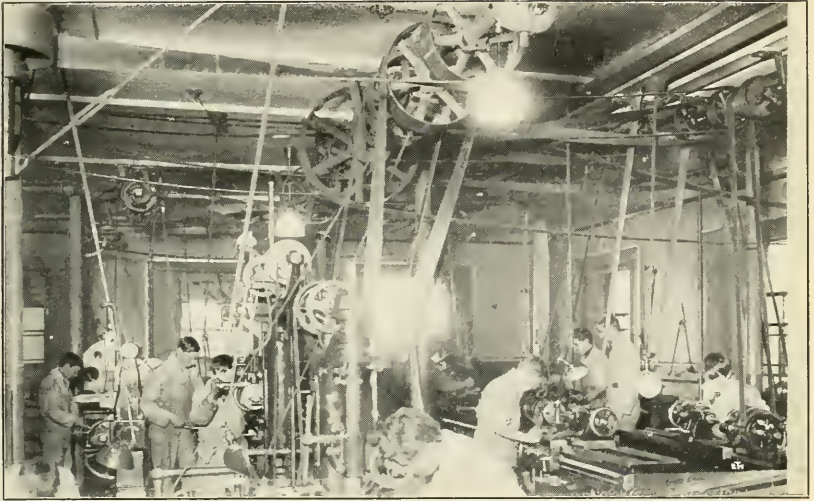
BOSTON INDUSTRIAL SCHOOL FOR BOYS.

This school is intended for boys who desire training that will prepare them for industrial work. It gives its pupils an opportunity to learn the elements of desirable wage-earning occupations, and to continue their training along lines that will broaden their ideas of industrial opportunity. The course of instruction will also increase a boy's earning capacity, and give him a training that he could not hope to secure if he began work as an unskilled apprentice. So far as possible the instruction is individual, although the pupils work in groups. There are no regular classes, as the term is ordinarily used. Each pupil is a unit and progresses as rapidly as his ability will permit.

The school is supplied with a wide variety of equipment, including machines for shop work in wood and iron, complete outfits for printing and book-binding, and science apparatus especially adapted for the study of electricity and the laws for demonstrating and illustrating the action of liquids and machines.

The teachers are chosen with special reference to their knowledge and skill in particular lines of industrial work. The teachers of technical and academic subjects are selected for their knowledge of the branches they teach, and for their sympathy with the general aim and purpose of the school.

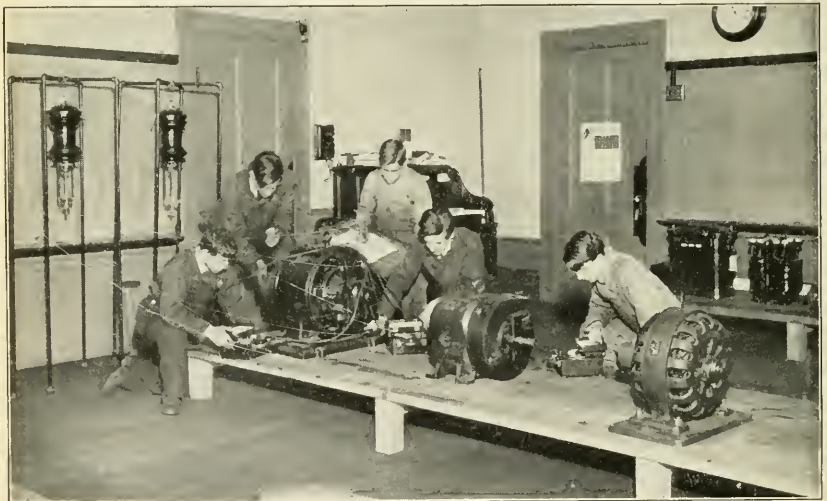
The present course of study is about two years in length. The time spent in school will, however, necessarily vary with the age and circumstances of the individual pupil. Upon entering the school the pupil is



A GLIMPSE OF THE BOSTON INDUSTRIAL SCHOOL FOR BOYS.



COMPOSING ROOM, PRINTING DEPARTMENT.



TESTING ROOM, ELECTRICAL DEPARTMENT.
BOSTON INDUSTRIAL SCHOOL FOR BOYS.

expected to make a choice of some kind of industrial work. If it appears on trial that his choice was an unwise one, he may make one or more changes until he finds his proper place, or until it is clear that the school offers little to his advantage.

The pupil keeps a time slip, estimates the cost of materials and labor, makes a freehand sketch of the thing he is to make and then a working drawing of it, writes out his specifications, fills out requisitions for the materials and tools he needs, makes the article, compares the estimated with the actual cost, and assigns the final product to its destination.

Groups of pupils are given opportunities for visiting manufacturing establishments to see trade operations, and acquaint themselves with practical methods in actual operation.

Pupils arriving at a stage of proficiency to warrant entering apprenticeship will be recommended for employment in concerns where conditions are wholesome and fair.

On completion of any part of the course, certificates of accomplishment are given, and full certificates are awarded for satisfactory completion of the entire course.

The school year is substantially the same as for other public schools. The school day begins at 8.30 a. m. and extends to 4 p. m., in order that the pupils may become somewhat acquainted with the customs of the business world.

Boys of fourteen years of age and upwards may be admitted at any time during the year, if able to secure an age and schooling certificate, provided they can show, usually as a result of a practical test in the school itself, that they are able to carry on the work successfully. Although boys who have not done especially well in an elementary school may succeed in a school of this type, it is strongly urged that applicants for admission shall be graduates of the elementary schools.

The school now occupies the Brimmer Schoolhouse on Common street.

TRADE SCHOOL FOR GIRLS.

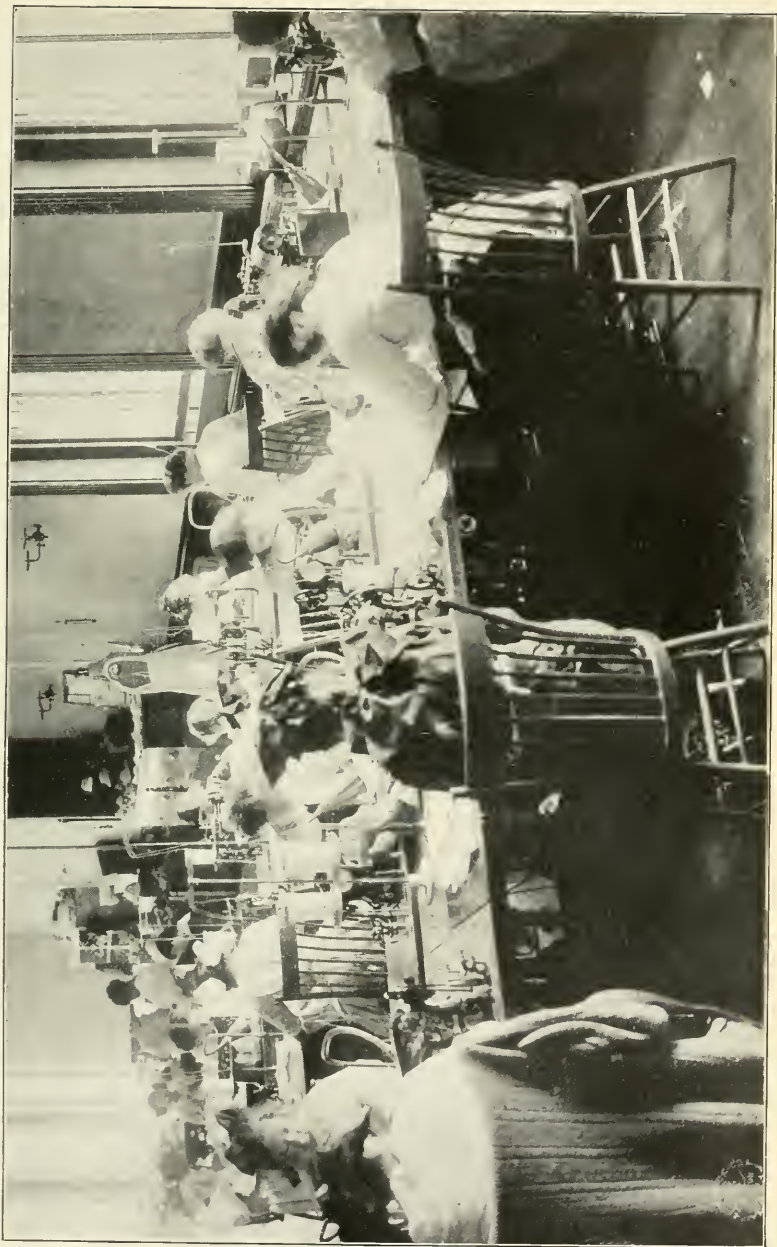
The primary purpose in the conduct of this school is to give to girls between the ages of fourteen and twenty-five years sufficient training in a trade to enable them to earn a living wage.

In the short one and two year courses provided by the curriculum no claim is made that the girls *learn* a trade, but simply that enough shop practice is given to enable them to work intelligently and efficiently as assistants to dressmakers, milliners, or cooks, or to operate power-machines with some degree of accuracy and speed.

While the only qualifications necessary for the admission of a girl within the age limits are sound health and good character, it is hardly necessary to say that the more thorough her general education, the more rapid will be her advancement in the school and in the shop, and the higher the positions open to her. An elementary school education and five years of experience in the trade to be taught, are the present requirements of the Massachusetts Board of Education for the training of trade teachers in industrial schools; so that for capable Trade School girls the way to a teaching position is straight and fairly easy.

At present the school is unable to meet either the demands of employers for trained girls on the one hand, or of the schools for experienced teachers on the other, but an increase of nearly one hundred per cent. in the enrollment of the day classes and of over one hundred and fifty per cent. in the evening classes will, it is hoped, soon provide a supply more nearly equal to the demand for trained workers.

Although the special aim of the school work is to fit girls to earn a living, the chief end of woman as the



A CORNER OF THE MACHINE ROOM IN THE TRADE SCHOOL FOR GIRLS.



DESIGNING COSTUME MODELS IN THE TRADE SCHOOL FOR GIRLS

maker and keeper of a home is always considered. Every girl does her share of the necessary housekeeping for a family of over four hundred and fifty pupils and teachers, and learns by actual experience how to choose and buy materials for food and clothing wisely and economically, and how to use these materials in the preparation of wholesome, appetizing dishes and the manufacture of well-made, tasteful garments.

Trade School training is in fact not so much getting ready to do something as it is doing, day by day, the thing the girl likes best to do, until she is "in love with her job." The ambition and constant endeavor of the workers in the school is:

That every girl who earns the Trade School certificate shall have enough skill, together with intelligence and moral character, to enable her to make a living for herself and for others, and

That every girl who enters the Trade School shall go out feeling that work is "dignified, beautiful and a blessing."

Each pupil is given a trying-out process to determine the direction of apparent fitness for work, after which the girl selects the trade most suitable for her success and capacity. The school maintains two courses, each a year in length — one for girls under fifteen and one for girls over fifteen. The major portion of the time is devoted to actual shop practice, while a lesser portion is given to academic work strictly related to the trades taught. Such subjects as spelling, business forms, business English, trade arithmetic, constitute the main requirements of the academic part of the course.

In the corps of teachers of the school are found several "vocational assistants" whose duty it is to see, as far as possible, that pupils who have completed the course are properly employed.

Pupils are admitted from all parts of the city at any time, but retention in the school is conditional upon aptitude for the work and upon reasonable response to the ideals of the school. A number of distinct courses are offered, including dressmaking, millinery, straw machine operating and clothing machine operating.

The school is located at 618-620 Massachusetts avenue, and the hours of session for day classes are from 8.30 a. m. to 5 p. m., with one hour's intermission at noon for luncheon.

GENERAL HIGH SCHOOLS.

The advantages and opportunities offered by the general high schools are such as to make these schools especially attractive to many pupils and their parents. The courses of study consist partly of required, but largely of elective subjects. Thus the individual pupil having a definite aim may pursue any particular course he may prefer from the time he first enters the school, or he may more readily adjust himself later to the kind of education he then finds he needs than he would probably be able to do in a special high school.

The diagrams which follow, illustrating the general high school, show some of the different kinds of preparation that these schools offer, and any pupil aided by the advice of the head-master of the school he attends should be able to select the various studies to be pursued that will best aid him in attaining whatever purpose he may have in view, whether that purpose is general or special.

While in many cases the elementary school graduate is able to make a selection of the special kind of training that is likely to be of most benefit to him in life, it is still true that for large numbers of pupils the years immediately following the elementary school course can best be spent in study of a less special sort, until a

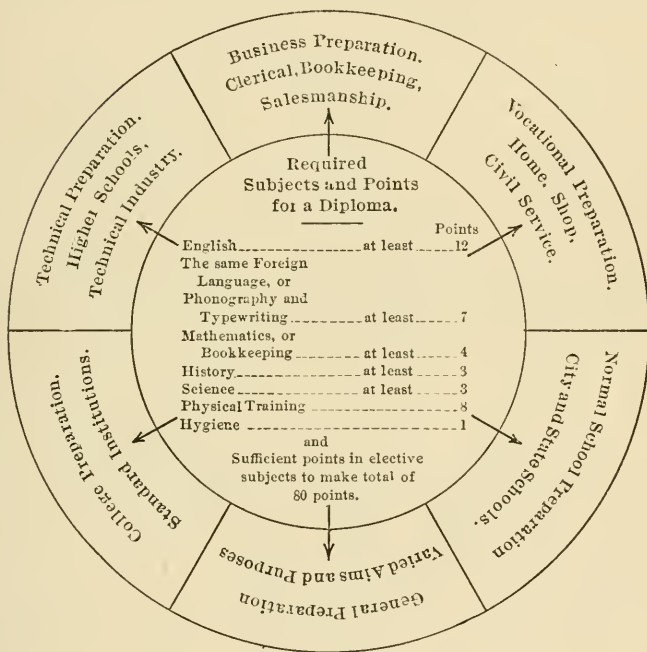
GENERAL HIGH SCHOOLS

Diplomas are granted for quantity and quality of work as follows:

The amount of work represented by one period a week for one year in any study counts one point towards a diploma.

Two periods of unprepared recitations or laboratory work, are considered equivalent to one period of prepared work.

A full year's work consists of twenty points. A diploma is awarded to pupils who have won eighty points, which usually requires four years' attendance.



Note — The particular subjects which form a basis of preparation for the different purposes indicated above, will be found on the following diagram.

**SOME
SUGGESTIVE
COURSES IN
GENERAL
HIGH
SCHOOLS**

COLLEGE COURSE

NORMAL COURSE

COMMERCIAL COURSE

FIRST YEAR	Points	SECOND YEAR	Points	THIRD YEAR	Points	FOURTH YEAR	Points
English I	5	English II	4	English III	4	English IV	4
History A I (Ancient-College)	5	Latin II	5	Latin III	5	Latin IV	5
Latin I	5	French or German I	5	French or German II	4	French or German III	4
Mathematics I	4	Mathematics II	4	Physics I or Chemistry I	3	Mathematics III	5
Hygiene	1	Choral Practice II	1	Choral Practice III	1	Physical Training IV	2
Choral Practice I	1	Physical Training II	2	Physical Training III	2		
Physical Training I	2						
Total	23	Total	21	Total	21	Total	20

* The College Course will vary according to the entrance requirements of each College. An unrequred restriction may be substituted any year for choral practice.

FIRST YEAR	Points	SECOND YEAR	Points	THIRD YEAR	Points	FOURTH YEAR	Points
English I	5	English II	4	English III	4	English IV	4
Latin I or German I or French I	5	Latin II or German II or French II	4 or 5	Latin I or III, or German I or III, or French I or III, or French I 4 or 5	4 or 5	Latin II or IV, or German II or IV, or French II 4 or 5	4
Mathematics I (Algebra)	4	Mathematics II (Geometry)	4	Aritihmetic (Review)	2	Music	2
History I (Ancient or English)	3	Biology I	4	Drawing II	3	United States History under the Constitution	3
Hygiene	1	Drawing I	3	Physics I	4	Chemistry	4
Physical Training I	2	Physical Training II	2	Physical Training III	2	Physical Training IV	2
Choral Practice I	1	Choral Practice II	1	Choral Practice III	1		
Total	21	Total	22 to 23	Total	20 to 21	Total	19 to 20

NOTE.—The four years of foreign language study required may be devoted to a single language, but must not include more than two languages.

FIRST YEAR	Points	SECOND YEAR	Points	THIRD YEAR	Points	FOURTH YEAR	Points
English I	5	English II	4	English III	4	English IV	4
French, German or Spanish I	5	French, German or Span. II	4	Commercial Geography	3	Physical Geography & T. W. III	4
Bookkeeping I	5	Phonography and T. W. I	5	Phonography and T. W. II	5	Phonography & T. W. III	5
History II (English)	3	Bookkeeping II	3	Bookkeeping III	3	French, German or Spanish	4
Hygiene	1	Biology I	3	Phonography & T. W. II & III	3	Mercantile Law	3
Choral Practice I	1	Introductory Science	3	French, German or Spanish	4 or 5	Civil Service	3
Physical Training I	2	Choral Practice II	1	Bookkeeping III	3	Economics	3
		Physical Training II	2	Physics I or Chemistry I	4	Industrial History	3
				History or Civics	4	Industrial Science or Drawing	3 or 4
				Drawing	3	Choral Practice	1
				Physical Training III	2	Physical Training IV	2
Total	22	Total	22	Total	21 to 23	Total	21 to 23

GENERAL COURSE

Pupils desiring a General Course should elect for their first year the same course as Normal pupils ; for subsequent years anything offered in the course of study, due regard being given to the requirements for a diploma.

more nearly definite aim in life is formed. For such pupils the general high school offers an opportunity for self-discovery. It may be that circumstances will justify a pupil's taking the so-called "general course" throughout, and making his selection of life work at the end of his high school career; or he may start with the general course and transfer to some special course as his aim develops. On the other hand, a pupil who is somewhat uncertain of his aim can usually change from one special course to another in the general high school with less loss of effort than he can change from one kind of special school to another. It will thus be seen that the general high school, for many pupils, may be considered to be of the "selective" type.

There is another valuable side to these schools, however, that is likely to appeal to parents. The general high schools are in most cases local high schools. The feeling of community interest is strong, and the associations of the home seem to be more readily preserved. Again, pupils are not so much exposed to the various dangers and objections attending a long journey to and from school, with its consequent expense for car fares. Another advantage is found in the greater variety of interests represented, where children are brought into daily contact with others who have aims different from their own. Parents and pupils to whom these personal, social, and economic considerations appeal are likely to prefer the general high school to the schools devoted to special interests alone.

The first high school was established in Boston under the name of the "English Classical School," in 1821, but this term did not meet with general acceptance, and the people themselves seem to have hit on the name of "High School" as appropriate to schools of this class, a happy selection that has met with widespread approval.

There are two central schools of this type, the English High School for boys and the Girls' High School. Eight other schools are conveniently situated in other parts of the city to serve local communities.

Graduates of the Boston elementary schools are admitted without examination. Graduates of private schools may be admitted on certificates. Other candidates are admitted by examination equivalent to that required for graduation from an elementary school. These examinations are held annually in June and in September.

HIGH SCHOOL OF COMMERCE.

The purpose of this school is to fit its graduates for secretarial and accounting positions, and more particularly for the competitive side of business. The spirit and habits of good salesmanship are prominent in the school work throughout the course, and specific instruction in this particular subject is given. It is a school for boys who are ambitious for a career of business usefulness, and this motive inspires all the teachers in the school in their daily dealings with the pupils.

The course of study includes English, German, French, Spanish, bookkeeping, stenography, typewriting, penmanship, physics, industrial chemistry, physical and commercial geography, algebra, commercial arithmetic, geometry, trigonometry, economics, commercial law, civil government, history and commercial design. Special series of lectures are given on "Economic Resources of the United States," "Business Organization," "Salesmanship," "Advertising," and "Business Survey of New England." Special single lectures are given by business men to the entire school on business, economic, and civic subjects.

