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SCHOOL DOCUMENT NO. 17—1919
BOSTON PUBLIC SCHOOLS

ANNUAL REPORT OF THE SUPERINTENDENT

NOVEMBER, 1919



BOSTON
PRINTING DEPARTMENT
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THE BOSTON PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
75 STATE STREET, BOSTON, MASS.

BOSTON
PRINTING DEPARTMENT
1919

Boston, November 1, 1919.

To the School Committee:

I submit herewith the thirty-seventh annual report of the Superintendent of Public Schools.

Respectfully submitted,

FRANK V. THOMPSON,
Superintendent of Public Schools.

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**ANNUAL REPORT OF THE SUPERINTENDENT
OF SCHOOLS.**

ANNUAL REPORT OF THE SUPERINTENDENT OF SCHOOLS.

The scholastic year 1918-19 will live long in the memories of teachers and pupils on account of the unusual incidents transpiring. It has been a year of sharp contrasts, with elements of joy and of distress as well. The occurrence of the influenza during the fall presented situations never before experienced in the history of our city. The school system was by no means demoralized by the epidemic, and school sessions were suspended for a shorter period in Boston than in many other communities. In fact, the schools were closed only when the number of teachers, substitutes, school doctors and nurses who were victims of the influenza had become so numerous as to make it impossible to conduct the schools. The spirit of devotion and sacrifice exhibited by our teachers, doctors and nurses who were free themselves from the disease has been noted before in the reports of the Press and of official agencies such as the State Board of Health and the State Committee of Public Safety. Instead of fleeing the plague our teachers, employed to render a wholly different and less hazardous public service, went into the homes of the afflicted, nursed the sick and performed the cares of the household when there was no one else to do so. As was to be expected, a number of our teachers in their zeal to assist at the time of public distress became themselves the victims and several of them gave their lives.

The ending of the war, or the declaration of the armistice on November 11, 1918, occasioned a spectacle in our city beyond description. By order of the School Committee, the schools were closed for a day and a half and the children given opportunity to participate in the general rejoicings. The occasion was particularly significant for the young who may be expected to transmit to other generations the account of the joyful manifestations of the people at the ending of the greatest war of all times. In the memories of the school children of Boston, this year will stand out vividly throughout their lives. The spectacle of the returning soldiers, the great parade of the New England Division, the public peace manifestations, will fix

memories which augur well for the future character of patriotism and citizenship of the boys and girls now in our schools.

THE SCHOOLS AND THE WAR.

During the past two years the schools have shown in the hour of stress and need that they are essential parts of the strength of the nation. The children have been an important unit in the mobilized forces of the nation. War coöperation has been a dominant feature of school life during this period. The children have been asked to help in many ways,—there was food conservation, fuel and light restriction, War Savings Stamps, Liberty Bond campaigns, Junior Red Cross membership; and in all these endeavors the children did their share enthusiastically, cheerfully and effectively. During the war our schools have presented to the children the opportunity of living instead of offering merely a place for preparation for living. The war has brought a new motivating force into educational methods. Some way must be found to continue the use of stimulating interests in school work. Motivation rather than method is bound to be given larger place in educational enterprise. The appended report of Assistant Superintendent Mellyn concerning the development of the project method is very suggestive of a sane and valuable educational tendency.

THE TEACHERS' COUNCIL.

It is gratifying to point to the marked spirit of harmony now existing between the executive officers and the teaching force. Such a spirit is to be expected when the effort is made to focus the attention of both the executive and the teacher on the common purpose which each serves, namely, the welfare and education of the child. The function of the executive is not solely to rule, nor that of the teacher merely to obey, but rather it is the duty of each to improve and instruct children, each in his own way and in accordance with the instruments which he uses. A conscious effort has been made to make our school system increasingly democratic. The school council organized under the former superintendent, Doctor Dyer, has become a larger factor as a medium of expression of the attitude of the teaching force, both with regard to questions affecting the educational outlook and the economic welfare of the various ranks of teachers. The School Committee has been impressed with the sense of fairness and the

spirit of coöperation exhibited by the Teachers' Council, and in the comprehensive revision of the Rules and Regulations of the School Committee completed during the year past has incorporated therein formal recognition of the Teachers' Council. It is expected that the work of the council will become increasingly effective in the expansion of the spirit of good will and mutual understanding so happily developing at the present moment.

EDUCATIONAL COÖPERATION.

The year has also been marked by a spirit of professional coöperation in the development of educational practice. An illustration of the fact is seen in dealing with questions concerning the development of intermediate schools. A joint committee of three intermediate school principals and three high school head masters, together with two members of the Board of Superintendents, gave unremitting time and attention to the problems accumulating within the past few years by this newer educational endeavor. At the end of the deliberations of this representative educational committee, all differences were solved and by this joint counsel a new and constructive series of recommendations were evolved which constituted the official directions issued to all concerned in the conduct of intermediate schools,—pupils, elementary teachers, high school teachers and executives as well.

The attention of the reader is directed to the special report of Assistant Superintendent Ballou, wherein is contained a specific account of progress made in connection with the development of the intermediate schools.

PRINCIPALS' MEETINGS.

The attempt has been made to vivify and give larger value to the monthly meetings of the principals of our schools and the superintendent. At these meetings the guiding principle during the year past has been to emphasize to the service the talent and merit of the members of our own system. The meetings formerly called for 4.15 o'clock p. m. have this year taken place at three o'clock p. m. One hour has been taken by the superintendent for the presentation of matters coming to his attention from the School Committee, the public or from other and varied sources. At four o'clock p. m. the meeting has been dissolved into section meetings of the various

groups — high schools, elementary schools, intermediate schools. Section meetings are under the leadership of assistant superintendents especially assigned to the particular types of schools. The plan during the past year has offered opportunity for more active participation in the programs on the part of those attending, as well as for the presentation of the talents of the members of our own force.

THE COLLEGE SECTION OF THE NORMAL SCHOOL.

Considerable attention has been devoted during the past few years to matters affecting the progressive improvement of the Normal School. Only recently has the course been lengthened from two to three years, and a substantial part of the course of study placed upon an academic standard to warrant and receive college credit. Building upon these constructive acts of the past, much attention during the current year has been devoted to the improvement of the preparation of the college section, made up of young men and women, recent college graduates, who spend but one year in the Normal School. Our Normal School was originally designed for the professional training of young women, high school graduates, desiring to serve as teachers in elementary schools. The school has well served this initial and fundamental purpose. Both the character of the corps of instructors and the teaching equipment were designed for this aim. It seems apparent that an institution dealing with young people of one educational stage of attainment, that of the high school, and at the same time with no greater resources to attempt to meet adequately the needs of a very different group, namely, graduates of colleges, was attempting a task too uneven to receive the best results. The plan adopted by the School Committee this year contemplates dealing with the college section of the Normal School by a plan of coöperation with higher institutions, better equipped to give the specialized instruction which college graduates require. The plan adopted briefly is this: The college section of the Normal School will pursue practice work for five months in our own schools as heretofore. The professional work in the theory of education will be conducted in two coöperating higher institutions, Boston University and Boston College, for a succeeding period of five months. Successful students of this course will earn a degree known as that of Master of Education, and will be given credit by the Board of Superintendents for two

of the required three years for a high or intermediate school certificate. Successful candidates at the conclusion of the course may take the examination for the certificate qualifying for the rank of junior assistant in day high schools, which certificate is soon to be extended to similar eligibility in the intermediate schools. Summarized, we may say that the change simply means that students in our college section will secure a more adequate training in educational theory than would be possible under the former plan, and in addition will obtain a testimonial of this achievement in the form of a degree (Master of Education). The usual procedure of examining and selecting the candidates and charging tuition for nonresidents has been maintained. The special report of Assistant Superintendent Mellyn, which is appended, contains a more detailed account of the plans adopted for the college section.

EXTENSION OF THE MERIT SYSTEM OF PROMOTION.

The merit system of appointment in the Boston school system has been extended to include a rated list from which are appointed elementary school principals, and, in the case of women, teachers of certain other ranks such as assistant director in the department of practice and training and master's assistant in the day elementary schools. This is a logical step, since a merit system based upon objective evidence of merit cannot be considered complete until all positions in the school service are filled as the result of a uniform procedure. Eventually every promotive position in the school service ought to be filled from rated eligible lists. A considerable advance in this direction has been made in the case of appointments of elementary school principals and in a more limited degree in the case of masters' assistants. In addition, male assistants who are candidates for promotion to the rank of submaster have been rated on a more definite basis than formerly. Male candidates for the position of submaster who are not in the employ of our city have been appointed from rated lists for many years. The placing of male assistants in Boston on a similar basis is entirely appropriate and renders the procedure of appointment uniform in both cases.

Rated lists for the position of master's assistant have presented many difficulties to the Board of Superintendents, principally because of the large number of teachers holding certificates of eligibility for this position. Over eight hundred

elementary teachers hold these certificates of eligibility, which up to the present time has made it impossible for the Board of Superintendents to attempt the preparation of a rated list. In June, 1919, the superintendent nominated candidates for the position of master's assistant from the women's eligible list for elementary principalships. This was done in accordance with the theory that the principal's list presented the best evidence of merit obtainable in view of the absence of a rated list for the position of master's assistant. Evidence of merit for a higher position appears competent when seeking the best evidence of merit for a lower position.

Under Superintendent Brooks, masters' assistants were appointed largely on the recommendation of the principal of the district, with the approval of the assistant superintendent in charge. This practically resulted in limiting the candidates considered to those within a given district. While the development of the merit system at that time did not make another procedure possible, the method was unfair in that teachers longer in the service and possibly better qualified might not hope for promotion to a master's assistantship unless, perchance, a vacancy occurred in the district where they were serving as assistants. With the appointment of a director of promotion in April, 1914, Superintendent Dyer called a meeting of the masters' assistants, on April 23, 1914, and announced that hereafter candidates throughout the city would have equal consideration in seeking the position of master's assistant and that the competition would be on a city-wide basis rather than limited to the district in which the vacancy occurred. Following this announcement the superintendent secured ratings of candidates from assistant superintendents, masters and the director of promotion, and based his nominations upon informal lists of candidates prepared on the basis of such ratings. If there appeared a candidate in the district whose ratings were highest, naturally she was appointed. Furthermore, if her teaching ratings were equal to the ratings of candidates elsewhere in the city, the principal was permitted to nominate such candidate, but the former superintendent discouraged principals from nominating a candidate who did not meet the above qualifications. It was usually possible to find a superior teacher within the district, so that appointments generally remained within the district. It must be remembered that ratings in this procedure were limited to judgments upon

class room teaching, that additional elements of merit such as professional study and growth were not formally evaluated. The difference between an informal merit list and a rated list depends upon the number of elements of merit given consideration. A formal rated list endeavors to take into consideration all the possible significant factors of merit, such as educational preparation, professional interest and growth, class room teaching, length of experience. In the past the practice was to appoint masters' assistants from informal ratings (class room teaching); the present practice is to promote from formal rated lists, in so far as they may be secured.

It will be seen, therefore, that the practice during the preceding administration did not really result in placing the promotion of women to the position of master's assistant actually on a city-wide basis. While consideration was given to candidates in other districts, few candidates were selected as a result of such consideration. The practice of the present administration is to carry out the announced purpose of the preceding administration, viz., placing the appointment of masters' assistants on a city-wide basis. Instead, therefore, of preparing informal rated lists, the list of women who hold not only masters' assistants' certificates but also hold masters' certificates was chosen who do not now hold the position of master's assistant has been carefully rated, and the evidence concerning their qualifications and professional standing is abundant. In other words, the professional standing of those candidates on the masters' list who do not now hold the position of master's assistant has been carefully investigated and the rating is based upon more comprehensive evidence concerning those candidates than any informal list heretofore prepared. Furthermore, these women are located all over the city, and the presumption is that since they are holders not only of masters' assistants' certificates but also masters' certificates they are leaders among the teaching profession of Boston. It seems justifiable, therefore, to give first consideration to the names of women on that list when appointments to the position of master's assistant are to be made.

It will be seen that the present practice of the superintendent's office is in complete accord with the spirit of Mr. Brooks' administration as well as with Mr. Dyer's administration. The present practice of appointing masters' assistants is analogous to the new step which has been taken in the preparation

of the appointment of principals of elementary districts from a rated list. Since over eight hundred women in the service hold certificates qualifying them for the position of master's assistant, it seems a hopeless task for the Board of Superintendents to undertake to rate all these candidates. Steps have been taken, however, to rate at some early date, a considerable number of those best qualified for service. In the meantime, the adoption of the present practice of nominating candidates from the masters' list seems most defensible in the effort to make appointments from the best evidence of merit obtainable. Attention should be called to the fact that the present step is neither sudden nor revolutionary but the result of a gradual development of the policy of making all promotions on a merit basis. School Document No. 2, 1918, gave notice to the service of the hope of the Board of Superintendents to make a progressive move in the way of securing better evidence of merit in the case of promotion to the position of master's assistant.

The attention of the reader of this report is directed to the special report of Assistant Superintendent Burke concerning the method employed by the Board of Superintendents in preparing the present rated list for elementary school principals. The position of principal of an elementary district in our city is one of great trust and responsibility. The welfare of thousands of future citizens is dependent upon his care, intelligence, inspiration and leadership. Only the most competent should be selected for these positions and the most careful method of judging candidates should be maintained in determining those best qualified to serve as masters of elementary school districts.

MAKING SCHOOL BUDGETS.

In various communities in the past there has arisen difference of opinion with respect to the appropriate school officer who should prepare the school budgets. In our city we have not escaped these differences. The Finance Commission report (1916) on the Boston school system gave considerable attention to this problem. During the year past a coöperative plan of preparing the school budgets was adopted. The School Committee requested the Board of Apportionment, made up of the superintendent, two assistant superintendents and the business agent to prepare both the general maintenance budget and the land and building budget. In this latter budget the Board of Apportionment received the assistance of representa-

tives of the Schoolhouse Commission. Coöperation instead of competition among school officers has proven a happy solution of a problem which has presented difficulties in the past. Budget making is peculiarly an apportionment problem. Initial drafts of budgets made up by tabulating the estimates of numerous department heads, principals and directors, based upon the commendable desire of each for expansion and greater effectiveness, always exceed substantially the amount of money available under the law for school purposes. The scaling down of estimates cannot be done automatically or by percentage reductions. A joint and balanced judgment needs to be brought to bear upon the complex questions of relative educational needs as well as general financial policies. As stated before, educational authorities differ as to whether an individual — such as a business agent, or a superintendent of schools, or a representative board — such as a board of apportionment, should prepare tentative school budgets for the action of school boards. Where many persons help in formulating policies, they feel an interest and concern in the results. Where one acts for all, the many are either indifferent or fault-finding. Educational democracy means the participation in decisions by the many and the sharing of responsibility by all. In our school system we have adopted for present use the representative board and with good results. The School Committee found little to modify in either the budget for general maintenance or that for land and buildings.

ANNUAL PROMOTIONS OF PUPILS.

In the effort to provide greater elasticity in the grading and promotion of pupils, and to reduce retardation, nearly all great cities of the country have adopted a plan of promotion either semi-annually or, in some cases, quarterly. The Boston school system has not as yet adopted this innovation and still retains the traditional procedure of annual promotions. There is much to be said in favor of both the new and the old plans, for it has not been demonstrated beyond doubt that promotion oftener than once a year is superior to the older plan. There is a growing body of evidence, however, to the effect that the more frequent promotion is to be preferred. The arguments are these: The pupil who falls behind his grade does not lose a whole year in his school career but only a briefer interval. The shorter interval makes possible a closer gradation. The

pupil entering our schools from another system can be assigned to a class nearer his attainments, especially when there is doubt as to his ability to do the work of the grade to which he aspires. Pupils who drop out of school in the summer to go to work and fail to return in September often desire later to return to school. They are behind grade, however, and in the middle of the year they cannot enter the class they have left and there is little incentive to re-enter the grade which they have completed. Again, on the half yearly plan, and still better on the quarterly plan, advance credits can be earned in the summer school and the child may save substantially the total time taken to complete the course. Frequent promotions make possible the successful conduct of the all-year school enterprise, an experiment not yet attempted in Boston and one which should not be further neglected. The all-year school plan does not mean that all pupils are to attend school continuously, but only that certain continuous schools, both elementary and high, shall be maintained, giving the option, especially to older and retarded pupils, for attendance at school throughout the year. The present plan of annual promotions in Boston makes it impossible to attempt the maintenance of all-year schools.

The arguments against the adoption of more frequent promotions are serious and cannot be ignored. They are primarily pedagogical. The frequent promotion plan involves on the part of the child a frequent change of teachers. Many educators believe that it takes the teacher a considerable period to understand and appreciate the individual pupils of the class. The frequent promotion plan means that just as the teacher has the class well in hand there is a reorganization and the process of getting thoroughly acquainted has to be begun again. The most valid argument seems to be that a system of promotion based upon the needs of the minority should not be adopted to the detriment of the majority. The number of pupils retarded, of those who wish to go to school continuously, and of those who go to work and afterwards wish to return to school, all are but an inconsiderable part of the whole group. It is claimed that the present plan best meets the needs of the majority of our pupils.

In justice to our school system it should be stated that many things are done to keep our system of promotion elastic. The summer sessions of both elementary and high schools give

opportunity for those who have failed in individual subjects to regain standing. The present plan of organization of intermediate schools and upper grade classes of regular elementary schools provides for the principle of promotion by subjects, instead of by classes. This means greater elasticity and less retardation. During the past summer opportunity has been afforded in the summer high school for pupils to attempt to advance credits. Whether it is possible for pupils to achieve in a six weeks' period by intensive work the standards necessary to assign a year's credit is not now known, and seems improbable. There are no relative statistics to show that Boston has an unusual number of retarded pupils in the schools, in spite of our retention of the annual plan of promotion. Much attention and study should be given during the current year to determine whether Boston should continue the present plan of annual promotions or attempt the more frequent plan now customary in other large cities. Unfortunately, we cannot make experiments with a few schools to test out this theory. Either all the schools must make the transfer or none — else, otherwise, there could be no transfers between schools, and no orderly procedure from elementary to high schools.

SALARIES.

Because of the relation between our efficient corps of teachers and the compensation available it seems important to make a statement concerning the salaries now paid our Boston teachers. The School Committee has given unremitting attention to this subject and the increase of salaries voted a year ago is evidence of this fact. General economic conditions, affecting not only Boston but the nation, and indeed the world, have caused the question of still higher salaries to become again pressing. The present cost of living is too patent to occasion discussion here. The question before Boston is how relatively with other groups our teachers are to fare; how in the greater financial returns of other callings, even those unskilled, we are to attract superior men and women to be the instructors of our youth. The argument used by the trustees of Phillips Andover in seeking larger funds for instructors' salaries was to the effect that an investigation showed that carpenters were receiving more than professors. Many striking contrasts between the compensation of industrial and business employees and that of teachers could be made. The new wage scale for the Boston Elevated gives to women

money changers as much as is paid to a master's assistant in our schools, and more than twice as much as the minimum salary for an assistant. It is true enough that competent men and women have not chosen teaching as a profession solely for the economic rewards offered to school teaching. Teachers have always been underpaid, but the present differences of financial returns obtainable in teaching compared to that received in other callings are becoming so great as to threaten the probability of recruiting with the caliber of teachers usual in the past and desirable in the future. There is indeed some relation between compensation and self-respect. The poorly paid teacher cannot command the respect of pupils and parents, nor maintain the influence in the community hitherto exercised. If education is vital to the existence of our institutions, then those who carry the burden of instructing the youth must be better maintained by the community served. A poorly paid teacher cannot do efficient work for her children. She must be assured of a reasonably comfortable standard of living and some opportunities for self-improvement, travel and study. For the sake of the children the community must see that the compensation given to teachers be that which assures the self-respect of the teacher and enables her to live in a way most conducive to effective service in the class room. For these reasons then it is necessary to call attention to the present need on the part of the city to deal more justly with our teaching force. The extraordinary economic condition now afflicting our community and the whole world has raised the issue. If communities or nations are to emerge from the disturbed state of affairs, more and better educational facilities must be provided. We need not weaker men and women to perform the function of education, but the strongest and the best, and we must provide the wages of the skilled where now we hardly equal the compensation of the unskilled.

THE BOSTON CONTINUATION SCHOOL.

In September, 1918, the Continuation School was confronted with the problem of caring for thousands of children who, under conditions due to the war, left the regular schools to go to work. The enrollment of the school reached its peak at the end of November with 6,542 boys and girls at work.

This increase in numbers had been anticipated and was adequately met by adding a new sheet metal shop, an additional

electrical shop, an additional power machine shop and by taking over additional rented quarters at 278B Tremont street. In spite of the difficulty of finding teachers to take the places of men teachers who had entered the military and naval service, this problem was adequately handled.

A room for ungraded classes was found in the Damon School in the Hyde Park district. Its use saved the children of that district the long and tiring trip into town to the central school.

The influenza epidemic resulting in the death of the mothers of the families concerned, threw the responsibility of household management upon a number of young girls. A teacher was assigned to give instruction to these girls in their own homes. The experiment was in many ways successful and with some modifications will be continued next year.

With the signing of the armistice and the business depression which followed the holiday activity a serious condition of unemployment began to develop. The Continuation School presented the facts to the Principals' Association with the result that very effective work was done in retaining pupils in the elementary and the high schools. This resulted in a rapid shrinking in the number of pupils in the Continuation School so that by the end of June the enrollment had dropped from the high mark of 6,500 to 5,466. Plans are already prepared for further efforts along this line in September. The lure of employment has drawn away hundreds of children who should have completed the elementary course or have gone on to high school. An intensive campaign is under way to return as many as possible of these children to the day schools at the beginning of the school year.

The employment department of the school has done commendable work in replacing out-of-work children in employment, with the consequent cutting down in the average period of idleness. Complete figures are not available. A measure of the scope and value of this work is given in the fact that during the four months from February to May, inclusive, 1,124 boys applied to the school employment bureau for work and of these 559 were definitely placed. Figures are not obtainable to show how many others gained employment indirectly through work of the school.

The value of the guidance and control which the Continuation School exercised over these children during this trying period is indicated by the fact that truancy and other delin-

quency were less than ever before and that the children for the entire school year maintained an attendance record of slightly over 96 per cent.

During the year the teachers of the school as part of their improvement program coöperated to work out detailed courses of study. This material is not ready for the printer. Plans are under way to have it published in the near future. The school constantly receives requests from all over the United States for detailed information on organization and methods of procedure. During the past year the Federal Board for Vocational Education has made considerable use of information gathered from this school.

The school now has a teaching staff adequate in point of numbers and has built up a very satisfactory equipment. Housing conditions, however, are bad. It is to be hoped that they will be remedied very soon.

TRADE SCHOOL FOR GIRLS.

The removal of the upper age limit of twenty-five years has permitted us to give either preparatory or advanced instruction to over four hundred women who, because of war conditions, were forced to seek employment for the first time, or needed some special training in order to move up to more highly paid positions in their regular occupations. The original time limit upon the operation of this law, to one year after the close of the war, has recently been removed, so that the Trade School will be able to continue to offer its services to working women of any age.

The unprecedented demand for unskilled labor at increased wages has had the same effect upon the Trade School for Girls as upon other secondary schools; that is, it has decreased the number but improved the quality of the student body. Because of less crowded conditions and a better type of pupil, the school work has improved correspondingly in the training of the workers and in quality of output. This is made evident by the ever-increasing calls for our girls from the best type of business houses in the city and by the increasing initial wage offered, as well as by the rapid rise of many of our girls to positions of responsibility as drapers, designers, forewomen and teachers.

BOSTON TRADE SCHOOL.

A noticeable feature of the registration last September was that it was larger than in any previous year and it was the only

secondary school of which this was true in 1918. The departments maintained were the same as in previous years, but were operated under more favorable conditions of larger space and better equipment.

From the beginning the school has emphasized a two-year course, endeavoring to round it out so that the students entering industry at the completion of the course shall be found fairly well trained and conversant with the usual shop practices. In view, however, of an increasing demand for a more extended course the School Committee adopted the third and fourth year courses.

The atmosphere of the school has been made still more inviting by the introduction of military training and athletic sports for which special instructors have been provided. Music has been developed to some extent, although not until next September will regular instruction be given. Several concerts, however, given by the Glee Club and other members of the school, have served not only as sources of interest to the students but have furnished an opportunity for bringing parents to the school. The use of the moving picture machine has been increased by securing and displaying a liberal number of films from manufacturing concerns, the same being used to illustrate various processes used in the manufacturing establishments.

The war and its results affected the work of both the day and evening classes as follows: To meet the demand there were established courses in airplane construction and repair and wireless telegraphy in both the Central School and the North End branch. These courses, however, were discontinued after the signing of the armistice.

The expansion of the school is illustrated by the addition of the North End branch to the previous group and by the introduction of day classes for rehabilitation of wounded soldiers, which work is now going on with the possibility of indefinite continuance. The desirability of continuing such work for re-training men injured in industry is being emphasized. The work in this line during the regular school time led the Federal Board for Vocational Education, Department of Rehabilitation, to ask the forces of the school, with some additional ones, to conduct classes through the summer for re-training of wounded soldiers. The courses thus rendered include fifty per cent of practical shop work and fifty per cent academic work along the lines of English, mathematics and drawing. How much longer

this work will be continued after the summer term depends upon the policy of the War Department at Washington.

One of the demands of the soldier students was a course in automobile repair. The equipment for the course was speedily obtained and the work begun. It should, however, be added to the regular day school course and provision should be made for evening classes, for which we are informed by the State Board there is great demand. To this end means should be provided for increasing equipment, which so far has been secured to a large extent gratuitously.

The school has been fortunate in acquiring a goodly amount of machines and tools from the Federal Government, thereby enabling the department of machine shop practice to increase its numbers and expand its work.

DEPARTMENT OF MANUAL ARTS.

Coöperative Courses in High Schools.—The coöperative work in the high schools has increased to such an extent that two coördinators have been appointed, one in Hyde Park (in machine shop practice) and one in Charlestown (electrical work). The courses in these two schools and in East Boston High School (machine shop practice) are growing rapidly.

The economic value of coöperative work to the families of the boys involved is shown by the fact that the wages of boys in this department in the Hyde Park High School, where there were sixty this last year who were out in the shops on part time, amounted to nearly \$15,000. A beginning has been made to bring together the different academic teachers of related work in coöperative industrial classes to formulate syllabi which will be helpful and which will standardize the instruction as far as practicable. A committee has been formed and work undertaken for the formulation of such a document in mathematics.

The new course in vocational agriculture established in the West Roxbury High School in the fall of 1918 has had a very successful year, and the number of applications for enrollment in September, 1919, far exceeds the present accommodations.

In the latter part of May an exhibition of prevocational work was held in the hall of the High School of Commerce. The panels exhibited by the different trades showed the intensive correlation and tie-up between the shop activity and the academic work. The exhibition was well worth while, and was an indication that the prevocational principles as applied are sound.

With the appointment of foremen of shop work it has been possible to make a more careful study of the shop conditions and shop needs of the different trades represented. Each trade is now in charge of a foreman whose duties in addition to those of instructor are to hold meetings with his tradesmen, and decide on policies, courses of study, devices, etc., which are submitted to the assistant director in charge for his approval and action.

Careful analysis has been made of the conditions under which each trade is working, and of the teaching aims to be observed, with the result that the minimum requirements which have been in use have been amended and supplemented, and tentative courses of study prepared for trial the coming year.

Gardening.—Several new activities have been added to the gardening work. A plan for the training of Normal School juniors and seniors in gardening supervisory work has operated very successfully and should be of great value in overcoming the present shortage of trained garden teachers.

Some very effective and significant work in canning the products of the children's gardens was made possible through the coöperation of the Women's Committee on Public Safety, who met the expenses of janitors' fees, fuel, etc., in connection with the use of school kitchens.

Several elementary schools have included gardening demonstrations and experiments dealing with garden practice, in their science work in the upper grades and report a distinct gain in the science instruction as a result of this interesting application of fundamental scientific laws.

PHYSICAL TRAINING AND MILITARY DRILL.

Physical Training.

"Physical Training" is the term used to cover a wide field of activity. Within it is included gymnastics in the Boston Normal School, high school and elementary school gymnastics, military drill, high school athletics, elementary school athletics, and playgrounds.

Every girl in the Normal School is required to take physical training twice a week for the first two years. Each lesson in the gymnasium is followed by a shower bath which greatly increases the benefit of the lesson. In the third year she has a similar lesson and one period in the class room where she studies the theory of physical education and the method of teaching it. In the first two years the girls become familiar with the

elementary course of study. Each girl has an opportunity to teach physical training to the children in the model school. Besides the educational value of physical training, the benefits to good health through proper exercise and good posture are emphasized. A course in playground activities and organization is given throughout the three years. Inter-class games and meets are frequently held in order to have the girls become more familiar with the management of such games, as well as to emphasize the spirit of fair play and good sportsmanship.

In the high schools two full periods a week are given to physical training for girls, and, in addition, a ten-minute setting up drill is given every day in every room between the second and third periods.

In the elementary schools the work is carried on by the grade teachers, under the supervision of the high school instructors who are detailed to the various school districts. Between twelve and sixteen minutes per day — the time varies in different grades — is given to gymnastics. Beginning with the first grade and continuing through the third, the work consists of story plays, games, rhythmic exercises and simple dances. Formal gymnastics are introduced in the last half year of the third grade and form the principal part of the gymnastic course in the succeeding grades. The course includes, also, games and dancing in the regular school session, and, in some of the schools, organized play at recess.

Military Drill.

Military drill has existed in the high schools for nearly sixty years. Established during the troublous times of the Civil War, it has come to the present day with various modifications. It is now compulsory for each boy during the four years of his course unless, for physical disability, he is excused by a school physician. High school boys attend drill two periods per week, which makes a total of about three hundred hours for the four years. The Boston School Cadets, numbering in the neighborhood of six thousand, are organized into eight cadet regiments. Promotions are graded so that during a boy's second year he may become a corporal; a sergeant during the third, and a cadet commissioned officer his senior year if his skill and conduct merit it. Promotions to cadet rank, however, are also dependent upon the attainment of certain standards in studies. Military diplomas are awarded to commissioned officers.

The military course includes close and extended order infantry drill; much stress being laid on physical development, the United States Army physical drill occupying a considerable portion of the time each fall, and never being entirely discontinued throughout the year. Indoor rifle shooting, and a daily ten minute setting up drill between the second and third periods also form a part of the course. Each boy furnishes his own uniform, which is of khaki, with suitable cadet distinctive markings of black. The entire military equipment, — rifles, colors, belts, musical instruments, etc., is the property of the city. The Department of Military Drill is conducted by military officers, four of whom were in overseas service during the Great War.

Athletic Coaches.—Athletics.

A corps of twelve teacher coaches conducts athletics in eleven high schools and in the Boston Trade School. This system has proved superior to that of the professional coach. These men, as their name implies, serve the School Department in a dual capacity. Being in close touch with the whole school during school hours, they have excellent opportunity to interest large groups of boys in athletics, and their responsible control has resulted in a distinctly higher tone and quality of competitive sport. The number of boys engaged in athletics during the past year,—705 in football, 1,194 in track, 925 in baseball and 155 in soccer — is evidence that the system of faculty-coaches is achieving its purpose, *i. e.*, the largest possible number of boys are engaged in some form of athletics. The reports for the past year show that with over 3,000 boys in games, only two accidents have occurred,— one a broken nose, the other a dislocated shoulder. No ill results have followed from these.

Boys may obtain three points towards a high school diploma by "membership, good conduct, and regular training" in a recognized athletic squad for three years, or by showing progress during the second, third and fourth years over the records made in the year preceding in dashes, jumps, shot puts, pull-ups push-ups, and posture. They may obtain an additional swimming point during any one of the four years by swimming fifty yards. These four points, plus the four points for military drill and setting up exercises, are necessary to obtain a high school diploma.

Organized School Play.

During the past school year sixty play-teachers directed the play of the boys of the Boston elementary schools on forty playgrounds in the various sections of the city. These play-teachers were recruited mainly from the ranks of the submasters. They did their work on school days from 4 to 5.30, soccer being the game of the fall season and baseball and track of the spring season. The former was of six weeks' duration, the latter of eight weeks. Games were organized rather for interclass than for interschool contests, as being the better means of giving opportunity for play to the greater number of boys. On some playgrounds, however, interschool contests were played about once a week. Experience has shown that organization of games made at the schools rather than at the playgrounds results in better play and greater participation on the part of the boys. The total number of boys taking part in the play activities of the year was over 25,000. In June a Relay Carnival and a Track Meet were held on two separate days, participated in by boys from all the grades of the elementary schools. An innovation was introduced in September—the appointment of a corps of four supervisors, each to oversee the work of a section of the city.

PUBLIC PLAYGROUNDS.

The seventy-three playgrounds of the city consist of thirty-six school yards and thirty-seven park corners. Activities begin with the opening of the spring term in April, continue through the summer and end at the expiration of the fall term in November. The summer session is from 9.45 a. m. until 5 p. m. daily. In spring and fall it is from 3.45 until 5.30 p. m. on school days and from 9.45 a. m. until 5 p. m. on Saturdays. The playgrounds are open to all children whether from public, private or parochial schools, and attendance is voluntary. The numbers vary, according to the size and location of the playground, from 150 to 500 children per day. The personnel is made up of young women who are Boston Normal School graduates and students, and are rated as "first assistants," "assistants," or "sand-garden assistants," according to length of service. In the fall and spring these teachers have charge of the girls and younger boys, carrying on with them organized play, and supervising the free play. In summer the

longer hours afford opportunity for more extensive activities. These include, over and above free and organized play,— which are continually going on,— dancing, story-telling, dramatics, inter-playground contests in various games for both girls and boys, culminating in a final athletic meet to decide the winning teams of the city, and war relief work,— such as sewing, knitting, etc. Large numbers of children, with 50 as a minimum and 300 as a maximum from one playground on one day, are taken on various excursions several times during the summer.

KINDERGARTEN DEPARTMENT.

The Kindergarten Department reports 154 kindergartens and 289 kindergartners — an increase of 9 kindergartens and 14 kindergartners since January, 1918. Eleven of these kindergartens hold their session in the afternoon, a time far from satisfactory, since the session is one hour shorter than that of the morning class, and the children, after a morning of strenuous play, are tired and are inclined to sleep, or if they are of the nervous type are apt to be over-stimulated; however, afternoon kindergartens are better than none and they should be retained until better accommodations can be secured.

The above registration gives one or more kindergartens in every school district in the city, but does not accommodate all the children from four to five and a half years of age who are ready for the kindergarten. This is especially true in the sections where non-English speaking people reside, where the kindergarten enrollment is heaviest, but where for lack of schoolhouse accommodations many children of kindergarten age are still without school privileges.

Experiments along the line of the Project Method in several of the kindergartens have aroused a general interest in children's choice of occupation and its reaction in the form of intellectual and physical development. Further extension of this work is planned for the coming year in selected kindergartens where thoughtful consideration of the effect of freedom upon the class as well as on the individual will be noted.

Conditions brought about by the war have reawakened the world to the necessity for the conservation of childhood. The kindergartners, through their ready access to the homes, have had rare opportunity to promote this cause and have strengthened their relation with the mothers of their community through the actual assistance they have been able to render at this time

of need. Classes of kindergartners were organized under leaders furnished by the Government, who gave instruction on food and clothing conservation; this in turn was simplified and demonstrated in nearly every district in the city to groups of mothers who were striving to meet the new conditions without success.

Records show fully three hundred mothers' conferences based on this subject during the last eighteen months. Special talks have also been given on food values and their specific relation to the growing child; also talks on clothing and on the physical care of children. The friendly relation which exists between the kindergartner and the mothers has made it possible to make such talks productive of good results, as has been shown many times during the year in the reaction from the homes.

In localities where several nationalities are represented the kindergarten becomes a center where the common interest of child welfare opens the way to the work of the Americanization classes where opportunity is given to study our language and customs. In a few instances the local kindergartner has taken charge of the class under the direction of the director of the Americanization work for two afternoons each week. Reports from several kindergartners note the personal directing of reading courses for foreign mothers who have learned to read but who, for various reasons, are unable to go to evening schools.

The records for the past year show over 650 meetings with an attendance of 14,600 mothers, averaging 23 mothers at each meeting. Nearly 1,000 children have been recorded as attending the meetings also, since it frequently happens that there is no one at home to take care of them during the mother's absence.

We are only beginning to find our place in the education of the foreign woman who shares our rights of citizenship and who as the days go on will share it more and more powerfully. The kindergartners are discovering that the foreign-born mother has a message for us, and she only awaits the time when the present obstruction of a strange language is eliminated before she will take her place in our community. Our immediate task is to prove that we are a friendly people striving to do everything in our power to promote her welfare. In some localities this can be accomplished through personal visits in the home more satisfactorily than through the general assembly of the parents' meeting. Each kindergartner studies her community and acts according to her judgment in determining the

type of community work to stress, keeping in mind the fact that every step which improves the home conditions promotes the welfare of the child.

The custom of home visiting in every district in the city has become an essential part of the daily program of the kindergarten. In no other way can she obtain that full understanding of the individual child which is so vital in good teaching. Our records show nearly 28,000 home visits for the year and while the results of this branch of our work cannot be measured, we are certain that the kindergartens could not be maintained at their present standard of excellence without this close contact with the home.

THE RELATION BETWEEN HIGH SCHOOL AND COLLEGE.

The attitude of our Eastern colleges appears to be that education is primarily a selective process; that the needs of the community do not require an extremely large number of practitioners in many professions or careers for which the colleges offer training, but it is highly important that those who finally enter these callings should be the best possible selections. The colleges themselves apparently feel it is the wisest practice to begin the process of elimination before those whom they assume cannot hope for ultimate success have wasted years which might be used better in equipping them for probable success in other lines.

Our colleges, therefore, while aiming at the best service to the community along their specific lines of study, feel justified in admitting only the students most likely to achieve success in these fields, and in eliminating by their entrance examinations candidates likely to fail later if admitted. It is assumed that these candidates can serve the community better in industrial, commercial or other productive work which does not demand the kind of training offered by the colleges.

Where to draw the line is a matter of experience and judgment and President Lowell asserts that it is now drawn wisely, by saying: "A really good scholar from any good non-vocational school can pass its (Harvard's) entrance examinations." This should probably be amended to read, "A really good scholar who has taken certain studies prescribed in a somewhat restricted list of subjects."

President Lowell further states that the present variety of admission requirements for Massachusetts colleges is such that

“any boy who will profit by a college education can find a college in Massachusetts that he can enter.”

In general terms, it may be stated that a candidate for admission to Harvard must secure a rating at the examinations of the College Entrance Board of 60 per cent or better. Yale, Princeton and a few others require the same rating, while most of the other Eastern colleges require 50 per cent or better.

The eighteenth annual report of the College Entrance Examination Board (the latest report) states on page 23 that for the past ten years with 60 per cent as a passing grade, 53 per cent of all answer books were passed, and 47 per cent were failed; in 1909, 47 per cent were passed and 53 per cent were failed; in 1916, 49 per cent were passed and 51 per cent were failed. In the year 1918, the figures in the respective subjects are as follows:

	Per Cent Passed.	Per Cent Failed.
English	49.6	50.4
Ancient History	35.2	64.8
Latin	59.9	40.1
Greek	67.5	32.5
French	58.	42.
German	47.2	52.8
Algebra	46.	54.
Geometry	55.6	44.4
Physics	52.9	47.1

These percentages of failure appear to be in excess of those naturally to be expected in case of reasonable correlation between school and college. For instance, in 1909, out of 7,000 answer books in Latin, only 38 per cent received a passing rating.

The mischief of the overemphasis of the selective function of education in the college is that a similar principle is forced upon the high school. From the above it will be seen that one in two fail to meet the present college entrance requirements, but it should be remembered that those who took the college entrance examinations were themselves a selective group. About one in ten who enter the high schools successfully finish the course. This is the national figure. The City of Boston does much better, graduating about one in three in the high school of those who enter the first year. The overemphasis of the selective function of education does not stop with the high school. In a

similar way, the high school imposes it on the elementary school because the high school wishes to receive only pupils who show promise of success.

The real function of education is service rather than selection. The business of the school is to improve each individual in accordance with his capacity, rather than to select individuals who can do certain things deemed desirable by the schools and exclude all others. It may be admitted that the special finishing school should be selective. It would seem that the primary function of education of all stages, whether elementary, high school or college, should be *service* rather than *selection*, which means the dealing with the individual as he is and improving him in accordance with his capacity. Should we not set up the ideal of service or improvement education rather than selective education, leaving the selective function to the special school, whether it be distinctly professional schools, such as the law and medical school, or lower types of vocational schools such as the trade school. The present selective function set up by all our administrative provisions emphasizes enormously the failures of education. The public mind is always focused upon the lack of capacity of individuals. Continually failures are counted rather than successes in dealing with human material. Human assets are made to seem small, human liabilities are made to seem enormous,— a pessimistic outlook upon humanity.

Democracy of educational opportunity means that there shall be many varieties of educational opportunity, because the powers and capacities of individuals differ profoundly. Any single kind of educational opportunity exercises a selective influence, which means, essentially, that certain individuals can succeed in that kind of opportunity and other individuals cannot. If the only means of educational opportunity were a Latin school, then only such individuals could be educated as were capable of successfully undergoing the selective influence of a classical preparation for college.

This does not mean the lowering of educational standards of the high school. What is needed is the establishment of a system of higher education in New England which will not impose through entrance requirements such restrictive and limiting influences on the high schools as the present system of higher education imposes. We need a system of higher education in the state which will furnish a greater variety of educa-

tional opportunities for the boys and girls who are today shut off from higher education through the present limited and, to my mind, undemocratic method of selection set up by present college entrance requirements.

Where shall the limit to free and popular educational opportunities be fixed? Shall it be at the end of the elementary school, intermediate school, high school or the college? There was a time, even here in New England, when our so-called "better people" opposed the extension of popular education beyond the elementary stage. Our present system of high school education has had opponents here in Massachusetts, within twenty years. The high school, however, has won out. It is now a part of the educational and democratic rights of all boys and girls. All parts of the United States, except New England, and particularly Massachusetts, have extended the range of educational and democratic rights to include the college. The day has come in Massachusetts to agitate the larger educational rights of all young people.

It is not to be desired that the high standards in certain colleges should be destroyed or lowered. Nor should the number of boys and girls who may use the opportunities which they offer be diminished. I believe we should seek to extend educational opportunity to the group not now reached. We wish to supplement our present excellent institutions by other and more comprehensive institutions wherein the principles of educational democracy may be expanded to meet the growing conviction that there is no dead line of education to be drawn for the boy and girl beyond which some may go and others may not. All extensions of education have proved to make for a finer and safer citizenship.

CHANGES IN MECHANIC ARTS HIGH SCHOOL COURSE OF STUDY.

For many years past the problem of a proper course of study for the Mechanic Arts High School has been given serious and persistent attention by the superintendent and the School Committee, also by lay advisory committees appointed by the School Committee to assist in friendly coöperation in studying the situation. In 1914, after several survey reports on a proper course of study for the Mechanic Arts High School, the so-called "Prosser Plan" was adopted. In general, the "Prosser Plan" meant the industrializing of the school. All other aims except that of training for industrial efficiency were eliminated. The

central idea of this plan was the purpose of training boys who resorted to the school to become "noncommissioned officers in industry." The plan has had a trial for five years, and its merits and shortcomings carefully observed. As a result of this body of evidence, it has appeared to the superintendent, the assistant superintendent in charge, the principal and teachers of the school, that certain modifications of the existing course of study should now be adopted. In the judgment of all concerned it was decided that the "Prosser Plan" should not be abandoned but supplemented by the addition of a parallel course giving wider opportunities to the students of the school. It appears unwise, however, to restrict the boys of the Mechanic Arts High School to one exclusive objective. The public viewpoint has changed considerably during the last five years, regarding the right of choice and the right of change of choice in the preparation for life activities. It is unreasonable to assume that a boy of fourteen when selecting the Mechanic Arts High School knows definitely that he wishes to prepare exclusively for the sole object permitted under the 1914 plan. During the high school period the boy makes wider contacts, he sees new opportunities and is likely to wish to change an original selection. Very often a boy does not discover his aptitudes and desires until well along in his high school course. While retaining the virtues of the "Prosser Plan" the new program permits of a modification of choice on the part of the student who may in the third or fourth year of the course pursue certain elective subjects which will lead on to life objectives other than those purely industrial, viz., that of preparation for higher technical institutions. In the appended report of Assistant Superintendent Brodhead will be found the detail of the changes in the course of study in the Mechanic Arts High School.

DEPARTMENT OF EDUCATIONAL INVESTIGATION AND MEASUREMENT.

The Department of Educational Investigation and Measurement has, during the past year, undertaken to continue the work of preceding years and to increase the scope of the testing of school accomplishments.

The testing was divided into two periods, one in February and one in May. In February we tested a small group of fourth to eighth grade pupils in silent reading. The tests

were organized by the department, coöperating with a group of teachers. In May, Curtis tests in arithmetic and tests in spelling were given for the purpose of continuing the work which has been carried on since 1914. In addition to these, tests in common fractions, dictation and geography, each organized by the department, were given to selected groups of about 1,000 pupils. For keeping the records, a new card to be known as the "record of standard tests," has been devised to take the place of the "record of arithmetic test" card. The new card is much more comprehensive, making it possible to keep a record of each pupil in tests in arithmetic, English, spelling and other branches of curriculum in which tests may be given from time to time. One bulletin, "Practice Exercises in Common Fractions," has been published by the department during the year.

EVENING SCHOOLS.

The Evening School Department, as reorganized in 1917, includes the recently established Day School for Immigrants, the evening high schools and the evening elementary schools, all in charge of the Director of Evening Schools. The Continuation School, formerly in the Department of Evening and Continuation Schools, the evening classes of the Boston Trade School, and the extension classes of the Trade School for Girls, are now in charge of the respective principals of these schools.

The evening high schools are now commercial schools, with the exception of the Central Evening High School, which offers both commercial and academic courses. In keeping with the changed character of the evening high schools, the course of study has been revised, and specialized commercial courses have been introduced, offering to pupils intensive training for particular types of commercial work.

War conditions and the prevalence of the influenza this year have been largely responsible for the decrease in enrollment in the evening schools. There is some satisfaction, however, in the knowledge that the average attendance has been considerably higher in comparison with former years.