The contributing factors to the success of this school are:

1. A loyal and enthusiastic set of pupils, whose school spirit is a valuable asset of the school.

2. A required course of study. The pupil is obliged to take the studies which the experience and investigation of the teachers have found to be the necessary steps from the plane of the grammar school to the plane of the business community.

3. An advisory committee of business men.

4. Much practical work. During the summer of 1912, 397 boys worked and earned a total wage of about \$17,000; during the year boys are sent out from time to time to get practical experience. This feature of the school has received much attention from the educational and business public.

5. An employment bureau. This is of use to the graduates of the school, to worthy boys obliged to leave school, and also to business men wishing help.

6. Excursions to business houses. About fifty such excursions are taken during the year. To study a special industry at a distant point there may be but six in the party, while to study the harbor facilities from the deck of a boat the entire class may be taken.

7. Lectures by business men and others, as well as by the teachers of the school.

8. Special funds furnished by the business men of the city.

9. A corps of teachers who are actively ambitious to have each separate subject and recitation contribute as much as possible to the one aim of the school.

10. Musical organizations by the boys of the school. These organizations are under the direction of different teachers and are strongly encouraged. At the present time about 100 boys are taking part in these activities, forming a band, first and second orchestras, first and second glee clubs, and a string quartet. These organiza-

tions represent the school frequently at neighborhood gatherings, teachers' meetings, parents' association meetings, and school gatherings.

11. Inter-class debates. These are carried on throughout the year in the second and third-year classes.

12. Athletics. Practically every boy in the school belongs to the athletic association, and every boy is encouraged to take part in athletics, not only for the sake of his health, but also for the sake of clean sport.

Any boy regular in his efforts and attendance can do satisfactory work in the school. If the boy is not by nature particularly adapted for a business career, the school attempts, as a part of its routine work, to adapt him as well as possible for it. The demand for the graduates of the school has been so great and so varied that the supply has not been able to meet it.

The amount of benefit a pupil receives from this school as well as any other school, of course depends on the effort he puts into it. A boy who enters young, or with a low grade, or with insufficient preparation in the elementary schools, must devote more effort to his work than a boy of greater maturity and of better elementary school foundation in order to get the same benefit out of the course. Care should be taken of a boy's habits, exercise, health, and eating, so that he will develop to his full physical possibility, otherwise his mental attainments will suffer. Business activities out of school should be undertaken only with great care. Certain kinds of employment almost invariably ruin a boy's school work and unfit him for a career of ambition, and many a boy owes his untimely withdrawal from school to low scholarship caused by lack of foresight in this direction.

Graduates of the elementary schools of Boston and other candidates having an equivalent education are admitted without examination. Other applicants are

required to pass an admission examination, which is held both in June and in September of each year.

The school is at present located in one of the buildings of the Normal School group, on Huntington avenue, near Longwood avenue, the Fenway.

HIGH SCHOOL OF PRACTICAL ARTS.

The girl who looks forward to becoming a home-maker and who wishes to gain a practical knowledge of the many details that are necessary in the conduct of a well-ordered home, as well as the girl who has some thought of engaging in dressmaking, or millinery, or nursing, may well select the High School of Practical Arts in preference to one of the general high schools. This school aims to give its pupils a general education in such subjects as English, history, mathematics, chemistry, physics, economics and drawing, and in addition it offers specialized instruction in household science, dressmaking and millinery.

Connected with the school is a model home containing a kitchen, living room, bedroom and bath, all suitably furnished and equipped, and here pupils are taught the proper care of a house and its furnishings, including simple laundry work.

The Home-makers' Course includes not only cookery but also a careful study of marketing and of purchasing household supplies in general and the planning and serving of meals. The nourishing value of different foods for people of different ages and occupations, and for invalids, is studied. Careful attention is given to the cost of all articles of food. Economical household management is an important feature of the Home-makers' Course.

Excellent practical experience is gained by the girls in this course in the preparing and serving of school luncheons. During their attendance at the school all the

girls in the Home-makers' Course gain, through this school luncheon, a liberal practical experience in handling food in large quantities.

The school has a teacher known as the Vocational Assistant, who makes a careful study of the work of each girl during the first year, and gives advice with regard to the industrial course she should select for the following years. This teacher confers also with parents, assists pupils to secure suitable employment, and keeps in touch with them until they are finally settled in their occupations.

During the first year all pupils are required to take cookery, housewifery and sewing. During the three following years they may elect as their special industrial subject domestic science, or dressmaking, or millinery. The particular subject chosen receives, of course, the greatest amount of attention, but some time is devoted to the two other subjects as well.

During the fourth year of the course pupils who purpose to enter the trade of dressmaking or millinery, in addition to the instruction given in these subjects in the school, are also allowed to gain practical experience by actual work in such establishments. They also study the nature and value of different fabrics, learn to test their durability, and learn the purposes for which they are best adapted. These courses give careful, practical training to each student, and have proved to be of money-earning value.

Drawing and color are studied in their relation to dressmaking, millinery and home decoration. Gowns and hats are designed, made and trimmed. The school spends much time in its drawing courses in developing taste in color harmony and proportion.

The other academic studies of the school are somewhat similar to those taught in general high schools, but the principles learned in these subjects are applied



MAKING AND FITTING DRESSES IN THE HIGH SCHOOL OF PRACTICAL ARTS.



PREPARING THE SCHOOL LUNCHEON IN THE HIGH SCHOOL OF PRACTICAL ARTS.

to the problems of everyday life in the home. In physics, for example, house-heating, plumbing, lighting and ventilation are thoroughly studied. In the study of history, special attention is given to the development of the arts and industries, and the pupils are acquainted with the great characters in history, the daily life of the people and the main lines along which the world has progressed.

In the study of English, the works of the best authors are read in such a manner as to turn the minds of the pupils in the direction of good literature and to develop a love for it. No attempt is made to fit girls for college, but constant effort is put forth to prepare them fully for the work which they have chosen to do.

This school is at present housed in the Sarah J. Baker Building on Perrin street, Roxbury, and the building known as Lyceum Hall, at Meeting House Hill, Dorchester. A large building at the corner of Greenville and Winthrop streets, Roxbury, is now in progress, and will be completed in the early future. When occupied, it will allow the school to expand its work.

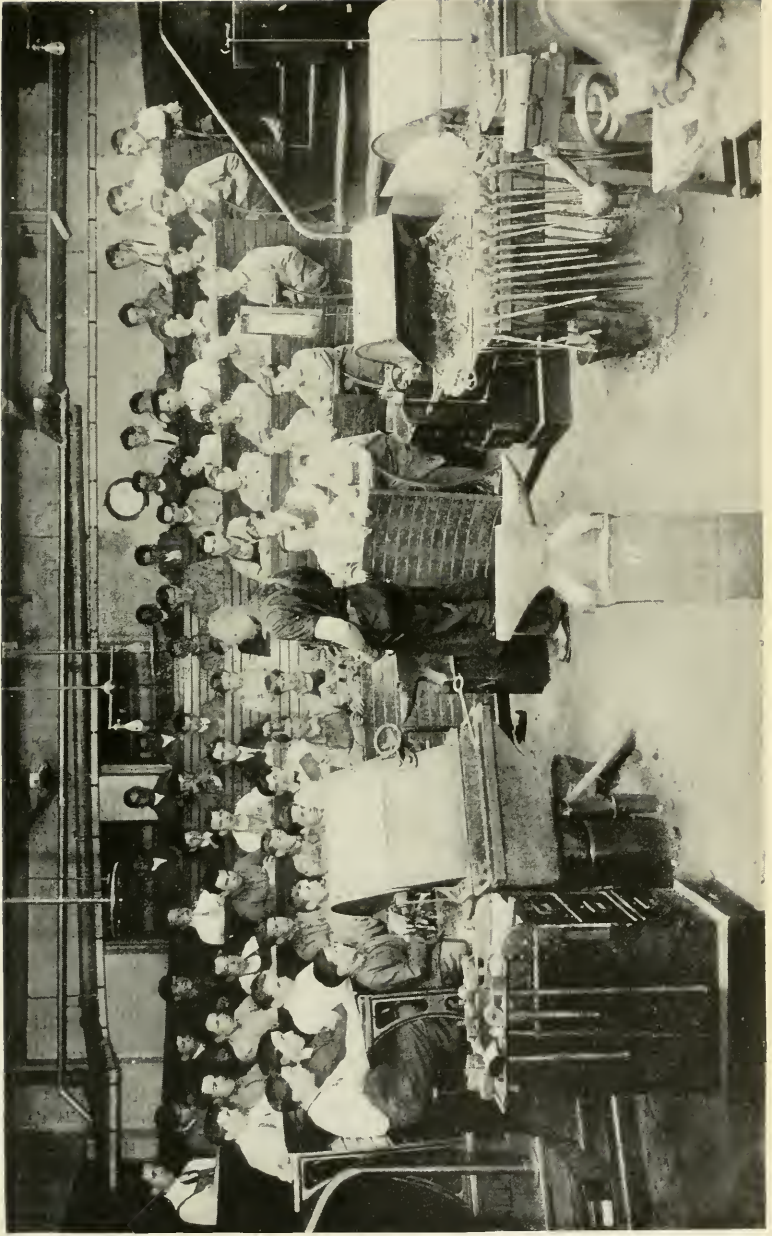
The conditions of admission to this school are those applicable to the other high schools.

MECHANIC ARTS HIGH SCHOOL.

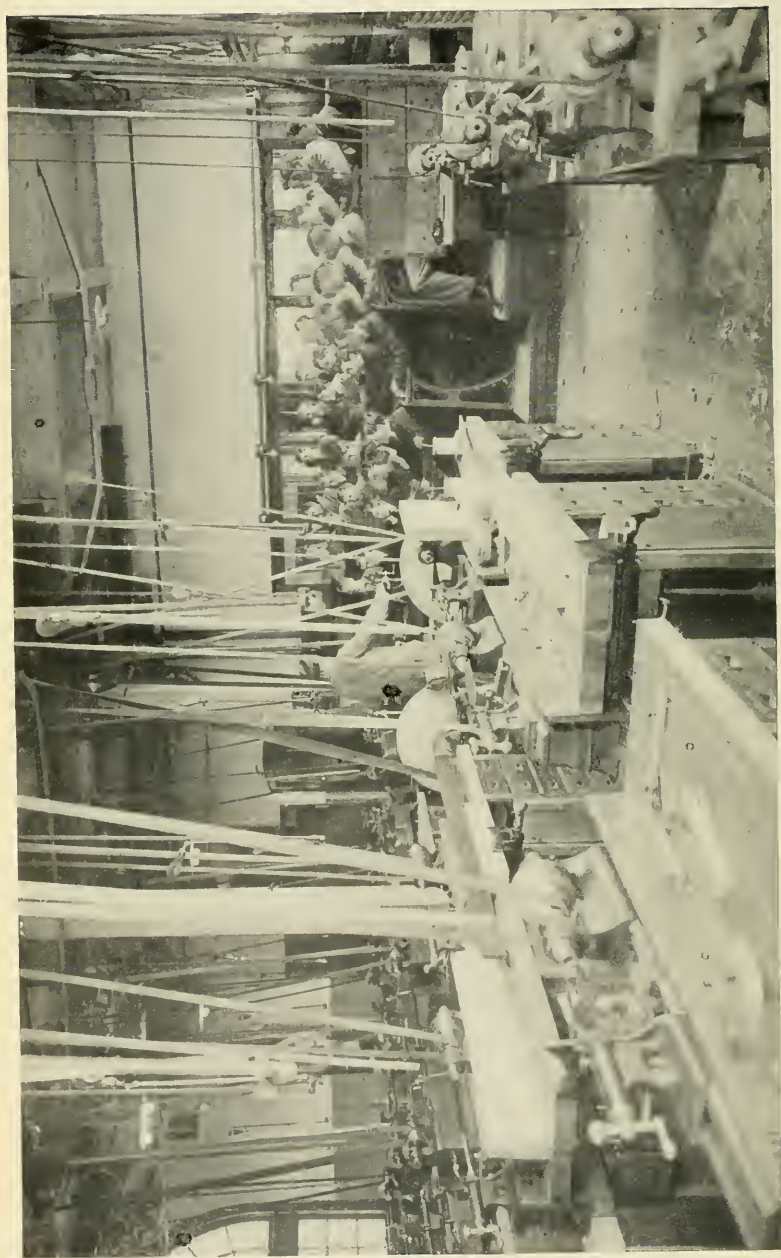
This school provides excellent training for boys who desire to become skilled mechanics, electricians, draftsmen, designers, foremen, superintendents, architects or engineers, or who hope to follow any career in which skill in drawing and knowledge of mechanical processes, science and mathematics will be of distinct advantage. It is in no sense a trade school, for the skill of a journeyman cannot be developed without giving very much more time to the repetition of typical processes than is provided in a school course. It does, however, materially shorten the period of apprenticeship in any one of many

mechanical trades. It aims to give the mechanical intelligence and skill required for efficient service in a great variety of responsible positions in this busy industrial age.

The fundamental mechanic arts are taught in connection with many of the branches found in the other high schools. There are two distinct but correlated departments. In the mechanical department instruction is given in free-hand and mechanical drawing, wood-working, cabinet-making, wood-carving, wood-turning, pattern-making, forging, and machine shop work. In the academic department thorough courses are given in algebra, plane and solid geometry, trigonometry, chemistry, physics, history, English and modern languages. The subjects of study for the first three years are the same for all pupils, but the classes are divided as early as practicable so that each group contains those of approximately the same ability, and less difficult assignments are made to the weaker divisions. In the fourth year a boy may choose intensive work in the shops and drawing rooms together with English, history and government, and practical applications of trigonometry, physics and chemistry; or he may take a course of general academic study, including modern languages. Throughout the course the practical applications of mathematics and science and the social and industrial aspects of history are emphasized. Somewhat more than one-half of the time assigned to drawing is devoted to mechanical problems, but much attention is given to free-hand drawing of tools and parts of machines and to the rapid production of technical sketches accurate enough for many useful purposes. The aim is to develop skill in the practical applications of drawing rather than artistic taste. In the fourth year the boys may specialize in architectural work, in machine design, or in industrial design.



DEMONSTRATION IN FORGING, MECHANIC ARTS HIGH SCHOOL.



DEMONSTRATION IN PATTERN-MAKING, MECHANIC ARTS HIGH SCHOOL.

All of the shops, drawing rooms and class rooms are well lighted and furnished with the most modern appliances for heating and ventilation. The shops are fully equipped with high class tools and machines of the latest pattern and no pains have been spared to provide whatever is needed to enable boys to get the largest possible amount of practical knowledge and experience in the time assigned to shop work. The machines in the various shops are driven by motors supplied with current by a generator in the basement of the new building. The plant serves as an excellent object lesson in heating and ventilating engineering, and in the most approved methods of power transmission.

The school is located at the corner of Dalton and Belvidere streets. It provides normally for 1,200 boys, but 300 more can be received without very serious overcrowding.

The conditions of admission are such as are applicable to the other high schools.

ROXBURY HIGH SCHOOL.

This school, which is located on Warren street, corner of Montrose street, devotes its entire attention to preparing girls to earn their own living in either one of five different ways. It has a four-year course intended to fit pupils to become bookkeepers for business firms, corporations or banks, and for other commercial pursuits.

It conducts a preparatory course for the Normal School for those pupils who desire to become teachers in the public schools of this city.

It has a four-year course for girls who desire to enter college.

It has a special course, two years in length, for the purpose of fitting girls to become stenographers and typists. The pupils taking this course are given

twice the usual amount of practice that is given in a high school, and in addition, have opportunities to do temporary work in stores and offices and in other schools as a regular part of their training. If the pupils cannot remain in school long enough to graduate, they receive certificates at the end of two years showing that they are prepared to do certain kinds of office work. If they remain in school for four years and do graduate, the training they receive is equal to and probably superior to that given at the best business colleges.

It is the aim also of the school to teach its pupils to use clear and correct English, to give them a taste for good literature, and to become capable home-makers as well as useful and respected members of society.

The conditions of admission are such as are applicable to other high schools.

SUMMER HIGH SCHOOL.

The purpose of the Summer High School is to give opportunities to high school pupils who have failed to do satisfactory work in one or two subjects during the regular term to make up their deficiencies. The divisions in this school are so small that the work is in the nature of tutoring. The teachers are experienced men from the Boston high schools. Pupils are allowed to take either one or two studies, devoting two hours a day in school to each subject taken. Girls who are preparing for the Normal School are also admitted for such help as the school can give. As a rule, pupils are not allowed to take up advance work, as the term is too short to make this profitable.

Many of the high schools give pupils who fail in their studies the required points, provided they make a good record at the Summer High School. Other pupils are able, by their work in the school, to obtain their points by passing examinations. During the last four years

several hundred boys and girls have thus been enabled to avoid repeating subjects in the high schools.

The term of the school begins about July 1, and continues for six weeks. The sessions are held from 8 o'clock a. m. until 12 o'clock m.

Special notice of the opening of the school, and its location, is given in the various high schools in June.

GIRLS' LATIN SCHOOL.

The purpose of this school is to fit its graduates for college, and it admits as pupils only those whose parents or guardians present a written statement of an intention to give these pupils a collegiate education. Like the Public Latin School, it has two courses of study; one, six years in length, and the other four years in length; and the conditions of admission are practically the same as those applicable to the Public Latin School.

The course of study in this school is determined by the requirements for admission to college, and is composed principally of languages, history, mathematics and science. Only those girls who have reason to believe that they will be successful in the pursuit of the above named subjects should attempt the work of this school. Their ability to comprehend such elementary school subjects as English literature, grammar and composition, American history and arithmetic, should be at least that of the average pupil. They should possess a fondness for literature and language work, and have some ability to think consecutively and logically; otherwise they will find the studies of the course in the Latin School both difficult and uncongenial.

Girls who desire to obtain a general education covering a broad field of knowledge, or to fit themselves for some position in the business world, or whose ambition it is to become teachers should not select the Girls'

Latin School. If, on the other hand, it is their desire to secure a college education, including professional or technical training, this school is the natural and proper one for them to choose.

The school is adjacent to the Normal School, on Huntington avenue, near Longwood avenue, the Fenway.

PUBLIC LATIN SCHOOL.

This school, the first and for nearly half a century the only public school in the town of Boston, was established April 23, 1635. From the earliest times it has been a school for higher instruction, its purpose being especially to prepare boys for college through the medium of the Greek and Latin classics, and it is therefore open only to boys whose parents or guardians present a written statement of their intention to give such pupils a collegiate education. This school for many years has been the largest single source of supply to Harvard College. The course of study, which is arranged with the requirements of the best colleges distinctly in view, includes Latin, Greek, English, French, history, mathematics and physics. The boy who is expecting to enter one of the learned professions such as law, medicine, education, theology, or any other occupation in which the literary note is dominant, will find his needs well served in this school. The aim of the school is to give real mastery of a very few fundamentals and the power to think and to work. The boy who completes its course knows how to study. It is the fashion to study in this school, for it is a democratic place where position depends on merit alone, and good scholarship is a badge of honor carrying with it the respect of the masters and the sincere applause of the boys themselves.

The school has two distinct courses: one, four years in length for elementary school graduates, and the

other six years in length for those who enter earlier. Graduates of the elementary schools of Boston are admitted to the four-year course without examination. If of good abilities and of firm resolution they may expect, by exercising a proper diligence, to graduate in that length of time. Boys may also enter who are well prepared to enter Grade VII of the elementary schools, and boys are likely to be better prepared for college by entering the Public Latin School at that period than by remaining at the elementary school to graduate.