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In the evening elementary schools, in addition to conditions due to war and to the epidemic, the lack of immigration has

been an important factor in the gradually decreasing registration. The evening elementary schools are, to all intents and purposes, practically schools for immigrants, and immigration has almost entirely ceased. Illiterate minors, for example, who are compelled by law to attend evening school, were enrolled in the evening elementary schools to the number of 5,000 in 1914-15. This year only 367 illiterate minors were enrolled, which means that disregarding those who have acquired sufficient English to pass the literacy test, the mere lapse of years will eliminate illiterate minors from consideration until immigration is renewed. An illiterate minor who was sixteen years of age in 1914-15, when immigration practically ceased, will become twenty-one years of age next year.

While adult immigrants, whose attendance is wholly voluntary, have attended the evening elementary schools in relatively greater numbers than formerly, it has been found necessary from time to time to close certain of our evening schools. In 1914-15 there were 21 evening elementary schools, not including branches. This year there are 12 evening elementary schools, and it is probable that next year a further consolidation will be found desirable in anticipation of a further decrease in enrollment. Ample provision, however, has been made and will continue to be made for the residents of every section of the city.

In view of the vast number of adult immigrants in the country and the small number who make the necessary sacrifice to attend evening school, it must be confessed that the results accomplished are far from satisfactory. Evening school officials and teachers are the first to acknowledge that these evening schools do not begin to reach a sufficiently large number of immigrants. This failure is in large part due to conditions over which the school has little control and is no reflection on the earnestness or the willingness or the devotion of evening school workers. The workers themselves realize the limitations and appreciate the necessity of a more comprehensive program of immigrant education.

The City of Boston has established a Day School for Immigrants which has been given authority to open classes for residents of Boston in any section of the city, in any suitable accommodations, school buildings, factories, stores or elsewhere, at any hour of the day or evening.

Several classes have been opened in some of our manufacturing establishments and others are in prospect. The school

system stands ready to supply a trained teacher, and to furnish books and supplies wherever any employer will provide a suitable space for a classroom, and assure the attendance of fifteen persons.

Boston has been conducting in rented quarters some of these classes since 1911, and the pupils have been largely hotel employees, and others whose hours of employment precluded their attendance at evening school. Classes for mothers have been conducted in school buildings since 1915 and answer a very pressing need. The immigrant boy is compelled to attend day school and the immigrant men attend evening schools under the stress of the necessity for learning English, while the mother remains at home to care for her family and to attend to her household duties. As a consequence, her husband and her children soon outstrip her in their knowledge of the English language and of American ways and customs. No facilities had existed previous to this time for enabling mothers to keep abreast of their children, and the consequent handicap made itself felt both in school life and in home life. The children, with the superior knowledge of English, have taken advantage of their mothers, and the mothers have been unable to do their full share in the training of our future citizens, for the home, of course, must contribute the most to such training. The family life itself was threatened by the pseudo-Americanization of the children, for the children felt themselves superior to their parents and especially to their mothers, and the schools were blamed for fostering contempt for parental control and were accused of menacing the family life.

The purpose of these mothers' classes is to enable mothers to keep abreast of the progress of their children and to afford an opportunity for them to learn English at the only time at which they can be spared from their home duties. The classes are held during the hours when the day schools are in session and when the children of school age are in school. Volunteer kindergartners care for the younger children in a room provided for this purpose, and thus the mothers are relieved of home duties and are enabled to get away for their instruction in the afternoon. The mothers have been most enthusiastic and rarely miss a day from the classes, and the experiment has proved an unqualified success.

The teachers in the Day School for Immigrants have just completed a course in the special technique of teaching English

to immigrants given by two of the most experienced teachers who have been assigned by the Superintendent to assist the Director of Evening Schools in the organization and supervision of these classes. Most of the teachers have completed the course given by the State Board of Education and other courses, and many of them have had years of experience in classes for non-English speaking pupils.

The Day School for Immigrants has had this year an enrollment of 937, and approximately 40 classes have been in operation, including classes at the Charlestown State Prison recently undertaken at the request of the Bureau of Prisons.

Despite the handicaps resulting from lack of suitable permanent accommodations and from the lack of a corps of permanent teachers, it is becoming more and more evident that the Day School for Immigrants with its flexible scheme of administration will gradually become the parent organization for teaching English to non-English speaking immigrants.

PENMANSHIP.

At the beginning of the school year 1918-19, the School Committee, at the request of the Superintendent, appointed a Director of Penmanship, to devote herself primarily to the development of the proper methods of penmanship instruction in the first three grades. Hitherto there had been no particular insistence upon movement writing in accordance with the Palmer method in the primary grades. Assistant Superintendent Rafter, whose report contains a full and interesting account of the year's progress in penmanship, has long believed that children entering the fourth grade were obliged to unlearn many bad habits of penmanship acquired in the early grades. The appointment of the Director of Penmanship was an effort to determine whether under proper supervision children could be made to adopt proper methods in penmanship from the very beginning of the school career.

It is my belief that the results obtained in penmanship during the past year, under the Director of Penmanship, amply justified the experiment; that teachers who in the beginning were doubtful that little children could be made to use proper methods at the beginning, are now convinced of the superiority of the present plan. There is found in the public mind perennially a suspicion that with the development of new educational methods and ideals, the old fashioned arts, commonly

known as the "three r's," are being neglected. This, however, is far from being the case. The so-called fundamental subjects in the elementary school are being studied with great attention, and a consistent effort is continually made to see that the teaching of the fundamental subjects in our elementary school, far from being neglected, are being improved year by year.

THE PROBLEM OF SUPERVISION.

From various school surveys appearing during the current school year it is apparent that Boston has not employed the number of supervisors, both general and special, that are found in many other communities. The Finance Commission report upon the schools in 1916 made the criticism that our primary grades needed more supervision. In my judgment the problem of proper supervision of schools has not been solved in any community in this country. Survey reports in the past year indicate that certain communities in the attempt to get effective supervision have, in certain instances, secured too much. In a comprehensive account of the Gary school system, made by the General Education Board, the interesting fact is brought out that the number of supervisors in the city was so great that the principal of the school had become merely an executive, without educational authority and influence. Besides the usual supervisors of special subjects such as music, drawing and manual arts, there are supervisors of English, arithmetic, geography, history, and similar subjects. The principal of the school in Gary occupies the position somewhat similar to that of business manager, and the teachers do not look to him for general educational direction and supervision. One great difficulty of supervision is the tendency on the part of the supervisor to see her subject out of proportion to other subjects, and to make excessive demands upon the pupils' time for the particular subject supervised. The Gary report recommends in effect that the number of supervisors in the Gary schools be reduced, and that the principal of the school be given authority and responsibility for educational standards and policies.

In Boston the plan of supervision is different. To the principal of the school is delegated general educational guidance and responsibility. He is provided with a course of study which emanates from the Board of Superintendents, and it is his duty to see that the provisions of the course of study are carried out. These courses of study, however, are made up

upon the most coöperative basis possible, viz., as a result of conferences, deliberations on the part of heads of departments and teachers, but the principal of the school, subject to the advice of the superintendent and assistant superintendent, is the interpreter of the course of study. Boston has special supervisors for special subjects, such as music, manual arts and gymnastics. We have not, however, supervisors for such branches as English, arithmetic, geography and the like, and ought not at this time to seek supervisors for these branches.

There is serious doubt as to whether or not we should have a special supervisor for primary instruction. At the present time Assistant Superintendent Mellyn is in charge of this responsibility, and devotes much time and attention to this important problem. Our assistant superintendents, however, are so fully employed with important executive problems that it is difficult for any of them to assume the responsibility of intimate personal supervision. During the coming year it is planned to institute a number of conferences with first assistants in charge, who are the local executives of our primary buildings, to discuss the whole problem of supervision, and to propose a plan of better supervision should one be found. In my judgment we have made no mistake in not hastening the movement for more supervision in our school system. It is better to adopt our own plan, after sufficient reflection, than to imitate the procedure of other cities purely as the result of educational fashion.

In my judgment the process of providing more supervision for the primary grades could be better effected by appointment of a director of supervisory grade than by appointing an additional member to the Board of Superintendents. No member of the Board of Superintendents can avoid devoting considerable attention to various functions, such as that of serving on a board of examiners, serving on a board of apportionment, participating in frequent councils in which important administrative policies are settled. At present we have five members of the Board of Superintendents, with heavy duties it is true. Each assistant superintendent is assigned the general supervision of approximately 24,000 children and 500 teachers. An additional assistant superintendent — and there is one additional who may be employed under the provisions of the law — would not materially lighten the present burden of assignments, and if such a member were assigned the problem

of primary supervision he could not perform this function and at the same time be an effective member of the Board of Superintendents. In my judgment the more practical way to bring alleviation to the present heavy assignments of the members of the Board of Superintendents would be the appointment of a chief examiner. Such chief examiner should be the ablest individual that could be found in our own corps or elsewhere, should of course possess the necessary scholarship and experience, and in general, subject to the Board of Superintendents, should assist in the preparation and correction of examination papers. Such an examiner could also be of substantial assistance to members of the Board of Superintendents by reading and grading papers presented as the result of promotional requirements.

In summary: I would state that as far as I can analyze the problem of supervision in the Boston Schools, I am of the opinion that the present number of assistant superintendents is defensible both from the viewpoint of financial economy and educational efficiency; that there is growing need for more primary supervision, and that the exact plan to be adopted should be postponed until further study can be made of the real needs of the situation. Furthermore, if additional supervision for primary grades is determined upon, the position should be of the rank of supervisor or director rather than of any higher grade, so that the individual selected could devote exclusive time to the pursuit of the problem of stronger work in our primary grades. Finally, I believe that assistance should be given to the Board of Superintendents by the appointment on a merit basis of a competent chief examiner who, subject to the directions of the Board of Superintendents, shall perform the functions indicated above.

Respectfully submitted,

FRANK V. THOMPSON,
Superintendent of Public Schools.

APPENDIXES TO REPORT OF
SUPERINTENDENT FRANK V. THOMPSON.

APPENDIX A.

REPORT OF ASSISTANT SUPERINTENDENT
JEREMIAH E. BURKE.

MR. FRANK V. THOMPSON,

Superintendent of Public Schools, Boston, Mass.:

MY DEAR MR. THOMPSON,— In response to your request I herewith submit a report relating to certain activities of the Board of Superintendents.

THE DUTIES OF THE BOARD OF SUPERINTENDENTS.

In the Twenty-eighth Annual Report of the Superintendent of Schools (1907-08), Stratton D. Brooks discussed somewhat in detail the work of the Board of Superintendents.

Doctor Brooks had been a member of the Board of Superintendents prior to his promotion to the superintendency, and consequently was thoroughly acquainted with the duties and responsibilities of his former associates, both in their individual capacities and in their collective organization as a Board.

On pages 69-72 of his report, he summarizes the activities of the Board of Superintendents as follows:

So many inquiries are made as to the duties of the assistant superintendents that it seems well to indicate the lines of major activity of these officials.

As individuals the assistant superintendents are the direct representatives of the superintendent in the districts to which they are assigned, and may exercise any of his authority delegated to them by him. In addition, they have many specific executive duties assigned to them by the regulations, such as establishing district lines for primary schools, transferring pupils from district to district, adjusting cases of discipline, etc. In addition to these duties definitely mentioned there are the innumerable occasions of conference and advice with principals and teachers with reference to gradations, seating, promotion, organization, methods of instruction, interpretation of the course of study. There is also the very important duty of recommending teachers for appointment, subject to the restrictions of the merit list, and of securing the ones best adapted to the particular schools. A single case of suspension or of failure to graduate often takes hours of time. When it is considered that there are

nearly five hundred teachers for each assistant superintendent it is evident that the total amount of time devoted to the consideration and decision of questions of supervision or administration must be very great.

As members of the Board of Superintendents the assistant superintendents have a variety of important duties. It is impossible to bring these under any complete or inclusive classification, but the major headings are as follows:

1. Examinations of candidates for teachers' certificates.
2. Making of the merit list and the annual re-rating of the graduates of the Normal School.
3. Examination of text, supplementary and reference books, maps, globes, charts, etc., and the selection of desirable ones for adoption on the authorized list.
4. Making and revising courses of study for all the schools.
5. Providing plans for and conducting the promotional examinations.
6. Meeting with various committees concerned with educational projects, for example, the Committee on Betterment.
7. Conducting various educational experiments.
8. Reporting to the Superintendent or to the School Committee with reference to the desirability of proposed lines of action, methods of administration or other related matters.
9. Granting diplomas and deciding cases of appeal.
10. Conducting admission examinations to the Normal School.
11. Initiation of plans for the improvement of the schools.
12. Attending teachers' associations, visiting outside schools, and in other ways keeping in touch with the progress of education.

These headings do not at all indicate the amount of work involved. The certificate examinations in 1908 were attended by nearly four hundred candidates, each writing several papers of considerable length. The preparation of the many different question papers and the careful scrutiny of the examination papers handed in by the candidates takes days of time. After this, there are many additional days devoted to considering questions of eligibility, the relative merits of the candidates as indicated by the length, character and quality of their experience, and their final rating on the merit list.

The re-rating of the graduates of the Normal School on the merit list is a task that must be done deliberately and accurately. The painstaking and careful scrutiny of records and the inspection and comparison of credentials and records require long and laborious days. The same may be said of the work of considering text-books, courses of study, granting of diplomas, admissions to the Normal School and the other activities of the Board of Superintendents.

The nature of the work is such that it cannot be hastily done. Such problems as the reorganization of the Martin School, the establishing of a supervisor of practice, the organization of the Department of School Hygiene, the course of study for the High School of Commerce, need to be considered with wisdom and sound judgment. To consider such experiments as the afternoon classes in games and play, the industrial work in the Agassiz and Hancock Schools and the writing experiment in East Boston requires time for investigation and thoughtful meditation.

Add to all this a hundred less important but none the less time-consuming duties, and it is evident that the work of an assistant superintendent is one demanding high talent and broad experience coupled with tact, discretion, decision and an unlimited capacity for work.

The functions of the Board of Superintendents have not materially changed; in all essential respects they remain the same as those described by our former superintendent eleven years ago. It is true that at times more stress has been placed upon certain lines of activities and less emphasis upon others, according to the points of view of different School Committees, but in the main the scope of work has been consistent in character with that outlined by Doctor Brooks.

Shortly after the inauguration of the present Superintendent, who had likewise been an assistant superintendent of the Boston schools, it seemed to the Board of Superintendents an opportune time to restate the major activities with which it is concerned, incidentally as a matter of record, but primarily in order to satisfy honest inquiries that arise from time to time similar in nature to those addressed to Superintendent Brooks.

Accordingly the Board prepared a brief résumé of its relations to the schools, to school authorities and to the public generally, and transmitted this definition of duties in the form of a statement to the School Committee, the Superintendent of schools kindly serving as the instrument of communication.

Although an analysis of this summary reveals many points of resemblance to that originally published by Doctor Brooks, nevertheless the Board of Superintendents feels justified in presenting the following outline in its entirety, for the information of school folk and all others who may be interested in the problems of organization and supervision:

SUMMARY OF DUTIES OF THE BOARD OF SUPERINTENDENTS AND OF ITS MEMBERS AS ASSISTANT SUPERINTENDENTS.

I. THE BOARD OF SUPERINTENDENTS.

A. *As a Board of Examiners.*

1. Examination of all candidates for permanent positions as nurses, teachers, supervisors and directors:

- (a) Determination of eligibility of candidates for all grades of service.
- (b) Preparation of papers for examination.
- (c) Editing and printing of the same.
- (d) Conduct of the various examinations.

- (e) Inspection of the class room work of all candidates who are likely to be certificated.
 - (f) Demonstration lessons for candidates for certain certificates such as kindergarten, household science, physical training, manual arts and special classes.
 - (g) Clinics for candidates for the nurse's certificate.
 - (h) Certification of all successful candidates, after careful consideration of their qualifications.
 - (i) Rating of all successful candidates, in accordance with all available data.
 - (j) Preparation of eligible lists of candidates for permanent appointment.
 - (k) Granting of certificates and licenses for temporary service.
2. Examination of pupils for admission to Normal, high and Latin schools:
 - (a) Preparation, editing and printing of papers.
 - (b) Conduct of the examinations, and by the results, determining admission or rejection of candidates.
 3. Promotional examination of teachers within the service:
 - (a) Preparation for the examination and conduct of the same.
 - (b) Organization of promotional courses under school control.
 - (c) Supervision of such courses.
 - (d) Approval of courses not directly under school control.
 - (e) Assignment of credit for work accomplished.
 4. Rerating annually of all graduates of the Normal School not permanently appointed.
 5. Oral examination of all candidates for the position of supervisor or of director. (An extension of these oral examinations to include other groups of candidates is contemplated.)
 6. Reconsideration of the Board's action concerning the results of any examination, or of any rating, whenever a candidate so requests.

B. As an Administrative Board.

1. Text-books.—The Board of Superintendents gives careful consideration to reports from the various Councils on Text-books, and approves all text, supplementary and reference books and all educational material authorized for use in Normal, high, Latin, intermediate and elementary schools. (The duties of the Board in regard to adoption of texts are by no means perfunctory. Texts are reviewed most critically, and often rejected because the material is unsuitable.)
2. Courses of Study.—The Board of Superintendents gives careful consideration to the content of new courses of study, and to modifications of existing courses; and if the proposed changes are considered advisable, recommendations are made to this effect by the Board.
3. Approval of Reports.—The Board of Superintendents gives careful consideration to reports on the organization and administration of schools presented by such bodies as the High School Head Masters' Association, the Elementary School Principals' Association, Councils on Intermediate Schools, etc.

4. Superintendent's Problems.—The Board of Superintendents freely discusses with the superintendent such administrative problems as he may present for their deliberation.

5. Assistant Superintendents' Problems.—The Board of Superintendents discusses formally, or informally, as the case may be, reports submitted to the Board by individual assistant superintendents relating to the subjects especially assigned to them by the superintendent, or to departments which are under their supervision.

6. Conferences.—The Board holds frequent conferences with the business agent, supervisors, directors, principals and all others who have matters of educational importance to present.

II. SECTIONAL MEETINGS OF PRINCIPALS.

The superintendent designates a member of the Board of Superintendents to attend the regular monthly meetings of each of the principals' associations, and to preside at these meetings. These associations include the High School Head Masters' Association, the Intermediate School Principals' Association and the Elementary School Principals' Association.

III. THE BOARD OF APPORTIONMENT.

The Board of Superintendents has representation upon the Board of Apportionment, which holds frequent meetings and considers among other subjects:

1. The expenditure of money for requisitions that fall outside of the per capita allowance, such as pianos and supplies and books for unforeseen exigencies.

2. The establishment of policies concerning the purchase of certain educational materials, such as films, slides, records, etc.

3. The apportionment of educational funds, such as the Gibson, the Bowdoin, the Degrand.

4. The transfer of a portion of a surplus from one item to meet a deficit in another.

In the future, the preparation of the School Budget will be included in the duties of the Board of Apportionment.

IV. THE ASSISTANT SUPERINTENDENT IN RELATION TO

A. *The School Committee.*

1. Investigation and report informally upon questions of discipline referred to the assistant superintendent by members of the School Committee.

2. Conferences with the School Committee, whenever so requested, concerning educational problems assigned to the assistant superintendent or concerning subjects with which he is especially familiar.

B. *The Superintendent of Schools.*

1. The relation of the Superintendent and the assistant superintendent is one of utmost professional intimacy. The assistant superintendent is the official representative of the Superintendent. It is essential, therefore, that the assistant superintendent apprehend the administrative problems

of the Superintendent and reflect them. This reciprocal attitude necessitates very frequent conferences, the interchange of confidences, and harmony of procedure and action.

2. The Superintendent assigns to each assistant superintendent certain schools and districts, likewise particular subjects and departments of work for the especial supervision of the assistant. (These various assignments are published in the Manual of the Public Schools.)

3. The assistant superintendent from time to time, on his own initiative, makes reports and recommendations to the Superintendent, either orally or in writing, concerning the districts, subjects and departments assigned to him. On the other hand, he frequently submits such reports and recommendations at the request of the Superintendent.

C. Principals of Schools and Districts.

The assistant superintendent is in frequent communication with principals concerning problems of organization and administration; concerning promotions and transfers of teachers; concerning interpretation of courses of study; concerning promotion, transfer and discipline of pupils; and concerning various other school interests.

D. Directors and Supervisors.

1. The assistant superintendent holds frequent conferences with the supervisors and the directors of the departments especially assigned to him by the Superintendent.

2. Some of the assistant superintendents, in addition to their other duties, continue to exercise administrative supervision of the departments of which they were the heads prior to their promotion to membership upon the Board of Superintendents.

E. Teachers.

1. The assistant superintendent inspects the class room work of all teachers in his schools and districts.

(a) Primarily to offer helpful suggestions, and

(b) Incidentally to give service ratings.

2. The assistant superintendent holds conferences, sometimes with large groups and again with smaller groups of teachers, for such instruction as he may find necessary.

3. The assistant superintendent organizes various councils of teachers for special work, meets frequently with them and directs their efforts.

4. The assistant superintendent serves with teachers upon committees in formulating courses of study, sometimes on his own initiative and again when directed by the Superintendent.

5. The assistant superintendent advises teachers with reference to requirements for promotional examinations.

The assistant superintendent is always ready to make suggestions to teachers concerning their own professional growth and their opportunities for promotion.

F. Parents.

The assistant superintendent has frequent interviews with parents with reference to the transfer, the discipline and the promotion or non-promotion of pupils. Whenever the parent suspects that injustice has been done his

boy or girl, the assistant superintendent proceeds to make a most careful investigation of all the circumstances in the case, and in the capacity of an impartial judge to render a dispassionate decision. (Rarely is an appeal made from the decision of the assistant superintendent to the higher officials.)

G. Pupils.

It goes without saying that all the various duties enumerated above are performed with the single objective,—that in the education of all our children the highest possible standards of excellence may be fostered and maintained.

It is of interest to record that the Rules and Regulations that have been carefully revised during the past year and adopted by the School Committee, give formal recognition to the salient features enumerated in the above report.

THE BOARD OF SUPERINTENDENTS AS A BODY FOR THE
EXAMINATION, CERTIFICATION AND RATING OF TEACHERS.

In the annual report of the Superintendent of schools for 1917 there was published a rather comprehensive description of the work of the Board of Superintendents as a body for the examination, certification and rating of teachers. The activities described in that report the Board still continues to perform.

During the past year, however, the Board of Superintendents has extended its province as an examining body to include a new field of service, significant and far-reaching in importance.

At the suggestion of the Superintendent of schools the Board assumed the delicate task of appraising the quantity, quality and character of experience of all holders of the elementary master's certificate; of establishing a rating for all such qualified candidates based upon a maximum of 1,000 points, and of arranging their names upon eligible lists from which promotions to elementary school principalships are to be made in the order of merit by the Superintendent of schools.

In preparation for this work of appraisal the Board arranged a detailed plan of procedure. In accordance with this plan all the concrete objective evidence on file at the administration headquarters is made the basis for the ratings of candidates. Definite numerical credit is given candidates (*a*) for educational preparation and experience (100 points), (*b*) for administrative, supervisory and executive work (200 points), (*c*) for professional interest and growth (200 points), and preponderating weight — 500 points out of 1,000 — is given for actual class room experience.

All data concerning the candidates recorded under each of the above-named items were submitted to the Board of Superintendents as a body, were judicially examined and evaluated, and the number of points awarded a candidate in each instance represented the combined judgment of the individual members of the Board.

The seriousness with which the Board accepted its responsibility and the careful attention which it gave to all the evidence collected from various sources are indicated by the fact that the Board was occupied exclusively during eleven morning sessions, comprising in the aggregate about forty hours of time, in determining the ratings of the eighty-three candidates whose names were before it for consideration.

Finally, on June 2, 1919, when the ratings were completed, two lists — one containing the names of the men, another the names of the women — were transmitted to the School Committee for approval by that body.

These lists thereupon became the officially recognized groups from which the Superintendent is required to make appointments of elementary school principals as vacancies occur. By order of the School Committee, the Superintendent shall present to the committee for confirmation one of the three names standing highest upon the list, in conformity with civil service practices.

The lists as originally established shall remain intact for two years. At the expiration of that time (June, 1921), and biennially thereafter, a complete revision of the lists shall be made by the Board of Superintendents.

The following extract from the minutes of the School Committee of January 6, 1919, gives in epitome the plan proposed by the Board of Superintendents, and in accordance with which promotions now are made to the rank of principal in the elementary school districts of Boston:

A communication was received from the Board of Superintendents under date of January 6, 1919, submitting a plan for the rating of candidates for promotion to the rank of principal of an elementary school district, substantially as follows:

1. The Board of Superintendents shall establish a rated list of all candidates eligible for appointment to a principalship of an elementary district. At their own request, candidates may not be so rated.

2. The Board of Superintendents shall prepare two separate lists, one for men and another for women.

3. These rated lists shall be the result of the evaluation of the concrete and objective evidence that may be secured from all available sources.

4. The ratings shall be upon a scale, with 1,000 points as a maximum, these points to be distributed as follows:

a. Educational preparation for teaching, experience in teaching	100 points.
(The basis of this inquiry shall be Form 264, revised by the Board of Superintendents to suit this special purpose.)	
b. Administrative, supervisory and executive work	200 points.
(The basis of this inquiry shall be Form 265, revised by the Board of Superintendents.)	
c. Professional interest and growth	200 points.
(The basis of this inquiry shall be Form 266, revised by the Board of Superintendents.)	
d. Class room teaching	500 points.
(The basis of this inquiry shall be Form 267, revised by the Board of Superintendents.)	
—	
Total	<u>1,000 points.</u>

The present practice of having the class room teaching of candidates evaluated by the master of the school, by the assistant superintendent in charge and by another assistant superintendent designated by the Superintendent is to be retained.

5. *First Rating.*— When the lists are made for the first time the Board of Superintendents shall evaluate the work of all persons who are eligible for appointment to the position of principal, except individual candidates who request of the Board of Superintendents that they be not so rated. The names of those who secure a high rating (the standard thereof to be determined later *) shall be published in the same manner as are other authorized eligible lists.

6. The names of candidates securing a rating below the fixed standard shall not be published, but their rating shall be accessible to the individuals so rated and to the officers of the School Committee.

7. *Subsequent Ratings.*— The group of persons whose names appear upon the published eligible lists shall be rerated biennially. All other candidates shall be rerated at the same time, but only at their request, and the names of those so rated shall appear in the lists when next published.

8. The names of candidates who by examination secure the certificate of qualification VI., Elementary School Master, subsequent to May 1, 1919, shall not thereupon be merged in the rated lists, but shall appear in the lists published immediately subsequent to their examination and certification.

9. Seniority of appointment shall be given favorable consideration by the Board of Superintendents in the evaluation of work, provided that the service performed has been continuously progressive and efficient, as evidenced in Forms 264, 265 and 266.

* The standard finally agreed upon was 725 or better.

10. The names of candidates shall be arranged upon the lists in the order of merit as determined by the numerical ratings, *i. e.*, the name of the person securing the highest rating shall appear first, the name of the person securing the next highest shall appear second, and so on down the list.

It is proposed that in making appointments from these lists, selection shall be made by the Superintendent from any one of the three names that stand highest on the list, in accordance with universal civil service practice.

The Board of Superintendents is strongly of the opinion that it is educationally and administratively inadvisable to limit appointment to the single individual whose name appears first upon the list.

11. If these recommendations receive the approval of the School Committee, the Board of Superintendents purposes so to organize its work as to have the original merit list ready for presentation to the School Committee not later than June 1, 1919. Subsequent lists shall be prepared and similarly be presented every second year thereafter.

The communication was placed on file, the plan approved as presented, and it was

Ordered, That the Board of Superintendents is hereby authorized to proceed at once to put into effect the plan submitted by it at this meeting for the rating of candidates for promotion to the rank of master of an elementary school district, with a view to presenting the first rated list of candidates eligible for such promotion before the close of June, 1919.

Respectfully submitted,

JEREMIAH E. BURKE,

Assistant Superintendent.

APPENDIX B.

REPORT OF ASSISTANT SUPERINTENDENT
AUGUSTINE L. RAFTER.

MR. FRANK V. THOMPSON,

Superintendent of Public Schools, Boston, Mass.:

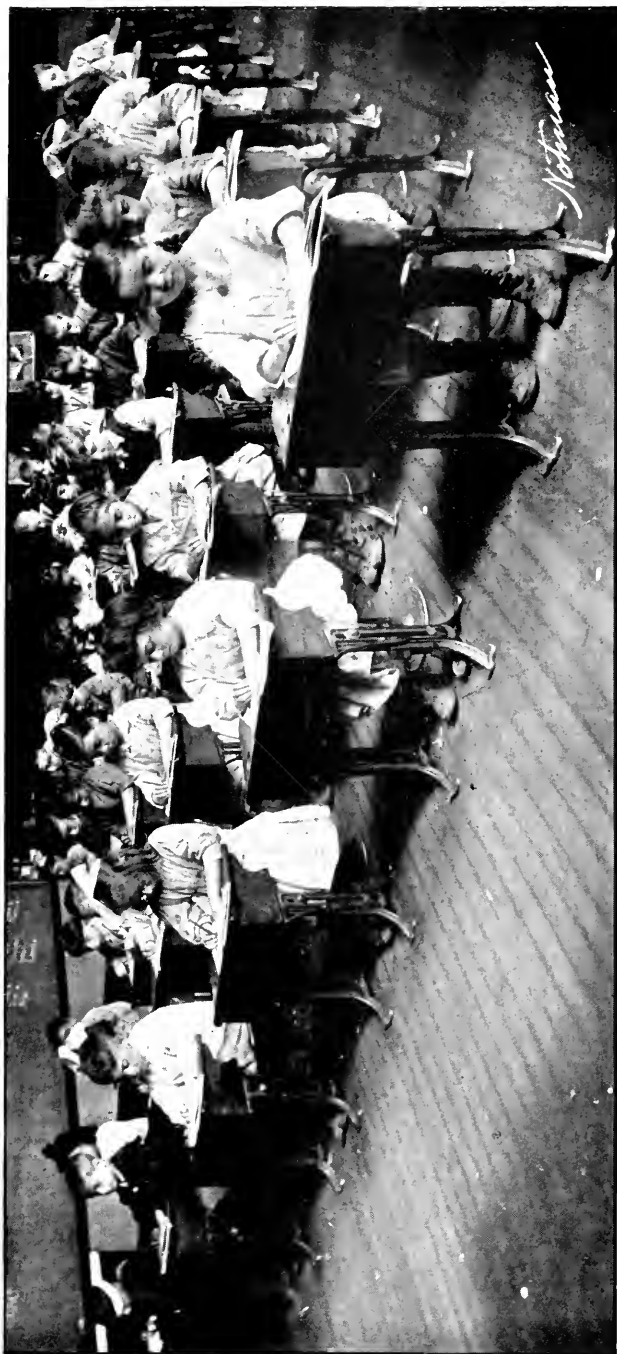
DEAR SIR,— I herewith respectfully submit a brief report on a few of the activities that have come under my supervision during the past year.

PENMANSHIP.

The muscular movement forearm system of penmanship has been in use in most of the grades for years. When I was given supervision of the subject I advocated the exclusive use of this system throughout the grades from the first to the twelfth. I believe, and hold, that it was illogical and unpedagogical to defer the introduction of the system until the fourth grade. Begin in the first grade and carry through was my contention. I found many masters and teachers in disagreement with me. The then Superintendent decided, and of course I accepted and enforced his decision, that the teachers in the first three grades be given their choice as to whether or not they would employ the muscular system. They were, however, to use only the approved style of small and capital letters.

One of my first discussions with the present Superintendent had reference to the introduction of the muscular system into the first three grades. I pointed out to him that I had strongly recommended such introduction in my last report. I was delighted to be assured that he agreed with me. I was enheartened when the School Committee authorized the exclusive use of the muscular system throughout all the grades.

In a previous report I pointed out the noteworthy fact that the grade teachers and the teachers of commercial branches in the high schools had, to the number of over 2,200, qualified themselves to teach the muscular system. That was a gratifying and reassuring achievement. I felt that the next step was



GRADE I — WRITING LESSON — CHRISTOPHER COLUMBUS SCHOOL, ELIOT DISTRICT

the appointment of a director of penmanship. Fortunately for the teachers and pupils, the Superintendent and the School Committee accepted my recommendation and a thoroughly competent teacher and inspiring director of penmanship was found.

The work of the director of penmanship was begun in September, 1918. During the months of September and October each school district in the city was visited by the director for the purpose of making a general survey of the work. Upon completion of these visits a detailed report, including recommendations, was made to the assistant superintendent in charge.

The most outstanding feature was the need of beginning intensive work at once in the primary grades. The two most serious problems concerned with this work were: First, the doubting, not to say antagonistic, attitudes of the teachers toward the establishing of muscular movement forearm writing in the primary grades, and second, their lack of knowledge of the pedagogical procedure in it. A great majority of the teachers were convinced that muscular movement writing was impossible of accomplishment in the primary grades, and were averse to attempting it.

Late in October three meetings of the teachers of Grades I, II and III, respectively, were held in the Everett School auditorium. Special class teachers attended the meeting of the teachers of Grade III. At these meetings the director set forth the basic principles, pedagogical and psychological, for the establishing of muscular movement writing in the primary grades, explained the scope of the work, gave instruction in the beginning steps of the class room presentation of the subject, urged the teachers to assume open mental attitudes and assured them of successful results.

During November, December and January the director gave demonstration lessons with pupils in the class rooms of the primary buildings in each of the sixty-eight school districts of the city with the teachers observing. The object of these lessons was to show the actual class room procedure with the children in the first stage of the development of this work, *i. e.*, the teaching of correct posture, the use of materials and movement drill exercises, to discuss the work with the teachers, and to answer their questions.

In February a meeting of teachers of Grades I and II, and a meeting of teachers of Grade III and special classes were held

in the Abraham Lincoln School Auditorium. At these meetings the director defined what should be the accomplishment of these grades at that time, and explained the procedure of the second stage of the development of the subject, *i. e.*, the transition from movement drill to movement writing, and the study of letter formation.

During February, March and April the director gave a second series of demonstration lessons with the pupils in the class rooms of the primary buildings in each of the sixty-eight districts of the city with the teachers observing. The object of these lessons was to show the procedure with the pupils in making the transition from movement drill to movement writing, involving the development of preliminary motion, letter formation, counting and the evaluation of the writing product, to discuss the work with the teachers and to answer their questions.

Early in May a meeting of the teachers of Grades I and II and a meeting of teachers of Grade III and special classes were held in the Abraham Lincoln School auditorium. At these meetings the director defined what should be the accomplishment of these grades at that time, and explained the functional importance of correct counting, including rhythm, speed, and caliber of voice of the teacher. After explaining at a black-board the presentation of each letter, word and figure drill in the text-book, the director conducted an oral concert drill with the teachers in rhythmic, rapid counting and spelling of all work to be presented in the primary grades.

During May and June the director visited 519 primary class rooms and observed the teacher of each while she gave a penmanship lesson to her class. The average time spent in each class room was five minutes. As the teachers were notified in advance of the date of the director's visits, and also informed of the type of lesson to be given, everything was in readiness when the director appeared in the class room and the work of visiting thereby expedited. Within this period of five minutes each teacher carried her pupils through the movement drill exercises and the writing of letters and words. During this performance the teacher's ability to direct her class, her poise, method of procedure, the speed and rhythm of her counting and her power of correction were all quickly and clearly evidenced, and the response of the class in assuming correct posture, penholding, paper placing and moving, performing



GRADE II.—WRITING LESSON.—SAMUEL G. HOWE SCHOOL, LAWRENCE DISTRICT

the movement drill exercises, and making the transition to muscular-movement writing of letters and words were plainly seen. Thus it was easily possible, in the giving of a five-minute writing lesson, to discover if the teacher was teaching and if the pupils were learning, and also, if not, why not. During these visits suggestions and corrections were given by the director where needed. Fifty districts were covered in these visits and a thoroughly inclusive and detailed survey made thereby of the work of teachers and pupils in all parts of the city. On June 10 pupils of every primary grade wrote a penmanship lesson designated by the director, and the papers were sent to the office of the director. In the fall an exhibit of these papers will be held.

The first noticeable effect of the year's work is the complete change in the attitudes of the primary teachers. They are enthusiastically in favor of the teaching of muscular movement writing in primary grades; they have taken the instruction in it most whole-heartedly and capably; they have worked zealously and effectively with their classes and in most admirable coöperation with the director. Their part could not have been done better.

The second noticeable feature is the teaching equipment in this subject of the whole body of primary teachers of the city. Within a remarkably short space of time, but a single year, these teachers have acquired the ability to present penmanship instruction to their classes forcefully and effectively, and in a manner entirely in accordance with the laws of physiology and pedagogy. Their power is distinct and obvious.

The third noticeable feature is the effect upon the pupils. From the stooped, cramped postures of finger motion, slow writing, the children of the first three grades have changed to erect, heathful postures, conducive to free breathing and the conservation of eyesight, and now, with nice coördination of mind and muscle, they swing off into rapid, legible and enduring writing without strain, at the rate of about seventy letters per minute. The writing product is more or less erratic in control of letter formation, *which is as it should be*. It is one of the most important considerations of this work that both teachers and pupils of the primary grades have finally been convinced that *correctness of procedure* is to be obtained rather than *exactness in control of the writing product* in these grades.

The accompanying photographs and samples of pupils'

writing show clearly the appearance of the pupils as they perform the formal writing lesson and other written tasks, and also the appearance of the writing product. From a study of these photographs may be obtained some of the effects of actual visits to the class rooms. The first impression is that of the mental poise of these little children. It is distinctly obvious that they are conscious of their power to perform this task of dignity and skill. The love of doing is written on every face. Their perfect relaxation, demonstrated by the grace and ease of their postures, shows how well they are being habited by this training. The well poised heads, expanded chests, relaxed arms and fingers, straight but not stiffened backs, well placed feet, bespeak the physical culture phase of this work.

A glance diagonally across the desks will show the perfect alignment of penholding, paper holding and adjusting, and how well every pupil has mastered the fundamentals of good writing ability.

It should be noted that these photographs show pupils in widely separated districts of the city. The first grade pictures, for example, taken in the North End, of little tots who, upon entering the grade in September, could understand English only imperfectly, show how efficiently they have been trained. It is the object of these photographs to show how very general has been the excellent work done in all parts of the city.

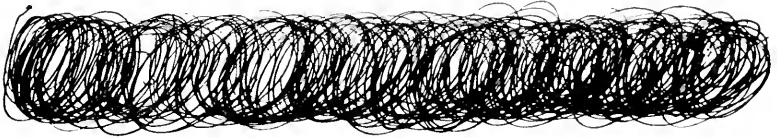
The samples of writing are displayed to show something of the actual writing product. They were not selected as samples of the *best writing* obtainable in these grades but rather as an evidence of what may be expected of the *average* in these grades.

Specimen No. I, written by a first grade pupil, shows the movement drill exercises done with excellent control and correct slant. The writing is pure muscular movement as shown by the swift, clear-cut lines. It is an excellent specimen of first grade writing, done in good posture, with correct movement, at the rate of sixty letters per minute. The lack of control in the mastery of comparative heights of letters and in spacing will be gained by the child as she goes upward in the grades.

Specimen No. II, written by a second grade pupil, shows a sample of pure muscular movement writing with swift, clear-cut lines, an excellent specimen of second grade writing. It was done in good posture, with correct movement, at the rate of sixty-five letters per minute. This specimen shows more

SPECIMEN No. 1.

Bowdoin School, Miss Etta Rich, Teacher.
Ida Miskiritz, Age 6, Grade I.



o ee ne

o ee ne

SPECIMEN No. 2.

Benjamin Dean School, Miss L. G. Norris, Teacher.
Mary Doherty, Age 7, Grade II.

see me run
see me run
see me run

SPECIMEN No. 3.

Florence Nightingale School, Miss Alicia McDonald, Teacher.
James Dempsey, Age 9, Grade III.

o o o o o o o o

Omen Omen Omen

control than that of Grade I, as should be expected. A finer control and better alignment will be gained in Grade III.

Specimen No. III, written by a third grade pupil, shows a sample of pure muscular movement writing, with swift, clear-cut lines, an approved specimen of third grade writing. It was done in good posture, with the correct movement, at the rate of about seventy letters per minute. A much finer control is shown than that in the first two specimens, as should be expected. A more uniform control of size, slant and spacing will appear in this pupil's work after another year of study and practice.

The delight of the primary pupils in the performance of this writing deserves mention. Everywhere throughout the city the teachers tell of the joy which the children find and express in this writing. A series of interesting, amusing and significant anecdotes relative to this work during the year could be related. Teachers have very generally remarked that, because of the pleasure and eagerness with which their pupils anticipate the writing lesson, they feel the penmanship period could never be deferred or delayed without perturbation on the part of their classes. This disposition of the pupils is a tribute to the teachers' splendid presentation of the work as well as to the fascination of the subject itself.

There is quoted here, as indicative of the present attitude of the teachers toward the subject, a letter to the assistant superintendent in charge:

For introducing arm movement writing into the primary grades, will you please accept the grateful thanks of a second grade teacher. Nearly three fourths of my children can write — not draw — anything in the "Letter Writing Lesson" with perfect arm movement, and the rest do pretty well. This result has been secured in less time and with infinitely less nervous strain for both teacher and pupil than ever before.

The effect of this well-instructed group of children as it moves upward to the higher grades will be that the drudgery of breaking up wrong writing habits will be removed, thus giving the teachers of those grades opportunity to further develop the work begun in the primaries, and subsequently to send the pupils to the higher grades adequately equipped with correct writing habits necessary to the best performance of the great amount of written work to be done in the upper grades and in the high schools.

The ideal coöperation of the elementary masters with the

director of penmanship has made the work of the year possible of development to its present high degree. They have facilitated arrangements for presenting this work to the teachers, encouraged the teachers during the various stages of development of the work, and, through their faith and appreciation, have made achievement a desire and a delight on the part of every one concerned.

Two standard sizes of paper, 6 inches by 8 inches and 8 inches by 10 inches, with uniform ruling, have been established for use in all grades. Many sizes of paper with varied rulings were found to be detrimental to the formation of correct writing habits.

Ink wells have been placed in all primary grades and the use of pen and ink has been established throughout all the grades, thus promoting the conservation of eyesight and a light, rapid writing movement.

The Board of Schoolhouse Commissioners is to be commended for its very prompt response to a recommendation for the installation of larger desks in the first three grades. The latest new desks are entirely satisfactory. It is earnestly recommended that as soon as practicable, old, small-topped desks be replaced with the new broad-topped type.

Unsupervised "busy work" or seat work with pencil and paper in which primary pupils revert to finger motion writing, so detrimental to the conservation of eyesight, free breathing and the correct physical growth of the child, has given place in the primary grades to the use of objective seatwork, correlative with the psychology and pedagogy of primary methods and the promotion of health.

DEPARTMENT OF MUSIC.

Favorable progress and improvement in the subject of music can be reported for the school year just finished. There has been definite improvement in the standardization of the music lessons given throughout the school system. The teachers in the grades are recognizing more and more and are accepting the emphasized instruction as to the necessity of giving the music lesson to the class in the various definite and progressive steps, as the call to attention, breathing exercise, tone drill, rhythmic drill and reading. There are some classes in which the standard plan is not sympathetically or properly carried out, either on account of poor teachers or because of the employment of substitutes.



GRADE III.—TEACHING CHILDREN TO WRITE WITH MUSCLES OF ARM.—FARRAGUT SCHOOL, MARTIN DISTRICT.

The actual reading of music has been reintroduced into the lesson for the second grade. It is expected that in due time this will restore the reading of music to the position it once held. At the same time it has been proven that the teaching of reading, as now in vogue, has in no way interfered with the "inspirational singing of songs," but has, on the contrary, increased the inspiration. The second grade has learned as many rote songs this year as ever before and the classes have seemed to be more keenly interested because of the introduction of a reasonable amount of reading. Children delight in the consciousness of a power to read from the printed or the staffed page.

The tone production of the classes has greatly improved and there was never before so little in it that would call for criticism. Seldom is any screeching or straining heard in the singing of high tones. Smoothness and evenness characterize the work. Owing to the most approved methods of instructing and of assisting pupils, the monotone has ceased to be as much of a problem as heretofore.

The School Committee did a service to the cause of music when it sanctioned the purchase and the use of all authorized music books on the list. Whether or not but one uniform system and set of books should be exclusively used is an academic and debatable question. That there are two sides to it is readily granted. Variety is gained in the use of many books, but a certain desirable essential uniformity is palpably lost.

The music book now being prepared for use in the seventh to the twelfth grades, inclusive, will relieve the present handicap of dissimilar editions, and make more generally possible assembly singing in the upper elementary and in the high school classes, wherever and whenever it is desired or opportunity is offered. The need of a book which shall contain in usable form a variety of material such as patriotic songs, hymns, folk songs, religious choruses, operatic choruses, light and grand opera choruses, love songs, art songs, carols and miscellaneous choruses has been known for many years. Many excellent music books exist, but a book that contains an arrangement adequate for voices of all grades of development is unknown but is highly desirable. Such a book should contain arrangements entirely suitable for unchanged voices or so-called mixed choruses. It is intended in this book to so arrange the different selections that it will be usable, entirely so, with the

unchanged voices in the upper elementary grades and also in the high schools where mature voices are found.

With this book in the hands of certain pupils in every section of the city it will be an easy matter to assemble 10,000 pupils, or double that number if desirable, and to have a monster chorus drilled to sing, without extra time for preparation, any number of hymns, or folk songs, or patriotic songs, using identical texts and arrangements.

Because of war conditions, violin classes were considerably disturbed last year. Many children left the classes to secure employment. Furthermore, it was difficult to secure instruments. A very creditable exhibition, however, was given by the classes from the several schools at a concert held in the Mather School on June 12, 1919. It was inspiring to witness over two hundred boys and girls playing in excellent tune, in exact time, and giving evidence of more or less musicianship. When it is considered that probably not ten per cent of these pupils would ever have owned a violin were it not for the class instruction furnished in the schools, and when it is known that a major part of these violin pupils from former classes have persevered beyond the school instruction, where their interest was aroused, and have studied with private teachers, the significance and the value of violin class instruction begin to be apparent.