Formal reports of the scholarship and deportment of the pupils are made to their parents monthly, and suggestions from parents, either personally or by letter, as to the character and treatment of their sons are gratefully received.

Examinations of applicants for admission are held on the second Friday in June and on the first school day in September in each year, but boys who have been promoted to Grade VII in the elementary schools whose scholarship is high are exempt from such examinations.

The school is located on Warren avenue in the South End.

BOSTON NORMAL SCHOOL.

If any young woman in the city thinks that she would like to become a teacher in the public schools of Boston, there is a school where she can be well trained for that work free of charge. This school is the Normal School. Before she can enter she must finish the four-year preparatory course in a high school and show by passing the entrance examination that she is a student able to do good work in the Normal School. After admission she finds herself in a school of the same grade as the college, but doing its work in the same way that the law school and medical school do theirs. The law

school trains lawyers, the medical school trains doctors, and the Normal School trains teachers. Hence, they are all professional schools.

What will this student have to do in the Normal School to become a good teacher?

There are several things which a person must know and be able to do in order to make a success in teaching. These are the things which the student in the Normal School studies and practises.

In the first place she should know clearly what the schools are for, what a boy or girl should gain through going to school. Therefore she studies the principles of education and the history of education.

In the second place she must know boys and girls, how their minds work, what they can do and what they cannot do, what they like and dislike, and how they change as they grow up to be men and women. So the student in the Normal School studies psychology, physiology and child study.

In the third place she must know the subjects which the children are to learn in school. Therefore she takes up the study of the English language, United States history, arithmetic, geography, science, hygiene, drawing and music. In this study she not only learns to know the subject itself thoroughly, but also finds out what part of the subject is adapted to young children and the order in which the parts should be taken up in their study.

Finally, she must learn *how* to teach. Therefore, in the study of each subject, such as English, arithmetic, geography, etc., there is a discussion of what is to be taught, and just how it is to be presented, with teaching exercises to illustrate. Then, during the first year, the students in the Normal School visit the classes of the Model School sixty times to see how a good teacher teaches different subjects to children of different ages.



A LESSON IN HISTORY, NORMAL SCHOOL



A CLASS IN DRAWING, NORMAL SCHOOL

They talk over these lessons which they have seen with a Normal School teacher. Again, during the second year, each student is placed with three of the best teachers of the city for four weeks each, where she can watch the best of teaching, give from two to five teaching lessons herself each day to the children, under the guidance of this most skillful teacher, and receive the criticism of the teacher. And finally she is given in the third year complete charge of a class of children for a half year, which she is to teach and manage under the supervision of the principal of the school and the director of practice and training.

When she has completed this course of training she receives the diploma of the school, and also a Boston Teacher's Certificate, under which she may be appointed as assistant in the elementary schools of the city.

Graduates of approved colleges and universities, both men and women, and women graduates of State Normal Schools may be admitted to the school without examination and to advanced standing.

The term "Normal School" is due to the French Revolution. On October 30, 1794, the French Government issued a decree "that there will be opened in Paris a Normal School to which will be called from all parts of the Republic citizens already educated in useful sciences to learn, under the tuition of most skillful professors in all branches, the art of teaching." Thus our Normal School traces its origin to the wisdom of another Republic.

The school is situated on Huntington avenue, near Longwood avenue, the Fenway.

MODEL SCHOOL.

Closely connected with the Normal School is an elementary school known as the Model School in which especially skilled and competent teachers are employed, and to which the Normal School pupils make frequent

visits as "Observers" during their first year, to study the way in which lessons are prepared and given, and the manner in which a city school is conducted. In this school the Normal School pupils have opportunities to come into close association with individual children, to take part in the work of teaching themselves, to become acquainted with the many activities that are carried on, and to judge by the results they see how well the children have been taught.

EVENING SCHOOLS.

The varied courses offered in the evening schools afford the means of acquiring an education extending from simple elementary subjects to college preparation, as well as specialized instruction for salesmen, machinists, carpenters and builders, blacksmiths, sheet-metal workers, ship-builders, printers, automobile and carriage body builders, painters and decorators, pattern makers, draftsmen, designers, illustrators, and those engaged in a wide variety of other trades and occupations.

Unlike the day schools, which are attended by very few pupils older than nineteen years of age, the evening schools offer as many opportunities and advantages to men and women as to boys and girls. Among the twenty thousand pupils who enter the evening schools each year may be found classes attended entirely by foreign-born men and women who wish to learn English, wives and mothers who desire instruction in cooking, in dressmaking, in embroidery and in millinery, and other men and women who are engaged in various kinds of trade, in business and in the professions.

In the large number of subjects offered, in the equipment provided, and in the ability of the carefully selected teachers, the evening schools are in no wise inferior to the day schools.

Many of Boston's well known and highly successful citizens, both in business and in the professions, have been graduated from or have been pupils in the evening schools. They owe a large measure of their success to the instruction they received in these schools, and they do not hesitate to acknowledge it. Some of these men were originally immigrants and have received their entire English education in our evening schools. The serious and earnest purpose of the pupils makes their advancement easy and rapid, and the amount of work accomplished in a single term of twenty-four school weeks is frequently as surprising as it is gratifying.

More and more are people of all ages coming to realize that each succeeding year should find them better equipped for their daily task, better fitted for larger responsibility, and better prepared to enjoy full and useful lives. More and more do people see that the evening school is the greatest of agencies making this possible. An increasing number of adults each year finds opportunity for self-improvement in our evening schools. Greater and more varied opportunities are yet to be offered and the public realizes the necessity for their support.

The evening school system includes two general high schools, seven commercial high schools, nineteen elementary schools, three having branches, an industrial school with four branches, and a trade school.

Pupils who graduate from these schools are awarded diplomas, and those who complete one or more courses receive certificates to that effect.

Term and Session.

The term of the evening schools begins on the first Monday in October and continues for twenty-four school weeks. The sessions are suspended on legal holidays, on the Friday following Thanksgiving Day, and from the

second Friday preceding Christmas Day to and including the first day of the following January. The evening elementary schools are in session each evening in the week, except Saturdays and Sundays. The evening high schools hold sessions on Monday, Tuesday and Thursday evenings. The evening industrial and trade schools are open three evenings in the week, Mondays, Tuesdays and Thursdays, or Mondays, Wednesdays and Fridays, varying with the different schools.

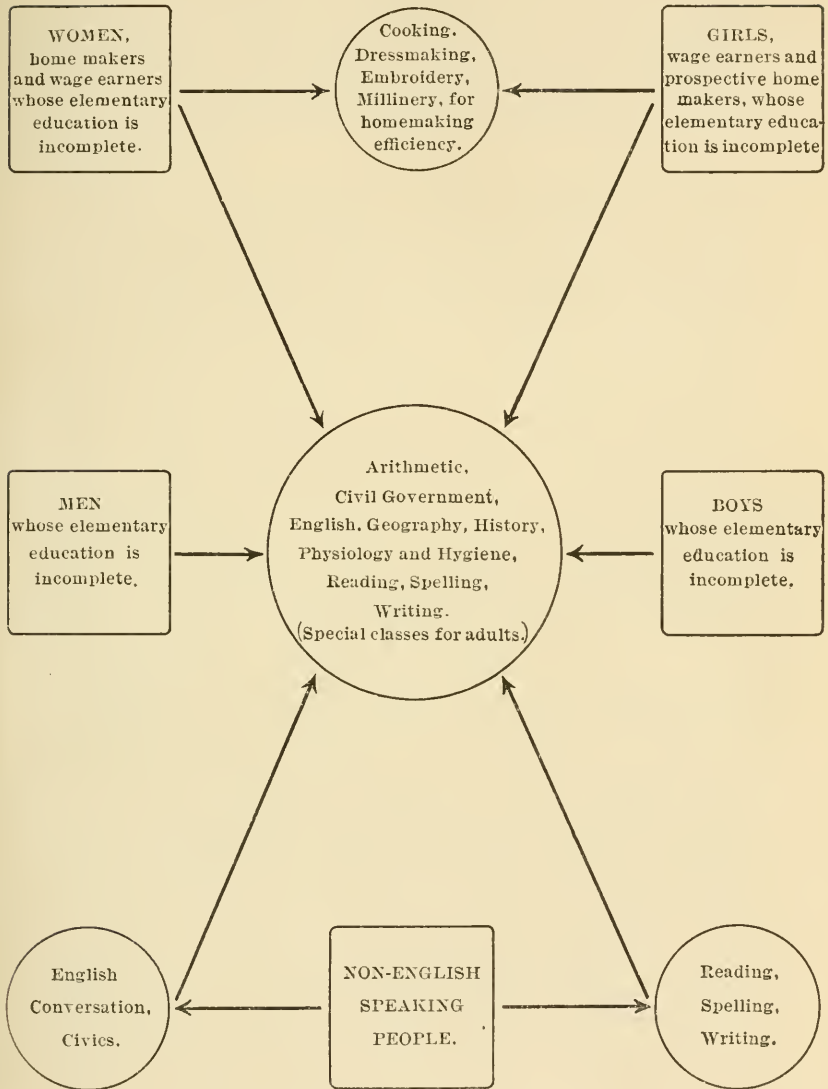
Advance Payments.

An advance payment of one dollar in high, industrial and trade schools, and of fifty cents in elementary schools, is required of each pupil, except those who are required by law to attend an evening school in order that they may be legally employed during the day. Advance payments are returned at the close of the term to pupils whose attendance and conduct has been satisfactory, so that such pupils are put to no expense for tuition, or for books and supplies, all of which are furnished by the city. The advance payment is required merely for the protection of pupils who enter the evening schools to study, and who, in former years, were hindered and annoyed by indifferent pupils who did little themselves and prevented others from profiting by the instruction given.

Evening Elementary Schools.

Each of these nineteen schools is organized in three divisions, A, B, and C. The grades in Division A are four in number: The graduating, in which instruction is given in arithmetic, civil government, English, geography, history, physiology and hygiene, reading, spelling, and writing; the sub-graduating, in which the subjects of instruction are practically the same as in the upper class although more elementary in character; the intermediate, in which the instruction is still more

EVENING ELEMENTARY SCHOOLS



Note — From the Evening Elementary Schools pupils may go to the Evening High Schools

elementary and largely confined to fundamentals; and the beginners, where still more time is devoted to reading, writing, and arithmetic. In the classes may be found pupils of all ages, from the boy and girl of fourteen to the man and woman of middle age. Adults are classified by themselves.

Division B consists of classes in which the newly arrived immigrant is taught to read, to write, and to speak the English language. In these classes every effort is made to assist the pupils to acquire a working knowledge of the language as rapidly as possible, and to give them correct ideas of their privileges and duties as American citizens. The pupils are assisted by native-born interpreters and frequent lectures are given during the course, both in English and in foreign languages. These lectures, illustrated with a stereopticon, are on subjects connected with the history of the United States, its form of government, and the rights and duties of its people. Many of these pupils pass on into Division A grades, graduate, and then become pupils in excellent standing in the evening high schools.

Division C consists of classes in cooking, dressmaking, embroidery, and millinery. The pupils are wives and mothers in the homes, and girls employed during the day who expect to become home-makers, all wishing to gain a better knowledge of these particular subjects and thus securing ability to economize through their handiwork.

Pupils are admitted to any school that it is convenient for them to attend and without examination. The principal of each school will be found ready to welcome all applicants, and to place them in the particular grades or classes best adapted to meet their needs.

Evening High Schools.

The two general high schools offer excellent opportunities for various groups of day workers who desire

to improve their prospects by evening study. The subjects taught are especially useful to:

Those who wish to prepare for admission to higher institutions of learning. (The requirements of such institutions should be discussed with the principal of the school before selecting the subjects to be studied.)

Those who wish to fit themselves for promotion in business by further study of commercial subjects.

Those preparing for civil service examinations.

Those wishing to acquire a foreign language for business purposes.

Those wishing to take up some science in its application to business, such as chemistry or physics.

Those who wish to become more familiar with the history of our country, its government, and the science of economics.

Those seeking general culture in literature, in one or more foreign language, in music, etc.

The twenty-seven subjects offered in fifty-five classifications afford an extremely wide range for selection according to the needs and wishes of the individual.

The courses offered in the evening commercial high schools are especially adapted for those engaged in clerical work and in different kinds of business. They include: Bookkeeping, business organization and salesmanship, civil service, commerce and industry, commercial arithmetic, commercial law, English composition, literature, merchandise, penmanship, phonography and typewriting.

In subjects requiring more than one year to complete, elementary, intermediate and advanced instruction is provided. In several subjects work is offered beyond the usual high school grade.

These classes are especially useful to:

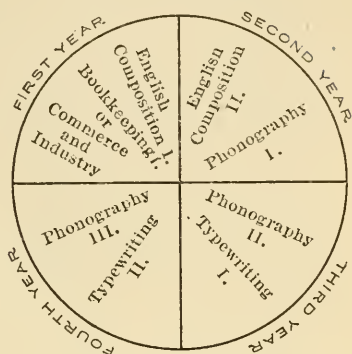
EVENING HIGH SCHOOLS

Suggested courses for those who wish to become

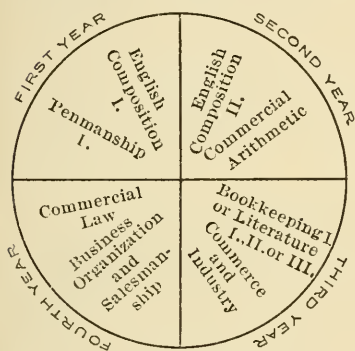
BOOKKEEPERS



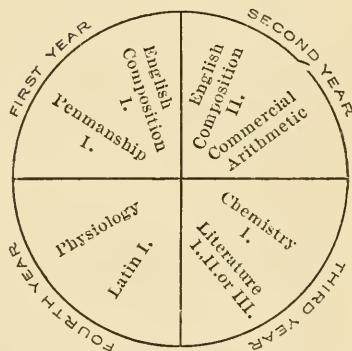
STENOGRAPHERS



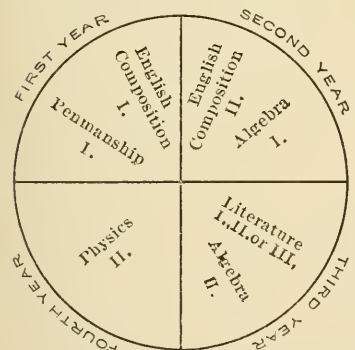
SALESMEN AND SALESWOMEN



NURSES



TELEPHONE OPERATORS



Subjects Offered

- | | |
|------------------------------------------------------|-------------------------------------------------|
| Algebra, I., II. | German, I., II., III. |
| Bookkeeping, I., II., III. | History, I., II., III. |
| Business Organization and Salesmanship (two courses) | Latin, I., II., III. (two courses in Latin, I.) |
| Chemistry, I., II. | Literature, I., II., III. |
| Civil Government, I., II. | Lowell School Mathematics |
| Civil Service (two courses) | Merchandise (two courses) |
| Commerce and Industry | Music (two courses) |
| Commercial Arithmetic | Penmanship, I., II. |
| Commercial Law | Phonography, I., II., III. |
| Conversational Italian | Physics, I., II. |
| Economics | Physiology |
| English Composition, I., II. | Spanish, I., II. |
| French, I., II., III. | Typewriting, I., II. |
| Geometry, I., II. | |

There are many Subjects which may be combined in various ways to provide specific training for other definite purposes

Bookkeepers who seek a better knowledge of accounting and who may desire to become certified accountants.

Salesmen and saleswomen who wish to increase their efficiency through the study of merchandise, business organization and salesmanship, and commerce and industry.

Stenographers and typists who desire to increase their speed, accuracy and general efficiency as a means to promotion, or to take the higher grades of civil service examinations.

The conditions of admission to these schools are extremely simple, and are intended merely to exclude those pupils whose needs will be better served by attendance at an elementary school. All pupils must be more than fourteen years of age, and there are many classes composed entirely of men and women approaching middle age.

Evening Industrial and Trade Schools.

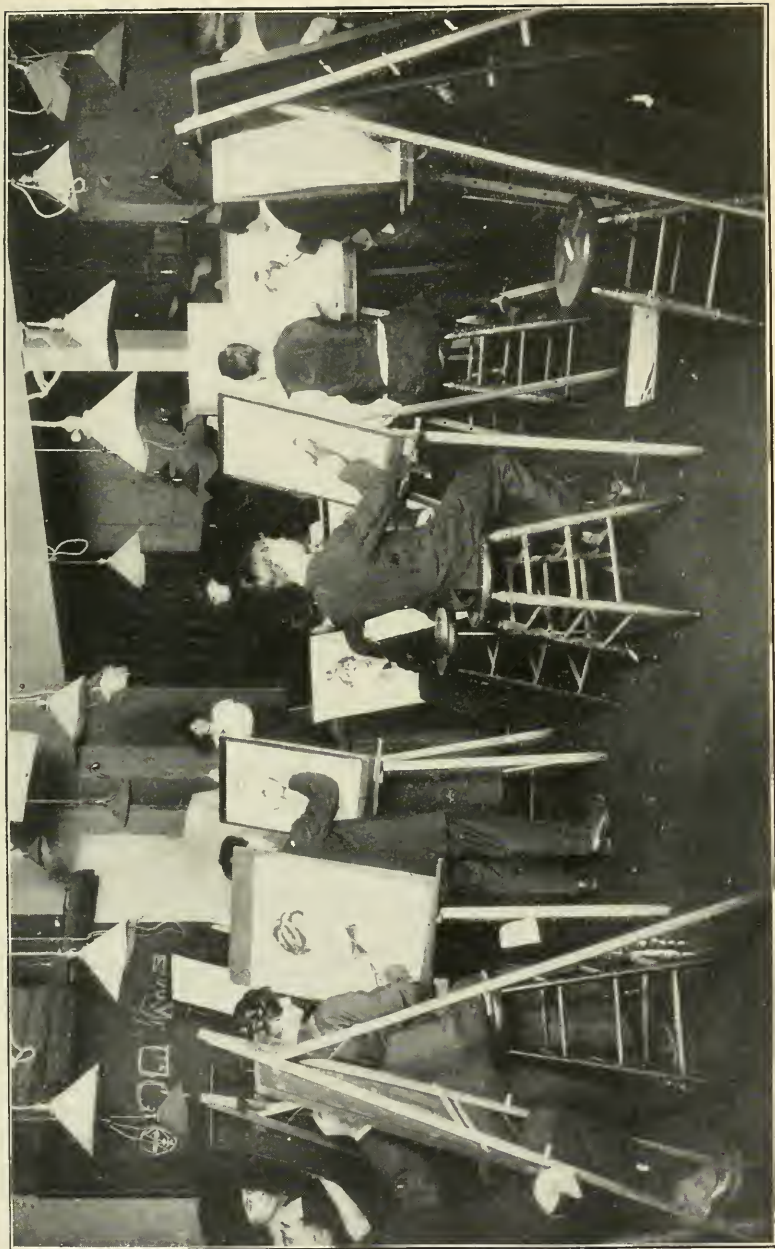
These schools offer instruction in various trades to pupils over seventeen years of age. The ages of the majority of the pupils range from twenty to forty years. The instruction is individual and adapted to the particular needs of the different pupils and is of a character to add largely to the protection and security of the worker in his employment. It gives him a knowledge of new processes and ability to operate new machines invented since he went to work. It furnishes him with a more thorough and comprehensive acquaintance with his trade, and helps him to keep his job during dull seasons. During the day he can give but little or no attention to anything more than the particular work he has to do, but in the Evening Industrial School he has an opportunity to learn what other men in the same trade are doing, to fit

himself to do more, or better, or different work, and thus earn higher wages. Instead of remaining a mere machine that operates another machine, he may become more skilled, able to do many different things, and to understand the reasons why it is better to do a thing one way rather than another. He may learn to read blueprints; to estimate; to prepare plans and specifications; and if a janitor, engineer or fireman, to operate complicated heating and ventilating apparatus. If the pupil is a girl or a woman, she may, in the Evening Trade School, learn to operate power machines, including cloth and straw sewing machines. She may take up various processes in millinery and dressmaking, or she may learn about marketing, cooking, sanitation, the care of the home, and, further, how to buy and use household supplies economically and wisely.