The establishment of military bands received consideration last year. Some progress was made but conditions prevented the adequate development of the plan. Instruments were not to be had. The scarcity was so great that even the United States Government could not secure proper equipment for its bands. Since the beginning of demobilization, however, the Government has had on its hands an excess of band instruments. Communications were opened with the Government authorities in the hope that some of these instruments might be donated for use in the schools in connection with military drill. The free gift of band equipments, it was learned, may not be expected, but the offer was extended that desirable instruments may probably be had at a very substantial discount. A worthy military band or, better, worthy military bands, would give interest, impetus and aid to military drill, and besides there is a vocational element in the case. Students with a good knowledge of some instrument are in increasing demand, especially during

the vacation season. The number increases of those young men who partially defray their college expenses by their musical skill.

The system of "Outside Credit in Music" is well established in the high schools. The main difficulty is to prevent the pupils from studying with inferior teachers. In issuing instructions to candidates for the outside credit at the beginning of the school year, emphasis has been placed on the necessity of selecting none but acknowledgedly good teachers.

It is recommended that head masters appoint a teacher in each school who shall become familiar with the requirements of the outside credit course, to the end that pupils may be familiarized with the requirements and that they observe and live up to them. This specially detailed teacher in some schools has done commendable work. She should be in every high school.

It is recommended that head masters and principals be encouraged and urged to conduct weekly assembly singing in their respective auditoriums. As has been mentioned above, books will soon be at hand that will enable a principal or head master to unite part of his pupils with those of a neighboring school, to have and to sing the same music. Americanization would be furthered by these interscholastic concerts.

In some high schools a program difficulty has, in the past, interfered seriously with the desirable conduct of music. First, second, third and fourth year pupils have been assembled for the same music lesson. In such a situation the grade of work is often by necessity made to suit those who have the least knowledge. This is discouraging to the more advanced and is an impediment to their work. Third and fourth year classes may be united, when necessary, and the work adapted to their needs, but if the music course is well organized and progressive, classes ought not to be united before the third year. Instructions have been issued that ought to make the music lessons in all high schools as effective as it has been in a few of the best.

The war has re-established and emphasized the fact that music has power to inspire, to sustain, to sway and to comfort men. Community singing — using the word "community" in the sense of the work of an enlarged chorus — seems to have won a permanent place in the musical world. Songs and more songs, popular and select, in parts and in unison, accompanied and unaccompanied — but singing — everybody singing!

Give us, O give us the man who sings at his work! Be his occupation what it may, he is equal to any of those who follow the same pursuit in silent sullenness. He will do more in the same time — he will do it better — he will persevere longer. One is scarcely sensible of fatigue whilst he marches to music. The very stars are said to make harmony as they revolve in their spheres.

— *Carlyle.*

During the year just passed more songs than ever before have been sung in the schools. More children's choruses have been assembled. There have been evident more naturalness, more enjoyment in the work. In some schools pupils march singing to and from the assembly hall. They are *using* music more, much more, than formerly.

Some excellent out-of-school singing was done during the last school year. A chorus of 1,200 high and elementary pupils sang on Boston Common in the interests of the Liberty Loan and as an aid to a most worthy patriotic pageant of the allied nations done by the students of the Boston Normal School. Thousands of spectators, many of them foreigners, helped swell the choruses. It was a fine object lesson in team work and in Americanization. On Memorial Day, Grand Army veterans applauded the singing of 1,000 school children in Tremont Temple, and the vast audience united its voices with those of the youthful choristers — more community work. On the occasion of a reception given to 600 returned soldiers at the Dorchester High School, a school chorus, too large to be housed, participated in the reception, while surrounding thousands applauded and sang the familiar songs. This achievement gave much promise, if not entire proof, that the desire and the aim of the Department of Music are being accomplished, *viz., to have the school songs carry over into the home and the community.*

CONSERVATION OF EYESIGHT CLASSES.

Five classes in the conservation of eyesight now exist with a total of sixty-two pupils. The work is developing — the word is used guardedly — slowly but, it is hoped, sanely and correctly. There has been available no great body of information as to positively approved methods and means in the conduct of these classes.

Mr. Edward E. Allen, the director of the Perkins Institute for the Blind, told the writer that the problem of teaching the pupils in these classes is more difficult, in his estimation, than that of teaching the totally blind.

Mrs. Wilfred Hathaway, secretary of the National Commission for the Prevention of Blindness, lately gave a class demonstration before all the teachers engaged in this special work. She commended the results attained in Boston and made some valuable recommendations that have been accepted and put into action.

A commission composed of eye specialists has made a report on the size of type that is correct, and which, if used, will give the least eye strain to pupils of impaired vision. Twenty-four-point type was recommended.

This sentence is set in 24-point type.

All the sight-saving classes in Boston have been well supplied recently with clear-typed books.

Attention has been given to the system of lighting that has received scientific approval. The use of the typewriter as a tool is contemplated; its vocational use in these classes does not seem to be warranted.

Praise is due to the teachers who are veritable pioneers in this work. They have been in the highest sense of the term professional. They have expended an enormous amount of time out of school hours in experimentation and investigation and in quest of even the smallest element that might be of value to those in their charge. They have visited the homes and advised the parents not to allow these pupils to disregard the instructions they have received for the conservation of their sight. All successful methods have been "pooled" for the good of all. Two teachers at their own expense attended from June 24 to 27 at Toronto the sessions of the American Association of Workers of the Blind. What they there acquired will become the professional property of their fellow teachers.

SCHOOL ATTENDANCE DEPARTMENT.

There is little to be said of the School Attendance Department in addition to what appeared in a late Superintendent's report. The supervisor of licensed minors, who reports to the chief attendance officer, during the school year just closed has done some particularly effective work in diminishing almost to the vanishing point the number of unlicensed minors. Licensed newsboys who sublet their routes to the unlicensed have been summarily dealt with.

During the school year 1917-18 there were licensed 715 newsboys, 36 bootblacks and 16 peddlers. For a corresponding period in 1918-19 the records show 1,081 newsboys, 120 bootblacks and 27 peddlers.

The year just closed had some particular phases that operated against school attendance and made for truancy. The influenza epidemic broke the continuity of school sessions. There was for an extended period excessive nonattendance — a condition that is conducive to truancy. The return of the soldiers lured the boys and girls from the schools to witness the troop trains from the pier to Camp Devens. The drawing power, almost irresistible to the young, of a single circus is proverbial, but when two large circuses are licensed in one brief month the work of attendance officers is inordinately multiplied. In the face of these and other obstacles of this *annus mirabilis*, it is gratifying to note that the number of individual truants shrunk from 2,528 last year to 2,323 this year.

DISCIPLINARY DAY SCHOOL.

The death last fall of the original appointee to the Disciplinary Day School had a crippling effect on the conduct of these most difficult classes. Substitutes did all that could in reason be expected of them but the efficiency of the school shrunk palpably.

There have been appointed to take office in September two teachers who have had much experience in all boys' schools. The disciplinary classes have been transferred from the old, ill-sited and ill-fitted Way street building to suitable rooms in the Sarah J. Baker School. The advent of teachers trained for the work, together with improved housing conditions, ought to make for the betterment of those unfortunate delinquents who fail to respond to normal treatment. Members of the Attendance Department, and especially its chief, have given advice, guidance and unceasing service to the cause of boys in the Disciplinary Day School.

Respectfully submitted,

A. L. RAFTER,
Assistant Superintendent.

APPENDIX C.

REPORT OF ASSISTANT SUPERINTENDENT
FRANK W. BALLOU.

MR. FRANK V. THOMPSON,
Superintendent of Schools, Boston, Mass.:

DEAR SIR,— In response to your request, I herewith respectfully submit a brief report on the development of intermediate schools.

PROGRESS IN THE DEVELOPMENT OF
INTERMEDIATE SCHOOLS.

Progress in the development of intermediate schools in Boston during the school year 1918-19 has been made in the perfecting of the organization of that type of institution rather than in increasing the number of such schools. The George Putnam School became an intermediate school through the providing of ninth grade instruction in September, 1918. Owing to the limited number of pupils desiring ninth grade instruction, the Chapman School found it desirable to abandon ninth grade work in September, 1918. Therefore the number of intermediate schools in 1918-19 is ten, the same as in the preceding year.

CONFERENCE COMMITTEE.

In September, 1918, the Superintendent appointed a conference committee, consisting of three head masters of high schools and three intermediate school principals, as follows:

Oscar C. Gallagher	West Roxbury High School.
Myron W. Richardson	Girls' High School.
James E. Thomas	Dorchester High School.
Gertrude E. Bigelow	Hancock School.
James H. Leary	Emerson School.
W. Lawrence Murphy	Mary Hemenway School.

The Superintendent and Assistant Superintendents Burke and Ballou have uniformly met with the committee. The

committee has held thirteen meetings during the year, and the unusually regular attendance of the members at each meeting shows the interest and seriousness with which the committee undertook its work. To that committee has been referred all questions of organization, administration and policy of intermediate schools. No changes have been made and no new policies have been adopted without first having been considered and acted favorably upon by this committee. Following favorable action by the conference committee, matters have been referred to the Board of Superintendents for consideration and official approval.

DIFFERENTIATED COURSES OF STUDY.

Individual differences among pupils and varying educational interests are fundamental in the reorganization of education in the upper grades of the elementary school. Since pupils differ as to their capacities, interests and probable future educational careers, the intermediate school undertakes to provide education in accordance with those capacities, interests and probabilities. Hence, slightly differentiated courses of study are provided for pupils in the intermediate school at the beginning of the seventh grade, as follows:

1. Intermediate school course with mathematics.

This course is intended primarily for those pupils who are to pursue preparatory courses for college in the senior high school.

2. Intermediate school course with clerical practice.

This course is intended for those pupils who are to leave school at the end of the intermediate school period, and for those pupils who are intending to take a commercial course in the senior high school.

3. Intermediate school course with mechanic arts.

This course is intended for those boys who are to leave school early to earn a living in industry, and for those who are preparing for the Boston Trade School or the Mechanic Arts High School.

4. Intermediate school course with practical arts.

This course is intended for girls who are to leave school early to become home-makers for themselves or for others, or for those who are preparing for the Trade School for Girls or the High School of Practical Arts.

These courses have in common the fundamental subjects,

such as English, arithmetic, geography and history. While it is assumed that these fundamental subjects will be somewhat related to the specialized subject of each differentiated course, nevertheless the major portion of the content is identical for all pupils. This makes it possible for pupils to transfer readily from one course to another to meet a possible change in educational purpose or interest. It also insures a common content of education in fundamental subjects to all pupils through Grades VII and VIII, and limits the differentiation to a comparatively small portion of the total instruction received.

Owing to the attempt to enlarge and enrich the course of study in the upper grades of the elementary school, the course has been gradually overloaded, not only in the number of subjects pursued simultaneously by pupils but also in the content of the various subjects. In the usual elementary school of today a pupil pursues simultaneously twelve or fourteen subjects. In each one of the fundamental subjects there is a fairly comprehensive and well defined content to be covered during the year. In junior high schools throughout the country a systematic attempt has been made to reduce the number of subjects pursued simultaneously and to intensify correspondingly the work in the fewer subjects which are taught.

As a beginning in the reduction of the number of subjects pursued simultaneously the conference committee recommended, and the Board of Superintendents approved, the provision that pupils should take either drawing or science, but not both, through Grades VII and VIII. While this provision seems a step backward to the friends of either subject, nevertheless it is believed that it is not only desirable from the standpoint of instruction in these two subjects, but inevitable that the number of subjects pursued simultaneously by pupils must be reduced if children are to do as good work as they ought to do in the subjects which they pursue in Grades VII and VIII. The conference committee believes that this is only a beginning in this respect and that later it will be necessary to make similar provision for other subjects.

In practice it is contemplated that those pupils who have shown proficiency in drawing will naturally elect drawing, and that those pupils who have shown interest in nature study and elementary science in preceding years will continue in that subject. Whatever may be said with regard to the desirability of either subject as an instrument of education, it must be

obvious to those who know the work of the children of the elementary schools that certain children derive only a minimum of benefit from the pursuit of either one of these subjects in Grades VII and VIII as now taught. The above provision should result in a more homogeneous group of pupils pursuing either subject, and the possibility of better work on the part of teacher and pupils should be materially increased.

RAPID ADVANCEMENT.

There are three distinct methods in vogue throughout the country which provide for the rapid advancement of pupils through school:

1. Provision is made whereby the more capable pupils proceed at a faster pace than the ordinary pupils.

This is the plan which has been in operation in Boston by means of which pupils completed the course of study of the sixth, seventh and eighth grades in two years. By this method pupils do an increased amount of work each year. No part of the course of study is skipped, but pupils master a year's work in less than one year.

2. Provision is made whereby increased credit is given pupils for a superior quality of work.

Under this system a pupil who earns the highest grade is given a larger amount of credit than the pupil who earns only a passing grade of C. For example: A pupil who earns a grade of A in the subject may be allowed five points of credit toward his diploma; a pupil who earns a grade of B, four points, and a pupil who gets only a passing grade, three points. Through the accumulation of all A's, or A's and B's, a pupil can secure enough additional credit in three or three and a half years to earn a diploma. This is generally spoken of as "credit for quality of work."

3. Provision is made whereby pupils carry additional work as a means of earning additional credit.

This is the method which has been introduced into the intermediate schools in Boston. Pupils who proceed at the regular rate of progress through the intermediate and high school complete the course of study in six years by earning 20 diploma points in Grades VII and VIII combined and 20 diploma points in each of the four succeeding years. In the intermediate school provision is made, however, under the regulations whereby pupils may carry a modern foreign language in Grades

VII and VIII over and above their regular course and thereby earn 25 instead of 20 diploma points toward a 100-point high school diploma. The regulations also provide that each pupil who successfully pursues work amounting to 25 diploma points in any given year is automatically given the opportunity of carrying a 25-point program in the following year. If he succeeds in carrying a 25-point program through the seventh and eighth years and through the next three years he will obviously have earned 100 diploma points by the end of five years, thereby completing the combined six-year junior and senior high school course in five years.

This method providing for the rapid advancement of pupils should be given a thorough trial. Like most provisions for intermediate school instruction it should be considered experimental. Teachers and principals should study the results secured under this provision with a view of reconsideration after an accumulation of practice under it. A decided limitation has been imposed on the number of pupils who are permitted to carry the extra subject in Grades VII and VIII in that only approximately fifty per cent of the pupils of any school or district will be permitted to carry such a program. It has been generally conceded that to limit the study of a modern foreign language to any proportion of the pupils is undemocratic. Some readjustment, therefore, may be expected.

PREPARED AND UNPREPARED LESSONS.

One of the most interesting and promising features worked out by the conference committee during the past year is the division of recitation periods in the various subjects in Grades VII and VIII into prepared and unprepared lessons. For example: The subject of English is allowed 600 minutes of time in Grades VII and VIII combined, or 20 recitation periods of 30 minutes each. These 20 recitation periods are divided into 8 prepared lessons and 12 unprepared lessons. This means that in Grade VII a pupil will have 4 home lessons in English per week and 6 recitations in English for which no definite preparation on the pupils' part outside of class has been made. This division of prepared and unprepared lessons will necessitate a very carefully prepared schedule of days on which pupils are to have home lessons. The number of prepared lessons has been worked out in such a way that not more than one hour of home study will be required of pupils, since each

pupil not taking a modern foreign language will have at least one 30-minute study period each day under the supervision of a teacher.

STUDY PERIODS.

Pupils who take the regulation course covering 20 diploma points of work in Grades VII and VIII will each have one 30-minute study period per day, during which time they will be under the supervision of a teacher, who is expected to assist them in their study. This provision is a marked innovation in seventh and eighth grade work and much attention needs to be given to it, in order that pupils shall learn systematic habits of study and in order also that this utilization of 30 minutes each day in study will have the largest possible effect on the character of work which they do in their recitations.

DEPARTMENTAL ORGANIZATION.

Departmental organization is to be found in each intermediate school and in many of the larger elementary schools where the ninth grade work is not offered. In order to secure promotion by subject, departmental organization is essential. Provision must be made in the system of program-making whereby pupils who have failed in a major subject in Grade VII may have the opportunity of repeating that work in Grade VIII. The block system of program-making outlined to principals during the year, and published in "Educational Standards" for March, 1919, indicates probably the best method of organizing a school. However, principals are not required to follow this plan, but will be expected to secure equally good results by whatever plan they follow.

MODERN LANGUAGE INSTRUCTION.

Instruction in Spanish, French, German (in a limited number of schools) and Italian is offered in Grades VII and VIII not only in the ten intermediate districts but in a dozen or more elementary districts of the city. Instruction in modern foreign language and in elementary algebra and geometry represents the general attempt to introduce in the earlier years typically high school work. The extension of this work is contingent upon securing adequately prepared teachers to give the instruction. The supervision of modern foreign language has been assigned to Miss Marie A. Solano of the Normal School, who devotes a considerable portion of her time inspecting class

room work. She also passes upon the qualifications of the teachers who desire to offer instruction in a modern foreign language, and no teachers are permitted to teach modern foreign language in intermediate or elementary schools who do not show a degree of proficiency satisfactory to Miss Solano.

SUCCESS OF INTERMEDIATE SCHOOL PUPILS.

This annual report is purposely a general statement of what is contemplated in intermediate schools rather than a general appraisal of present conditions in intermediate schools, or of results achieved. It is appropriate, however, to include in this annual report a bit of evidence which supports the general belief that through the introduction of intermediate schools the Boston school system will provide better education for pupils than has heretofore been provided.

In September, 1918, for the first time, pupils entered the senior high school who had pursued ninth grade work in intermediate schools. Since ninth grade work in intermediate schools corresponds with first-year work in the high schools, such pupils entered the second year of the senior high school. How well did such pupils maintain themselves in second-year work as compared with pupils who had taken their first-year work in the senior high school?

To answer this question, reports were secured from each high school, showing the number of A's, B's, C's, and failing marks earned by (a) those pupils who did their first-year high school work in intermediate schools, and by (b) those pupils who did their first-year work in high school, at the end of the first two months of the school year. The result of the tabulation was as follows:

	Per Cent of A's.	Per Cent of B's.	Per Cent of C's.	Per Cent of Failures.
Intermediate school pupils in second year.....	9	28	45	18
High school pupils in second year.....	10	30	46	14

Since this is the first class that intermediate schools have sent into the second year of high school, this showing is unexpectedly creditable, and it is confidently believed that intermediate schools will not have to make any excuses for the quality of their product.

FUTURE PLANS.

In September, 1920, pupils will enter the high schools of the city on the 100-point diploma basis. Twenty points of the 100 will have been earned in Grades VII and VIII of the elementary schools, and 40 of those points will have been earned by pupils who enter the senior high schools from regular ninth year intermediate schools. This provision means that all elementary schools should establish as far as possible some plan of promotion by subject, in order that pupils may make up in the eighth grade work in which they were deficient in the seventh. Pupils who do not complete with a satisfactory scholarship grade the work in any subject during Grades VII and VIII will not carry to the high school diploma credit for such subjects. For instance: If a pupil has a grade of D in English, which is not passing, during his seventh and eighth year of work, he will not carry to the high school 5 points of credit allowed for English. In such a case the high school will assign such a pupil to regular first-year high school English, as has been done in the past. Such a pupil, however, will be expected to earn 5 additional points (not necessarily in English, however) to take the place of the 5 points in English which he did not earn in Grades VII and VIII.

Since one of the most important factors in the development of intermediate schools in Boston is properly qualified teachers, the attention of teachers is called to the opportunity which the intermediate school is likely to afford. Competent teachers of the middle grades who desire upper grade work are encouraged to take the examination for intermediate school certificates and secure a rating. While all teachers who hold a certificate of eligibility qualifying them to teach in the elementary schools are now eligible to teach in the intermediate schools, it is altogether likely that higher qualifications will be established at some future time. Furthermore, teachers are advised to take systematic courses through the year or in summer schools to prepare for intermediate school work. It is hoped that late afternoon courses for teachers already in the service may be developed at the Boston Normal School to provide additional opportunity for teachers to qualify for intermediate school work.

Respectfully submitted,

FRANK W. BALLOU,
Assistant Superintendent.



THE LIBRARY CORNER.— BENJAMIN POPE SCHOOL.

APPENDIX D.

REPORT OF ASSISTANT SUPERINTENDENT
MARY C. MELLYN.

MR. FRANK V. THOMPSON,

Superintendent of Public Schools, Boston, Mass.:

MY DEAR MR. THOMPSON,—This report will discuss the reconstruction of our educational practice in two phases of our school work; namely, the changes in teaching method in the elementary schools, and the proposed change in the preparation for college graduates for the school service.

I. THE CHANGES IN TEACHING METHOD IN THE
ELEMENTARY SCHOOLS.

At this time, when so much attention is given to the methods of the intermediate and high schools, an equal amount of interest is inspired by the plans for reconstruction in the elementary school.

The aim of elementary education, as I see it, is threefold:

1. *To establish right habits* — physical, intellectual and moral.
2. To give pupils skill in the use of the school arts, so that during each year they may grow in power over these tools and thus make secure their educational inheritance.
3. To teach social coöperation through class room opportunities, so that each year actual practice may strengthen the principles underlying life in a democracy.

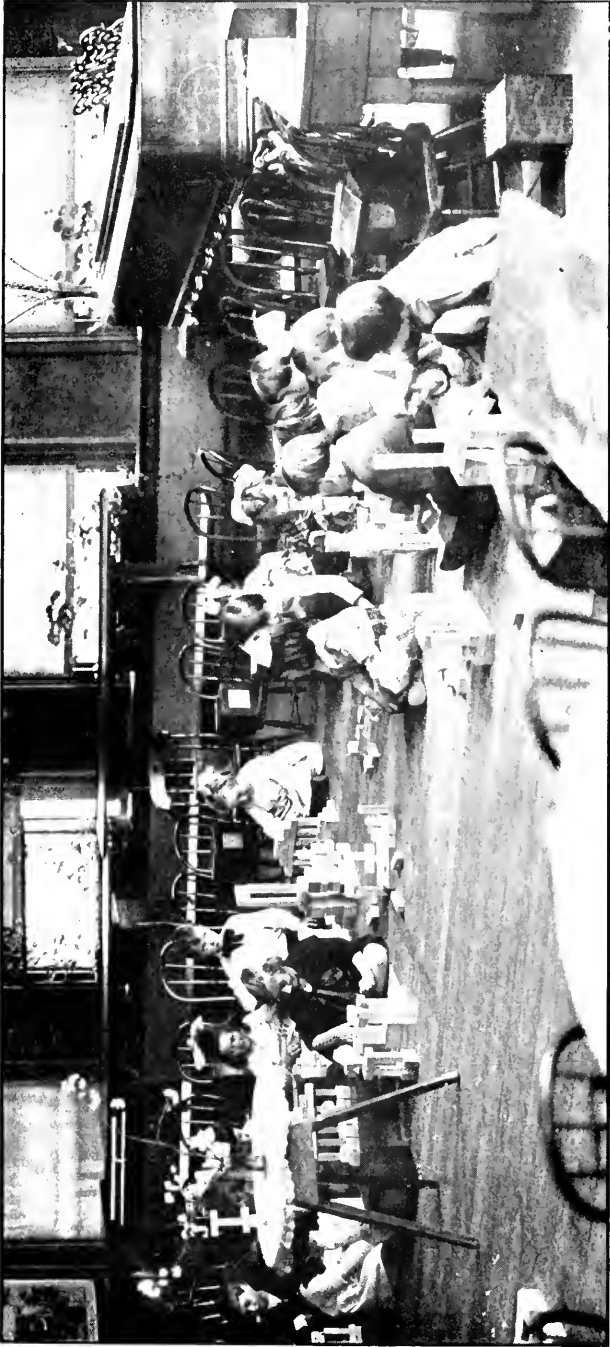
In working out this threefold aim the elementary school has too often stressed the teaching of the school arts in such a way that a formal approach to a formal end has been the essential characteristic of method in the first six grades.

There has been too little appreciation of the fact that the method of learning by which the child grows outside of school may very well be applied within school, and that the school arts

lend themselves readily to opportunities for social coöperation. Inasmuch as the child "learns by doing" all through his early years, he may well apply this method within the bounds of the school program. "Learning by doing" implies independent activity as well as group coöperation — this is the child's way of approaching experience, and the reconstruction of elementary education will provide for the satisfaction of this vital need.

The "project method" is the child's own device for solving the problems which his environment brings him. His is always a "purposeful activity"—individual in his early years, social in the later years of the elementary school stage. So through this method, we find the natural way of approaching the reconstruction of elementary education. Its advantages are that it carries over the child's interests from his world outside to the schoolroom, that it is in harmony with laws governing his growth, and that it is fitting him constantly for problem solving and for living in coöperation with his fellows. In this way school is a counterpart of life outside, and not a place of preparation for a remote future. In this way the child learns to live. With the many advantages which will come through the wise administration of the project method, its dangers must be clearly seen. That "education is self-expression under guidance" must not be forgotten; that the child may not be left wholly to himself in the setting up, nor always in the solution of his problems, must be understood; otherwise the opportunity to teach social coöperation will be missed. Then, too, if this method is to prove valuable, all children in the class, not a few, must find a way to self-expression through projects. Administered by enthusiasts who, through it, train only those children already strongly self-directing, this method will never replace the traditional in class room practice; administered with opportunities for growth for all children, we have the basis for careful conservation of individual capacity, for developing leaders as well as intelligent followers.

In the belief that a beginning might well be made in the first grade of the primary school, a definite plan for connection with the kindergarten has been set up. Much of the formalism with which tradition has surrounded the beginnings of reading, writing and number has been broken down through carrying over of group projects, construction, play and independent activities, while at the same time the regular course of study in the school arts has been completed. The schools participating



THE KINDERGARTEN ROOM SHOULD BE USED FOR THE FREE HOUR.—BENJAMIN CUSHING SCHOOL

in this experiment are as follows: the Wells, the Dearborn, the Oliver Hazard Perry, the Hancock and the Mather. Classes in different sections of our city were selected in order that the experiment might have an influence throughout the city.

In Boston many sporadic and spasmodic attempts have been made in the last twenty years to extend the influence of the kindergarten into the primary school, but the kindergarten teacher has always been the propelling influence. The kindergarten will never link up with the first grade in this way permanently, nor will the connection be made by establishing a departmental system between the kindergarten and the first grade with teachers alternating in each class. Facing the proposition squarely, we know that the teacher of the first grade must believe that the methods of the kindergarten can be transplanted into Grade I, must feel that formal accomplishment may be replaced by much that is informal, truly pedagogic and thoroughly worth while. She must make the connection. Reaching into the kindergarten for the background of childish experiences, she will translate these through the medium of reading, writing and arithmetic into a knowledge and understanding of the great world without. The play life of the child, as recognized in the kindergarten, will go on through the wisdom of the primary teacher, not only in the first grade but through the primary years. The constructive activities, the projects of the child, will grow into a deeper life significance as he interprets his surroundings through his projects, and as he enters the world of signs by their help.

The connection then is to be made, I believe, by the teacher of the first grade as she reaches over into the kindergarten for all that it holds for the child. *The work of the kindergarten is to build for the first grade by giving the child a rich and varied background of experience which his next teacher will illuminate and translate into even richer and wider resources through the medium of the school arts.*

With this principle in mind, the teachers in our city who have made this experiment feel that we are ready to give the movement a wider impetus, for we know that our ground is sure and stable. The regular work of the grade has been accomplished, and we have established a change in method.

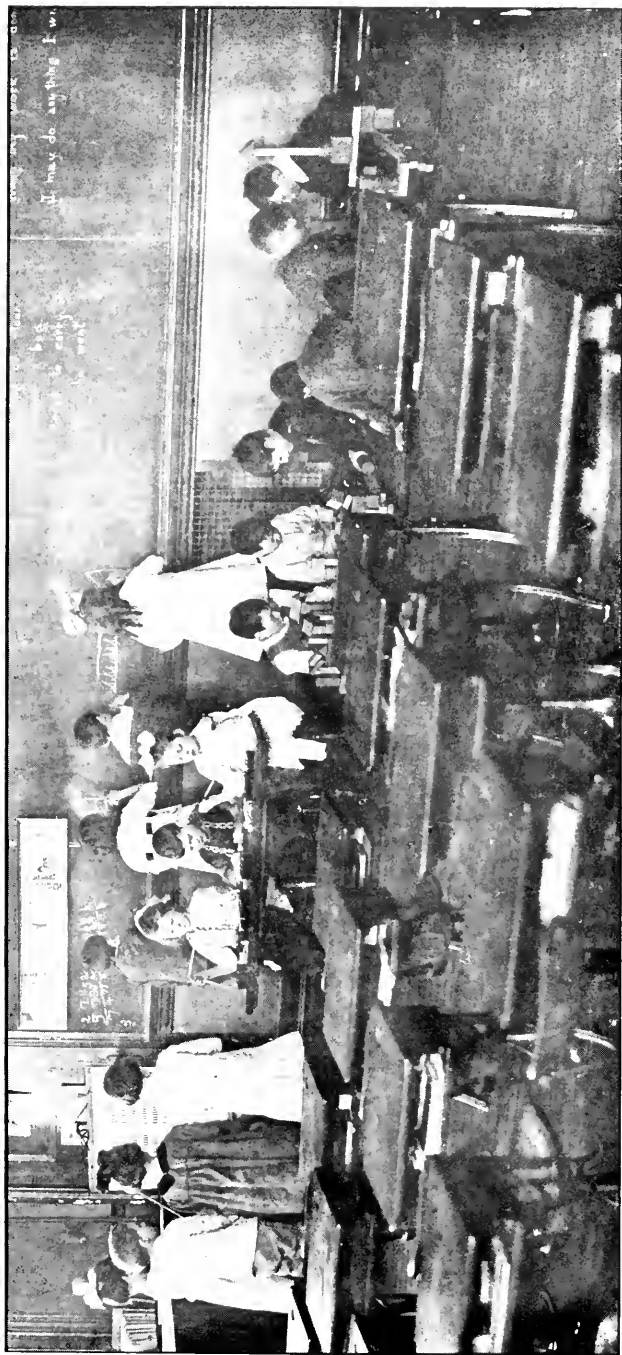
We believe that a five-hour academic day as laid down in our school program is too much for the children of the first grade. Accordingly it was decided to give to the regular work

of the grade the first four hours of the day and to use the last hour for the drawing required in the regular program, for story-telling, for dramatics, for construction and for free activities. This plan strictly adhered to by the teachers making the experiment proved that all the academic work laid down in the course of study could be accomplished in a four-hour day. Standards which had been attained before were reached and exceeded, and the children were sent in to Grade II with a better preparation because all learning had been a joy. The last hour gave to the child much opportunity for independent activities. He was free to choose building on the floor with a group, reading in the library "corner," knitting, bead stringing, dramatics, plasticene work, etc. One interesting thing in this hour was the "play school" which groups of children developed, in which they taught little groups of their classmates, and the "play store," which accomplished a deeper purpose than that which little children set up.

These projects proved of interest all through the day. When the required seat work, used to supplement the definite lesson, was finished, the floor space with its blocks and treasure boxes, which contained many independent possibilities, were eagerly sought, while leadership developed along many lines. The child who could knit well helped her neighbor quietly and efficiently, or the group on the floor worked out new and various possibilities, fitting into the life of the schoolroom, home and community, and applying the various powers developed through the school arts and suggested many times by seasonal, holiday or environmental conditions.

It will be a long time before the screwed-down seats of the traditional class room will disappear, but platforms, large desks for teachers and number tables may be removed, and the screwed seats grouped into smaller compass, and thus free space provided for floor activities in even our oldest buildings. Our problem in the primary school will always be adjustment of new phases of the work to traditional handicaps which we must meet. In how many of our buildings is the kindergarten class room in use in the afternoon? The teachers making this experiment found that wonderful opportunities were provided for the last hour activities in the kindergarten room with its space and material.

Let me quote from the reports of teachers who carried on this experiment—



BEAD STRINGING — FLOOR PROJECTS — INDEPENDENT PROBLEMS — MARGARET FULLER SCHOOL

Is it necessary for children of the first grade to remain in their chairs for long hours to accomplish the work of that grade? Not only is it unnecessary but also unnatural. Why not have one group of children working at the desks, another group building on the floor, another working with plasticene and the remainder with their teacher? The traditional teacher will say, "What of the discipline?" Early in the year children discover that quarreling with others or molesting and breaking down the work of other children brings with it its sure punishment, and children learn from one another coöperation and fair play — if they are to go on enjoying the group.

Is not this the way to teach children to live?

In my own class I begin to train the children for "Independent Activities" the very first week. Class lessons are of short duration at that time, and most of my work is with small groups. These groups are continually moving from one kind of work to another, and often all the children are out of their seats, some finding words, some studying at the chart, some weaving, some knitting and some building on the floor. I surprise the children by having new materials from time to time, so that their interest is always maintained, and the activities in the room are so kaleidoscopic in their nature that there is no time or occasion for any child to get into mischief.

The "treasure boxes" signal opportunities to the children to do something. Each child has his own deep pasteboard box in which are all sorts of possibilities for independent activities or group projects. Each contains beads, small blocks, knitting and weaving materials, scissors and paper for simple construction. The combination of a group of treasure boxes made possible an afghan for a soldier boy, the furniture for the doll's house, the making of Christmas decorations and many more projects which brought deep satisfaction to all of us.

In addition to these independent activities, the last hour of the day is put aside for "free play." No academic teaching is done during that period — games, stories, dramatics, papercutting, building, weaving, knitting, picture puzzles, all find their place then. Often the children choose their activities, but the session never closes without my oversight of the work of all. It is at this time that I have a chance to chat with the boys and the girls, to realize what their home conditions are, and to begin to bridge the gap between the school and the home. It was during one of these talks that I discovered that one mother had had only bread for the children for the last few days, and that another's father and mother both worked, and whatever the weather conditions might be the child remained in the streets until the parents returned home at nine o'clock at night. Once discoveries of this sort are made, it is natural for the teacher to become the social worker, and to attempt to remedy conditions.

The "library corner," the half-dozen kindergarten chairs in an unoccupied space near a book shelf, which the neighboring library or the school has supplied with children's literature — this proves a source of delight and pleasure for the child all through the day. He learns that this privilege and delight is his only when the work assigned him has been completed, for the school day must have its definite tasks as well as its margin of leisure.

These schoolrooms with their projects, treasure boxes and library corners are typical of the changes which the years will bring to the elementary school, not only in Grade I but throughout the first six grades.

I am certain that the statement and the pictures which accompany this report will indicate to you that we have accomplished the connection between the kindergarten and the first grade. A thoroughly sincere piece of work has been done with no desire other than that of accomplishing a task which will mean the professional advancement of the primary schools. The work has been done in harmony with the best in modern education, and the abiding interest of the child in "learning by doing" has been most carefully conserved. This has been done, too, with no sacrifice on the part of any child of the traditional work of the first grade which we cannot set aside in these days of economic pressure, but which we know may be done with the spirit of the kindergartners, by the teacher who "lives with her children."

II. RECONSTRUCTION OF COURSE FOR COLLEGE GRADUATES WHO DESIRE TO TEACH IN SECONDARY AND INTERMEDIATE SCHOOLS.

For many years a one-year course of training for teaching in high schools has been offered in the Boston Normal School to graduates of colleges. This course consisted of five months of directed practice work in the schools of this city under the supervision of the Department of Practice and Training, and five months of academic work in the Normal School. On the completion of this course, students were qualified for the examination for the certificate granted to junior assistants in high schools, and were eligible for appointment in elementary schools.

At the same time a course of training in the graduate schools of Harvard or Radcliffe, approved by the Board of Superintendents and leading to the degree of Master in Education, was accepted as a qualification for the Junior Assistant certificate.

During the past year "an arrangement was effected between the School Committee of Boston and Boston University, likewise between the School Committee of Boston and Boston College, whereby courses leading to the degree of Master in Education will be offered to residents of the City of Boston who are graduates of colleges approved by the Board of Superintendents." (Minutes, May 19, 1919.)



KNITTING.— CARDBOARD CONSTRUCTION.— FLOOR BUILDING, WINCHELL SCHOOL

Thus all students, in this graduate year, will have the opportunity to do their academic work in universities rich in equipment and resources; they will be able to pursue lines of intensive study in subjects in which they have specialized; and they will have the added advantage of the higher college degree as a result of the reconstruction of this course. All college graduates who enter upon this course will be enrolled as members of the Normal School, and they will be examined for admission to this course by the Board of Superintendents. The subjects of examination will be as follows:

MAJOR SUBJECT (one required) selected from the following:

English and American literature, French, German, Latin, Spanish, trigonometry, and analytics, biology, chemistry, physics, mediæval and modern European history, American history, economics.

MINOR SUBJECTS (two required):

(a) English composition and rhetoric; and (b) any one of the following:

Economics, mediæval and modern history, American history, French, German, Latin, Spanish, algebra, geometry, biology, chemistry, physics.

(A subject taken as a major may not also be taken as a minor.)

Those candidates who pass this admission examination will at once enter upon a semester of training in the elementary, intermediate and high schools of Boston, under the direction of the Department of Practice and Training. The first month of this semester will be spent by each student in one class in the elementary schools where the candidate grows, through directed teaching and observation, in an understanding of the need of method in presentation, a knowledge of the elements of class room mechanics, an appreciation of individual differences and their place in class participation, and the elements of lesson planning. These preliminaries are worked out in classes where method of approach to the child and the subject is the *sine qua non* of the day's work. Here the problem is simplified for the young college student as he takes his first faltering steps, because of the confidence and respect of the younger children and the constructive criticism of class room teachers and supervisors.

The second month will be spent in a class room of the junior high school. The student has grown through a knowledge of his assets and limitations, and begins the work with power which has come from the directed experience of the previous

month. During this time he will be helped to the organization of his material for effective presentation, to a study of value and possibilities in questions and to a deeper study of individual differences as a factor in the presentation of subject-matter, in individual discipline, and in class management.

After these two months of most carefully supervised work, with one session each week spent in conference in which the practice of the class room is connected with sound educational principles, the graduate student will be sent into high school into the department in which he has majored. Through the coöperation of the principals and heads of departments in the high schools this period becomes a time of great profit to the student.

His experience with the younger children has given him a background whereby he is ready to meet all those simple difficulties which make the beginner's work so trying. He has been taught the necessity for careful preparation of his work, and his study of individual differences has made him aware of the necessity for different methods of approach. At this time his rich background of preparation in college will make itself felt; a confidence in his own power to make connections through his questions and suggestions will make his work stronger, and he will become a valuable assistant in the department in which he spends three months. His work through this time will be carefully supervised, and again he will be present at weekly conferences with the assistant superintendent in charge of all the training of these young teachers. At these conferences the problems of method and discipline which he meets will be discussed in the light of the best educational procedure.

At the end of the first semester all students who successfully complete the prescribed course in training will enter upon a second semester of related academic work either at Boston University or Boston College, according to their choice. The students enter upon this academic work with minds filled with problems which have come to them during their weeks of laboratory practice in the schools. In this semester an equivalent of eighteen hours of academic work weekly will be prescribed, to be arranged as follows:

- English composition and rhetoric;
- Principles and methods of secondary education;
- History of education;

Educational psychology, with special attention to psychology of adolescence;
 Hygiene;
 Statistical education.

and courses in a limited group of major subjects from which election was made at the time of the entrance examination.

The satisfactory completion of this academic work, preceded by the prescribed course in training, will satisfy the requirements for the degree of Master in Education. This degree will be accepted in lieu of two of the three years of experience in teaching required for the Intermediate or for the High School certificate for Boston service. Those who receive this degree are, by virtue thereof, eligible to take the examinations conducted by the Board of Superintendents for the Junior Assistant certificate of qualification. The details of this examination are as follows:

A candidate for the Junior Assistant certificate will be examined in the following-named subjects, with credit as indicated

	Points.
MAJOR SUBJECT (one required), selected from the following . . .	250
(a) English and American literature.	
(b) Latin language and literature.	
(c) French language and literature.	
(d) German language and literature.	
(e) Spanish language and literature.	
(f) Trigonometry and analytics.	
(g) Physics.	
(h) Chemistry.	
(i) Biology.	
(j) Economics.	
(k) English and American history.	
MINOR SUBJECT.....	200
English composition and rhetoric.	
PERSONAL INTERVIEW.....	150
By members of Board of Superintendents.	
GENERAL SCHOLARSHIP.....	400
Teaching experience, etc.	
 Total.....	 <hr/> 1,000

Holders of the Junior Assistant certificate will be qualified for service in the intermediate and in the high schools of Boston.

College graduates who desire to train for service in the first six grades of the elementary schools may, upon successful pass-

ing of the Normal School admission examination for college graduates, be admitted to the one-year course in the Normal School as heretofore.

I am confident that this plan will bring to our high school service a group of young men and women professionally well equipped, and thoroughly awakened to the opportunities in their work.

Sincerely yours,

MARY C. MELLYN

Assistant Superintendent.

APPENDIX E.

CHANGES IN COURSE OF STUDY IN THE MECHANIC
ARTS HIGH SCHOOL.

MR. FRANK V. THOMPSON,

Superintendent of Public Schools, Boston, Mass.:

MY DEAR SIR,— In compliance with your request, I submit herewith a brief report concerning the changes in the course of study for the Mechanic Arts High School which became effective in September, 1919.

The Mechanic Arts High School was established in 1893. Organized as a Manual Training school, with equipment and courses based on the best practice of similar schools of earlier foundation, its membership rose rapidly from 160 in 1895 to 652 in 1902. (See the chart on page 81.) In this year the limit of capacity of the school was reached as far as the entering class was concerned and therefore by 1907 the membership had increased to but 777, the increases coming in the upper classes only. In 1908 the addition to the building became available, when the enrollments immediately shot up to 1,150 and thence rose through the succeeding years to the high-water mark of 1,506 in 1913. The graduates of these classes went out directly or after work in higher institutions into many lines of industrial, technical, professional and business endeavor where they have reflected credit upon themselves and the school by material success and civic service.

During several years previous to 1913 the School Committee, zealous that this school together with other high schools should be of service to more of those graduates of elementary schools who could not count upon further formal training than that offered by a public high school, considered the advisability of making radical changes in its curriculum. A series of studies of the school were made by special committees and individuals, culminating in one made in 1914 by Dr. C. A. Prosser, now director of the Federal Board for Vocational Education. Based upon this report a new course of study was introduced in September, 1914, and this has since been in

operation until September, 1919. This course of study precluded the possibility of graduates going to higher technical schools and made the shops of the school the point of departure in all instruction, practical applications becoming the dominating factors in the choice of subject matter and methods of instruction. It was felt that pupils might well prepare for technical colleges in other high schools. It was believed that a large number of boys with native mechanical aptitude, not then seeking high school training, would gladly enter a secondary school furnishing much more intensive training for specific industrial ends. It was believed that it was practicable to select such boys and direct them to the school which offered this training. It was hoped that the choice of school would thus be made more intelligently and that consequently the percentage of persistence of attendance in each class would be considerably increased.

Many inspirations and other good results have come from the operation of this course of study during the past five years, as reflected in methods, texts and use of equipment and in program arrangements, but a study of the chart on page 81 will show that the results in enrollment and expense per capita have been increasingly disappointing. Undoubtedly some of the reasons for this decreased enrollment have been the new opportunities in the Boston Trade School and the introduction of coöperative industrial courses in suburban high schools. Other causes may have been that parents and teachers hesitated to choose a high school course which closed the door of advancement to a still higher institution, limiting a student to a highly specialized form of technical education, and the fact that the course called for a long school day as compared with other high schools. In any event, not only was enrollment dropping and per capita cost mounting, but a large amount of expensive machinery was beginning to lie idle while other high schools in the city were being overcrowded. Moreover the percentage of persistence of attendance failed to improve and in some cases dropped.

Shortly after my assignment to supervision of the Mechanic Arts High School by the new superintendent, Mr. Thompson, I was directed by him as follows:

“In view of the experience of the Mechanic Arts High School with its new courses of study during the past four years,

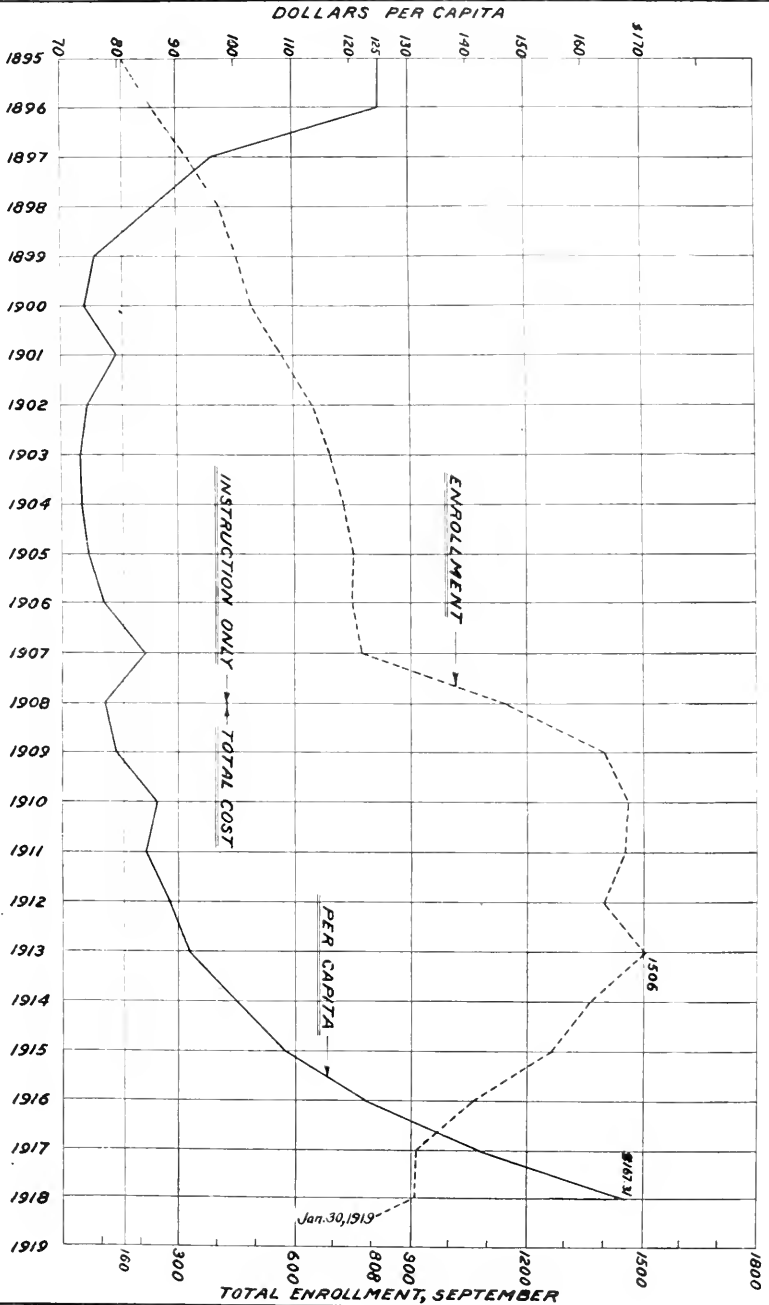


CHART OF ENROLLMENT AND PER CAPITA COST

MECHANIC ARTS HIGH SCHOOL

BOSTON

Dr. EMILIE ELLIS, CHARTER, App. 6/18/18

and in view of the world experiences during the same time with the light that they have turned on educational experiences and the questions for the future which they have raised educationally, I would request you to formulate in conference with the head master any conclusions that have been reached with regard to courses in that school and any recommendations that you would make for changes in the future.