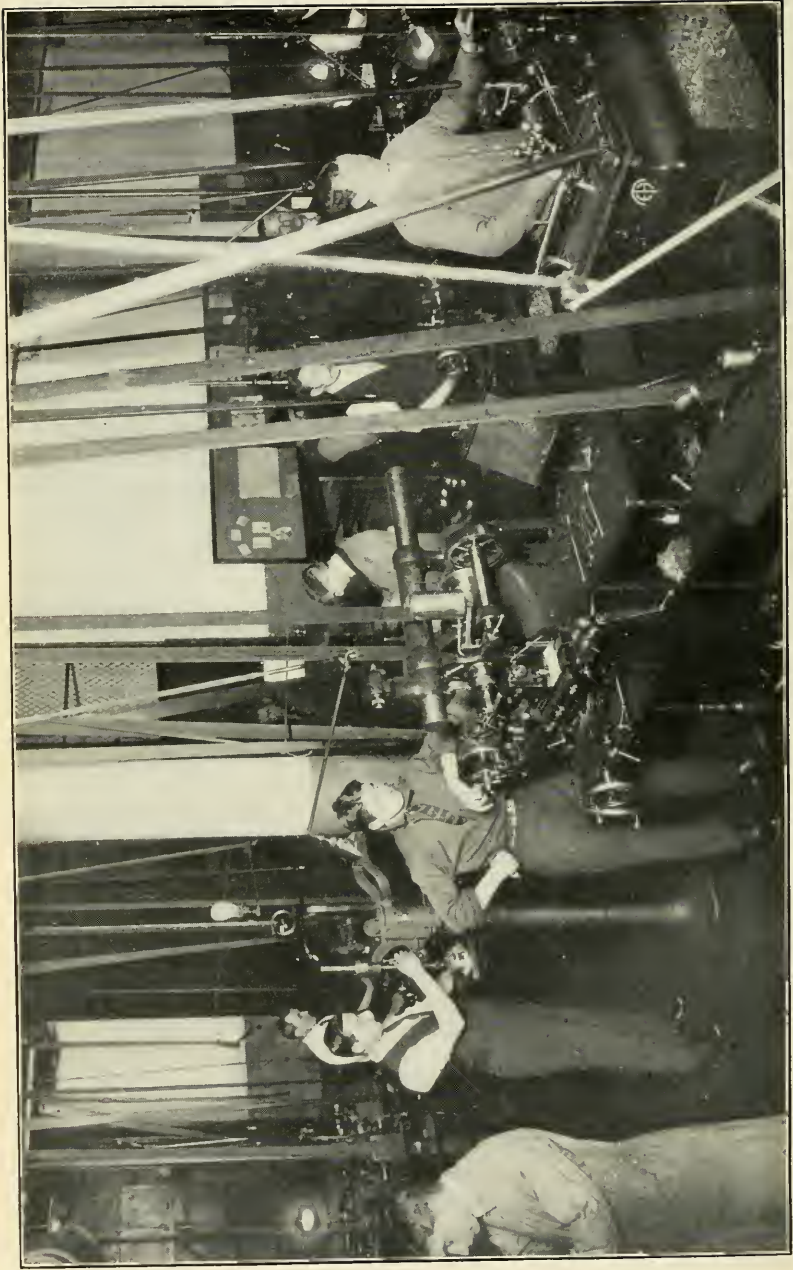
Applicants for admission must be over seventeen years of age, and not in attendance at a public day school in Boston.

EVENING CENTERS.—EXTENDED USE OF THE PUBLIC SCHOOLS.

The people of Boston have invested about twenty million dollars in public school buildings and lands, and it is important that this large amount of property should be made of the greatest possible public use. Many of the buildings contain assembly halls, well equipped, well lighted, and adapted for a wide variety of purposes. It is entirely proper and desirable that these halls should be used for concerts and lectures, for meetings of parents and of citizens' associations, and for other public uses. Such use, however, involves expense for light, heat and janitor service, and this cost must be provided for. It ought not to be charged to the school appropriations, because doing so means that money provided by the people for educating their



FREEHAND DRAWING IN THE EVENING INDUSTRIAL SCHOOL



TOOL-MAKING IN THE EVENING INDUSTRIAL SCHOOL.

children will be taken from the purpose for which it is intended and spent for other purposes, all good and desirable perhaps, but still different from the specific object for which school appropriations are made. The School Committee has for years encouraged the use of school property for various purposes as the people wish, but it has been able to bear the expense only to a limited extent. The Legislature, however, has recently given the School Committee authority to spend a sum amounting to about \$28,000 a year for the purpose of making the schools still more useful to the people along these lines. The School Committee has therefore established four evening centers, as they are called, one in East Boston, one in Charlestown, one in South Boston and one in Roxbury. At these centers, which are open on Wednesday, Friday and Saturday evenings during about twenty weeks in the year, there are various recreational and educational activities carried on for men and boys and for women and girls. For example, there are literary and debating clubs, dramatic clubs, athletic clubs, choral clubs, violin clubs, civic clubs, and a large number of other and similar organizations.

In the Girls' High School in the South End, which has a new and well equipped gymnasium, there are classes in folk dancing for women and girls and gymnastic classes for men. A large number of evening lectures are given on various subjects that interest various groups of people. Picture plays, character dramas and monologues are also given in school buildings. There are lectures, many of them illustrated, for non-English speaking people. There are also afternoon lectures or conferences for mothers and home-makers.

Besides these, the School Committee provides accommodations at its own expense for the municipal concerts which have been given so successfully for many seasons by the Music Department of the city. It also allows

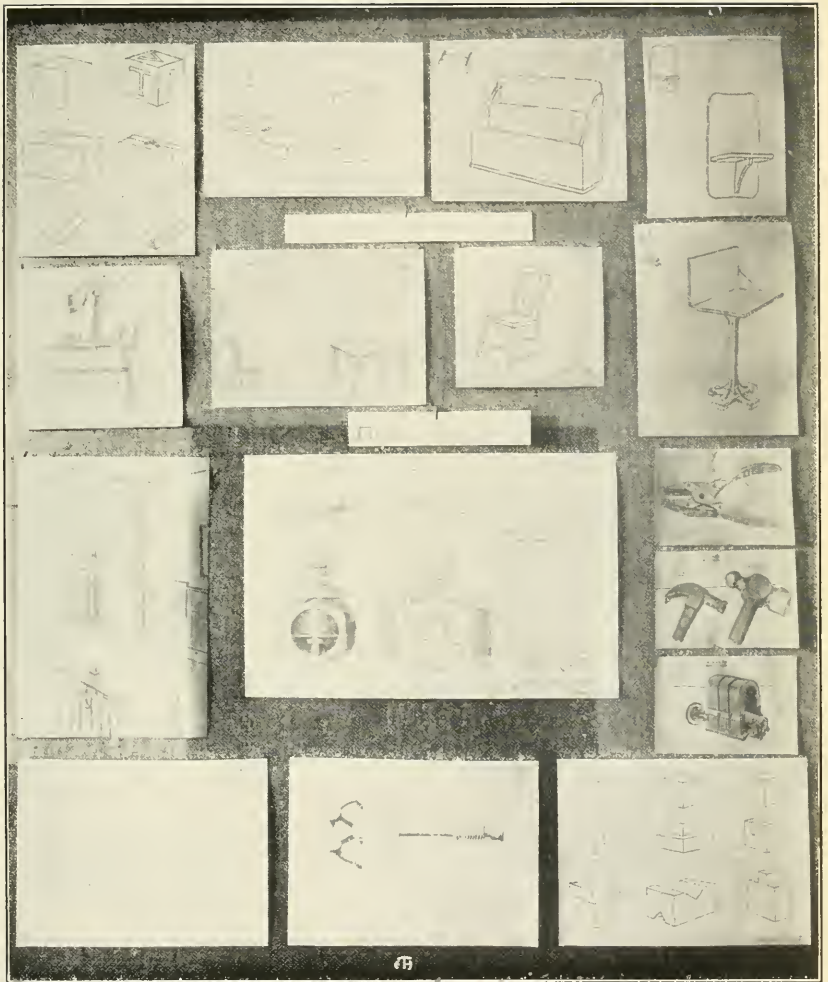
the free use of school halls for meetings of parents' associations, and for various other public purposes, and for small fees, intended to cover only the actual cost of heat and light and janitor service; it issues permits for other meetings and entertainments in which it thinks the public is interested, and for which the public schools may properly be used.

Much has been said concerning the schoolhouse as the civic center of the community, where men and women, boys and girls of all ages and of all races and religions found in the city, may have a common meeting place for improvement and recreation. The School Committee stands ready to do its part in all things having the general welfare of the community in view, and seeks the support and cooperation of all good citizens in seeing that their own property is properly and carefully used, and in making the public schoolhouses places not only for the education of the children, but also places where all people may meet upon a common plane and accomplish something for the common good.

DRAWING AND MANUAL TRAINING.

Drawing.

Drawing is the universal language for expressing ideas of form, and the increasing opportunity in the trades and in commercial life for men and women who have the ability to sketch, and who have some knowledge of color and design, is steadily making this subject of greater importance. Very few children possess a natural aptitude which would enable them to become artists or designers, but the practical usefulness to which even a very small amount of skill in this direction may be put clearly warrants the time and attention given to this subject in the public schools. The boy's definition of drawing "as a think, with a line around the think," explains very clearly how drawing may be made useful



PUPILS' EXPRESSIONS OF THEIR IDEAS OF FORM.



ORIGINAL PROBLEMS IN DESIGN, COLOR, CONSTRUCTION AND PRINTING.

as a means of expressing ideas. A boy may be planning in his mind the making of a new kind of airship. The idea becomes clearer to himself and to others the instant he sketches it on paper, even if this be roughly done. This rapid sketching is very useful to all industrial workers as a ready means of communicating ideas between foreman and workman in the shop. When by a sketch the manufacturer or mechanic can place before himself and others different ways of doing a thing, he at once makes comparisons, and is able to choose what he deems the best, the fittest, or the most beautiful.

Drawing is indispensable to the proper teaching of most school subjects. By drawing maps from memory, the pupils find a most valuable means of fixing in their minds the location of countries, cities, rivers, etc. Drawing is also practically indispensable in the higher mathematics and scientific studies. The pupils make frequent use of the pencil in recording observations in biology and demonstrating experiments in physics. When a pupil draws what he sees through a microscope he has been obliged to observe each form more carefully than he would if he were not required to make a sketch, and therefore a stronger impression on the mind has been made. Likewise, when a pupil can describe the working of a pump by a sketch it is conclusive evidence of a thorough understanding of its mechanism.

Design.

The study of color and design, which is included in the instruction given in drawing, improves the taste of children in the selection of colors and designs for their dress; it enables them to distinguish between good and bad designs in architecture, furniture, rugs, printed fabrics, wall papers, commercial printing and advertising, architectural metal work, leaded glass windows,

interior fresco painting, mosaic work; in fact, everything that is manufactured for decoration and use.

Since so much depends upon the personal appearance of the boys or girls who enter any walk of life, much emphasis is being put upon forming their taste in matters of dress. With this end in view, original designs for details of costumes, such as collars and ties, and hats as well as dresses, are made by the girls in our schools. While the more advanced designing in costumes is taken in the High School of Practical Arts and the Trade School, it frequently happens that girls in the eighth grade design and make their own graduation dresses. Such work encourages a natural pride in personal appearance, and teaches a child to avoid that which is unbecoming, tawdry, or loud in shape and color. At the same time it serves as a means of finding and developing pupils who have natural ability in dress-making or millinery, and encourages those who are so endowed to continue their study in a more advanced school with a view to entering the trade as skilled workers and even as expert designers. Instances where girls have so fitted themselves and have become experts in the trades are becoming of frequent occurrence.

Design for the boys naturally relates itself to constructive work in metal and wood. By making original designs and working them out in materials for a useful object, a boy obtains a forceful lesson on the practical application of beauty to articles of use, and learns that however well constructed an object may be, if it has a clumsy shape, with ugly forms and colors, it is an offence to the eye and is therefore greatly lessened in commercial value. For instance, if a person is about to purchase a rug, a piece of furniture, or a garment, and is deciding among several of equal price, he will invariably choose the one which to him has the most pleasing color or design.

Good taste in printing and advertising is receiving considerable attention. In the elementary grades the pupils are taught to print freehand mottoes and titles for original covers in which essays relating to the regular school subjects are bound. The appropriate decoration for such a cover, its orderly arrangement, good spacing, and harmonious color offers a practical demonstration of what constitutes good commercial design. Evidence that pupils are able to turn such work to practical account is conclusively shown in the cover of this report, which is an original design by Miss Helen M. Wehrle, a pupil in the East Boston High School.

There are many other practical problems of applied design undertaken in our schools, such as designing of jewelry, stenciling of curtains and table covers, embroideries for mats for the home, embossed leather work for bags, mats, pocket-books, copper trays, and bowls.

The idea which formerly obtained that we should teach "art for art's sake" has given way to the teaching of art in such a way that it will be related to the industries and make children more intelligent and skillful in whatever occupation they may choose.

But we should bear in mind that all the time they are doing this practical work they are also gaining in mental power which will benefit them in other directions as well.

Manual Training.

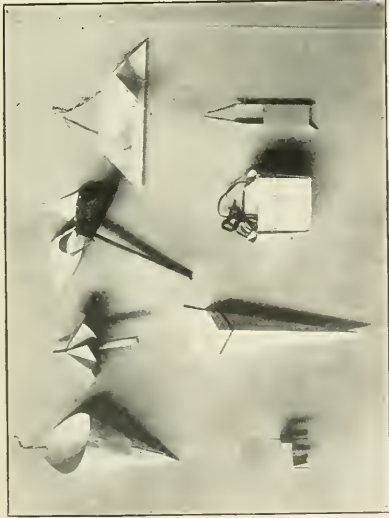
Manual Training is not taught in the schools for the purpose of producing various articles to be admired as evidence of the skill of the pupils, or to be regarded as trifling objects over which the pupils waste their time, but for a very different reason. The real value of the course lies in the opportunity it offers to pupils to develop their powers, to increase their knowledge, and to exercise their creative and constructive faculties. They become interested in using materials and tools, in

making various things, and in seeing the tangible results of their efforts. They are not being taught a trade, but they are being given a chance to use their hands and simple tools, to make their hands and brains work together, and are encouraged to be accurate in observation and careful in detail. It also gives them opportunity to discover for themselves whether they are more interested in problems of design and construction than in book study, and perhaps to form some idea of the particular direction they wish their future education to take.

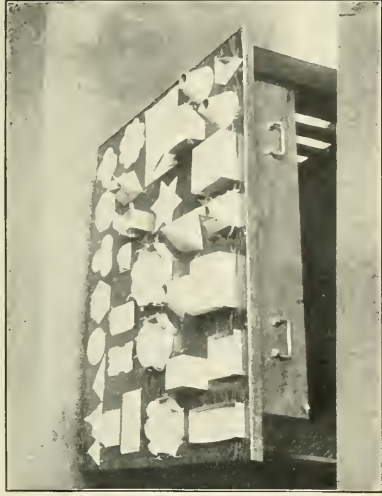
In the lower grades of the elementary schools the dramatic and imitative instincts of the children are enlisted in teaching them to follow directions, to use the simple tools of every-day life,— pencil, rule, crayon, paste and scissors, — and to know common forms, such as the circle, square, triangle. In the intermediate grades simple drawing or sketching is taught; boxes, trays, calendar stands, portfolios and other articles are designed and made of cardboard and of bookbinders' materials, thus developing taste and encouraging neatness. In boys' schools, animals, flowers, tiles, moldings, etc., are modeled from clay. In the upper grades, bench work is introduced and a wide variety of articles results from working with wood, brass, copper, cloth, reed, leather, etc. The course is not rigid and unyielding, but is freely interrupted to meet individual tastes and needs.

From the sixty-four manual training rooms come each year objects too numerous to mention; among them hundreds of pieces of furniture and apparatus, toys, models, leg rests for cripples, hammocks, sleds, cages, loose leaf covers, binding of books.

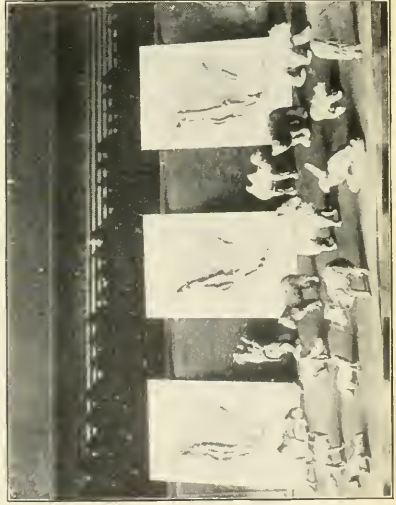
Skates are sharpened, sleds are repaired, glass is set; doors and drawers planed; stools, desk frames, maps and flag standards are repaired; and an immense amount of valuable experience is acquired of an extremely practical character.



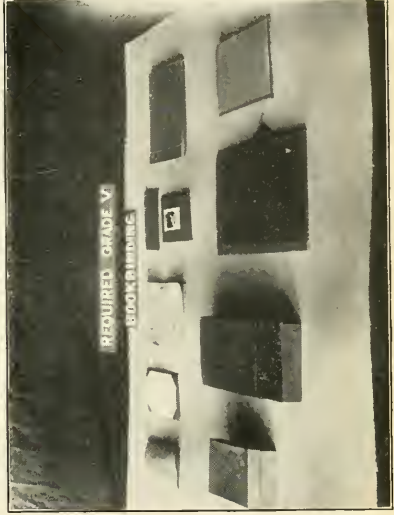
BEGINNINGS IN HANDWORK, GRS. II AND III.



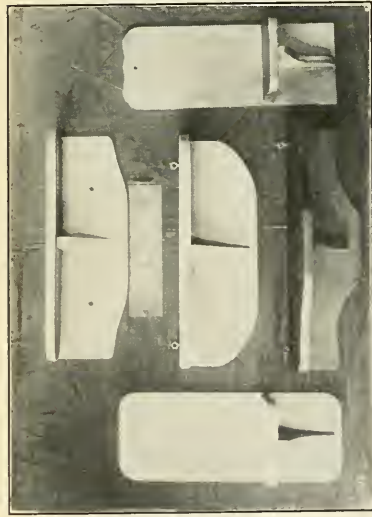
CARDBOARD WORK, GR. IV.