“What I want is that we should capitalize the experiences of the past and face the possibility of the reduction of the per capita expenses in the school if this can be done without any sacrifice of educational values.”

There followed a careful consideration of the history and present status of the school, including the above mentioned facts and others. Frequent conferences were held with the head master of the school, Dr. Charles W. Parmenter, with his heads of departments and with his teachers, to determine the best way of making the school more useful and less expensive while retaining all possible of good from the 1914 program of work. Several decisions were arrived at, as follows:

(a) To define the aims of the school in more liberal terms, which should include adequate preparation for still larger fields of activity in this industrial age, with more emphasis upon attainments that contribute to happy living and intelligent participation in the social and civic affairs of a democratic community.

(b) To retain all of the points of vital contact with industry that had been discovered and utilized in the new course and at the same time place more emphasis upon fundamental principles and logical relations, especially in science and mathematics.

(c) To include such electives, after the first year, as would enable those who proved to have ambition and ability to undertake more difficult work in mathematics, science and modern languages, to do the most of which they are capable, whatever their aims might be, and also make it possible for capable boys to prepare for further study in higher institutions of the same general type.

(d) To increase somewhat the size of classes.

(e) To diminish the total length of the school day by reducing the amount of time given to supervised study, thus releasing teachers for more class work.

(f) To insure more adequate use of expensive equipment.

Aside from a more economical organization, the hope was that the revision would make it clear that the school is not organized to serve one industrial, social and economic class

alone, nor to accentuate a social stratification hostile to American democracy. In harmony with the foregoing the following course was prepared:

FIRST YEAR.		Periods.
Applied mathematics, including elements of algebra		5
English		2½
General science and hygiene		2½
Civics		2½
Woodworking		10*
Drawing		2½

SECOND YEAR.			
<i>Group A.</i>	Periods.	<i>Group B.</i>	Periods.
Applied mathematics, including elements of plane geometry	5	Algebra	2½
English	2½	Plane geometry	2½
United States history, industrial and political	2½	English	2½
Applied science	2½	United States history, industrial and political	2½
Pattern making and forging	10*	French	2½
Drawing	2½	Pattern making and forging	10*
		Drawing	2½

THIRD YEAR.			
Applied mathematics, including elements of solid geometry and trigonometry	5	Plane and solid geometry	5
English	2½	English	2½
Physics	5	Physics	5
Industrial history of Europe	2½	German	2½
Machine shop practice	10*	French	2½
Drawing	2½	Machine shop practice	5*
		Drawing	2½

FOURTH YEAR.			
Principles of surveying	2½	Plane trigonometry	2½
English	2½	English	2½
Chemistry	5	Chemistry	5
Economics	2½	History and government of United States	2½
Elementary engineering	5*	Algebra	2½
Advanced laboratory or shop work	10*	German	5
Architectural drawing, machine design, or industrial design	2½	French	2½

Eighty points are required for a diploma.

*The subjects starred receive only one-half as many points as the number of periods assigned to them.

Pupils expecting to continue their education beyond the school would naturally take the subjects in Group B, but flexibility was to be preserved by the many required subjects common to the two courses and by the provision that beyond these required subjects a boy might complete his program by choosing additional subjects from either group, with the approval of the head master. Consequent on informal conferences with its members a meeting of the Advisory Committee was held on May 13, 1919, with Messrs. George E. Brock, Herman C. Bumpus and Roy Davis present. At the close of the meeting the following motion was placed upon record:

“The Advisory Committee of the Mechanic Arts High School has examined the statement of purposes and the proposed courses of study for the Mechanic Arts High School, as submitted to them by the Superintendent of Schools, and it feels assured that these are wise, expedient and in accord with the proper development of the school and recommend their adoption.”

The course of study thus commended was approved by the Board of Superintendents on May 23, 1919, and adopted by the School Committee on June 2, 1919. In making public announcement of this new course the following statement was issued and it well summarizes the present purposes of the School Committee as regards this school:

This school aims to fit boys for worthy citizenship in a democracy, and for rapid advancement in many of the activities in the complex industrial order of this age.

The primary purpose of the course of study is to meet the needs of boys whose dominant interests are in science, mathematics, drawing and the mechanic arts and whose education will probably end with this school. In order, however, that the outlook of boys who may wish to carry their technical education further shall not be limited at the outset, the school offers, secondarily, in the last three years, a course that will enable good students to continue their education in such evening courses as those of the Lowell Institute School for Industrial Foremen, or in the regular courses of the best technical colleges.

While many of the subjects of study are similar to those in general high schools, and their logical development is not neglected, special emphasis is placed upon the practical applications of science, mathematics and drawing in engineering and mechanical work.

In addition, every boy is required to take courses in woodworking, patternmaking, forging and machine shop practice. The purpose of these courses is to give clear notions of good workmanship, accurate and system-

atic knowledge of the fundamental processes common to many industries and keen appreciation of the importance of mechanical activities and the value of mechanical intelligence. This training, coupled with thorough instruction in related academic subjects, appeals strongly to many boys and tends to develop the qualities required for leadership in many positions that offer great promise of successful careers. The combined experiences of the shops, drawing rooms, laboratories and class rooms, help boys to form correct judgments concerning their fitness for a given employment.

It should be noted that the Mechanic Arts High School does not perform the functions of a trade school. By specific designation, it is a *high school* and the characteristic feature of its course of study is indicated by the words *mechanic arts*. Its purpose is in accord with that of the best technical high schools recently organized. Considerable dexterity is developed by the shopwork, but provision is not made for sufficient repetition of operations to produce the skill of hand of a journeyman. Moreover, the aim of a trade school is to teach thoroughly some one trade as rapidly as the student's ability will permit. This school, on the other hand, teaches the processes that are fundamental to many trades, with a view to fitting boys for executive positions in which mechanical insight and judgment are essential to success. In many cases, the approach to such positions is through the workshop, and the training which the school gives leads to rapid advancement. Experience has shown that graduates readily find profitable employment.

For the large number who can go no further, one course provides the best equipment that a high school can give for successful careers in many forms of elementary engineering. For those who desire it, the other course opens the door to the complete engineering training of the technical colleges.

While still too early to predict, with assurance, the effect of this change of purpose, it is to be noted that the number of registrations for the fall of 1919, consequent on the announcement of the new course of study, is substantially larger than has been the rule in recent years.

In closing this report attention should be called to the hearty coöperation of the Advisory Committee, the former assistant superintendent and of the head master and all his teachers.

Respectfully submitted,

JOHN C. BRODHEAD,
Assistant Superintendent.

APPENDIX F.

REPORT OF DIRECTOR OF HOUSEHOLD SCIENCE
AND ARTS.

MR. FRANK V. THOMPSON,

Superintendent of Public Schools, Boston, Mass.:

MY DEAR MR. THOMPSON,— In compliance with your request for a statement of the work of the Household Science and Arts Department during the past year I respectfully submit the following:

As the materials needed for our work are foodstuffs and textiles, and the prices of these have soared so since the war began, we considered ourselves fortunate in being able to run the department at all.

During the war the department has not adhered closely to the course of study. We tried to do the best we could to broaden out and come in closer contact with the homes, so that we might be of benefit to them. Each teacher has been permitted to adapt herself to war conditions and to the needs of her district.

COOKERY.

The cookery department has been closely related to the state and civic committees of food conservation. Our department has many times been of much assistance to these committees by giving information as to the needs of different classes of people. When drives have been on for the saving of meat, fat, wheat, sugar, etc., and when on the other hand we have been urged to use more cottage cheese, butter, milk, wheat and wheat substitutes, the teachers have devoted a part of each lesson to short talks on these subjects. They have encouraged the girls to look to the saving of food in their own homes and to bring in each week, for class discussion, the amount and kinds of foods that have been saved during the week. This work has been in accordance with the pledge signed by the girls of the cookery classes at the beginning of the war. Each girl who signed the pledge, about 8,000, promised to assist her

mother to prevent waste of food in the home by prudently buying, by carefully preparing, by avoiding unnecessary waste in serving and by using up left-over food materials.

The girls were encouraged to perform some definite task at home that would be in line with suggestions offered by the State Department of Agriculture on getting the family to use more milk, butter, cottage cheese, etc.

Meetings.

A committee of the teachers has kept up with all the latest publications issued by the Federal, state and city authorities, and these bulletins and leaflets have been distributed for class use at the monthly meetings.

Experts from Amherst have given talks on the best and latest ways and experiments used for the preservation and drying of foods. Members of the State Extension Department have addressed the teachers, telling of their work throughout the state, and showing how our work could come closely in touch with theirs. The Cornell Reading Courses and Farmer's Bulletins have also been discussed at the meetings.

New Schemes Tried This Year.

With the price of fuel soaring we found that many of the children were not getting proper food to give them strength. The mothers could not prepare foods that required long cooking, such as breads, soups, stews, vegetables, etc., on account of fuel prices. As these foods are necessary for health and strength, we felt that something must be done to help out. The girls were given the privilege of preparing a family quantity in line with the day's lesson, taking it home for the noon or evening meal. The teachers announced one week ahead what the next week's lesson was to be; the girls could bring their own food materials or have the teacher furnish them, the girls paying for the amount used. The parents, the fathers even more than the mothers, were enthusiastic over this plan. They had a well-prepared and well-cooked dish with time and fuel saved. As our equipment would not permit us to let every girl in the class cook a large quantity, we were obliged to limit it to eight in each lesson. However, we were sure that every girl who desired this privilege was given the opportunity. About 8,190 family quantities for home use were cooked during the school year.

Then, too, emphasis was placed on simple home meals that would give the most food value for the least money. The menus were prepared outside, discussed in class and the best ones selected for class lessons. The menus were adapted to the different classes of people. About 1,455 of these meals were cooked in the school kitchens this year. Current prices were brought in for discussion in class.

In two of the school kitchens and one of the school homes, namely, the Bowdoin, Dillaway and Dillaway School Home, food was cooked and served to anæmic children. Almost 31,000 children were fed this year. However, this is not suitable work for the cookery department, being tried this year only as one of the war conditions. On account of the interference with class work, it should be carried on from outside and served in some room in the basement during recess period.

Industrial Junior High Section.

The household science industrial sections of the junior high aims to give these girls industrial intelligence rather than trade training and to give them a knowledge of all things pertaining to home and a deeper significance of the meaning of home. All work along home lines should be directed toward making the home attractive and should be conducted with the maximum amount of convenience and comfort, and the least amount of expense. Science applied to household management is what these girls need.

SEWING.

The sewing course of study has not been strictly followed for the last two years. We have aimed to meet home conditions and to make garments most necessary for children in different districts. Home mending lessons have been emphasized; in fact, we have taken anything sent us so that we might help the mothers with the family sewing. When a girl completed a satisfactory garment, and knew how to mend and patch well, she was permitted to take up Red Cross sewing. This was a reward of merit. All kinds of garments have been made for the Red Cross. During the past two years more than 35,652 garments have been made for the Metropolitan Red Cross Society. The Red Cross Society has given a great deal of praise to the work done by the girls in the Boston schools.

Advanced Sewing.

As the sewing work stops in the sixth grade because cookery is taken up in the seventh and eighth grades, many masters have asked for the privilege of having advanced or so-called prevocational sewing in the seventh and eighth grades in connection with cookery work. Nine schools have had advanced sewing work this year. We aim to give the girls in these classes a foundation for trade, home-making and some knowledge of textiles.

People from outside are becoming more and more interested in these classes. Orders for work have come in from all sections of the city this year, and the work has been so well done that it has been far beyond our expectations. Infants' outfits, children's rompers and dresses and household articles of all kinds have been made; also undergarments and wash dresses for the girls themselves and for other members of the family. Many of the girls made their graduation dresses; the average cost of the dresses was \$2. More than 3,200 garments have been made in these classes this school year.

HIGH SCHOOL HOUSEHOLD SCIENCE AND ARTS.

Household science and arts work has been carried on in five suburban high schools as well as in the High School of Practical Arts. On account of war conditions the work has not been advanced much during the last two years. However, a few things have been especially emphasized this year. In preparing school luncheons the girls have been led to look for wholesome food. The caloric value and the cost of each dish prepared in the class has been considered. A specialty has been made of well-balanced home meals and tray luncheons. The food cooked in these classes is sold at cost at the lunch counter, and the tray luncheons are sold to the teachers.

In the sewing and millinery classes the purpose has been to practice thrift and economy by using old materials, as the prices of textiles and millinery supplies have increased so since the war started that it had been almost impossible for many of the girls to get new materials. Old skirts, coats and dresses, whether cotton or woolen, and old millinery materials, have been cleaned and renovated for middy blouses, dresses, coats and hats for the girls themselves and for the children at home.

From time to time the girls in these classes are given shopping expeditions so that they may keep in touch with the up-to-date styles in gowns and hats, and know something of the latest textiles as to style and price. After these shopping excursions class discussion takes place.

The Art Museum this year gave a course of four lectures on the "History of Textiles and Costume" for the benefit of these classes. The lecturer also escorted the girls through the galleries showing the costumes and styles of other ages.

I could not finish this report without mentioning the splendid work of many of the teachers of this department during the influenza period. The cookery teachers worked at canteen stations in different sections of the city making and distributing wholesome foods for the sick. Some of the teachers even went into the homes to clean up and prepare food for the little children when the mother was ill. The sewing teachers, too, helped in sending out food from the canteen stations and made masks for the doctors and nurses at the Red Cross rooms.

Respectfully submitted,

JOSEPHINE MORRIS,

Director of Household Science and Arts.

APPENDIX G.

REPORT OF DIRECTOR OF MANUAL ARTS.

MR. FRANK V. THOMPSON,

Superintendent of Public Schools, Boston, Mass.:

DEAR SIR,— In compliance with your request for a statement of the work of the Department of Manual Arts during the past year, I respectfully submit the following:

DRAWING.

Changes in the Course of Study in the Primary and Grammar Grades.

While the aim of drawing in the primary and grammar grades remains the same as in past years, viz., "To develop an appreciation of beauty in nature and the Arts," the means of accomplishing this aim have been changed to meet the wishes of the Advisory Committee on Drawing. This committee wished to inaugurate an entirely different system of art education from that generally observed at the present time in other cities. The suggestions that were made by this committee were as follows:

1. Substitute that form of representation known as illustrative drawing for the drawing of still life, *i. e.*, geometric type solids, vase forms, plant life, etc. The reasons given for substituting illustrative drawing for the drawing of objects were that the former subject develops the observation, visual memory and imagination, and tends to encourage the use of drawing as a means of expressing ideas, which after all is most useful to the average citizen.

2. Familiarize the children with the modes of order so that they will recognize them in nature and art. Teach and draw such geometric forms and their elements as enter into the construction of art forms, *i. e.*, angles of different degrees, rectangle, triangle, circle, pentagon, hexagon, octagon, etc.

The exercises in modes of order to be worked out in the primary grades in borders and surface patterns, using geometric shapes as circles, triangles, squares, etc. Following the study

of each form of order in this way the children should observe its manifestation in nature and art.

Likewise it was suggested that the grammar grades study more complex forms of order and work them out upon geometric progressions and webs, forming patterns in areas and surfaces or fields. The method of searching in nature and art for each form of order studied is of vital importance in all grades. This is to be accomplished by means of illustrative material in the form of colored plates of plant, insect and animal life, minerals, snow crystals, etc., half-tone illustrations and photographs of architecture, painting, sculpture and the minor arts.

Following this suggestion the schools have been furnished with colored plates of nature subjects and half-tones of objects in the Museum of Fine Arts. The director plans next year to add colored plates of famous paintings and photographs of objects in the Museum of Fine Arts.

The committee believes that the above plan for the study of design will develop an intelligent appreciation of beauty in nature and art, as it is based upon a knowledge of the fundamental laws of order, and therefore is a better approach than the method generally in vogue in other cities, which consists of making designs for specific objects, as tiles, rugs, posters, costumes, book and pamphlet covers, etc., without previous knowledge of the universal laws of order. Problems in applied art should be left to the high school.

It was suggested by the committee that in the color study in the primary and grammar grades it is desirable that the children be taught to recognize first the relations of hue, value and intensity of the spectrum colors by means of exercises in making color scales, followed by analyses of beautiful color schemes in nature and in art, and finally applying color schemes to original patterns in areas and surfaces.

These suggestions of the Advisory Committee were carefully considered by the director and his assistants. While in many respects these recommendations were radically different from the generally accepted ideas upon the teaching of drawing in the primary and grammar schools in other cities, they were much in sympathy with this new viewpoint of art teaching, and desired to introduce it in the schools. Therefore the course of study was revised, and a plan of lessons was worked out by the assistants whose intimate knowledge of the children and conditions of the class room enabled them to plan a logical series of exercises. This course has been well received, and it may be

said that there is much evidence to prove that it has succeeded in arousing much interest upon the part of teachers and pupils alike. With the addition of more illustrations in nature and art, and with the teachers' increasing familiarity with the new course, the director believes that the future outlook for art instruction in this city has unlimited possibilities.

Drawing in the Ninth Grade (Intermediate Schools).

In 1918 the director recommended that drawing be required in the ninth grade. This request was granted by the Board of Superintendents, with the understanding that the course should aim to develop art appreciation. The director outlined a course the nature of which was largely in the form of talks upon architecture, sculpture, painting and the minor arts, which were given by the director and his assistants, assisted by the special drawing teachers. The modes of order and elements of color were studied first, following which the pupils analyzed half-tone illustrations of objects in the Museum of Fine Arts, as well as examples of public buildings, statuary in the schools and illustrations brought from home.

The classes visited the Museum of Fine Arts accompanied by their drawing teacher and the assistant in Manual Arts, who skillfully directed the pupils' observation and encouraged them to make sketches of such objects as illustrated the various modes of order in design and color. In many instances the Museum docent coöperated in these visits by giving a short description of the historical significance of the objects under observation.

The director believes that this phase of the ninth-year art study has awakened an active interest in the Museum and the art world, and should be encouraged in the future. Many personal letters received by the director from pupils bear testimony to the interest that the course in art appreciation has awakened.

Drawing in the High School.

The director has encouraged the high school teachers of drawing to place more emphasis upon truthful representation of form with the lead pencil, and discouraged careless drawing which has often obtained in the endeavor to secure impressions of light and shade with color. The result has been beneficial to pupils and teachers alike in that more careful observation and better drawing has developed with the knowledge that poor drawing can never be excused by prettiness of effect.

In the study of design there has been less attempt to do pre-

tentious problems. To a large extent the making of posters has been discouraged as the difficulties involved are beyond the average high school student, and the amount of time occupied in completing one problem appears to be out of proportion to the benefits derived. Talented pupils have been advised to do such work out of school, bringing the design to the teacher for criticism.

During the war period some of the schools, notably the Girls' High School of Practical Arts, successfully competed in Government poster contests.

High School Vocational Art Course.

The vocational art class at the Museum of Fine Arts enrolled nineteen pupils this year, all of whom received the benefit of art instruction at the Museum free of charge. The recent exhibition of this class indicated an improvement over the work of last year. Many of the most talented pupils have continued to study in the Museum School after completing their course in the vocational art class. Some of them have won free scholarships in these advanced classes.

Drawing in the Normal School.

The recent exhibition of drawing in the Boston Normal School was highly commended by members of the Advisory Committee on Drawing. The course of study has been revised this year to keep it in harmony with that of the primary and grammar grades. The director believes that the recent appointment of one of the manual arts assistants to the head of the Drawing Department in this school, enabling her to give undivided attention to the work, will assist greatly in dignifying the subject, and making possible continued progress in the future.

The past year has been a period of transition. Grade teachers and assistants have worked with great energy, many of the former having entered the afternoon improvement classes to enable them to become more familiar with the new course of study. Such a spirit as all have shown is most praiseworthy.

The Advisory Committee also has been generous of time, and the director and his staff feel grateful for the help that they have received from these public spirited people.

Respectfully submitted,

THEODORE M. DILLAWAY,
Director of Manual Arts.

APPENDIX H.

REPORT OF DIRECTOR OF MEDICAL INSPECTION.

MR. FRANK V. THOMPSON,

Superintendent of Public Schools, Boston, Mass.:

DEAR MR. THOMPSON,—I have the honor to submit the following report of the Medical Inspection Department for the school year 1918-19:

In September, 1918, an epidemic of influenza appeared, the greatest calamity that has ever visited our city. During the two months, September and October, 4,023 persons succumbed to the disease. Of this number 211 were children between five and fifteen years. Owing to the number of children and teachers absent on account of influenza or illness in the family, and the demoralized condition of the community, schools were closed by order of the School Committee on September 25, two days before the Governor's proclamation to close schools, theaters, etc. The Boston schools remained closed until October 21.

The report on influenza from the Washington District, with a total enrollment of 1,677 pupils, illustrates the prevalence in the city proper:

Pupils sick.....	485
Pupils died.....	2
Children not of school age sick.....	215
Children not of school age died.....	10
Mothers sick.....	141
Mothers died.....	8
Fathers sick.....	89
Fathers died.....	6
 Total sick.....	 930
Total died.....	26

The director of medical inspection had charge of the Emergency Hospital at St. John's Seminary, Brighton, during the epidemic and remained on duty at that institution for twenty-

two days. For fourteen days he had the assistance of school nurses. Their work was faithful and efficient and he wishes to officially record his appreciation of this service.

Eleven cases of smallpox were reported to the Health Department between April 1 and June 1, 1919. The Medical Inspection Department did its share in preventing an epidemic of this disease by its careful examination of pupils to discover the unvaccinated and enforce the law on vaccination. Principals, teachers and nurses coöperated, and with few exceptions the parents gave them hearty support.

Extraordinary effort has been made by this department to combat the conditions causing malnutrition. The increase in the number of cases over previous years may be due to the fact that people have not fully adjusted themselves to the high cost of living; that influenza has left many children in a debilitated state, rendering them more susceptible to the causes of undernourishment. The school physicians and nurses have put forth every effort to instruct parents and children on the causes, prevention and cure of the condition.

All children with malnutrition have been under the special care of the school physicians and nurses. They have been weighed and measured every month, special records kept of height and weight, and practical assistance given in the way of organizing a system of school lunches. This lunch system is carried on to a greater extent in the North and West Ends, where about two hundred and fifty children receive lunch daily in each district. The children bear the expense of these lunches.