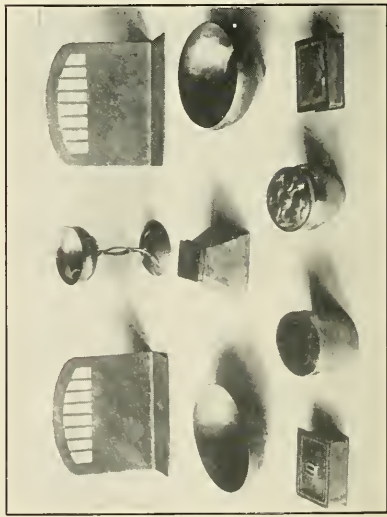
THE PLASTIC ART, GR. V., BOYS' SCHOOL



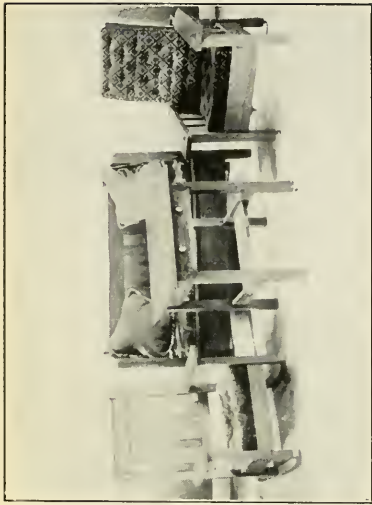
PROBLEMS OF THE BOOKBINDER, GR. V



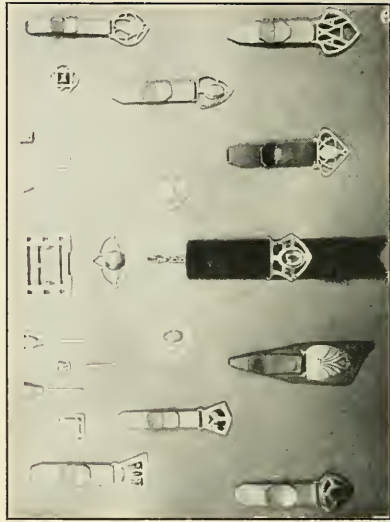
FIRST YEAR BENCH WORK, GR. VI.



ART METAL WORK, HIGH SCHOOLS.



WHAT BOYS HAVE DONE IN GR. VIII.



JEWELRY, HIGH SCHOOLS.

In all this work the greatest good gained is the increase of mental power, and teachers work for this end in their methods of teaching.

Pre-Vocational Centers.

There are always a number of boys in the elementary schools who drop behind their mates because book work comes hard to them, and there are other boys who have some skill in manual training, and who feel that they must leave school as soon as they become fourteen years old. With these groups of boys especially in mind, the School Committee has established six pre-vocational centers, situated in different parts of the city.

These centers are intended to help certain boys who would otherwise fail, to get out of the public schools the kind of help and training they need, and aim to accomplish some of the following purposes:

Influence the boys to remain in school after they have reached the age of fourteen.

Enable them to graduate earlier than they would under ordinary circumstances.

Awaken in them a desire for an industrial career, and offer them a definite opportunity for vocational guidance therein.

Point to the Boston Industrial School for Boys or to the Mechanic Arts High School after graduation from the elementary school in preference to the street or some occupation that holds out no promise of future advancement.

Give some definite preparation to boys who actually do go to work at fourteen years of age.

The classes in these pre-vocational centers are small, and the academic work is restricted to reading, spoken and written English, arithmetic, drawing, geography, history and hygiene; each of these subjects being

closely connected with the shop work. The shop work itself occupies almost one-half of the school day, and concerns itself with the production, under shop conditions, of commercial products to be used in the schools or in other city departments. The shop instructors are practical people. Time cards and job tickets are kept, and attention is given to the ability to economize time and material, and to work under, over and with other people.

Among the things produced in these centers are drawing models, looms, loose-leaf covers, portfolios, and boxes for a wide variety of uses made of wood and pasteboard. The furniture making center has made stools, test tube racks, tables, chairs, desks and cabinets.

The machine shop center has sent out adjustable desk fittings, brass tags, tree guards, angle irons, sheet metal working tools, etc.

The printing plant issues "The Workmaster," a little monthly which gives the news of all the centers. It has also printed addresses on envelopes and door cards for school use.

The bindery has produced loose-leaf covers and note-book holders, and has bound and rebound books.

The sheet metal shop has made water cups, trays, a cover for a motor, etc.

The boys make visits to factories, shops and mills, to industrial exhibitions and to wharves and bonded warehouses.

Manual Training in High Schools.

In the high schools manual training is tending to become part of an industrial course which shall continue during the four years, and include such elective subjects as are useful industrially, such as drawing, mathematics, etc. In seven of the general high schools various kinds of shop work are offered. Woodworking is the basis of all this work, and for boys is of the advanced



PRINTING PLANT, LEWIS PRE-VOCATIONAL CENTER.



MACHINE SHOP, QUINCY PRE-VOCATIONAL CENTER

character of cabinetmaking. In one school electrical work and boat drafting and building are taken up. In another school machine shop practice and power wood-working and turning are offered. In several schools there are classes in art metal work in brass and copper. In some of these schools such courses are open to girls only, and take the form of arts and crafts work. Work of this kind gives deftness of hand, encourages creative and constructive ability, and affords a useful preliminary training for pupils who will later engage in vocations where a high degree of manual efficiency is necessary, such as dentistry, surgery and scientific work generally.

MUSIC.

There is something about the singing of children that appeals to every man and woman, and especially to parents. We often fail to appreciate the satisfaction and pleasure derived through musical recreation whether as listeners or as performers. We do not always realize the avenues to sociability which are opened to us through musical interest, taste and accomplishment. Music in the public schools is creating this taste and interest, and laying a foundation for musical accomplishment, providing at the same time a delightful means of recreation for pupils and parents. The large audiences that gather at the graduating exercises of the schools invariably listen with delight to the singing of the pupils, and show their full appreciation of the charm of the fresh young voices joined in chorus. In the teaching of music in the public schools the effort is to develop an appreciation and a liking for good music, to cultivate musical and expressive voices by proper training, and to develop the power of musical interpretation. With this there is a physical gain, for good singing requires deep breathing. Not only are the pupils taught to sing, but they are also taught to read music.

There are many organizations in Boston whose members give pleasure not only to themselves but to those who are privileged to hear them by their rendering of sacred and secular music, whose ranks are largely filled by former pupils of our public schools. To give our pupils such training as will prepare them to engage in duties or pleasures of this description is a part of the practical end in view in the instruction given in music.

A number of the schools have orchestras, glee clubs and violin classes composed of pupils whose performances at various school exercises add largely to the interest and pleasure of the other pupils and of their parents and friends.

In many of the schools the instruction in singing is supplemented by the aid of the graphophone. Not only is this instrument a practical and effective means of training boys and girls to sing well, but it also has a very great influence in giving them a love for, and an appreciation of, good music as interpreted by the great artists of the world.

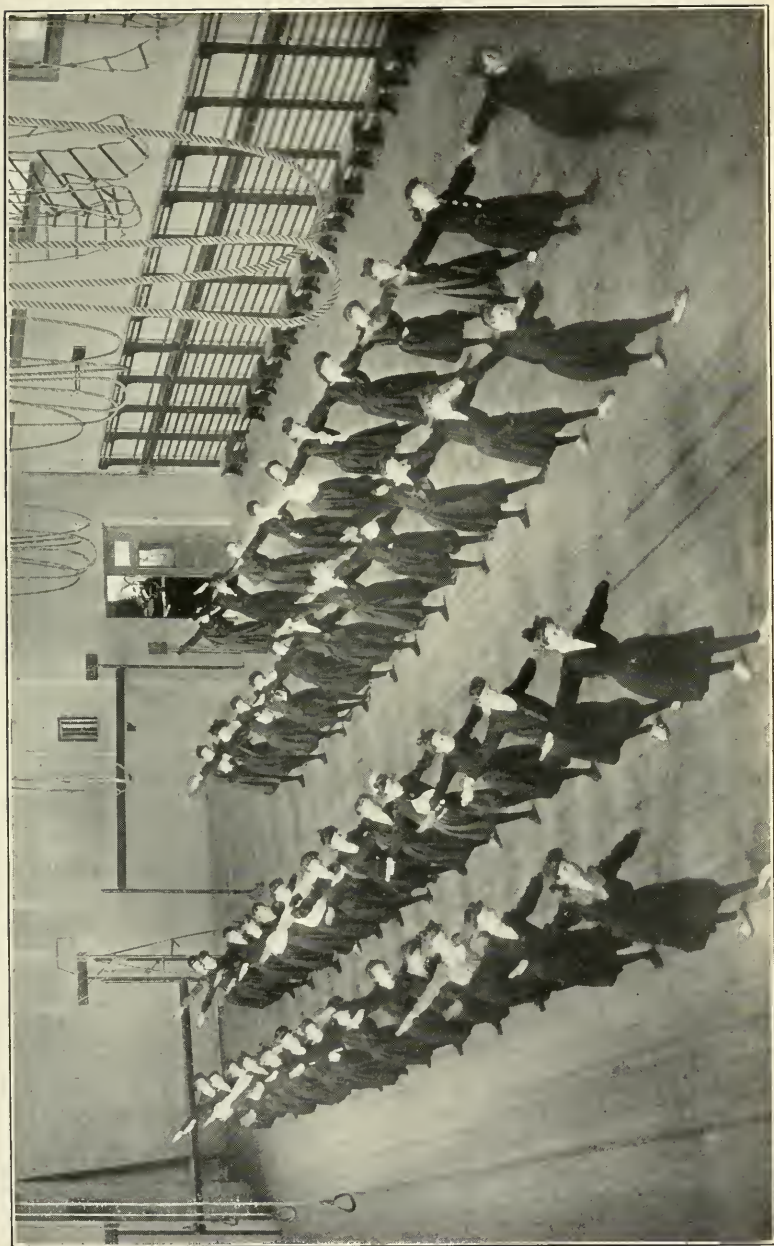
HEALTH OF PUPILS.

The School Committee, recognizing the great emphasis being placed to-day upon the health of school children, organized in 1907 a department of school hygiene to care for the physical development of all pupils, which comprises the following divisions:

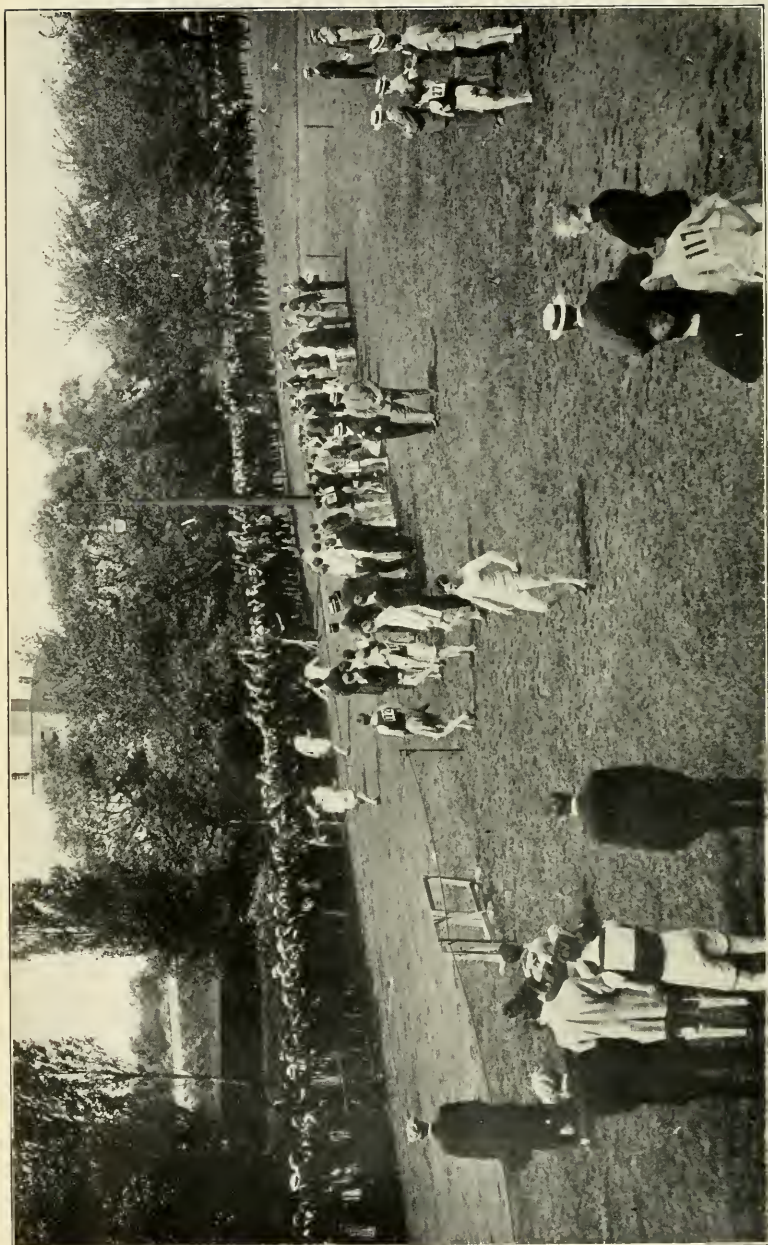
Physical Training.

A course in physical education, including games, plays and folk dancing, has been prepared and each grade, from the kindergarten through to the Normal School, has its lessons in healthful exercises arranged just as lessons are arranged in academic studies.

In the kindergarten and first three grades these exercises are principally games and plays into which have



CLASS IN PHYSICAL EDUCATION IN A HIGH SCHOOL.



ANNUAL OUT-DOOR TRACK AND FIELD MEET HIGH SCHOOLS.

been incorporated exercises for the awakening of the senses and the development of nervous and muscular control.

In the other grades of the elementary schools daily lessons in formal gymnastics are given. Each grade has a definite number of minutes each session for these exercises. The exercises are graded and so arranged that the best physical and mental results may be obtained.

In the high schools each boy and each girl is required to take part in physical training and athletics during the four years of the course. Two points toward a diploma are given each year.

In the Normal School the pupils are given a course in physical education to promote their own health; they also receive instruction in physical education that qualifies them to teach this work in the grades.

In all the high schools a ten minute setting-up drill each day is required; this drill is given by the room teacher or by room captains selected for that purpose.

The regulations of the School Committee require that the windows of the class rooms shall be widely opened during a part or the whole of the period devoted to physical exercises; this flushing of the room with fresh air is in addition to the flushing during recess and at the close of school.

Athletics.

By an arrangement between the Park Department and the School Committee, the schools are granted the use of the public playgrounds each afternoon (except Saturday) and during Saturday forenoon. In the elementary schools the boys of the fifth, sixth, seventh and eighth grades are organized into class teams and school teams, and exercise on the playgrounds nearest to their schools.

The School Committee pays more than eighty submasters to instruct and supervise these athletics for

elementary schools. In the spring, track and field events and baseball are carried on; in the fall, soccer football. During the winter, hockey is the principal activity.

In the high schools special instructors in athletics are appointed by the School Committee; these instructors have charge of all athletics carried on in these schools. The course of study is so arranged that boys are permitted to take part in athletic events for which their age and strength qualify them. All endurance tests and long distance runs are prohibited.

Athletics Certificates.

The commercial element that has entered into school athletics in former years, not alone in Boston but perhaps generally throughout the country, has been extremely unfortunate. In many cases the decision of school athletes with respect to entering competitions has depended solely upon the supposed money value of the prizes offered. To remedy this situation, the School Committee decided last March to award only ribbons or certificates in the form illustrated opposite this page to the winners in school athletics contests. This plan has proved very successful and since its adoption the number of contestants at in-door and out-door meets, as well as in baseball and soccer football, has increased, and the general interest in these activities has in no way diminished.

Playgrounds.

The School Committee carries on playground activities from early in April until late in November each year. During the school term these playgrounds are conducted after school daily and on Saturdays. During the summer the session is all day.

Twenty-seven schoolyards are equipped with swings, teeters, slides, sand-tables, tether-ball outfits, merry-go-



City of Boston



This Certifies That at the Annual *Track and Field Meet*
held under the direction of the School Committee on *191*

a pupil in the _____
won _____

In Witness Whereof This Certificate is awarded by authority of the
School Committee.



David A. Ellis

Chairman, School Committee

Principal





"LASSIE DANCE" IN A PLAYGROUND.



THE CHILDREN'S CORNER IN A NORTH END PLAYGROUND.

rounds, etc. This same equipment has been installed on twenty-one children's corners connected with the parks; these forty-eight playgrounds are for children twelve years of age and under. Most of the teachers are appointed from the list of Normal School graduates who are to become regular school teachers. The games and play carried on in these children's corners are closely related educationally to the games and play carried on in the class rooms and in the schoolyards during recess periods.

During the summer session excursions are conducted from these playgrounds to the beaches, to the Art Museum, and to various places of amusement.

Military Drill.

Every boy in the high schools, except in the High School of Commerce and Mechanic Arts High School, is required to take military drill during his four years in the school; this drill is arranged so as to give each boy two periods a week. Instruction in camp hygiene, local history, public ceremonies, etc., forms a part of this course.

School Nurses.

The School Committee employs forty school nurses who care for the health of the children in the elementary schools; these nurses work under the medical inspectors appointed by the Board of Health. Each school district has its own nurse, who visits the homes in her district, as her services may be required, to give instruction in hygiene, and to give assistance to parents in caring for the health of the children.

The duties of school nurses are primarily educational; they do not make diagnosis or treat disease unless instructed to do so by the physician in charge; they endeavor to secure the co-operation of the family in having the child cared for by the family physician.

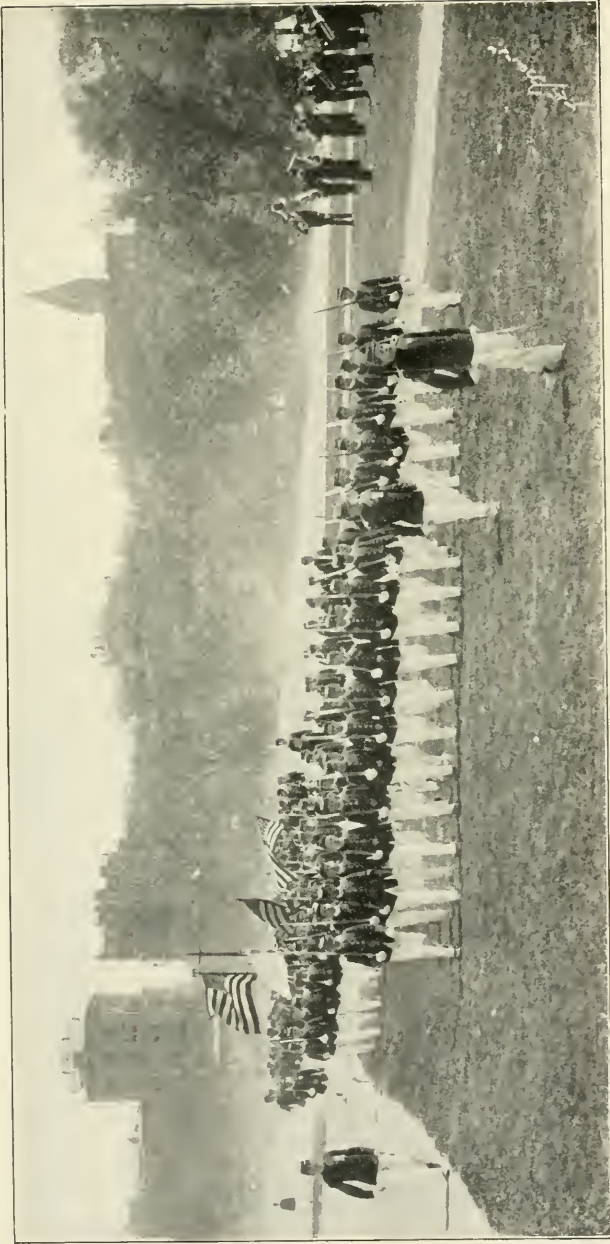
If circumstances do not permit this, they assist the parents in securing medical aid at one of the public hospitals. In the schools, the nurse takes care of accidents and emergencies arising during the school session which call for first aid treatment. If the child is under treatment by the school doctor, or by a hospital, the nurse is often able to carry out this treatment at the school and thus keep the child in school the greater part of the time. They do not give medicine or apply treatment without instruction from the school physician. Many parents are unable to leave their home duties or daily occupation in order to take a child to the dentist, to the oculist, or to the hospital. If the parent will sign a written request for this purpose, the nurse very gladly accompanies the child to a hospital or clinic or to the office of the family physician or family dentist.

The nurse visits the class rooms periodically and gives short talks to the children on the care of the teeth, the care of the hair, on proper food and on home ventilation. At parents' meetings held in the school districts the nurse is always present to give to parents such instruction on the personal hygiene of children as circumstances may warrant.

In the homes the school nurse is a welcome visitor and demonstrates to the parents the best means of preserving the health of the children.

Preventive Medicine.

The Department of School Hygiene, through its corps of teachers and nurses, carries on a systematic course of instruction on personal hygiene and on the prevention of disease. The value of proper diet for children of school age, the necessity for caring for the teeth, the great value of sunshine and fresh air in combating disease and in assuring a strong physical growth, are



HIGH SCHOOL CADETS, FIELD DAY, ON THE COMMON



A SCHOOL NURSE AND HER PATIENTS.

constantly kept before the pupils by instruction and by example. The School Committee has passed orders enforcing these various health measures, and to-day the results of this health campaign are noticeable among the school children. The children are stronger and healthier; a greater number are taking part in outdoor activities; there is less sickness and fewer absentees than heretofore. Furthermore, each child is being taught in the simplest possible manner how to care for his own health in order that he may be better able to withstand the attack of disease not only during his school period but in after life.

Open-Air Classes.

Many children are in a weak physical condition because they do not secure a proper amount of fresh air. The School Committee has established special rooms in various school districts and these children are assigned to lessons in these rooms. Blankets have been provided in order to protect the children from the cold, and each child is required to bring from home a suitable luncheon each day or to bring two cents to buy such luncheon at school. No free feeding is done by the School Committee. In these classes the windows are kept open all the time. Children who have tuberculosis are not assigned to these classes.

Fresh-Air Classes.

One of the most important results of the establishment of open-air classes for the debilitated pupils has been in emphasizing upon the minds of all pupils and teachers, and of many parents, that fresh air in school rooms and in the homes means better health. A large number of class rooms throughout the city are now conducted as fresh-air rooms, the windows being kept open on one or two sides, at all times when the weather conditions permit, whenever doing so does not reduce

the temperature below 60 degrees Fahrenheit, and the children occupying these rooms who desire to do so are permitted to wear their outer clothing. Great care is exercised to prevent any child from being subjected to a draft, especially when heated from exercise in gymnastics or otherwise. All class rooms are frequently and thoroughly flushed with fresh air during each school day.

Sight and Hearing Tests.

The state law requires that the sight and hearing of each child in the public schools shall be examined every school year, and that this testing shall be done by the teacher. The findings of the teacher are given to the school nurse, who secures competent medical examination for the children. The result of this work during the past five years can be appreciated from the following figures: In 1907, 26,435 children were found to be defective in vision. In 1912, this number was reduced to 12,488, or from 31.5 per cent to 15.03 per cent. In 1907, 6,829 had defective hearing. In 1912, 3,269 were pronounced defective in hearing, or a reduction from 8.13 per cent to 3.09 per cent.

MORALS, MANNERS AND DISCIPLINE.

The influence of the public schools is now as it always has been steadily exerted in improving the morals and manners of the pupils, avoiding, however, all occasions for treating of or alluding to sectarian or controversial subjects. But in this, as well as in some other matters, the school cannot and ought not to take the place of the home, or be held wholly responsible for failings of the pupils in these respects. The home should not shirk its responsibility. Whether the schools do much or little, the home should do a great deal, and it can by no means evade or disclaim the responsibility that our



AN OPEN-AIR CLASS.

social organization imposes upon it. The pupils are in the schools only about five hours a day for practically one-half of the year, and however strong the influence of the teacher, it can only supplement the guidance and control of the father and mother in matters that so deeply concern the child's moral and social welfare. The school will always be found ready and anxious to hold a close and friendly relationship to the home, but it cannot be the home itself.

Perhaps in no single respect have the schools advanced more strikingly during the last twenty or thirty years than in the matter of discipline. The days of the old "flogging master" have departed, never to return. The use of the rattan as a means of correction is still allowed, but the disfavor in which it was formerly held by the pupils is shared to-day perhaps as strongly by the teachers themselves. There are, of course, times and occasions when it is still resorted to, and properly so, but its application is a case of "the last resort," after every other means of correction has been exhausted.

Human nature probably does not change very much from one generation to another, but we are far wiser in our selection of methods of dealing with human nature. The "bad boy" is fast reaching the vanishing point in the schools, and his departure is being hastened by the intelligent, firm and wise treatment given in the "first stages of the disease." Even the disciplinary classes established a few years ago for boys who were too unruly to remain in the regular classes have been given up for lack of patronage, and it is an interesting fact that corporal punishment was not used in these particular classes at all. The School Committee cheerfully admits that these classes appeared to be happy failures, but the committee is confident that they served a useful purpose by showing how little real necessity there is to resort to corporal punishment as a means of discipline.

SAVINGS BY PUPILS.

Not only do the schools give instruction in good morals and manners, but they also encourage the pupils to establish the habit of saving, and provide means for carrying this into practical effect. The Legislature in 1911 passed an act authorizing savings banks to receive deposits from school children, and a number of the savings banks of Boston have agreed to act as depositories for various schools. The clerical work in collecting and recording deposits is done very largely by the pupils themselves, and the money collected is deposited regularly in the savings banks. The forms used in keeping track of these deposits in the schools are such as have been approved by bank officials, and all the transactions are carried out in a business-like manner.

During the period from October 16, 1911, when this plan first went into operation, until the close of the school year in June, 1912, 2,712 pupils opened accounts in school savings banks, and made deposits amounting to \$8,694.59, and more than six hundred of these pupils opened individual accounts in some savings bank.

Only a very few of the schools had put this plan into effect up to June, 1912, but a large number of additional schools will undoubtedly take it up soon, and the number of pupil depositors, and the amount of their deposits, may be expected to increase very largely.

If a child acquires the habit of saving something during his school life he is very apt to continue it afterwards, and the schools certainly perform a useful public service in encouraging pupils in this direction.

WHY DO CHILDREN LEAVE SCHOOL?

During the past year or two the School Committee has been endeavoring to ascertain the real reason why

so many children leave school as soon as they reach the age of fourteen, and for this purpose it has detailed a number of experienced teachers, both men and women, to make a careful inquiry into the matter. It was found that there were comparatively few cases where the child left because of the necessity of contributing to the family support; that in most cases the principal reasons were dislike of school, desire for change, and the vague hope that business, of which they know nothing by actual experience, will prove more attractive than school life, enable them to obtain money to spend, and be an agreeable change from the monotony of school.

The School Committee urges fathers and mothers to use their best efforts to influence their children to remain longer in school and thus avoid the difficulties and disappointments that await the poorly trained and unskilled person who goes into any kind of business. Very likely the personal experiences of many fathers and mothers, if properly presented to their children, will be of some effect, and should be talked over with them. The better opportunities that are open to a well educated boy or girl should be pointed out and every effort made to induce the children to take full advantage of the many avenues for improvement that are provided for them.

The School Committee itself, as this report explains, is trying by every means in its power to furnish equal educational opportunities for every kind of boy or girl, and especially to reach those who are between the ages of fourteen and sixteen years, and to provide such schools and teach such subjects as are most needed to help children of this age who are just getting out of home and school and into the outer world of effort and competition. To meet the needs of such boys and girls, there are the Boston Industrial School for Boys, the Trade School for Girls, the Continuation School and the

evening schools, all of which are described in this report, and should be carefully considered by every boy and girl who is thinking of leaving school.

In addition to these schools, the School Committee tries to help those boys and girls who decide that they are going to work, or who wish to know what business life really is, by giving them the benefit of the advice of persons who have gathered a great deal of useful information about the industries in and around Boston in which children are employed, and has adopted for this purpose a plan called

VOCATIONAL INFORMATION.

It should be clearly understood that the School Committee makes no attempt and does not encourage any attempt to make children go into any particular kind of employment. Its only purpose is to gather information about various kinds of business, and to inform parents and children what kind of work is expected of persons employed in these industries, what wages are paid and what opportunities there are for advancement.

This plan is carried on in practically all the elementary schools by teachers known as Vocational Counselors, who meet together from time to time, and who also meet other organizations interested in being of service to the public school pupils for the purpose of getting more and more information that will help the pupils to find out for themselves what they are best fitted to undertake after leaving school.

The counselors really form a bureau of information that any pupil or parent may consult and thus find out about conditions in department stores, candy factories, dressmaking and millinery shops, commercial houses and various trades, and some of the advantages and disadvantages in each.

The purpose of this plan which is still largely in the experimental stage is, like all the rest of the school system, to help the fathers and mothers, and their children who look to the public schools to meet their needs for an education, and then to help them to use that education to advantage.

Originally the public schools were established to begin the education of professional men such as lawyers, physicians, teachers and clergymen, but it is now coming to be more and more clearly recognized that the real business of the schools is to provide an equal opportunity for all, and that the boy who has a taste for handwork, or the girl who thinks she can do best in selling goods in a store, or who wishes to take up dressmaking or millinery, is entitled to the kind of an education that will help in this direction, and not be obliged to take up certain subjects merely because other pupils of different aims and ambitions desire to pursue them.

THE CHOICE OF OCCUPATION.

Every man, whether in business or in professional life, sees the difficulties and disadvantages of his own occupation far more clearly than he appreciates those that apply with equal force to other fields of work. The man whose employment is confined to manual labor looks with envy at the successful lawyer or physician, and makes up his mind that his own son shall, if possible, be fitted to enter a profession. The struggling and unsuccessful professional man, in turn, wishes that he had learned a trade, and believes that if he had done so he would have been spared the long and weary struggle in which he has been compelled to engage.

Therefore, the public schools try to teach all the pupils those fundamentals of education that are essential to

success in any pursuit, and in addition to this attempt to provide schools and courses of many different kinds so that parents and pupils may choose among them.

This is an age of specialization, and so the public schools instead of going along as they have done in the past, attempt to meet the demands that are constantly being made that special instruction be given, as preparation for various pursuits, so that the people of Boston shall have all the different kinds of education they want for their children.

AGE AND SCHOOLING CERTIFICATES.

The law requires that no child under fourteen years of age shall be employed in a workshop, factory or mercantile establishment of any kind, under any conditions, and that children between the ages of fourteen and sixteen years shall only be thus employed when they hold an "Age and Schooling Certificate" issued by authority of the Superintendent of Schools.

In order to obtain such a certificate the child must first present, at the certificate office of the School Committee at 25 Warrenton street, an "employment ticket" made out by the prospective employer, and if he is attending a Boston elementary school he must also present a "school attendance card" signed by the principal of the school.

When making application for the certificate the child must be accompanied by one of his parents or by his guardian, and must have with him an official record of his date of birth. Children born in Boston may obtain a birth certificate from the office of the City Registrar, now temporarily located at 100 Summer street; others should apply to the city or town in which they were born. This in many cases means sending to a foreign country for the birth record and causes a considerable delay in issuing the certificate, but the office

must be satisfied that the child is of the age required by law, and it occasionally happens that a parent who is eager to obtain the certificate misstates the child's age.

All children who apply for a certificate are required to be examined by a physician employed by the Board of Health, who may be found at the Warrenton street office daily between the hours of 10 and 12 o'clock a. m. The examination must be made by this particular physician, and the certificate permitting the child to go to work will not be issued to any child who is not able to satisfy this physician that he is in sufficiently good health and physically able to meet the requirements of the work he proposes to undertake. This regulation, though occasionally working a hardship in an individual case, safeguards not only the health of the particular child applying for the certificate, but of other children with whom he would probably be closely associated, a matter of no small importance when we consider the large number of these young workers who are employed in factories, shops and other such places.

Boys and girls between the ages of sixteen and twenty-one years who wish to go to work are required to obtain a "Minor's Certificate of Literacy" from the certificate office of the School Committee at 25 Warrenton street. Applicants are merely required to satisfy the person issuing the certificate that they are sixteen years of age or over and able to read at sight and write legibly simple sentences in English. Such children need not be accompanied by a parent or guardian when making the application.

Boys and girls between the ages of sixteen and twenty-one years of age who are unable to pass satisfactorily the required test in reading and writing must obtain a "Certificate of Illiterate Minor" at 25 Warrenton street. They are then permitted to go to work, provided they regularly attend an evening school, but must furnish their

employers weekly with a card from the evening school which shows that they have been in regular attendance there. Otherwise the employment must cease. These illiterate minors must be accompanied by a parent or guardian when making application for a certificate.

LICENSED MINORS.

All over the city are to be found active and energetic young boys engaged in business on their own account. Most of them are newsboys, some of them are boot-blacks, and a few are engaged in selling other articles. Busy and enterprising, they take advantage of every opportunity that presents itself, and some of them are going to be very successful in after life. Such of these boys as are under fourteen years of age are attending the public schools, and obtain their licenses and the badges which they are obliged to wear from the School Committee. To look after these "licensed minors," as they are called, all of whom must be at least eleven years of age, and see that they attend school regularly and obey the various regulations that are laid down for their guidance, the School Committee employs a Supervisor of Licensed Minors, who goes about the city getting acquainted with the boys, seeing that they do all that is required of them, and that the various concerns that supply the boys with papers and otherwise employ them also obey the law.

Newsboys' Trial Board.

The boys themselves, that is, most of them, are clear-headed and sensible and ready to do what is right and proper, but occasionally it happens that they violate some of the regulations by staying out too late at night or doing something else that is forbidden. In such cases they are brought before the Newsboys' Trial Board, a kind of court having two judges appointed

by the School Committee, and three judges elected by the boys themselves. Here the cases of the offenders are dealt with and proper penalties imposed. Sometimes a license is taken away. More often a license is suspended for a time. But whatever is done the boys themselves have a voice in the matter.

Each school district has an organization of its own, composed of captains and other officers, that looks after the licensed minors attending that school and sees that they behave properly. From the ranks of these newsboy captains the judges of the Trial Board are elected by the boys, and the clerk of the board is selected by the judges. In this way the Supervisor of Licensed Minors has the assistance of the newsboys themselves who are all interested in seeing that their affairs are properly conducted, and that boys who are unwilling to conform to the regulations established for the general good are disciplined.

After these boys have reached the age of fourteen years they are licensed by the City Council, and are no longer under the charge of the School Committee. There is a general newsboy organization to which many of these boys belong, and from funds accumulated by the organization several of the members have been sent to Harvard College and have become successful lawyers.

HOW THE SCHOOL COMMITTEE SECURES AND TRAINS TEACHERS.

There are three ways by which those who wish to become regular teachers in the public schools of Boston may obtain such employment. One way is by successfully passing the examinations conducted at stated intervals by the Board of Superintendents; another is by graduating from the Boston Normal School; and a third opportunity is open to candidates who can prove

to the Board of Superintendents that the practical experience they have had in various industries is sufficient to warrant their being employed to teach certain industrial and related subjects in schools of this type.

Disregarding these special schools, which are comparatively new and for which the supply of carefully trained and experienced teachers is as yet very limited, and confining our attention to the day elementary and secondary schools in which are found by far the largest number of pupils, there are then but two methods of securing competent and trained teachers,—one by obtaining a teacher's certificate as the result of successful examination, and the other by graduation from the Boston Normal School.

Examined Candidates.

In January of each year the Board of Superintendents holds examinations for candidates who desire to become teachers in the Boston public schools, and certificates of different grades or ranks may be applied for. For example, there is one kind of certificate which must be held by a teacher who wishes to teach in a kindergarten; another that permits the holder to be appointed as an assistant in an elementary school; still another that includes high school positions of various ranks, and so on,—the total number of certificates issued being twenty-four. In order even to be admitted to these examinations, a candidate must have had previous successful experience, and have also had other suitable preparation. Teachers of certain ranks must be college graduates; those of other ranks must have had several years of successful experience in teaching regular graded day schools. Thus in order to become a teacher in Boston, through an examination, a candidate must have had a prescribed amount of preliminary training or education, and must also have had actual teaching

experience. In the examination definite marks are given for experience and for each subject of the examination, and the total of all these marks establishes the rating of the candidates on a scale of 1,000 points.

The names of candidates who have successfully passed these examinations and received certificates are then arranged in what are called "Eligible Lists," issued annually, in which the holders of each kind of certificate are grouped by themselves, the names on each list being arranged in the order of standing as determined by the examination, the candidate who has received the nearest to 1,000 points heading each list, and the others following according to the number of points each has received.

As a rule each certificate is good for a period of six years, and each year new candidates are added to the lists in the order of their standing. As soon as an appointment is made, the name of the person appointed is removed from the list, but the certificate remains good as long as the holder continues in the permanent school service. If, at the end of a period of six years, the holder of a certificate has not secured appointment, the certificate expires, and may only be renewed by another examination. If a candidate is dissatisfied with the result of any examination, another may be taken, and the candidate will then be rated on the next Eligible List according to the result of the latest examination. Under the rules of the School Committee all vacancies are filled by the selection of one of the three names that stand highest on the list or lists from which the appointment may be made. In the lists on which the names of the Normal School graduates appear, the practice is to appoint the particular candidate who stands at the head of the list at the time an appointment is made. There are various provisions by which unfit candidates who happen to get on the Eligible Lists may be removed therefrom.

It will readily be seen by this statement that all appointments are made on a merit basis, and although it is not possible by means of examination to ensure that the best candidate shall always head the list, it is perfectly clear that by taking account of training, experience, and a written examination, the better candidates will usually be found near the head of the list, and the poorer ones at the bottom, and the lists are generally so long that only the better qualified teachers are likely to be appointed.

Age Limitations for Teachers.

Not only are the children entitled to have teachers who are well trained and fitted for their work, but they are also entitled to have teachers who are vigorous and efficient physically, and who have not been worn out by long service before coming to Boston. Therefore each candidate for a teacher's certificate is required to furnish a physician's certificate of good health, and all those who wish to become regular class-room teachers must be less than forty years of age. No candidates over that age are appointed, except to certain executive or supervisory positions, and all members of the teaching and supervising corps who remain in the service until they are seventy years old are then retired on pension.

What a child loses by being under the care of a poor teacher can never be made up to him in after life, and it is the constant effort of the School Committee to secure and retain the services of the best teachers, and for that reason it endeavors to pay as liberal salaries as the appropriations given it will permit, believing that in this way it well serves the interests of the people of Boston.

Normal School Graduates.

The other way of becoming a teacher in the elementary schools is by graduating from the Boston Normal School.

The manner in which the pupils in this school are especially trained to become teachers is described in the paragraphs under the heading "Boston Normal School" on page 53 of this report.

Unlike the candidates who become eligible by examination, the graduates of the Normal School are given a new rating on the Eligible List each year by the Board of Superintendents. Most of these candidates begin work as substitutes or temporary teachers and thus acquire valuable experience that will fit them to become desirable permanent teachers. As they gain experience in this way their value increases, and this is recognized by their new ratings.

A girl may graduate from the Normal School with rather poor marks, and then develop into an excellent teacher. By giving her a new rating each year for temporary and substitute work, more and more importance is given to experience and less and less to what she did in the Normal School. In the end such a girl may obtain a high enough standing on the Eligible List to warrant her appointment as a regular teacher.

Department of Practice and Training.

The practice and observation work of these girls while in the Normal School is under the charge of the Department of Practice and Training, the heads of which are former teachers, women of wide experience, sympathetic and kindly, whose duty it is to smooth over the difficulties that confront the young, untried teacher, and help her to succeed in her chosen profession. The director of this department and her assistants come into close and personal acquaintance with each of these Normal School pupils and graduates, learn their respective qualifications and abilities, and by visiting them in the class room, talking with them individually and in groups,

are able to give them the help and advice they need just when assistance is most helpful.

After graduation from the Normal School the Department of Practice and Training assigns these young teachers to temporary and substitute work, helps them with their classes, shows them in what particulars they are weak, how they may gain strength and confidence and eventually become efficient members of the regular teaching corps.