Open-air classes are being conducted along more extensive lines. During the past year there were sixteen classes in operation; the previous year, fourteen. Nearly all were receiving daily lunches, prepared by an open-air class attendant and paid for by the children. The following is a list of classes:

Abraham Lincoln.....	1
Bowditch.....	1
Bowdoin.....	1
Dwight.....	1
Hancock.....	2
Lowell.....	1
Norcross.....	2
Quincy.....	3
Wells.....	2
Washington.....	2

Application has been made for two new classes, beginning September, 1919, one in the Norcross and one in the Bowdoin District.

The advantages of these classes are so evident that some principals are anxious to have a second or even a third open-air class in order to continue the health training of this type of pupil as long as possible.

Reports on defects in sanitation in schools, seating adjustments, etc., have been reported to the Superintendent from time to time and prompt action has been taken thereon.

New adjustable furniture is greatly needed in many schools, and it is recommended that the old desks and chairs be replaced by modern furniture as soon as practicable.

During the past school year fifteen lectures on dental hygiene, three of which were in high schools, have been given by the members of the Massachusetts Dental Hygiene Council. The lectures were illustrated by lantern slides. It is recommended that principals avail themselves of this opportunity for the instruction of children on this subject.

The neurological clinic at Forsyth Dental Infirmary has been continued this year under the direction of Dr. Edward A. Tracy, school physician. This clinic is for the diagnosis and treatment of epilepsy in school children. Many children are referred to this clinic by school physicians, teachers and nurses.

Much literature has been distributed to school physicians, nurses, teachers and pupils on subjects pertaining to general hygiene, prevention of disease, value of food, value of fresh air, etc.

Nine school physicians have served with the colors and five have returned and have been assigned to school duties.

The Forsyth Dental Infirmary has been continuing its great work. In June a circular was sent by the director of the Infirmary to all principals, urging them to have children attend the clinic during the summer months. Reservations have been made for all eligible children up to the first of September.

It is very satisfactory to note the coöperation of the out-patient departments of the various hospitals. This spring a new out-patient clinic was organized by the Salvation Army. While the facilities of the clinic are not yet ample to care for a great number of children, much work has been done in the line of dental and optical treatment.

The weighing and measuring of children, commenced in

September, 1909, at the suggestion of Dr. William T. Porter and by order of the School Committee, was completed in June, 1919. All records have been turned over to Doctor Porter for the compilation of statistics.

A course of instruction on first aid in illness and injury has been approved by the Board of Superintendents for elementary and high schools.

The Health Department and the Department of Medical Inspection have been coöperating in the matter of tuberculosis. The daily health bulletin of the Health Department is forwarded to this office, children of school age are referred to school physicians for investigation and physical examination, and the case followed up. Records are on file in this office on all such cases, showing diagnosis, treatment recommended, etc.

Two temporary school physicians have been assigned to duty in the summer review schools. A detailed report of this work will be forwarded to the Superintendent in September.

I am inclosing the following reports on various branches of the work of this department:

Comparative statistics on physical examinations for four years.

Exclusions by school physicians for the months of February, March, April, 1919.

Comparative statistics on vision and hearing from 1909 to 1919.

Sanitation.

Comparative statistics on physical examination of applicants for employment certificates.

Report on cases of tuberculosis reported to the Health Department and referred to the Department of Medical Inspection for investigation.

Report of Nursing Division for 1918-19.

Respectfully submitted,

WILLIAM H. DEVINE,

Director of Medical Inspection.

**Comparative Statistics on Physical Examinations of Pupils of the
Boston Public Schools from December 1, 1915, to June 30, 1919.**

	1915-16.	1916-17.	1917-18.	1918-19.
Total number pupils examined.....	99,862	104,287	104,762	100,564
Total number without defects.....	30,781	38,318	43,128	57,226
Total number with defects.....	69,081	65,969	61,634	43,328
DEFECTS AS FOLLOWS:				
Defective nasal breathing:				
Anterior.....	1,292	1,297	1,108	826
Posterior.....	5,966	5,282	4,975	5,338
Hypertrophied tonsils.....	18,444	14,806	14,037	12,734
Defective palate.....	351	169	121	65
Cervical glands.....	18,841	7,746	7,201	4,777
Pulmonary disease:				
Tubercular.....	44	22	28	15
Arrested tubercular.....			5	
Nontubercular.....	683	453	456	516
Doubtful.....		1		
Cardiac disease:				
Organic.....	1,330	1,406	1,624	1,572
Functional.....	1,668	1,716	1,864	2,209
Nervous disease:				
Organic.....	74	48	46	26
Functional.....	221	179	138	149
Chorea.....	43	23	33	14
Orthopedic defects:				
Tubercular.....	88	76	63	51
Nontubercular.....	1,698	1,770	1,774	2,221
Skin.....	3,071	2,978	2,308	2,007
Rickets.....	383	326	284	132
Malnutrition.....	2,110	1,712	2,087	2,359
Mental deficiency.....	431	448	627	558
Totals.....	56,738	40,458	38,779	35,599
Defective teeth.....	56,750*	55,638*	50,507	44,531
Grand totals.....	113,488	96,096	89,286	80,130

* During the year 1915-16, and from October 1, 1916, to January 1, 1917, defective teeth were classed as primary and secondary. In some instances, if a pupil had defective primary and defective secondary teeth, it was recorded as two defects instead of one. In order to avoid duplication of defects it was thought advisable to record defective teeth as one defect without regard to whether they were primary or secondary. This method was adopted commencing January 1, 1917, and precludes comparison for the two years.

**Exclusions Reported by School Physicians from February 1 to
May 1, 1919, for Contagious Diseases or Exposure Thereto.**

Pulmonary tuberculosis	1
Diphtheria	4
Diphtheria *	22
Scarlet fever	6
Scarlet fever *	5
Measles	2
German measles	3
German measles *	1
Chicken pox	127
Whooping cough	6
Mumps	71
Mumps *	2
Acute tonsilitis	194
Influenza	33
Influenza *	5
Pediculosis	430
Acute or purulent conjunctivitis	104
Ringworm	27
Scabies	37
Impetigo	82
Other causes	284
Exposure to disease	228
	<hr/>
Total number of exclusions	1,674

**Sanitary Defects, Etc., Reported to the Director of Medical
Inspection for Correction, School Year 1918-19.**

Defective heating in schools	7
Inspection of buildings by school physicians	5
Defective drains outside school buildings	3
Defective toilets, impure air	3
Depressions in school yard where water collects	1
Adjustment of seats	1
Guarding of machinery in manual training room	1
Rooms unsuitable for school purposes	1
Recommendations for new desks and chairs (adjustable)	1
Matters referred to Health Department	1
Other defects	2
	<hr/>
Total number of defects reported	26

* Diagnosis uncertain.

**Report on Physical Examinations of Applicants for Employment Certificates,
November, 1915, to June 30, 1919.**

	November, 1915, to August 31, 1916.	September, 1916, to August 31, 1917.	September, 1917, to June 30, 1918.	July, 1918, to June 30, 1919.
Number of children examined.	10,174	17,577	16,722	19,810
Boys.	6,121	10,785	9,585	10,725
Girls.	4,053	6,792	7,137	9,085
Number of children without defects.	4,986	8,041	7,116	9,064
Number of children with defects.	5,188	9,536	9,606	10,746
Total number of defects.	6,663	11,846	12,006	13,239
Number of children recommended for certificates.	9,969	17,103	16,088	19,470
Number of children not recommended for certificates.	205	474	634	340

**Seventy-five Children of School Age Were Reported by the Health
Department as Having Tuberculosis. Each Case Has Been
Investigated by School Physicians and Nurses, and Summary
Report Is as Follows:**

Number died	3
Number excluded from school	1
Number in school (under treatment)	6
Number in school (O. K.)	10
Number at home (under treatment)	5
Number not attending any school (working, etc.)	7
Number admitted to sanatorium	18
Number on waiting list for Westfield	3
Number attending parochial schools	7
Number not located, moved away	15
Total	<u>75</u>

Summary of Hearing and Vision Testing, 1907 to 1919.

	1907.	1908.	1909.	1910.	1911.	1912.	1913.	1914.	1915.	1916.	1917.	1918.	1919.	Totals.
Number of pupils tested in vision.....	83,909	82,255	82,954	84,058	84,747	83,075	87,493	89,508	91,326	92,552	89,108	87,286	85,682	1,123,953
Number of pupils normal in vision.....	57,474	62,532	64,116	66,755	71,902	70,587	74,912	78,436	80,287	80,653	78,742	77,099	75,864	
Number of pupils defective in vision.....	26,435	19,723	18,838	17,303	12,845	12,488	12,581	11,070	11,039	11,899	10,366	10,187	9,818	
Per cent of defective vision.....	31.5	23.97	22.70	20.58	15.15	15.03	14.37	12.36	12.08	12.86	11.63	11.6	11.46	
Number of pupils tested in hearing.....	83,909	82,265	82,944	85,343	86,055	83,075	88,788	91,529	93,024	92,415	88,896	87,231	85,419	1,130,893
Number of pupils normal in hearing.....	77,080	75,926	78,815	80,569	82,650	79,800*	85,564	89,100	90,486	89,884	87,331	85,726	83,903	
Number of pupils defective in hearing.....	6,829	6,329	4,129	4,774	3,405	3,269	3,224	2,469	2,538	2,581	1,565	1,505	1,516	
Per cent of defective hearing.....	8.13	7.69	4.94	5.39	3.99	3.99	3.63	2.7	2.8	2.79	1.76	1.03	1.77	
Number of pupils wearing glasses.....	.....	.....	8,535	6,831	6,385	7,673	5,950	6,027	5,754	5,941	6,036	6,158	5,594	
Number of pupils normal in vision with glasses.....	.....	.....	5,190	2,865	3,614	4,776	3,360	3,569	3,309	3,318	3,580	3,499	3,281	
Number of pupils defective in vision with glasses.....	.....	.....	3,345	3,966	2,771	2,897	2,590	2,458	2,435	2,623	2,456	2,659	2,313	
Number of pupils defective in vision not wearing glasses.....	.....	.....	15,493	13,337	10,073	9,591	10,011	8,614	8,604	9,276	7,910	7,528	7,505	
Number of pupils defective in both vision and hearing.....	.....	.....	1,866	.....	1,081	1,092	1,533	712	588	726	376	340	406	
Number of pupils corrected in vision since last test.....	.....	.....	5,084	3,489	3,166	3,355	2,963	2,865	2,733	2,789	2,828	2,476	2,345	34,093
Number of pupils corrected in hearing since last test.....	.....	.....	1,213	875	684	644	565	487	338	354	602	555	337	6,654

* First two grades not tested.

REPORT OF NURSING DIVISION FOR YEAR
ENDING JUNE 30, 1919.

SPECIAL WORK.

Assisted school physicians with physical examinations. Notices written and sent to parents for all defective pupils.

Weighed and measured sixteen open-air classes four times a year and kept special records.

Weighed and measured all pupils thirteen years of age once a month.

Two hundred fifteen thousand two hundred ninety-five inspections for pediculosis.

Frequent inspections of pupils for suspicious symptoms before and after close of school during influenza epidemic. Fifteen school nurses volunteered for bedside nursing to the Instructive District Nursing Association during the epidemic and made 2,375 visits to homes of the sick. Eight of these nurses and twelve others later gave 223 days' nursing service at St. John's Convalescent Hospital under Doctor Devine's direction. All other nurses were either personally ill or caring for members of their own families.

Hair and skin of all children on summer review school list examined and re-examined during the month of June; all urged to keep clean.

The effort to have dental work completed in second and third grades has been continued this year. The interest of the children is increasing and progress is being made.

The banners presented by the Trustees of the Forsyth Dental Infirmary were secured by the same classes as last year, second grade in the Hancock District and third grade in the Washington District. Certificates were awarded to twenty-two other classes of all grades for having had "All Dental Work Completed." Four other classes were completed too late to secure certificates.

Special oversight given to all malnutrition cases and instruction was given to parents and pupils in regard to proper diet and hygienic measures necessary.

School nurses retested 10,250 children reported by teachers as defective vision and found 3,026 normal. They also retested 1,120 for defective hearing and found 467 normal.

REPORT ON PHYSICAL DEFECTS IN ELEMENTARY SCHOOLS.

DEFECTS.	Number.	Treated by Family Physician.	Treated by Hospital.	Others.*
Defective nasal breathing:				
Anterior.....	233	33	51	149
Posterior.....	4,071	495	1,062	2,514
Hypertrophied tonsils.....	8,279	798	1,624	5,857
Defective palate.....	4	.....	2	2
Cervical glands.....	641	125	137	379
Pulmonary disease:				
Tuberculous.....	16	3	13	
Nontuberculous.....	385	103	188	94
Cardiac disease:				
Organic.....	940	554	281	105
Functional.....	344	87	114	143
Nervous disease:				
Organic.....	20	6	13	1
Functional.....	70	34	22	14
Chorea.....	17	9	6	2
Orthopedic defects:				
Tuberculous.....	24	4	12	8
Nontuberculous.....	1,226	63	346	817
Skin.....	593	165	191	237
Rickets.....	29	6	11	12
Malnutrition.....	2,211	434	383	1,394

* Moved away, treatment promised, treatment refused, condition cleared with correction of other defects, etc.

REPORT ON VISION AND HEARING.

Defective vision in elementary schools	7,224
Vision corrected:	
By nurses	1,844
By parents	2,231
Total corrected	4,075
Notes given by nurses on uncorrected cases:	
Unimprovable, congenital cataract, injury, etc.	27
Miscellaneous, defect doubtful, cannot afford treatment, etc.	612
Pupils moved or discharged to work before treatment	320
Pupils wearing glasses obtained previous year	285
Glasses not recommended after examination	606
Parents promised to attend	669
Parents refused to attend	530
Total	3,149

Defective hearing in elementary schools	653	
Hearing corrected:		
By nurses	153	
By parents	388	
Total corrected	—	541
Notes given by nurses on uncorrected cases:		
Unimprovable	10	
Left district	15	
Defect slight, no treatment necessary	53	
Sent to Horace Mann School	5	
Parents promised to attend	10	
Parents refuse to attend	19	
Total	—	112

REPORT ON DENTAL WORK.

Number found defective by school physicians	37,271
Number treated by private dentists	14,972
Number treated at dental clinics	13,534
Number escorted by nurses to dental clinics	8,526
Revisits	16,024

REPORT ON PRIMARY GRADES.

GRADES.	Treated by Dentist.	Treated by Hospital.	Totals.
III.....	1,620	2,591	4,211
II.....	1,433	1,688	3,121
I.....	1,510	888	2,398
Kindergarten.....	649	212	861
Totals.....	5,212	5,379	10,591

SUMMARY OF SCHOOL NURSES' REPORTS, 1918-19.

Home visits	33,435
School visits	25,085
Hospital visits	3,866
Talks on hygiene:	
In homes	7,586
In class rooms	9,070
Consultations with teachers	74,508
Consultations with pupils	135,044
Adenoids removed	968
Tonsils removed	1,066
Treatments in school	21,773
Inspections for pediculosis	215,295

PUPILS ESCORTED TO CLINICS.

CLINIC.	Number.	Revisits.
Eye.....	2,330	2,073
Ear.....	197	122
Nose and Throat.....	2,101	251
Medical.....	663	434
Surgical.....	248	146
Skin.....	209	116
Dental.....	8,526	16,024
Optician.....	1,515	
Totals.....	15,783	19,144

REPORT ON CARDIAC CASES IN ELEMENTARY DISTRICTS.

Number of organic cases found by school physicians	940
Follow-up work by nurses:	
In care of family physician	554
In care of hospital	281
Removed from city	7
Refused treatment	3
Treatment promised	86
No medical treatment necessary, general hygiene recommended	9
Total	940

REPORT ON PULMONARY CASES IN ELEMENTARY DISTRICTS.

Number of pulmonary tuberculosis cases	16
Positive	6
Negative	4
Diagnosis deferred	2
Arrested	2
Died	1
Moved to country	1
Total	16

Positive cases are excluded from school and in care of Boston Consumptives' Hospital Out-Patient Department or in Mattapan.

CONTAGIOUS DISEASES FOUND BY NURSES IN SCHOOLS AND HOMES.

DISEASE.	Schools.	Homes.
Diphtheria.....	17	5
Mumps.....	35	18
Whooping cough.....	1	
Scarlet fever.....	19	12
Chicken pox.....	112	32
Measles.....	6	10
German measles.....	3	
Pulmonary tuberculosis.....	7	2
Influenza.....	10	7
Septic throat.....	2	
Follicular tonsilitis.....	6	6
Total.....	218	92

SOCIAL WORK.

Vacations for pupils	104
Thanksgiving dinners for families	36
Christmas dinners for families	127
Free glasses for pupils	367
Shoes purchased	244
Clothing distributed to needy families	329
Families referred to church and charitable societies	66
Employment secured for men, 2; women, 43; girls, 16; boys, 5; total	66
Cash expended for food, coal and clothing	\$520 55
Tooth brushes sold at cost	3,376
Tooth powder sold at cost	1,221

Free X-ray examinations, free medicine, free admission to hospitals for all needy pupils.

Care was procured for several special cases through the efforts of the school nurses which deserve special mention, as follows:

Admitted to Cripple School	5
Admitted to Wellesley Convalescents' Home	5
Admitted to Canton School	1
Admitted to Horace Mann School	5
Admitted to House of Angel Guardian	1
Admitted to Baldwinville	1
Admitted to Mattapan Consumptives' Hospital	2
Placed in care of State Board of Charity, Minor Wards Department	15
Admitted for operation to Children's Hospital	2
Admitted for operation to Boston Dispensary	1
Admitted for treatment (eye), Boston City Hospital	1
Referred to Society for Prevention of Cruelty to Children	12
Several referred to Commission for the Blind.	
Several escorted to Doctor Jelly for examination.	

APPENDIX I.

REPORT OF ACTING DIRECTOR JAMES T. MULROY,
EXTENDED USE OF THE PUBLIC SCHOOLS.

MR. FRANK V. THOMPSON,

Superintendent of Public Schools, Boston, Mass.:

DEAR SIR,—Delayed much beyond the usual time of reopening by the influenza-pneumonia epidemic and further handicapped by the fear of indoor gatherings that gripped the citizens of Boston for some time after real danger of contagion had passed, the school centers were very late in getting under way. Not only have the centers survived the war, but what is more surprising, they show a big jump in attendance figures for the past year. The total attendance for the year is much greater than ever; each center shows a large increase; in fact one of the smallest centers actually doubled its attendance.

Realizing in the fall that practically all of the clubs and groups of young men and young women had disintegrated during last season, owing to the call to arms on the part of the former and to the entry of the latter into war industries of various kinds, with consequent long hours and night work, it became at once apparent that if the centers were to be of the fullest service our efforts would have to be concentrated on patriotic meetings and other hall programs, on men's gatherings, women's clubs, and on work for boys and girls. The early part of the season, then, was spent on building up these particular features of our school centers and with most satisfactory results, as may be gleaned from the following.

Frequent, enthusiastic, patriotic rallies in aid of the Victory Loan and United War Work campaigns were held in all the centers, doing much to stimulate and promote these urgent appeals for funds. Large audiences signed pledge cards for goodly amounts and in so doing contributed greatly toward putting these drives over the top. In fact, one speaker said that the largest and most responsive indoor audience he had addressed he had found in a school center. Similar support

was rendered the Hoover rallies, the Army and Navy, Victory Children, Salvation Army and Boy Scout drives when these were launched later in the year.

Heretofore our auditoriums had been regularly used but one night a week; this year, however, as part of our policy for the season, they have been occupied every night the centers were open; frequently extra sessions were held, so popular had center halls become during the course of the year. Always well filled, on special occasions these spacious auditoriums were crowded, standing room being at a premium on more than one occasion. Italian, French, Jewish, Armenian nights and other gatherings of foreign-born folk, "Welcome Home" nights to over-seas boys, community meetings on fares and zones by "L" Trustees, forums, concerts, lectures, entertainments, church and charity benefits; fathers' and mothers' and family gatherings; receptions to the Governor and to other city, state and national officials and to candidates for public office; War Service Unit programs, stereopticon talks, motion pictures, debates and mass meetings of various kinds, all helped make each center the "People's Clubhouse," "Neighborhood Rendezvous" or "Community Capitol" — call it what you will. Community singing was introduced into all of the centers this year as a regular feature in hall programs as a means to this end.

Another advance made during the year was the organizing in one of the centers of that large element of the community that had been coming night after night to the auditorium without further participation in the life of the center, into a group called the "Auditorium Associates." From now on these people can be counted upon for much assistance in getting up and putting through hall programs, besides aiding the center in other ways.

When the centers closed for the season, club life was about normal; war-time groups had given way to peace-time clubs; old clubs had been reassembled, new ones had been formed, and the month of June saw almost as many clubs meeting in rooms as there had been before the war. Mothers' clubs, Boy and Girl Scout Troops, orchestras, choral clubs, junior city councils, parliamentary law, debating and dramatic clubs, home dressmaking, millinery and embroidery, preparedness and Red Cross clubs, boys' and girls' clubs, lodge meetings, teachers' conferences, parochial and public school graduate

clubs, a Hebrew School, suppers, whist parties, food demonstrations, Girls' City Club and American Legions — these are the groups that have used the schoolrooms during the past year, thus serving all ages and classes of people.

The biggest addition of the season, undoubtedly, to the list of center groups was the accession of the well-known "Trade Union College." Organized labor adopted the community center program many years ago and has always consistently stood back of it, so what was more natural or to be expected than the action of the Boston Central Labor Union in the early spring when it chose a school center as the best place for its newest enterprise, "The Trade Union College"? This college was established "in order to make directly accessible to working men and working women the study of subjects which will further the progress of organized labor. The aim of the Trade Union College is in accordance with the following statement in the reconstruction program of the American Federation of Labor: 'Education must not stifle thought and inquiry, but must awaken the mind to the application of natural laws and to a conception of independence and progress.' "

Another forward step made in the centers was the increased financial support secured from the people themselves; also the large amount of unpaid service enlisted. This extra money was raised by the center folks to meet janitor overtime charges, leaders' and helpers' fees, printing and similar items of expense. Volunteer service this past season has been especially easy to obtain. Many persons in each center have given most generously of their time and talents; then, too, paid workers have again and again served gratis. In truth much of the fine showing made by the centers has been due in a great measure to this fine spirit of altruism on the part of all.

The Citizens' Advisory Boards have been of invaluable assistance in a monetary way — two of their number this year donating much needed trophies for an annual prize debate.

The great work of Americanization, the breaking down of racial, religious and social barriers and the blending of the best ideals of the old world and the new, always has been and ever will be the chief business of the Boston school centers.

This year, upon the invitation of this department, Scout officials established old troops and formed new troops in many of the schoolhouses of Boston at the expense of our funds. On this account, then, Scouting in this city has reached a growth

heretofore unattainable, with new troops organized and old troops better and more satisfactorily housed in buildings truly democratic — the public schools.

Occasionally members of the regular teaching corps have provided entertainments for center gatherings, and just as often center workers have put their time and center equipment at the disposal of principals and teachers, now and then gaining pupils for the evening and immigrant schools, and also providing orchestra music for graduation exercises; the management of one center doing an especially good bit of work in financing and conducting a reception to the head master and teachers of one of the high schools, to which parents of the pupils came in large numbers. "Coöperation," the watchword of the Boston school centers, was practised this year in all transactions between the day schools, the evening schools and the Department, of the Extended Use of Public Schools.

Respectfully submitted,

JAMES T. MULROY,

Acting Director Extended Use of the Public Schools.



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