The director of the department and her assistants aim to secure the friendly confidence of the girls under their charge, and to have them understand that all criticism and suggestion is offered in the most kindly and helpful spirit. The temporary and substitute work available is divided as equally as is possible among the various candidates, and each individual girl is given the fullest possible opportunity to gain in confidence, experience and teaching ability.

PARENTS' ASSOCIATIONS.

Connected with many of the schools are parents' associations, which serve a most useful purpose in connecting the interests of the home and the school. These associations hold their meetings usually once a month in the main school building of the various districts, and afford a most valuable means of bringing the parents into closer contact with the schools, giving them opportunities to become better acquainted with the teachers, and also to engage in social and friendly intercourse with each other on a common plane of interest. Not infrequently some form of entertainment takes place at meetings of these associations, and refreshments are served.

Many of these local organizations are affiliated with the Home and School Association which publishes a little paper devoted to the interests of the public schools.

It is suggested that parents who are not already members of their local association talk with the principal of the school their children attend with regard to the matter, and learn how they may become members, and thereby benefit themselves, their children, and the public schools, thus serving the common good of all.

THE SERVICE OF THE TEACHER TO THE COMMUNITY.

No city can fully pay its teachers for the services they give. They may receive fair and just salaries for the day's work, but no salary can be offered them for the uncounted hours demanded outside of school. Good teachers give careful, even anxious, thought each day to the preparation of lessons to be taught. They try to have their minds completely and freshly informed in order that they may fit the instruction to the particular children who are to receive it. Each member of a class, as well as the whole class, is studied by the teacher with a view to presenting knowledge in ways which make it most easily and surely grasped.

Teachers also spend time and thought on how children may be led to keep their interest in a subject throughout the many repetitions required to fasten it in their minds. No two classes are just alike, and no two children profit equally from the same teaching. So it is necessary for the teacher to spend much time on ways and means which aid her to teach in such a way that the instruction offered becomes a real part of the mind of each child receiving it.

A teacher's devotion in the schoolroom is priceless. Her personal interest, her kindness, her helpfulness, her inspiring sympathy, her unflagging attempts to get each child to do his best every day, have very permanent effects on her pupils. The school children of to-day are the citizens of a very near to-morrow. The kind of citizens these will be depends, next to the homes they live in, upon the teachers who instruct them.

PENSIONS.

The respect and confidence which children give to many of their teachers ripens into a real affection which the passage of years does not destroy. How many there are of us who recall in later years the face, the voice, the manner of some teacher who won our childish love, and whom we rejoice to meet, and fondly remember. Such feelings, the seeds of which are planted at a time when we are most responsive to kindly influences, and most resentful of injustice or oppression, grow as we grow, and influence us strongly to make some return for what meant so much to us in childhood. The salaries paid to teachers, many of whom — women as well as men — have others dependent upon their earnings, are often not sufficient to allow the accumulation of adequate savings to secure comfort in old age, when the teacher too often is alone, while the pupil has established those family ties that keep the heart still young, and protect from suffering and want.

The people of Boston have therefore cheerfully established a system of pensions which assures its aged teachers at least a moderate provision after they have retired from the school service. The amount of pension varies with the length of service, and with the amount of salary received by the individual teacher, the maximum being \$600 and the minimum \$312 per year. In addition to this there is another fund to which the teachers themselves contribute (see annuities, page 95), which pays its beneficiaries an annuity at the rate of \$180 per year. Under these two plans and under the salary schedule in effect January 1, 1913, a teacher who has served in the elementary schools as an assistant for a period of thirty years may be assured of receiving at least \$572 a year during the remainder of her life, and those of higher rank may receive a maximum pension of \$780 a year.

Although the present system of pensions for retired teachers of our public schools is of somewhat recent date the city paid such pensions many years ago. In 1735 there was born in Boston, John Tileston, who afterwards became the writing master of the old Eliot School, where he served faithfully for many years. In 1821, because of age and infirmities, he was practically retired on a pension, although he was for a time continued in his position, but was not required to perform any duties. His pension continued until his death in 1826.

ANNUITIES.

There is also a fund known as the Boston Public School Teachers' Retirement Fund, which was established by the Legislature in 1900 on application of the teachers themselves, which is available for the payment of annuities to teachers who retire from the service. Unlike the pension fund, the expense of which is borne by the city, the cost of these annuities is met by the teachers themselves, a deduction of \$3 being made by the City Treasurer every alternate month from the salaries of the members of the association, so that each teacher contributes \$18 per year to the fund. By the terms of the act, all teachers accepting appointments to permanent positions in the public day schools of the city since its passage thereby become members of the Retirement Fund Association. Teachers who were then in the service were not obliged to become members, but over twelve hundred have voluntarily done so, and the association now has a membership of over twenty-five hundred.

Members of the association who retire from the service of the city after having taught school for thirty years, of which at least ten years have been in the public day schools of the City of Boston, receive an annuity in monthly payments at the rate of \$180 per year, and

those who have taught less than thirty years in the aggregate but not less than two years in Boston public schools, who have become incapacitated for teaching and have retired from the service of the City of Boston, receive annuities of the same amount.

The act also provides that no annuity shall be paid to any teacher who has not contributed to the general fund a sum equal to the total assessments for thirty years, which would amount to \$540, but should any retiring teacher be unable to pay the full amount of these assessments, the Board of Trustees may, in its discretion, allow to teachers who have not contributed this sum such monthly payments as in the opinion of that Board the needs of the teachers may require. All annuities paid during the last ten years have been at the rate of \$180 per year, and it is not anticipated that any change in this amount is likely to be made in the future.

CARD RECORD SYSTEM.

The individual card record system of the Boston public schools, which has been used for about three years, is more than its mere name implies. Not only does it furnish an easily accessible and accurate record of the school life of the pupil, but it enables a teacher receiving a new pupil to form a more intelligent idea of his progress and needs and how she may best help him. This record system also helps school principals to organize and administer their schools to better advantage.

The chief features of the plan are a cumulative or progressive record card for every pupil, which is kept by his own teacher; an office record of the pupil, which is kept in the principal's office; a transfer card for the use of the principal and the truant officer when a pupil is transferred from one school to another. Even if the pupil moves out of the city, the transfer card is

sent to the school authorities of the city or town to which he has gone, in order that they may be able to see that he gets the amount of schooling to which he is entitled.

One of the best indications that this Boston system is valuable is the fact that its essential details have been copied very widely throughout the entire country, and its principal features have been approved and given special notice by the Bureau of Education at Washington, by the Commissioner of Education in Massachusetts and in other states, and in the reports of the National Education Association.

TRUANT OFFICERS.

The School Committee employs twenty-two truant officers and a chief truant officer to enforce the law relating to school attendance, and these men go about from school to school to find out why children are absent, and take steps to see that they attend regularly. In looking up truants they visit the homes of such children, become acquainted with the fathers and mothers, and urge them to see that their children obey the law. In doing these things they act really as the friends of the children and of their parents, and instead of trying to find children to punish for staying away from school they try to get the children back into school, and to persuade them, as well as their parents, that it is for their own interest that they shall be there. In the cases of children who are absent from school on account of lack of shoes or clothing, the truant officers interest themselves in obtaining what is necessary, and in various ways arrange that such articles shall be provided.

Children who absolutely refuse to go to school, or who wilfully and persistently violate school regulations, are dealt with in other ways, and may be taken away

from their homes and sent to the Parental School in West Roxbury, but such steps are taken only in extreme cases, and after many efforts to induce the children to remain in school of their own accord.

Whenever a vacancy occurs in the force, application is made to the Civil Service Commission for the certification of the names of eligible candidates, and the appointment is made in strict accordance with civil service rules.

LENGTH OF THE SCHOOL TERM.

The early schools were open to boys only. For more than a century girls were not admitted at all, and when they were first admitted, in 1789, it was only for about half the year, from April to October. This was doubtless because many of the boys had work to do in the summer season, and so left room in the schools for the girls. In 1828 girls were admitted to the grammar schools for the full year, on equal terms with the boys, a privilege they have ever since availed themselves of to a very full extent. In 1825, when they succeeded in getting a high school established for themselves, they flocked into it in such numbers that they alarmed the masters of the grammar schools, who feared to lose their brighter girl pupils, and three years later the school was given up and was not re-established until 1854, when it was resumed as a part of the Normal School. The girls have always been earnest, faithful and regular attendants. In fact, the disinclination of some boys to attend school rarely extends to their sisters. Perhaps this ambition on the part of the girls may influence the views of some parents who seem to favor shortening the length of the school term at every opportunity.

Take the case of the ordinary man or woman in business who is paid a salary and is allowed a vacation of two weeks during the summer. Deduct from the calendar year of 365 days, fifty-two Sundays, eight

legal holidays, and fourteen days' vacation, and there are left 291 working days in the year. But, of course, children ought not to be in school for as long a time as this. Perfectly true. The calendar year contains 365 days, the school year heretofore has usually contained from 181 to 188 days; that is to say, every other day is a vacation, so far as school is concerned; or, to put it another way, the children and teachers are at work about one-half of every year.

Everybody admits that an education is a good thing for a child to have, but some people don't want the child to get too much of it in a single year. Unfortunately the child grows older day by day whether he is in school or not, and the years during which he is likely to remain in school are passing much faster than he or his parents realize. To overburden him with school attendance and study is not to be defended for one moment; but on the other hand, to deprive him of the schooling to which he is entitled is to do him an injury.

The School Committee some months ago increased the school year by about twelve days, varying a little from year to year according to the days of the week and their relation to holidays. This action has aroused some objection on the part of parents, who claim that it is too much to require children to be in school during periods when the weather is likely to be excessively warm. But there are many other cities where the weather conditions are much more likely to be oppressive than in Boston, and where the school term is as long or longer than it is in Boston. Here are a few illustrations:

Baltimore	192 days.	Minneapolis	196 days.
Chicago	190 days.	Newark	192 days.
Cincinnati	200 days.	New York	190 days.
Detroit	194 days.	Philadelphia	196 days.
Jersey City	194 days.	Pittsburgh	200 days.
Milwaukee	200 days.	St. Louis	196 days.

These are the number of days the schools are actually in session during the school year, although there may be a variation of two or three days in different years for the same reasons that affect the length of the school year in Boston.

It would seem, therefore, that Boston in making the length of the school year about 195 days is not exceeding the practice in at least a number of other cities.

Some of the parents who have objected to this change are those who spend the summer months outside of Boston and who wish to leave the city during the middle or latter part of June and not return until the middle of September. There are many other families, however, who are obliged to remain in the city throughout the entire year, and who prefer to have their children in school rather than on the street. The School Committee fully appreciates that in this, as in other matters, the wishes of the parents should be respected, as far as possible, and it has no desire to extend the school term longer than the people themselves desire. But for many children the time and opportunity to attend school is all too brief, and the School Committee believes that the rights of these children should be protected.

THE SCHOOL COMMITTEE AND THE PUBLIC.

Occasionally some one will call at the offices of the School Committee on Mason street to ask whether the meetings of the committee are private or public. As a matter of fact all the meetings are entirely open to the public, and may be attended by any person interested in the proceedings. In addition to this the proceedings of each meeting are published in full in the *Boston Daily Advertiser* on the second morning after each meeting. The committee meets at least twice a month, except during July and August, and additional meetings are held whenever necessary.

Each member of the committee comes to the School Committee Building at least once a week, and is always ready and glad to meet any citizen who may wish to call attention to some matter connected with the public schools.

The offices are open during regular business hours every day in the year, except Sundays and holidays, and the various officers of the School Committee will always be found ready to give any advice or assistance that parents or other citizens may wish with respect to the public schools.

WHAT THE PUBLIC SCHOOLS COST, AND WHERE THE MONEY GOES.

The School Committee spends each year for the ordinary running expenses of the schools more than \$4,200,000, exclusive of new buildings, repairs and alterations of old buildings, and of pensions to retired teachers. Every dollar thus spent is divided approximately as follows:

Salaries:

Of teachers	77 cents.	
Of janitors	6 cents.	
Of officers (Superintendent, Assistant Superintendents, Secretary, Business Agent, School-house Custodian, Clerks, etc.)	3 cents.	
	—	86 cents.
Fuel and light		4 cents.
Supplies and incidentals		7 cents.
Physical education		2 cents.
Nurses		1 cent.
		<u>100 cents.</u>

To put the matter in another way: Suppose we take two pupils, a girl attending an elementary school and her brother who goes to a high school, whose parents decide that they wish to pay, themselves, what it will cost the city to keep this boy and girl in the public

schools for an entire year. They therefore pay for the girl * \$33.84 and the School Committee then divides up this amount as follows:

The girl is one of a class having a room teacher, she is also taught sewing by another teacher, cookery by a third teacher, and directly or indirectly receives instruction in drawing and in music from two other teachers. There is also a principal of the district of which the girl's school forms a part. All these teachers, in the course of a year, are paid \$26.29 out of the original \$33.84, leaving a balance for other purposes of \$7.55.

The building to which the girl goes is in charge of a janitor, who keeps it neat and clean, operates the heating and ventilating apparatus, removes the snow and ice from the yard and sidewalks and does whatever else is necessary to keep the building in proper condition for school use. He is paid for his service during the year, \$2.10, and out of this he pays the assistants whom he employs to help him in his work, because the building is probably larger than one man can attend to.

Then comes the cost of coal and of electricity to light the building on dark days, and of the gas used by the girl in her cooking class, and this amounts to \$1.25 for the year.

There is also a nurse who comes to the school each day to give the pupils any help that may be required of her in cases of slight illnesses or accidents. She will be paid, in the course of a year, 24 cents.

A growing girl especially needs some kind of physical exercise to keep her body in proper condition and to develop it so that she may become a strong and healthy woman. For this purpose she takes part in various gymnastic exercises and dancing, and this costs 61 cents for the entire year.

* This amount varies from year to year.

Then she must be provided with books to study, paper, pencils, pens, erasers and a hundred other things needed in the course of a year for school use, and \$2.44 is spent for what are called supplies and incidentals. Out of the original \$33.84 there now remains 91 cents and this goes toward paying the salaries of the Superintendent, of the Assistant Superintendents, of the other officers, including the truant officers, of the School Committee, of the bookkeepers and clerks who are employed in the business offices and also in the schools. It must be remembered that a corporation employing three thousand people, both men and women, and spending more than four million dollars each year, necessarily has to have a system of organization to keep all the details of administration in proper running order. There must be supervision and control, adjustments must constantly be made, complaints must be attended to, pay rolls must be made out and bills passed for payment. Large quantities of paper, of books, of fuel and of various other articles must be purchased and distributed in the schools, and there are almost innumerable other things that must be done to prevent confusion and lack of efficiency.

The brother of this girl is attending a high school, and perhaps has in mind fitting himself to enter business at the end of a four-year course in that school. His parents find that it costs a good deal more to educate him than it does his sister, and they are therefore asked to pay \$76.70*. Everyone knows that it costs more to educate a boy or girl in a high school than in an elementary school, and it is not necessary to go into the reasons for it here. The \$76.70 will be divided by the School Committee in the same proportion as it divided the amount paid for the girl in the elementary school, although there are certain things furnished in the elementary schools that are not provided in the high schools,

* This amount varies from year to year.

such as the services of a nurse, and other things are done in the high schools that are not provided in the elementary schools, and it will be found that the principal items of cost will be:

For salaries of teachers	\$59 60
For salary of janitor	4 75
Fuel and light	2 84
Supplies and incidentals	5 52
Physical education	1 92
Salaries of officers and other administrative expenses	2 07

It would seem that with over four million dollars to spend each year there would be more than enough money to do almost anything the School Committee thinks would benefit the schools, but as a matter of fact there is very little if any opportunity to undertake anything new or to indulge in "fads and fancies." It would be very difficult, if not impossible, to reduce the salaries that are paid; fuel, coal and light are bought as cheaply as possible, but market rates have to be paid. Practically all that is left is the item known as supplies and incidentals, and the figures given should make it very clear that there is not much opportunity for making a saving in this direction.

If anything new is to be undertaken, if the work of the schools is to be materially broadened and enlarged, if schools of new types are to be established and new studies introduced; in short, if the school system is to grow in the future as it has grown in the past, additional funds must be provided.

In these two cases we have assumed that the parents of these children pay the cost of educating their boy and girl directly to the School Committee. As a matter of fact, the parents and other tax payers do this in a different way. The amount that the School Committee is authorized to expend is a certain proportion of the taxes levied by the city each year, and the sum the School Committee receives depends upon the valuation

of the city. An increase in the valuation means that the School Committee gets more money to spend on the schools. Of course, there is no relation between the valuation of the city and the number of children to be educated, and therefore the School Committee has to do the best it can with whatever amount of money it receives regardless of the number of children under its charge.

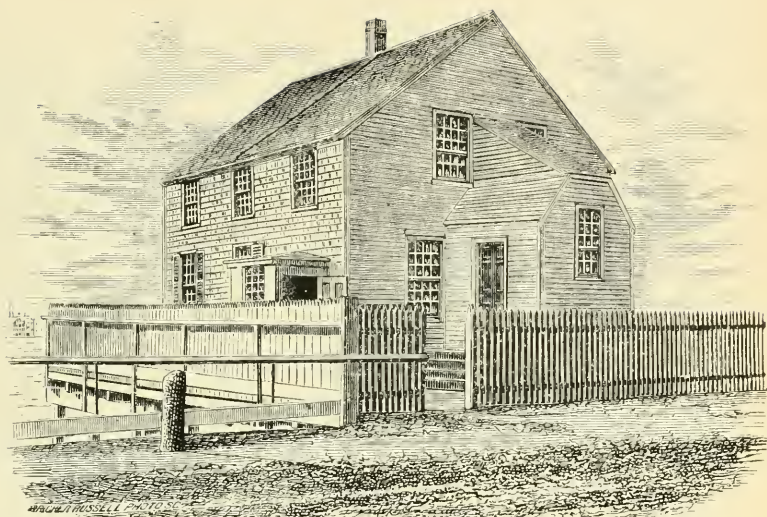
DO THE PEOPLE OF BOSTON SPEND ENOUGH ON THEIR
SCHOOLS?

They have been asked this question a great many times since the first public school was established in 1635, and they have always replied that they wanted to spend more, and they have done so to such good purpose that they have more schools and more different kinds of schools than ever before, and whenever a new class or school is opened there are always children to fill it, showing that there is a demand among the people for just that kind of education. If the people of Boston had ever said they were spending enough on their schools, the schools would have ceased to grow and to improve, and the people have never felt that they wanted this to happen. On the contrary, parents have said, "Whatever advantages we may have had, our children must have more and better advantages, and for that purpose we are willing to spend our money, asking only that we get our money's worth."

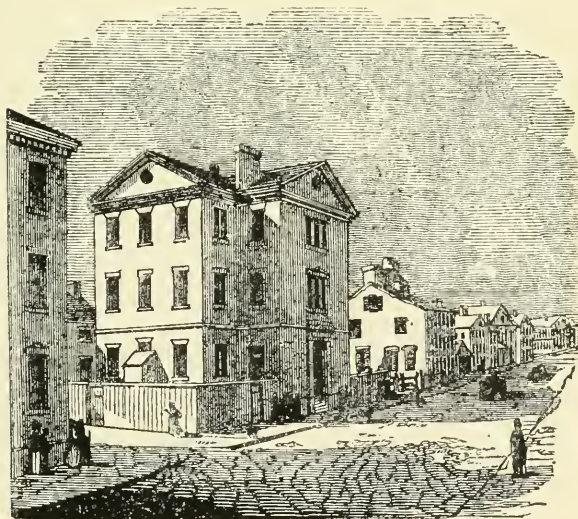
The School Committee's conduct of the school system has recently been given a thorough and impartial investigation by the Finance Commission, which said in its report that "the administration of the School Committee, both on the educational and the business sides, is entitled to the full confidence of the community. At no time in the history of the schools have they been conducted in a more intelligent or economical manner than at present."

Great changes and improvements have also been made in the school buildings themselves. One of the first grammar schools in the city was the one now called the Eliot School on North Bennet street, in the North End. In 1838 the pupils of this school were attending the building illustrated on the opposite page. Just over this picture is one of the first primary school-houses, erected in 1831, and costing \$468. Compare these two buildings with the new Abraham Lincoln Schoolhouse on Ferdinand street, which is also illustrated, probably the largest elementary school building in New England, containing forty class rooms, an assembly hall, manual training room, cookery room, nurse's room, shower baths, and many other conveniences.

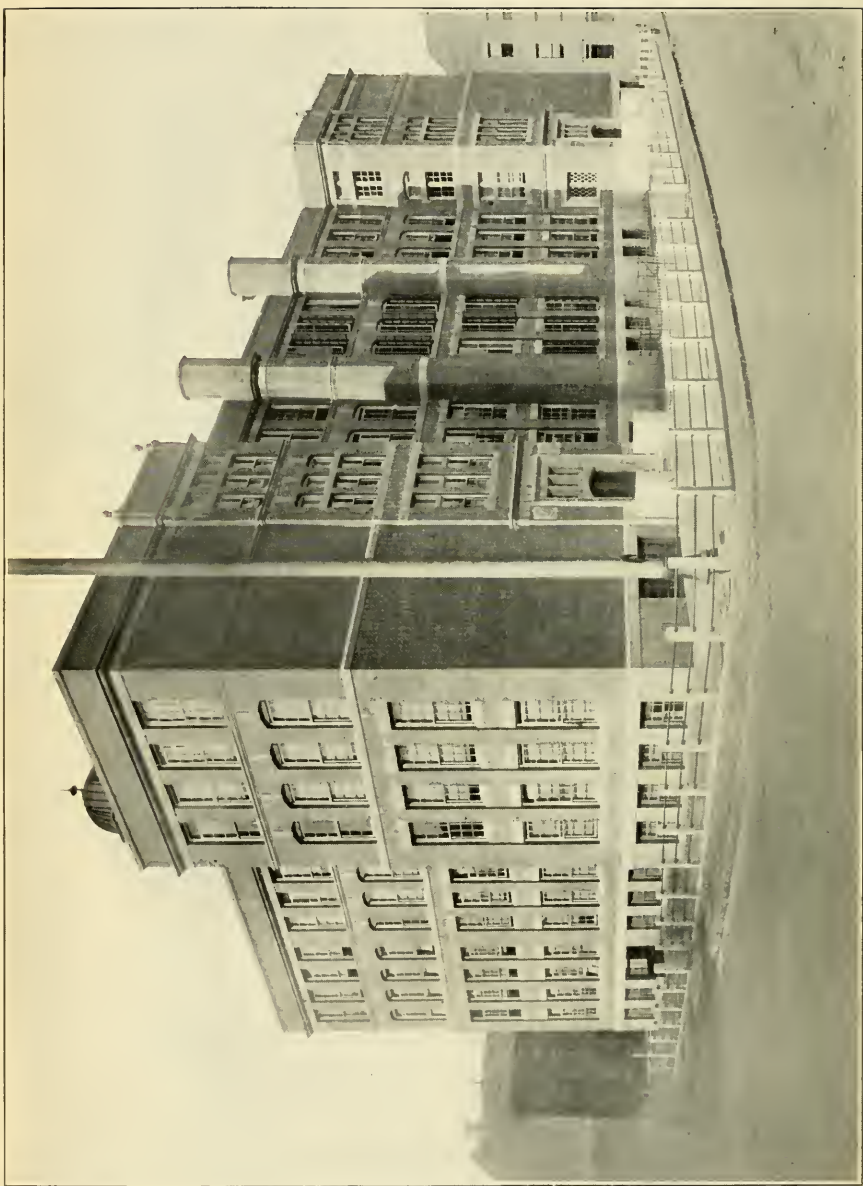
The first school was established to educate boys for Harvard College, and the idea of the people was that the schools should fit boys to become clergymen. Then the schools began to educate boys with the idea that a successful man should be a teacher, a lawyer or a physician. The business of New England grew and developed, and a high school was established to fit boys for business life. Gradually it became clearer and clearer that education was equally valuable to boys and girls who would go into all kinds of trades, business and professions, and that the real purpose of the public schools was first to give every boy and girl a thorough training in the essentials of an education, and then to give them the particular kind of training that would be most useful to them, and would best help them to prepare for the future, whatever that future might be. Finally, we came to the age in which we are now living, the age of specialization, and so we have many special schools, and are likely to have more hereafter. And whatever educational advantages are provided by the city for the children of to-day, it is probable that their children will have far greater and wider advantages.



PRIMARY SCHOOL, MILLDAM.
Erected, 1831.



ELIOT SCHOOL, NORTH END. 1838.



ABRAHAM LINCOLN SCHOOL. FERDINAND STREET.

The sciences and inventions, as well as business, are steadily expanding, and the dream of to-day becomes a fact to-morrow. In 1865, at what was called the "Annual School Festival," Wendell Phillips, in talking to the pupils of the public schools, said, "I expect if I live forty years to see a telegraph that will send messages without wire, both ways at the same time. If you do not invent it, you are not as good as we are. You are bound to go ahead of us." Just about forty years later the wireless telegraph was invented, and it was invented because the new education was better than the old. And as our schools are better than the old schools, there is no doubt that the schools of the future will be better than those we have to-day.

The School Committee believes that in these days when so much is being done, and so much is planned, by means of pensions and in other ways, to benefit persons towards the close of their lives who then need assistance, that more money might also be profitably spent through the public schools in helping persons during the early part of their lives to become self-supporting, self-reliant, successful men and women.

The School Committee believes that it can do much more than it has done heretofore to improve and broaden the work of the public schools and to make them more useful to the children and their parents, provided it is given the means to do so, and some of the things it desires to do are as follows:

RECOMMENDATIONS.

Classification of Children in Elementary Schools.

Perhaps the most desirable improvement to be made in the elementary schools would be the separation of the normal from other pupils by placing in separate groups or classes those children who differ from the

average child. Such children would include those who are especially bright; those who are dull or backward; those of defective mentality; those defective in speech, in vision or in hearing, and those who are anæmic, tubercular, or of frail physique.

Two important advantages would result from this course. First, the children eliminated from the regular classes would receive special instruction and care from teachers skilled in dealing with pupils of these particular types. Second, the ordinary normal child in the regular classes would be able to proceed more rapidly and satisfactorily in his studies, and the teachers would thereby be relieved of the additional burden now imposed upon them by the necessity for giving a large amount of individual attention to these abnormal children.

The necessity or desirability of providing special training for defective children was recognized years ago in the establishment of the Horace Mann School for the Deaf, and more recently in the class for dumb children who can hear, as distinguished from children who are both deaf and dumb; in the organization of classes for mentally deficient children, and for those of defective speech — stammerers. For many years there have been ungraded classes for children who for one reason or another were unfitted for the regular grades, and for children of foreign birth who are not acquainted with the English language. Open air and fresh air classes have also been established for the benefit of children of frail physique. Although considerable progress has been made in this direction there is ample room for further constructive work to benefit pupils who depart to a greater or less degree from the ordinary normal standard, but who are, nevertheless, entitled to every advantage and consideration that the public school system can offer.

Health of Pupils.

The health of the pupils is bound to be given closer and more careful attention, and this is particularly true with respect to pupils attending the first three grades of the elementary schools. The proper temperature to be maintained in class rooms, humidity, ventilation, the benefits of open air and sunshine are subjects that will be more and more carefully studied, and the health of the pupils will be improved as the result of such investigations are applied. One matter of immediate and pressing importance is the employment of a sufficient number of additional school nurses to put this service upon a satisfactory basis.

The School Committee has renewed the application it made to the preceding legislature for authority to make a sufficient appropriation for this purpose.

Vocational Education.

A more definitely vocational curriculum should be established in the elementary schools. It is obvious that there are many children who have a distaste for book work, and who are unhappy and discontented with their progress in the elementary schools. We should recognize and meet the needs of children having strong motor instincts. Something has already been done for such children in the establishment of the Pre-Vocational Centers. Much more remains to be done, and the work should be continued until it has profoundly affected the course of study for the seventh and eighth grades of the elementary schools.

Standardization.

It is probably only a question of time when a careful attempt will be made to work out standards in all the

subjects taught in the public schools. A beginning has already been made in penmanship and arithmetic. It is desirable that a similar study of other subjects be made, and that what has already been gained be not lost sight of. It is also highly desirable that uniform standards be maintained throughout the state, so that pupils moving from one city or town to another shall not be hampered and delayed in their progress through the schools by reason of varying requirements in different localities.

Clerical Assistance in Elementary Schools.

It is desirable that the masters of the elementary schools be given suitable clerical assistance in order that they and their teachers may be relieved of the detail of office work and be free to devote their entire energies to teaching and supervision. The arrangement now in effect in one of the high schools, whereby advanced pupils in commercial courses are assigned to such work in various elementary schools as a part of their course, appears to be useful and advantageous both to the masters and to the pupils themselves, and might well be further extended.

Improvement of Teachers.

The teachers should be given still greater opportunities for self-improvement. They should be afforded the most helpful and effective supervision that can be given, so that they may make the most of themselves and of their work. The promotional examinations should be so arranged and conducted as to be of the greatest benefit to the teaching force, and the lectures and courses offered in preparation for these examinations should be most carefully and helpfully prepared.

Normal School.

The scope of the Normal School might well be enlarged, its course of study enriched, and the school itself become

a "Teachers' College," working in intimate relation with Harvard and other universities.

High Schools.

As has already been said in this report, we live in an age of specialization, and it may well be desirable to consider a thorough but gradual reorganization of our high schools, to the end that each such school or group of schools shall have a single aim or be of a particular type. For example, the schools of this class might include Industrial High Schools, Commercial High Schools, Cultural High Schools, and perhaps other high schools which would be in a sense clearing houses for pupils unable to determine which one of the definite high schools they prefer to enter, or, having entered, discover that they have made a mistake, and need further opportunity to "find themselves." Of course, such a reorganization of the present high school system should be undertaken only as conditions permit, and carried only so far as it is clear that the interests of the various local communities will best be served thereby.

Short Term Trade Schools.

The Trade School for Girls and the Boston Industrial School for Boys are two comparatively recent schools of this class, both of which are in successful operation. There is little doubt that a great deal more should be done in this direction, and these and such other schools of this type as may be established should be carefully articulated with the Pre-Vocational Centers on the one hand and with the Continuation Schools on the other.

Continuation Schools.

One of the most important educational problems of the day is a boy or girl between the ages of fourteen and eighteen years. Many of them leave school at the earliest age permissible under the law, viz., fourteen

years, going out into the world ill-prepared, morally, educationally and industrially, to cope with the conditions they meet. They are of little value to their employers, and disheartened, dissatisfied and unhappy, shift from one occupation to another until, in many cases, they find themselves on the street with nothing to do. They are free from the discipline of the school, and the restraint of the home over them is very slight. From every point of view their situation is a serious one, and of vital importance to the community.

The most practical and promising method of meeting the needs of such children thus far devised has been in the establishment of Continuation Schools, which are referred to earlier in this report (see page 32). The School Committee believes that the Continuation School already established and in successful operation in Boston should be largely expanded, and its usefulness increased; that it should be housed in a suitable building in a convenient location, and enter promptly upon a still greater field of service to the people of Boston and their children. Probably no single educational project will be to them of greater value.

Evening Schools.

There should be a large expansion of the evening schools, particularly of the evening industrial schools, as the needs and desires of the people require, and as fast as earnest pupils are ready to take advantage of the opportunities that such schools afford. Even more attention should be paid to the educational needs of illiterates and immigrants, and more earnest efforts made to acquaint them with their rights, duties and privileges as American citizens.

Supplies.

A great deal has been done during the last few years in furnishing the schools with adequate supplies and

other educational equipment. Still further progress should be made in this direction.

Care of School Buildings.

The standard of cleanliness in school buildings has been steadily advanced in recent years, and the janitor force has co-operated cheerfully and effectively in this direction. But even the standard attained should not be regarded as sufficiently high. The school rooms should be swept and the windows cleaned more frequently. Inasmuch as the janitors are paid in accordance with an automatic schedule which is based upon certain definite and prescribed duties, any material increase in those duties involves additional compensation, for which adequate provision should be made.

CONCLUSION.

All that has been said in this report merely outlines the opportunities that are offered freely by the public schools to the children of Boston and to their parents. The one great object of the public school system is to serve the public. The school system is, in a sense, a great machine, and if it is to do its work efficiently it must be well organized and well administered. But it is a very human machine that deals with boys and girls, and it tries to so deal with these boys and girls that each one of them may have an equal chance, and that all of them may become well educated, law-abiding, self-respecting men and women of whom Boston may be proud.

DAVID A. ELLIS, *Chairman.*

GEORGE E. BROCK.

MICHAEL H. CORCORAN, JR.

JOSEPH LEE.

THOMAS F. LEEN, M. D.

APPENDIX.

To Pupils in the Public Schools:

The School Committee wishes you to answer the following questions about yourselves and about the public schools. In asking you to do this the School Committee has two purposes in view.

First.— It wishes you and your parents to know more about the public schools, and the advantages they offer to you and your parents.

Second.— It wants to encourage you to stay in school as long as you are able to remain, in order that you may get the best possible kind of an education to help you after you leave school to go to work or to prepare further for some profession.

You will be helped in answering these questions by referring to the Report of the School Committee for the year 1912, to which these questions are appended, a copy of which will be given you by your teacher. The School Committee wishes you to take this report home with you, show it to your parents, tell them about your school life, get them interested in the schools, and especially get them interested in advising you as to the particular school or schools that will be most useful to you. And when you have done this you will be asked to write your answers to the questions, and your answers will be sent to the School Committee.

If there is anything in the report or about the questions that you do not fully understand, your teacher will be glad to explain it to you. If you or your parents wish further information about any school or study, you will find your teacher ready and willing to answer any questions you may wish to ask.

First, talk these questions over with your parents, and with your teacher, and then answer them as clearly and as intelligently as possible.

QUESTIONS.

You can easily refer to any particular subject or school by consulting the table of contents at the beginning of the report.

(The number of each answer should be the same as for the corresponding question.)

1. What studies have most interested you? Why?
2. What new studies do you wish to begin, and what former studies do you wish to continue? Why?
3. What is the difference between a general and a special high school?
4. What are the principal differences between the Mechanic Arts High School and the High School of Commerce and your local high school?
5. What are the principal differences between the High School of Practical Arts and the Trade School for Girls and your local high school?
6. What are some of the advantages of going to a general high school?
7. How long will it take you to obtain a high school diploma?
8. What purpose do pupils who go to the Latin schools have in view?
9. What do you understand to be the purpose of the Boston Industrial School for Boys?
10. What do you understand to be the purpose of the Trade School for Girls?
11. If a boy is employed in a store or by a concern selling boots and shoes, or dry goods, or in some other business, is there any school that will help him to learn more about the business, and what is that school?
12. Is there any school that will be equally useful to a girl who is employed in a store or factory? What is that school?

13. What is the continuation school? Why is it so called?

14. How can a girl prepare herself to become a teacher?

15. What is the purpose of the Normal School?

16. To what school or schools do you mean to go hereafter in order to best fit yourself for whatever purpose you have in mind?

17. What kinds of evening schools does the School Committee have?

18. How long is the term of the evening schools?

19. What subjects are taught in the evening schools?

20. What is an Evening Center?

21. What study would you have liked which the school has not offered you?

22. How long do you mean to stay in school?

23. What do you mean to do when you leave school?

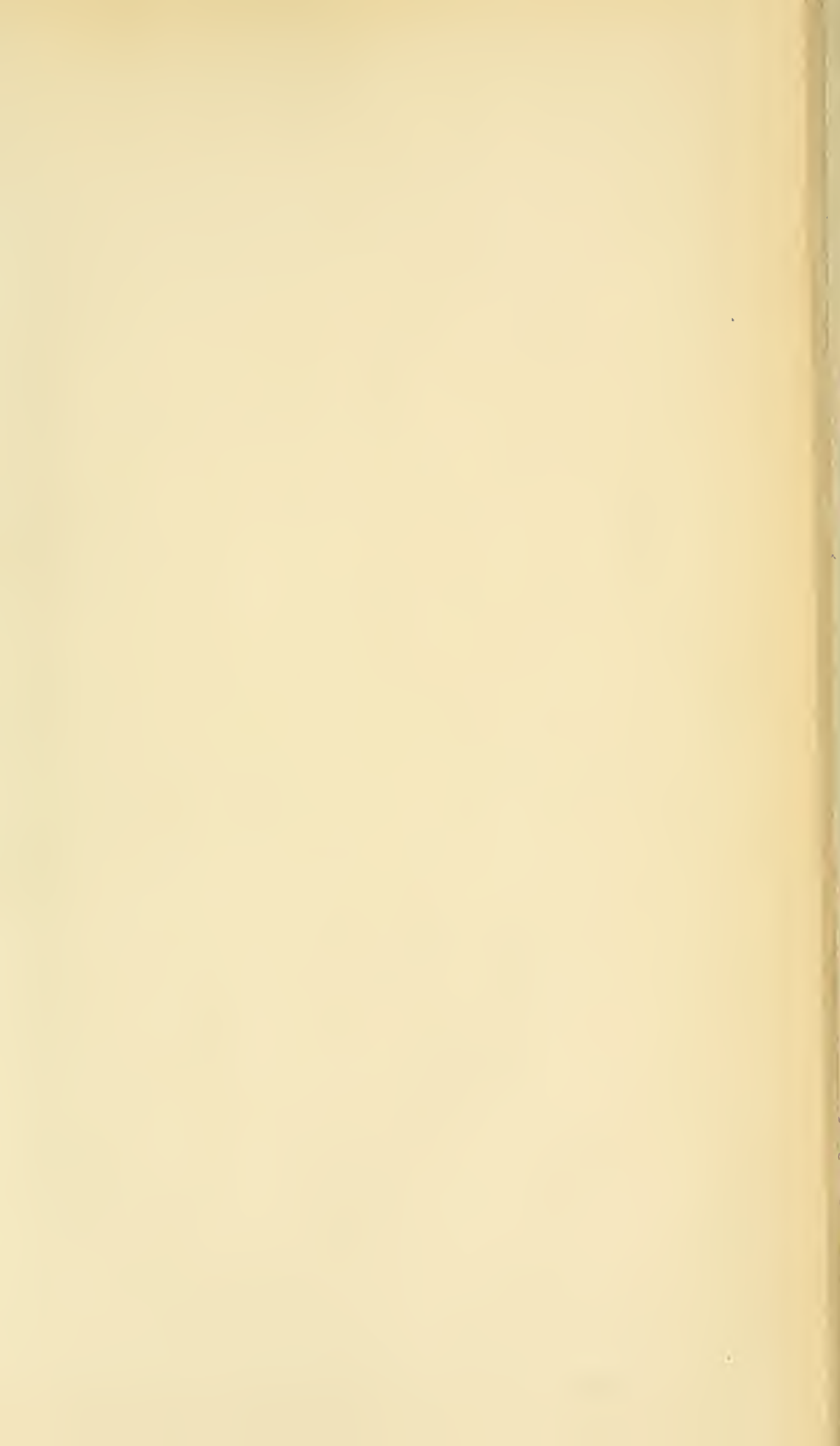
24. What would you gain by remaining longer in school?

25. Where and how may a "work certificate" be obtained?

26. Have your parents read this report?

27. What parts of the report have most interested your parents?

28. What parts of the report have most interested *you*?



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